

There is an announcement, followed by silence. There are texts instantly, followed by fear. It was a real intruder lockdown. Journalist by heart, intellectual by brain, I immediately begin to not only question the lockdown, but outline the story I was already prepared to write. This year, I've been the go-to writer. There's a breaking story, I'm on it. A big news story to cover, I'll be there. A story that wasn't taken, I've got it. From writing long-form stories to breaking news, I've contributed a variety of pieces to the room.

Kicking off the year, I finished my first story not even a week into school. Throughout the year, I also covered large school district stories, such as the discovery of mold in classrooms and the process of reintegration of students from FHN to their original, now-accredited school. Writing both of these stories expanded both my communication skills and investigative reporting techniques. I learned to persevere to find the knowledge and information necessary for the public to know the whole story, requiring me to analyze numerous pages of remediation plan documents, speak with district administration and conduct thorough research to ensure all information was accurate and easy for everyone to understand, especially in a time where people were questioning journalistic integrity with 'fake news.' Writing stories that revealed district issues also strengthened my ability to ask the tough questions and to dig deeper. This revealed the importance of having bold courage and glowing confidence during all interviews and communication. Learning this also aided me in encouraging others throughout the room to write more impactful stories and challenge themselves in their interviews and writing.

I not only contributed to my publications by writing key news stories, but also by stepping up to cover the unexpected stories. Typically, when a story was needed to be written immediately, I was the first one to offer or agree to write the story. Pen, phone recorder and legal pad in hand, I'd promptly leave class to uncover the story and seek out sources to cover all perspectives of the story. This has helped me realize that journalism is more of a lifestyle than anything else. You must always be ready for anything and ready to respond. Working on breaking stories and learning to switch stories and focuses on the spot has also led me to increasing my ability to think on my feