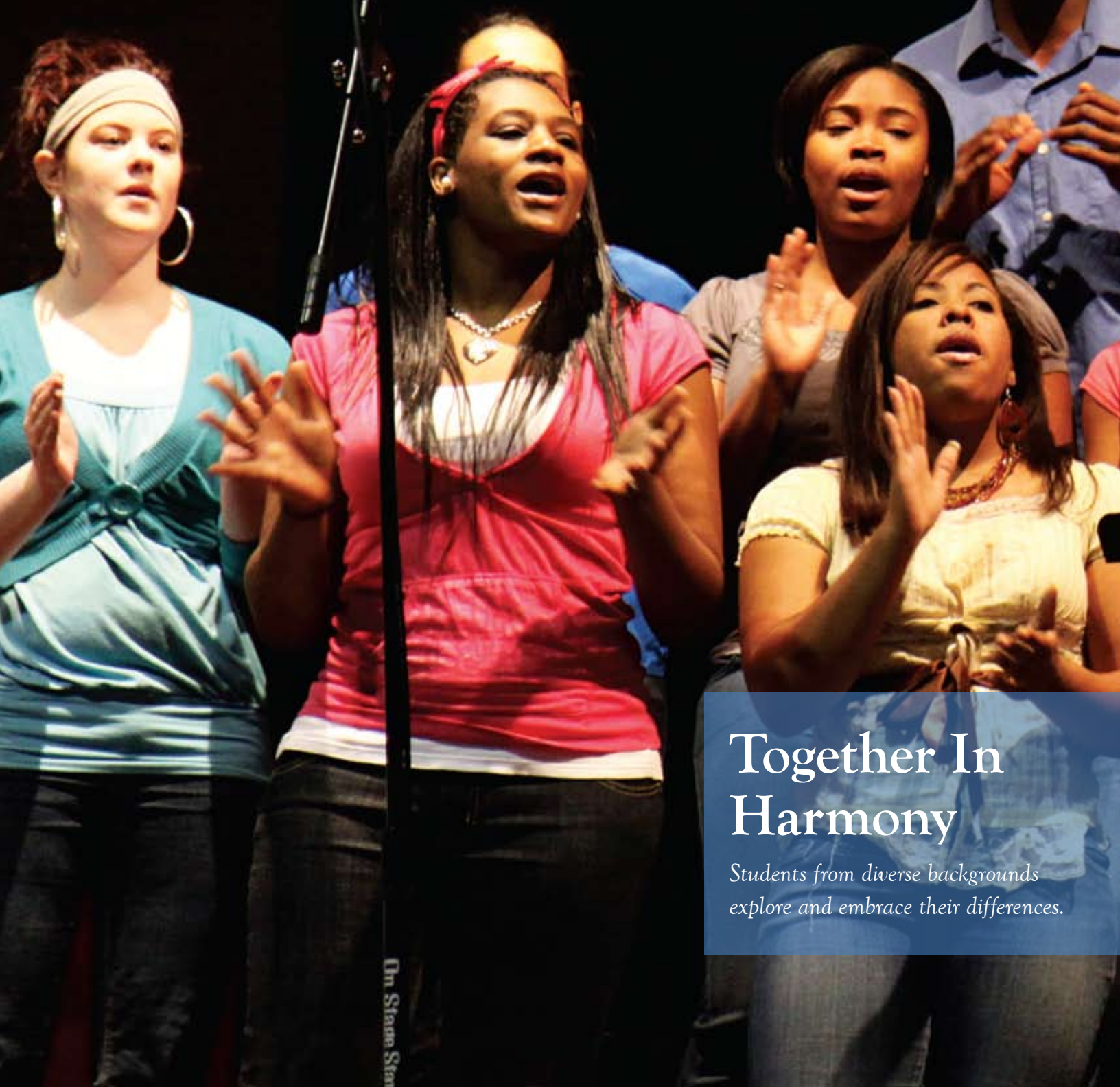




chimes

WESTMINSTER CHRISTIAN ACADEMY

Summer 2010



Together In Harmony

*Students from diverse backgrounds
explore and embrace their differences.*

On Stage Stage



features

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Westminster Christian Academy honors Jesus Christ by providing an excellent education, rooted in biblical truth as interpreted by the Westminster Confession of Faith, for the children of Christian parents. Faculty and staff enable students to discover and embrace a biblical view of the world and integrate that view into every area of life.

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Covenantal Community

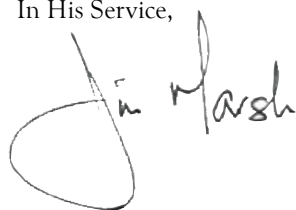
Westminster Christian Academy is a community of families bound together from generation to generation by faith in Jesus Christ as Lord and Savior and a commitment to teach their children to know Him and walk in His ways. Throughout its history, Westminster has worked diligently to keep its doors open to all Christian families in the St. Louis region who desire a Christ-centered secondary school experience for their children. As a result, we are a school that does not speak of enrolling students only; instead, we enroll families.

Enrolling families means that we are dedicated to meeting the educational needs of all of the children in the family, both those with academic talents that require a rigorous program (honors, Advanced Placement, and gifted programs) and those with diagnosed learning disabilities (The Learning Center and the Extended Learning Center). Enrolling families means that we strive to reflect the Kingdom of God in the Westminster community by including families of every tribe and language and people and nation (Revelation 5:9). This commitment to a diverse community is embodied in the pursuit of a school culture of inclusion and affirmation that permeates student, faculty and parent relationships. Enrolling families means providing a financial aid program that opens Westminster's doors to the twenty-two percent of our families who demonstrate financial need.

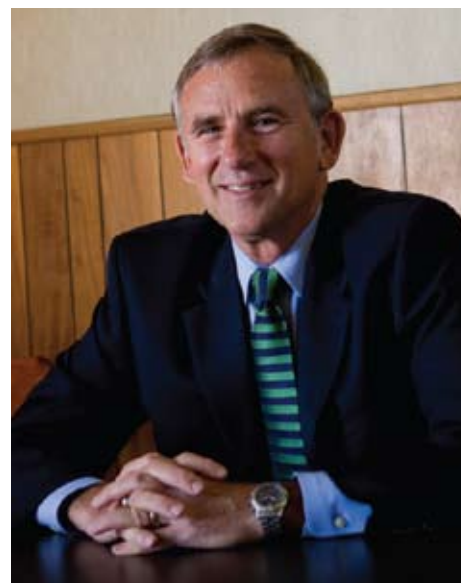
Although growth is not a primary goal for the Town & Country campus (maintaining and enhancing our mission is paramount), this wonderful new campus will open Westminster's doors to more students and provide more opportunities to prepare more young people to engage the world and change it for Jesus Christ. Even the architecture of the new campus is designed to promote community-based learning and provide numerous family-friendly spaces.

It is a special blessing to celebrate the unique differences and gifts of all of God's people at Westminster, children that represent a wide variety of God's people from near and far.

In His Service,



Jim Marsh
Head of School



Second in a Series About Our Core Values

We Enroll and Serve Families

“We will not hide them from their children; we will tell the next generation the praiseworthy deeds of the LORD, his power, and the wonders he has done.”

– Psalm 78:4

For 34 years, Westminster’s doors have been open to Christian families in the St. Louis region who desire a Christ-centered secondary school experience for their children. Over the years, we have graduated more than 2,500 students, many of whom now have children who walk Westminster’s hallways as they once did.

Families representing all of God’s people – “from every tribe and language and people

and nation” (Revelation 14:6) – have equal opportunity to a place at Westminster. Westminster’s academic programs strive to meet the learning needs of all children in the family, and financial aid is available to help qualified families who are not able to pay the full cost of tuition.

Founded by and for Christian families, Westminster’s enrollment at the Creve Coeur campus has grown from 265 students to nearly 900, though growth has never been a primary goal. Instead, as we have stayed true to our mission to provide a place for covenantal families to experience the transformational effect of a Christian education, growth has been a result.

And now, because our current campus on Ladue Road no longer provides room to fulfill the school’s future needs, God has called us to relocate to a larger campus so that we may continue to fulfill our mission. The Town & Country campus will provide

a place to prepare hundreds more young people to engage the world and change it for Jesus Christ. Improved facilities will allow us to maintain our commitment to excellence, and more acreage will provide for ample family-friendly spaces. We look forward with great anticipation to this new chapter in God’s story for Westminster, and to enrolling and serving families for generations to come.

A complete list of Westminster Christian Academy’s core values is available at www.wcastl.org/about/mission.

The Cusumano family looks on as son Alex ('10) signs a letter of intent to play golf at Loyola University Chicago. From left, they are: Dominic (future member of the Westminster class of 2018), Frank, Alex, Monique and Brooke ('13).





Brothers Kent (left) and Chris (right) Kehr, both members of the class of 1978, have remained involved with Westminster throughout the school's 33-year history.

Two of a Kind

In August 1976, two brothers walked through the doors of Westminster Christian Academy with no idea what awaited them. Having transferred from Ladue High School – with its established curriculum, multiple state titles and two swimming pools – they started the first day of their junior year at a friendly yet tiny school located on the lower level of a local university building.

Chris and Kent Kehr (both '78) may be two of Westminster's most recognizable alumni. Whether it be an association with the swim team, technology troubleshooting, service on the Board of Directors or the origin of Westminster blue and white, the twins' impact endures on the Westminster campus.

Upon their arrival at the fledgling school, then located at Missouri Baptist University, Chris and Kent were initially unsure about their new school home. "The teachers had not yet defined their curriculum," says Kent.

"In Mr. Deutschmann's German class, the substitute teacher played the same record over and over for the first two weeks of school," he says, adding that the athletic program – which consisted only of soccer, basketball and softball – was also unique. "I started on the basketball team that year having never played before!" says Kent, giving his brother (and former teammate) a hard time about "boosting the rest of the team's confidence" during practice games.

Both share the memory of a school-wide field trip to a school basketball game in Souldard. At the time, permission slips were not yet required, and the entire school traveled to the game on two buses while the basketball team piled into the bed of Kent's 1950 Chevy pickup. "I started it by rubbing a couple wires together," says Kent. "On the way, we almost lost a buddy off the back."

Although they love to reminisce about

the old days and how the school has since evolved, the Kehr brothers say their two years at Westminster as students seriously influenced the men they were to become. "We were taken out of a huge school where we blended in and were placed in the position of leaders for a whole school," says Chris. "Because we were the oldest, we needed to rise to the occasion and set an example. I was pretty quiet at the time, so that was difficult for me," he says, noting that he did grow mentally, socially and spiritually as a result. "I couldn't just hide in the crowd and 'get by' until graduation. Teachers sought me out, showed they cared about me and challenged me in my personal faith."

The brothers say Westminster's most distinguishable difference was its faculty – a statement that was as true then as it is now.

"I got to know my teachers personally and became friends with many of them," says Kent.

“That made a huge difference in my experience because they cared about who I was as a person — not only about how I did on a paper, but also about my soul.” The brothers agree, too, that because the teachers were passionate about what they did and were excellent in their fields, they made learning enjoyable.

Kent says his relationships with the teachers and also with his fellow students defined his experience at Westminster. “The interaction between Chris and I and our peers — Frank, Bitsy, Teri and Clark, to name a few — even though we came from divergent backgrounds, made a huge difference,” he says. “I believe God put these people in my life at that time for a reason. My self-esteem skyrocketed, and I could see what God was doing in my life on a daily basis.”

Chris and Kent both attended the University of Missouri, transitioning from a school of 74 to one of 25,000. Despite its overwhelming size, Chris says, their experience at Westminster prepared them for their futures. “We were both pretty solid spiritually going into college, and that was a direct result of the role that those teachers played in our lives,” says Chris. “By graduation [from Westminster], Christianity made sense. I left being able to defend my faith.”

Chris graduated from Mizzou with an economics degree and now practices law with his father, Kent Kehr Sr. Kent returned to Westminster once again after God opened a door at his 10-year class reunion, where he met the then-new Head of School Jim Marsh. Today, he serves as the school’s technology director and swim coach.

Although Westminster’s facilities and programs are quite different today than they were 30 years ago (with a structured curriculum, dynamic fine arts and athletic programs, and official rules and guidelines), its vision remains the constant, as demonstrated by how it is being fulfilled in the lives of the Kehr children. “It brings me joy to see my kids [Johnny (‘10) and Shelby (10th)] experience an education here, knowing the impact it is having in their lives just as it did in my own,” says Kent. Chris adds that the difference the teachers are making in his kids’ [Amon (8th) and Jake

(10th)] lives is the same. “They treat our kids as leaders in every area, from senior service projects to research papers, and care deeply about their futures,” says Chris.

Even once Westminster relocates to the new Town & Country campus, the Kehr family will keep coming: Kent’s daughter Lucy will enter the seventh grade this fall, and Maggie will follow in her siblings’ footsteps in 2013.

And while facilities will expand and programs will improve, Chris says, the building does not make the school. “The heart and soul of this place — the vision of the very first families — is what makes the school,” he says. “The vision remains the same and will always remain the same, no matter where God leads us down the road.” Kent adds that he excitedly anticipates God’s continued work. He says, “I’m looking forward to seeing what God will do in the lives of incoming students who walk through our new doors.”

“With our kids, the same is true as it was with us,” says Kent. “When you get here, you feel like a student just doing the high school thing. But by the time you graduate, you realize, ‘I can do it,’ — that you can make a difference.”

Wildcat Pride

Senior year, Kent, Chris and the rest of their class gathered in a classroom during school for an important meeting: to decide their school colors. After some deliberation over interesting suggestions — such as maroon and orange — that would date the school today, Kent concluded that because he already owned a Ladue High School letterman jacket and did not want to purchase a new one, blue and white would be an excellent and victorious choice for Westminster. When it came to the mascot, despite proposals that included the Westminster Bells, Abbies or Friars, the seniors decided upon Wildcats when one of the ladies mentioned she owned a wildcat template, which would make its creation much more simple.



In May, members of Westminster’s Board of Directors joined together with faculty, staff, students, parents and alumni to celebrate the groundbreaking at the Town & Country campus. Chris Kehr (‘78) is pictured fourth from the right.

Celebrating Student and Faculty Excellence

ACADEMIC

The We the People team finished in first place at the state competition for the 11th year in a row and then earned ninth place in the national competition. We the People promotes civic competence among the nation's secondary students.

Nick Arnold, Rebecca Harner, Grace Johnson, Julie Sharp, Ana Tanner and Leah Younkin were named National Merit Finalists. Sam Bowman and Daniel Nixon were named National Merit Semifinalists. Students commended as PSAT/NMSQT high scorers were Mitchell Anderson, Jacob Dahl, Lucy Egan, Austin Gantner, Sarah Hughes, David Rasche, Emily Sherman, Lukose Thampy, Shay Weststeyn and Tom Winter.

Seventh-grader Jacob Waller was honored in the Duke University Talent Identification Program's 2010 Grand Recognition Ceremony.

Seniors Danielle Cicka, Rebecca Lambert and Paul Wheeler were selected to participate in the 2010 STARS program, which is hosted by the University of Missouri—St. Louis. The program will allow the students to serve as apprentices in scientific labs at various educational institutions throughout the St. Louis area.

Eighth-grader Jennie Albertson was a finalist in the St. Louis Post-Dispatch Spelling Bee in March.

Westminster students experienced great success at this year's St. Louis Area National History Day competition: Peter Johnson and Matt Brugner were 1st in the Group Exhibit; Jocelyn Sheffield was 1st in Individual Performance; Becky Rogers was 2nd in Individual Documentary; Hannah Hoekzema and Brittany Zee-Cheng tied for 1st in Group Documentary.

Annually, our partners in Christian education from Saemmul Middle School in Seoul,



Westminster's We the People team is pictured with faculty advisors Ken Boesch, Marty Peters and Howard Warren. They are (clockwise from back row left): Mike Scott, Emily Sherman, Grace Johnson, Leah Younkin, Kevin Goldfarb, Curtis Stump, Olivia Atkinson, David Rasche, Cheyenne Bartlett, Nick Arnold, Jimmy Myers, Daniel Chae, Alex Lindstrom, Ashley Segrave, Sarah Johnson, Paul Schmidt, Molly Anderson, Matt Schwartz, Jake Grimes, Andrew Nichols, Jacob Dahl

South Korea, send several staff members to Westminster to observe, interview and witness various facets of life at Westminster. Four guests, including a middle school math teacher and science teacher, a special education teacher and the school's upper school academic dean, visited in January. Saemmul School is preparing to launch an upper school program next year, so this visit provided them the opportunity to observe and gather information to assist in the development of that program.

VISUAL & PERFORMING ARTS

In March, senior Lauren Dille was awarded an honorable mention in the Federal Junior Duck Stamp Design Contest for her painting titled "Stately Stroll." The painting is now part of a show that will travel to 10 cities in Missouri through early 2011.

The 2010 Foundation yearbook won Best of Show at this year's St. Louis Sponsors of School Publications Conference and was named to Walsworth Publishing Company's Gallery of Excellence.

Congratulations to the following musicians who received a superior rating at the District Solo and Ensemble Festival: Maggie Johnson, Vocal Solo; Bill Serber, French Horn Solo; Aaron Krumsieg, Trumpet Solo; Gordon Younkin, Cello Solo; Andrew Kouba, Trombone Solo; Catherine Sinclair, Ana Tanner and Julie Sharp, Vocal Trio. Junior Matt Baldwin was named 1st chair alto saxophone in the All-State Jazz Band, senior Andrew Kouba was named 1st chair trombone in the All-State Orchestra and senior Andrew Krumsieg was named 1st chair trumpet in the All-State Band.

CLUBS

Senior Grace Smith won the first Literary Rogues Poetry Slam, and 8th grader Catherine Bakewell won the Open Division. Literary Rogues encourages students to develop their creative voices.

At the state tournament, Westminster's varsity chess team placed 8th. They had previously placed 4th at the Gateway

Chess League West Conference. The JV team placed 4th at the state tournament. In April, the team also competed in an international match against Westminster's sister school Saemmul Middle School in Seoul, South Korea.

ATHLETIC

The men's varsity golf team brought home Westminster's first team state championship in the school's 33-year history. Sophomore **Kevin Vande Kamp** and senior **Kevin Bell** tied for 1st place in the state tournament, each carding a 145. Sophomore **Ryan Haxel** tied for 10th place. Seniors **Alex Cusumano** and **Tim Reed** also contributed to this outstanding accomplishment.

Five seniors from Westminster's wrestling team qualified for this year's state tournament: **Alex Cacciarelli**, **Micah Mills**, **Brett Park**, **Max Piazza** and **Dick Ross**. Piazza placed 4th at 215 pounds, Park placed 5th at heavyweight and Ross placed 6th at 140 pounds. The co-winners of this year's Wildcat of the Year award are seniors **Micah Mills** and **Dick Ross**.

Varsity soccer seniors **Jake Grimes** and **Connor Hunsicker** were named to the All-State 1st Team. Senior **Matt Hudnut** was named to the All-State 2nd Team. Hunsicker was also selected as the State Class 2 Co-Offensive Player of the Year. Both Grimes and Hunsicker were invited to play in the annual North/South Senior All-Star soccer game in July. This is the first time that two Westminster players have been selected to play in the All-Star game.

The Ten Pillars Award is presented to sophomore athletes who regularly demonstrate the desire to uphold the Ten Pillars of a Westminster athlete on and off the field. The 11 sophomores selected in May were: **Avery Anderson**, **Austin Brown**, **Jacob Buffa**, **Maggie Duffy**, **Ryan Haxel**, **Margaret Moore**, **Kristen O'Leary**, **Meg Rasche**, **Noah Roberts**, **Jocelyn Sheffield** and **Luke Turner**.

Senior **Zack Dorton**, member of Westminster's varsity football team, was recognized as an All-State defensive back on the All-State 3rd Team.

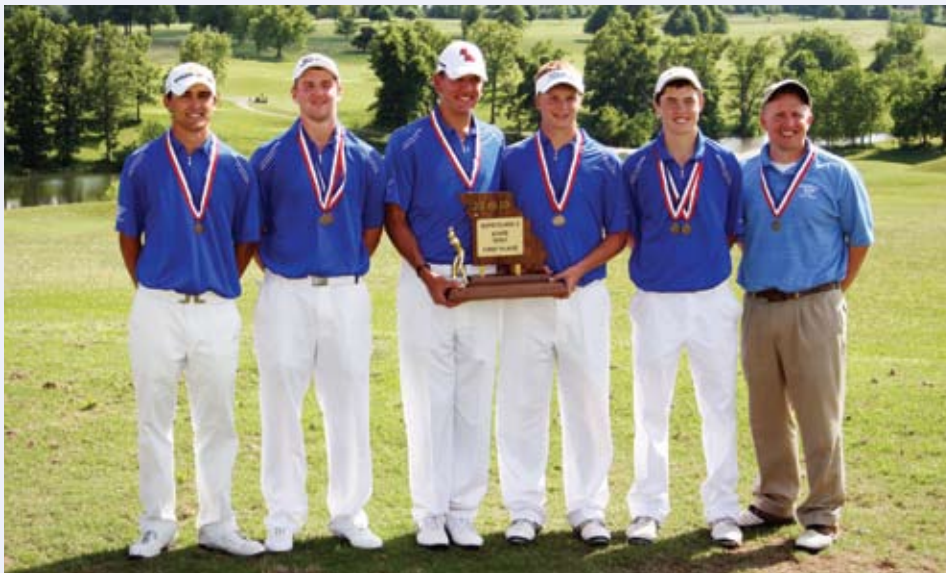
Freshman **Katie Matheny** helped to lead her hockey team, Team Pittsburgh, to victory at the Girls' National 14-and-under National Hockey Tournament.

The **varsity dance team** won first place in 2A Pom and first place in 2A Pro. They took second place overall in class 2A at the state dance competition.

The girls' varsity swim team completed a fantastic season that resulted in numerous members' qualification for the state meet. In the finals of the 100-meter freestyle, senior **Rebecca Zandstra** won the consolation heat to move from the 12 seed to a 9th-place finish. In the 200-meter freestyle relay, **Shay Weststeyn**, **Rebecca Zandstra** and **Katherine Fleissner** finished 10th.

Christina Dohr, **Sarah Hall**, **Sarah Hughes**, **Heidi Hunter**, **Kate Krause** and **Kelly Penning** qualified for the Academic All-State Volleyball Team.

The girls' varsity basketball team finished 2nd in the district tournament. Sophomore **Courtney Powell** was named Prepcast Player of the Game in the district championship



The varsity boys' golf team brought home the school's first team victory at state. They are, from left: Alex Cusumano, senior; Ryan Haxel, sophomore; Tim Reed, senior; Kevin Bell, senior; Kevin Vande Kamp, sophomore; coach Brian Burkey.



Senior Dick Ross won 6th place at the state wrestling tournament. He was also co-winner of the team's Wildcat of the Year award.

game against MICDS. In addition, both Powell and senior **Katie Haverstick** were selected to the MWAA All-Conference 1st Team; junior **Jordan Klein** was awarded an honorable mention.

Junior **David Everett** was selected for the St. Louis Track Club All-Metro 1st team. Junior **Daniel Everett** was named to the 2nd team.

Junior **Sang-A Park**, sophomore **George Oh** and freshman **Jae Lee** are Master Black Belts who competed at the Indy Cup Taekwondo National Championship in April. Lee earned a gold medal and Oh a gold and a silver medal. Oh also won the Junior National Championship title.

FACULTY

Spanish teacher **Joan Dudley** received her doctorate in educational studies from Saint Louis University. We congratulate her on this remarkable achievement.

Bible teacher **Craig Dunham's** newest book, *Learning Education*, was published this spring. The book is a collection of essays from his first three years of teaching and follows his 2003 book *TwentySomeone: Finding Yourself in a Decade of Transition*.

LEADERSHIP

SWAT team members freshmen **Brooke Cusumano**, **Ellie Straub** and **Holly Sumner**, along with junior **Laura Kaup** attended the 2010 Eastern Regional Support Center training on "Tobacco and Youth in the Community." Later in the spring, the team visited Jefferson City and had the opportunity to talk to legislators about the importance of statewide clean air legislation.

Senior **Andrew Everett** was awarded the Hobey Baker High School Character Award for character, commitment, teamwork, persistence, selflessness, academic excellence and sportsmanship. Started in 2003 and supported by high school coaches, this award is presented to the player on each high school team who most exemplifies these values and traits.



alumni
basketball



alumni
hockey

(top) Jae Lee, freshman, and George Oh, sophomore, display taekwondo medals from a national competition in May 2010. (middle) Westminister alumni joined together for a friendly alumni basketball game in December 2009. (bottom) Alumni hockey players participated in the annual alumni vs. alumni hockey match in December 2009.

God's timing is perfect, and we trust Him to faithfully guide us toward Town & Country

The Future is Now

In 1986, the new head of school Jim Marsh walked around the perimeter of Westminster's Ladue Road campus with a member of the school's Board of Directors. One would presume that they were envisioning the future of a Christian school that looked much like ours now.

Were they imagining an expanded facility for more students? Did they hear the distant music of an in-demand fine arts program? Was the gleam in their eyes the vision of future students playing football, baseball and soccer? Did they picture students working diligently in science labs or gathered together after school in the Commons?

No. These two men were walking around the campus discussing how Westminster might sell off part of its seemingly oversized campus.

Concerned about the tremendous financial challenges that the fledgling school faced, many wondered if the school could ever grow to fill the building, built for more than 600 students. The financial burden of maintaining such a large campus and fears about unknown future enrollments weighed heavy on their hearts.

At that time, Westminster graduates totaled 233. By God's grace, the school leadership decided not to sell parts of the campus or downsize to a smaller facility. They pressed forward, trusting in God's provision, and watched His plan for Westminster Christian Academy unfold. Today, as we look back, we see that God's blessing on the brave steps of those Westminster families has produced 2,500 graduates.

This is a core part of the story of Westminster Christian Academy. Founded by Christian families for Christian families, growth was never the goal. Instead, growth is the result of staying true to our mission and commitment to provide a place for future families who desire a Christian education.

Who could have predicted that these courageous decisions years ago would result in thousands of young men and

women equipped, through a Christian education, to change the world for Christ?

Next Steps

We have been taking the next steps to make our plans for the new Town & Country campus a reality. With the passing of Proposition O, the bond referendum enabling Ladue Schools to purchase our Ladue Road campus, Ladue Schools was able to complete the sale contract. The outcome of this vote served as a clear reminder of the truth that this project was truly beyond our control and in God's hands.

Consider the following:

1. On May 19, a large group came together for a groundbreaking at the future campus in Town & Country. Construction is now underway and could be completed as soon as summer 2011 if we reach our ongoing pledge milestones.
2. At the time of this writing, we are working toward the first campaign milestone of \$3 million in new pledges. This will allow us to finalize our loan agreements with our lenders, giving us the confidence to move forward with this timeline.
3. We must then receive an additional \$8 million in pledges by the end of December in order to complete construction and occupy the campus for the 2011-12 school year. Achieving these milestones will put us well on our way to achieving our total campaign goal of \$28 million, enabling us to be financially strong and sustainable for the future.
4. Ladue Schools has waived the right to demolish the Business Office and the 9th grade hallway. Thus, we no longer plan to implement temporary facilities on our current campus.

By beginning construction immediately following demolition, we are saving

an estimated \$3 million or more in construction costs and will be able to occupy the campus an entire school year early, beginning in the fall of 2011. Furthermore, we believe this opportunity will dramatically impact our campaign success and lower the debt carried following construction.

We believe this accelerated construction presents us with remarkable opportunities to:

- Respond quickly to the significant demand for enrollment, especially in key areas like 9th grade and The Learning Center/Extended Learning Center.
- Realize significant construction savings presented by the current construction market.
- Reduce strain on our current school program by shortening the transition time with Ladue Schools from two years to one school year.
- Ensure strong financial support that enables Westminster to be in the position to be debt free and financially strong for the long term.

We embark together on a new stage in the history of Westminster Christian Academy. We have owned and operated the Ladue Road campus since 1982. Throughout our years at this campus, we have seen our enrollment grow from 265 students to nearly 900. For most Westminster families, this is the only Westminster experience they have ever known.

Let us move forward together with a fresh perspective and amazement at what God is doing. Just as families prayed and gave sacrificially when we first moved to the Ladue Road campus, we now ask for prayer for Westminster and for the school's future. It is our hope that this generation of families will continue to see the tremendous value of equipping young people to engage the world and change it for Jesus Christ.




How You Can Help

Please consider partnering with us as we prayerfully pursue the opportunity that lies before our school:

- Visit westminstercampaign.com and consider making a commitment to pray for Westminster as we seek to continually trust in God's provision for every aspect of this project.
- Encourage families and friends to learn more about the story of what God has done at Westminster and to invest in the future of Westminster students and graduates.
- Attend a Community Meeting to share your heart and learn more about the vision and how it can be accomplished.
- Volunteer to lead the way in encouraging generous giving from Christians throughout the St. Louis area and nation.

CONNECT WITH THE CAMPAIGN

Website: westminstercampaign.com

 facebook.com/westminstercampaign

 twitter.com/wcaadvancement



A rendering of the entrance to Westminster's future 300,000-square-foot facility in Town & Country

MILESTONES

January 2002 • A small group is commissioned by the Board to explore the possibility of purchasing West County Vocational Technical School

February 2003 • Westminster purchases the 40-acre former West County Tech facility

November 2006 • A construction leadership team, including Zwick & Gandt Architecture and Brinkmann Constructors, is established

June 2007 • The "For Such A Time As This" campaign begins

December 2007 • A Westminster family gives to Westminster the 30-acre Centreat property, which is adjacent to the West County Tech property

January 2008 • Westminster submits campus plans to the City of Town & Country

June 2008 • The current Ladue Road campus is listed for sale

October 2008 • Town & Country approves Westminster's plan for the new campus.

February 2009 • The campaign is placed on a short-term hold

December 2009 • A letter of intent is signed with Ladue School District

January 2010 • The Westminster Association approves the sale of the Ladue Road campus to Ladue Schools

March 30 • The school obtains financing commitments from lenders that allow for the construction of the new campus

April 2010 • Ladue seeks and wins approval of a bond referendum, Proposition O, which allows the district to sell bonds in order to purchase the Ladue Road campus for \$18 million

May 2010 • Westminster breaks ground on the new Town & Country campus

June 2010 • Westminster works to reach the goal of \$3 million in pledges in order to finalize loan agreements with lenders

Student Diversity

Embracing Our Differences

When it comes to issues of diversity at Westminster, a commitment to the school's vision is evident. There is a common commitment among members of the school community to be a place where individuals from "every tribe and language and people and nation" (Revelation 5:9) are all working together to serve Jesus Christ. To achieve that goal, a group of individuals has committed to making an impact in the Westminster community.

In 2006, the Independent Schools Association of the Central States (ISACS), Westminster's accrediting body, recommended that the school develop a comprehensive action plan that reflects the school's commitment to diversity and includes the creation of a culture of inclusion, which would enable the school to grow beyond mere tolerance and acceptance to affirmation and mutual regard.

Parents, too, observed a noticeable lack of diversity, at a time when the school enrolled only 90 diverse students. One of those parents, Al Johnson, engaged in conversation with Head of School Jim Marsh about the matter. "We liked Westminster but felt that there was a serious issue with the lack of African American students," says Johnson, who, under Marsh's leadership, helped support the initial process of creating what is now the Diversity Committee. This group of parents, faculty, staff, Board members and the director of admissions – many of whom are minorities themselves – meets four to six times per year to identify and discuss issues that support and enhance diversity at the school. Its purpose is to establish short- and long-term goals and courses of action to not only increase and retain a diverse student population but also to nurture an inclusive culture that impacts all areas of school life.

Head of School Jim Marsh says the Committee has united members of the community for a significant purpose. "The diversity committee has brought



Seventh grader Erika Wilson works on a group project in her Pre-Algebra class. Many teachers who have participated in Lunches with Diversity have already begun to implement their findings in the classroom..

representatives from the parents, alumni, students and faculty around the table to celebrate one another's differences and to recognize our desire to be reflective of the Kingdom, which most certainly includes individuals of different races, ethnicities, genders, abilities and socioeconomic backgrounds," says Marsh. "Our goal is not simply to get minorities here, but rather it is to make them feel respected, valued and that they are an integral part of the community."

Student members on the Committee are an important part of its meetings, says Committee chairman, Board member and Westminster parent Jeffrey Clay. "The students are the heartbeat of the school," he says. "When there are issues that arise from misunderstandings, the students bring those to our attention so that we might identify a suitable approach in a way that the community as a whole will start to understand and act on diversity issues."

Rhoda Baker ('10) says the Committee is effective for multiple reasons. "It's great to be able to present concerns about prejudices, stereotypes, negative behavior and certain sensitive academic topics and brainstorm potential solutions," says Baker, who has noticed a greater dedication to diversity issues in the school community. She recalls Black History Month, for example, as an under-recognized celebration during her first year at Westminster. However, in recent years, it has been celebrated more and more as a result of Committee initiatives, she says. "This past year, events took place throughout the entire month that allowed us to come together as a school and celebrate African American history," she says. "It was beneficial for everyone to hear faculty and student speakers in chapel talk about what Black History Month means to them and to learn details about a culture that

may have never otherwise been revealed.”

Baker says that diversity awareness has not only increased but that it has also begun to penetrate relationships. “The topic of diversity has become an open dialogue,” says Baker. “Differences are no longer an awkward or uncomfortable thing to talk about with teachers and peers.”

Classmate David Alexander ('10) describes a particular issue discussed at a meeting in regard to discipline and unintended racism; as a result, key figures were invited into the conversation, and the misunderstanding was resolved using biblical principles.

“Over the year, as these types of issues were addressed, there was less to bring up at meetings,” says Alexander. “Hopefully, as the years go on, there will continue to be fewer and fewer issues as a result of continued discussion and raised awareness.”

Although the Diversity Committee is relatively new, its members have already taken several steps that have made a large impact. In 2008, middle school faculty members Aaron Layton and Craig Walseth started a series of school-sponsored lunches to help increase awareness and sensitivity among faculty towards students of various cultural, ethnic and racial backgrounds.

Originally only in the middle school, Lunches with Diversity expanded to the Upper School during the 2009-2010 school year.

“It is difficult to be sensitive or aware of someone’s challenges without spending time with them,” says Layton. “Sharing a meal can be magical in this way. In order to cultivate true community, we need to push ourselves culturally – to dig down and figure out, ‘What is it that really bothers me?’ Talking about these things gets us to think about these preconceived ideas and then defeat them,” says Layton.

In February, Westminster hosted a



Members of the junior class perform a step routine during Spirit Week. Step was a new addition in 2010.

Diversity Dinner for 28 families and 18 faculty members. During the dinner, guests brainstormed ideas about how to cultivate awareness. Attendees discussed ideas such as cultural sensitivity training for teachers and students, which would raise awareness about offensive colloquialisms or difficult-to-approach class topics.

Westminster’s diverse students currently compose 16.9% of the student population, compared to 10.3% in 2006 when the Committee was founded. One of its goals has been to increase diversity within the student population, Board and faculty.

“This is an ongoing desire among parents and students,” says Clay. “We’re inviting Westminster families into this discussion in order to reach out to the city’s diverse communities and make people aware that Westminster is available for all families.”

Longterm, the Committee has even greater goals. “I pray that as we look to the future, we find more ways to give a voice to the minority and also establish a global perspective,” says Marsh. “It would be wonderful if this committee would help us to meet the needs of even more people with differences – whether they be racial, ethnic, international or ability-related – across the globe.”

LUNCHES WITH DIVERSITY

Monthly lunches are held to help increase faculty awareness and sensitivity towards students of color. At these lunches, a few teachers gather to listen to a handful of students share stories about daily life at Westminster. These lunches allow students to share their otherwise unexpressed feelings about certain topics, and help teachers to learn and think critically about how to address these issues. “The lunches, taking place in an intimate setting, empower students to say what’s on their hearts and minds,” says Aaron Layton, middle school teacher. Rhoda Baker ('10) agrees. “It’s been cool to see which teachers have signed up. These teachers take time out of their own lunches to talk with me about the struggles I have in their classes. I’ve thought, ‘Wow, you really do care about what I’m going through.’ It has made the biggest difference to me and to a lot of other diverse students,” says Baker. She says many teachers have come forward wanting to learn how to be sensitive to diverse students when addressing certain academic topics.

DIVERSITY DINNERS

In February, parents, students and teachers gathered in the Westminster Commons to attend a Diversity Dinner. Over a shared meal, seven tables of attendees discussed ways to nurture a culture of understanding and affirmation. Ideas included examples of how students and teachers might benefit from cultural sensitivity training, as well as the potential initiation of diversity training for Westminster faculty and staff. Attendees also suggested that teachers consider class projects that would allow students to share their cultural traditions and that the school consider chapel topics and speakers that might enhance diversity self-awareness. Jeffrey Clay, chairman of the Diversity Committee, Board member and current Westminster parent, says the dinner fostered rich dialogue. “The Diversity Dinner was one of our main goals for last year,” says Clay. “Many people don’t even realize we have a functioning committee that exists to reach goals [focused on diversity], and this dinner helped to bring more families into the conversation.”

STUDENT PANEL

Last year, a panel of students attended faculty devotions, which occur on Thursday mornings throughout the school year, to discuss various topics that were brought up at Lunches with Diversity. They set out to give teachers who had not yet attended the lunches a glimpse of struggles common among diverse students. David Alexander ('10), member of the Diversity Committee, says the student panel was one of the most valuable events of the year. “It was great to hear my teachers ask questions and to get feedback from them,” says Alexander. Some teachers, for example, later made a point to talk with their African American students prior to addressing a fragile topic such as slavery in order to learn the best way to approach it in class. “The panel setting allowed for thoughts and feelings to be expressed that normally wouldn’t be expressed, and it was a great opportunity, as well, to be encouraged by other students on the panel who were experiencing the same things I was,” says Alexander.



Upper School TLC teacher Chris Pederson begins a Study Skills class by asking students to brainstorm ideas for how a hypothetical student might self-advocate and use his or her study skills to improve his or her semester grade in time for graduation.

A Special Approach

Teachers hold students in TLC and ELC to the highest academic standards

Students in Westminster's Special Services program aren't always thrilled about attending classes separate from many of their peers, but every one of them would tell you that they are challenged and encouraged on a daily basis.

Westminster believes the educational needs of all children of covenant families should be met through its academic programs. Special Services Director Lucy Erdman says this is the most important work accomplished at Westminster. "The vision of the school is not just to educate those who are receptive vessels but that we educate all covenantal children," Erdman says. "The Special Services program at Westminster is unique in that Westminster is the only college preparatory school in the St. Louis area that admits siblings of current students and alumni – even if those

students have special needs – and holds those students to excellent academic standards as it does every other Westminster student."

Head of School Jim Marsh says if there would be one element that defines Westminster's vision, it would be the school's Special Services program. "More than a decade ago, we took the most significant step ever as a school to define what it means to be a covenantal school," says Marsh. "That step was the addition of 'enroll and serve families' to our core values. In order to truly fulfill our mission, we must strive to meet the needs of all children in a family."

Because the school enrolls students with a wide spectrum of abilities, the Special Services program is divided into two sub-programs: The Learning Center and the Extended Learning Center. The Learning Center (TLC)

supports the educational needs of families who have students with diagnosed learning disabilities. The vision of the Extended Learning Center (ELC) is to provide an excellent education setting for students who have been diagnosed with significant learning needs. In order to provide for each student's

"These kids are resilient, empathetic and compassionate. They can accomplish more than they can ever imagine."

– Director of Special Services
Lucy Erdman

needs in the least restrictive environment possible, the ELC dually pursues inclusion in traditional classes and provides the necessary intensive classes. The goal is for each student to realize his or her God-given potential, to embrace his or her identity and role within the body of Christ, and effectively work within the Kingdom of God.

In the midst of learning mathematical principles and historical lessons, students also learn how to self-rely and self-advocate. In every class, the learning process is addressed along with the content. Each year, students internalize processes more and more; by senior year, they are equipped to determine appropriate courses of action in regard to studying, note-taking and addressing teachers and future professors.

Within the Special Services program, there are seven special education faculty and four paraprofessionals who work with students in the classroom. In order to promote the success of each student, these teachers strive to make education as attainable as possible. A student with language-processing issues, for example, might have a difficult time taking an essay test, even if he knows the material well. In such a case, a special services teacher might work with the classroom teacher to arrange for that student to construct a presentation instead, to demonstrate his depth of understanding. “Members of the faculty are incredibly receptive to students’ needs,” says Erdman. “They will always ask, ‘What does the student need to know, and what can we do to help him learn it?’ They are open to being creative – not because they must comply but because they recognize these students as individual hearts,” she says.

To the staff, students are not perceived as special needs students but rather as God’s image bearers. “These kids are resilient, empathetic and compassionate. They can accomplish more than they can ever imagine,” says Erdman.

Parent Marian Kaup, whose daughter is entering her senior year, says the teachers in the program have made a significant impact in her daughter’s life. “The teachers have been amazing,” says Kaup. “They have built up her self esteem, encouraged her in

her strengths and doted on her repeatedly.” Kaup says the teachers have paid attention to Laura’s abilities from the beginning, and when they knew she – as an individual with an independent personality – was ready, they pushed her to her greatest potential. “Over the course of her years at Westminster, Laura has just blossomed.”

Alumna Andrea Waeckerle (’09) echoes Kaup’s sentiment, saying “Coach Pederson prepared me for college in so many ways! The Learning Center prepared me to have a successful academic career. I wouldn’t have been able to get a 4.0 without coach teaching me all that he did!”

Currently, Westminster limits the Special Services program’s enrollment to 10% of the students in a grade level, in order that each student might receive the specialized attention he or she needs and deserves. Erdman says Westminster’s new Town & Country campus will allow for the enrollment and service of a greater number of families and thus a greater

number of students with special needs. She says she looks forward to seeing how God continues to provide as he has done every step of the way. “The hand of God on the program is humbling – so much so that at times, it is frightening,” says Erdman. “When we’ve needed a teacher, she’s been there. A paraprofessional? He’s there. A classroom? It’s available. It’s been awesome to see.”

Although the teachers are phenomenal in their roles and God’s provision has been plentiful, the fact that the program has the support of the administration and the Board is invaluable and essential in order to carry out the school’s mission, says Erdman. “In the eyes of Jim [Marsh] and the Board, it’s not ‘special education’ and ‘regular education.’ It’s just education,” she says, quoting administrator and author Mike Mattos. “When it comes to how we do it, they simply trust us to do it. These are Westminster students, and we are called to educate them – whatever it takes.”



Middle school ELC/TLC teacher Traci Everett helps one of her eighth grade students work through a math problem by walking her through the appropriate problem-solving process.

Class of 1987

Melinda Engel Lutke is currently the director of admissions at Petropolis Academy in Chesterfield. She and her husband Keith, who works for Pfizer, have a 9-year-old daughter, Lexi. Melinda has recently started painting again and will be the featured artist at the Joseph Sisters Gallery in July. The family lives in Wildwood.

Class of 1988



▲ Jeff Johnson recently started working for the St. Louis Children's Hospital Foundation as director of administrative operations and is currently serving on the board of Kirk Day School, where youngest daughter Kate will soon enter third grade. Jeff and Carrie's daughter Megan is entering 8th grade at Westminster.

Class of 1989



▲ Shonda Collison married Charles Johnson on January 17, 2009. The couple lives in St. Louis. Shonda teaches 5th grade at Kirk Day School, and Charles is the student ministries director at Covenant Presbyterian Church. Their wedding included Charlotte Collison McLaughlin ('91), Lizzie Lewis Vogel ('90) and Shauna Kruse Collison ('97).

Class of 1992



▲ Nicole Collett married Christopher Wilkerson on September 6, 2008 at Chesterfield Presbyterian Church in St. Louis. The couple currently lives in Florida, where they both work in retail sales and where Nicole runs an embroidery business.

Class of 1994

Jennifer Hillgartner and John Lang welcomed Bascom Thomas Lang and John Harrison Lang on October 20, 2009. Both weighed more than seven pounds at birth.

Joel Bell, along with wife Jill and son Carter, welcomed Cooper Arrington Bell on March 28, 2010. They reside in Memphis, Tennessee, where Joel has worked as a financial advisor with Strategic Financial Partners for the last 10 years. Jill stays home with the boys, and they are members of Second Presbyterian Church.

Class of 1995



▲ In October 2009, Leisa Bononi Covelli celebrated the graduation of her brother Brian Bononi; Brian graduated from Ft. Benning, Georgia and is now a member of the Missouri National Guard. Leisa owns her own monogram and gift business and is

now selling all the school merchandise for her son's private school. Leisa's husband Joe is a deputy first class in Orange County, Florida, and they have three children: Mason (8), Tyler (4) and Chaley (2).



▲ Erin Harris Wood, her husband Jason and their three kids live in Oahu, Hawaii, where Jason works for Trinity Presbyterian Church and Trinity Christian School. Jason is headmaster/teacher in the upper school, and Erin is a stay-at-home mom who enjoys the challenges and joys of motherhood.

Class of 1996



▲ In February 2009 Alan Bronowicz and Dannelle Boyle were married in New Zealand, Dannelle's home country. They live in Sydney, Australia, where Alan works for Thomson Reuters and will celebrate his tenth year with the company in May. He is the head of customer administration and loves working and travelling throughout Asia.

Class of 1997

Chad Moroni and wife Melissa welcomed son Frederick "Freddy" James on January 18, 2010. He has been fitted for his first pair of skates and is sure to be wearing a Wildcat hockey jersey soon.



Mark Barrington is the Republican nominee for House District 26 in the State of Colorado.

Class of 1998



▲ **Sarah Carter** Cruze graduated from Samford University in 2007 with an additional degree in interior design. On January 30, 2010, she married Matthew Cruze, an aerospace engineer. They met through a mutual friend and now reside in Huntsville, Alabama, where Sarah owns a design business and will be coaching a swim team in Southeast Huntsville this summer.

Class of 1999



▲ **Erin Johnson** Essenburg and husband Ben are excited to announce the birth of their son Landon, born July 1, 2009. Landon joins big sister, Clare (3). Erin is a stay-at-home mom, and Ben is the upper school director at Rossman School in St. Louis.

Class of 2000



▲ **Heather Trauth** Tarticchio and husband Mike live in McDonough, Georgia. Heather is a stay-at-home mom of two kids Lily (4) and Dominic (3). Mike works as a police officer. They are expecting their third child in October 2010.

Class of 2001

Sarah Thomas and Travis Jackson were married on January 17, 2009 at the Royal Poinciana Chapel in Palm Beach, Florida. **Elizabeth Thomas** DiBauda ('98) was matron of honor, and **Anna Bone** Odom ('98) was a bridesmaid. The couple met while attending law school at the University of Missouri–Kansas City. Sarah practices commercial litigation at Beal & Bell. The Jacksons reside in Atlanta.



▲ **Kristen Degan** Mueller is in her third year as owner/photographer of Synergy Photography, where she works with her husband Tony. Daughter Jady is 3 and the family is part of Genesis Church in Eureka.

Mary Catherine Drexler Schimpf serves as theater director and teacher at Chattanooga Christian School, where she has helped to cultivate a thriving musical theater community. Known for her ability to discover and utilize the talents of students, teachers, parents and the community at

large, Mary Catherine has directed several sell-out performances. She was recognized in the spring 2010 issue of Chattanooga CityScope Magazine in an article highlighting "Teachers of Distinction."

Jared Huffman and wife Erin (who taught at Westminster from 2006-09) welcomed Knox Oliver Huffman on April 18, 2009. The Huffmans reside in Houston, Texas.

Class of 2002



▲ **Lisa Bachman** and Peter Jones were married on May 16, 2009. They live in Nashville, Tennessee with Pete's daughter Mia. Lisa is the head baker at popular restaurant Fido and was featured in the Tennessee edition of *Southern Living's* May issue. Lisa received her BFA in fine art from Belmont University and is represented by The Rymer Gallery in Nashville.

Class of 2003



▲ **Tiffany Hough** and Bradley Anderson were married May 30, 2009 at the First Presbyterian Church of Kirkwood. The wedding party included sister and maid of honor **Brittney Hough** ('09), as well as **Rachel Borage** Pratt and **Annie Dudley** Young (both '03). The newly married couple lives in Chicago. Tiffany works as a patient coordinator and surgical assistant at a periodontal office.



Class of 2004



▲ Heather Schaper and Andrew Bateman welcomed daughter Riley Lola on July 21, 2009. Andrew works at Westminster, and Heather works at the YMCA; she recently returned to school to complete a sociology degree.

Class of 2005



▲ Amy Dixon graduated from Truman State University with a Bachelor of Music in vocal performance in May 2010. In the fall, she will attend Michigan State University to work toward her Master of Music in vocal performance, with a full-tuition waiver and a teaching assistantship.



▲ Derrick Langeneckert is teaching ESL in Ulsan, South Korea, where he has lived for nearly one year.



▲ On October 3, 2009, Beth Heyse married Weston Heflin in St. Louis at Grace & Peace Fellowship. They met three years ago on a YWAM missions trip to Switzerland and Egypt. The wedding party included sisters Keresa Heyse Ericksen ('99) and Jessa Heyse Anderson ('02), and Jesse Lafser and Laura Mark (both '05). The couple lives in Nashville, Tennessee.

Katie Myers has been invited to participate in Faiths Act Fellows for the Tony Blair Faith Foundation in London for 10 months beginning in July. Afterward, she will travel to Africa, Chicago and Portland. She will be working with the CRC and the Micah Project.

Julie Breck graduated from Northwestern University in June 2009 with a B.A. in English literature. She is serving as a missionary and English tutor in Peru for one year.



▲ Jeff Christianson graduated from Truman State University in May 2009 and received the Outstanding Undergraduate Student Award for chemistry. The award was presented by Dr. James McCormick, physical chemistry professor.

Class of 2006

A student at the University of Missouri, Emily Camp's poetry submission appeared in *Polaris*, an undergraduate arts and literature journal. Additionally, her travel photography has been featured in *Epic*, a student-run literary journal.



▲ Lainey Woodward and Morgan Younkin were married June 12, 2010 at The Kirk of the Hills. Lainey is a graduate of Clemson University's food science nutrition program. She will be completing a dietetic internship at Massachusetts General Hospital in Boston. Morgan is a graduate of Wheaton College with a degree in biology; he will be working for the Health Effects Institute.

In May 2010, Andrea Jacobson graduated *summa cum laude* from the University of Notre Dame with a major in Chinese.

Class of 2007

Chris Sossou became an American citizen in March. He took the oath in Los Angeles and celebrated by watching a little league game with former Westminster teacher Aaron Belz.

Class of 2008

In April 2010, Matthew Evans graduated with honors from Full Sail University in Florida, with a B.S. in film. Matthew now lives in Burbank, California, and works in photography.

Kelli Stipanovich attends the University of Arkansas and was recently named captain of the ladies' volleyball team.

Winter Flashback Winner

▼ Congratulations to **Jon Woodard** ('93), who won a \$25 iTunes gift card for being the first to correctly identify our Flashback banquet attendees as Michael Denckhoff ('93) and himself. He receives bonus points for correctly noting that the photo was taken at the '93 Junior-Senior Banquet — not Christmas Banquet.

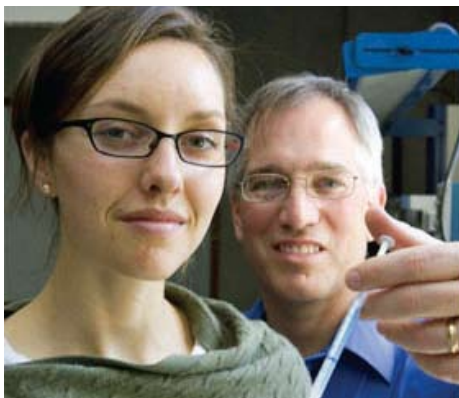


Dressed in Yellow

▲ Music to our ears: If you are the first Westminster alumnus/a to correctly identify at least two of the young performers pictured above and the musical in which they were performing, along with the year this photo was taken, you will win a \$25 iTunes gift card. E-mail your answer or guess to Emily Schnitzler, *Chimes* editor, at eschnitzler@wcastl.org.

Class of 2009

Kenton Coffman attends Murray State University and is pursuing a degree in business administration. He recently joined the Army National Guard, and he is a member of Sigma Phi Epsilon fraternity. He is thankful to those at Westminster who helped give him a strong foundation for college.



Caroline Gamache ('04) with Robert Malkin, senior researcher at Duke University's Developing World Healthcare Technology Laboratory.

Making an Impact: Caroline Gamache ('04)

Alumna Caroline Gamache ('04) recently helped to develop an inexpensive and easy-to-use system that allows mothers in developing countries to give their newborns a potentially life-saving dose of an anti-HIV medication shortly after birth. By packaging these medications just like fast-food ketchup, HIV-positive mothers in developing countries can more easily provide protection to newborn babies born at home.

Gamache, who graduated from Purdue University in 2008 with a B.S. in engineering, is the program coordinator in senior researcher Robert Malkin's Developing World Healthcare Technology Laboratory at Duke University's Pratt School of Engineering. She explains that because these drugs can only be found in medical facilities that are often far from the homes of expectant mothers, the development of this system is especially significant.

"In Africa, the World Health Organization (WHO) estimates that more than 90 percent of 430,000 new cases of AIDS in 2008 were attributable to mother-to-child transmission," she says. "A single dose of Nevirapine right after birth has been shown to be effective in protecting the baby from the virus, but it has been difficult ... to make this option available to women who give birth at home."

Timing is crucial for the newborn, and since most mothers are not up to traveling that soon after delivery to get medication, the biomedical engineers developed a way of providing the medication in a simple manner and with a long shelf life — pouches made of foil and plastic that can hold a single dose of Nevirapine.

"In our system, the pharmacist can fill an individual pouch for women early in their pregnancies, and they can take it home with them," says Gamache. "When the baby is born, the mother can then easily rip off the corner of the pouch and empty the drug into the newborn's mouth. Further treatments can be given to the baby at the clinic or hospital later when travel becomes easier for the mother."

Gamache presented the results of the Duke research in London at the Appropriate Healthcare Technologies for Developing Countries conference, which is sponsored by WHO and the Institute of Engineering and Technology. Her paper describing the team's results was selected by judges as the conference's top research paper.

It is likely that the development of this new system could be a significant step in creating a generation of children who are born free of HIV.

PHOTO COURTESY OF DUKE UNIVERSITY



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Breaking New Ground

On May 19, Westminster began to develop its new 70-acre campus in Town & Country with a groundbreaking attended by enthusiastic members of the school community. The event took place on the north side of the campus, precisely where the school's new front doors will be located.

The new campus will accommodate up to 1,200 students in grades 7 to 12 upon completion in 2011. It will provide 300,000 square feet of educational space, plus extensive athletic facilities. In addition to a media production center and a fine arts center with a 600-seat theatre, the new campus will have a football, soccer and track stadium; softball, baseball, lacrosse and field hockey practice and game fields; two multi-sport gymnasiums and a fitness center; an eight-lane swimming pool and tennis courts.

Brinkmann Constructors in Chesterfield is serving as general contractor and construction manager on the project. Immediate plans called for demolition of two-thirds of the existing structure to pave the way for new construction, scheduled to begin in mid-July.

Head of School Jim Marsh says Brinkmann was an excellent choice for this project. "Brinkmann's willingness to respond to our special needs and reputation for delivering a high-quality product on time and within budget led us to select them," says Marsh.

Westminster purchased the 40-acre former West County Vocational Technical School in 2003 to accommodate future school growth. In 2008, an anonymous donor gifted the school 30 acres of undeveloped adjacent property known as Centreat, previously owned by Central Presbyterian Church.



Clockwise from top: Alumnus Rich Broyles ('87) examines the site plan for the school's new campus with other guests. Broyles' daughter, Emily, is a current Westminster student.; Shovels await the groundbreaking ceremony; Head of School Jim Marsh with granddaughter Lucy; representatives of various parts of the school and construction project team shovel dirt to signify the start of the construction project.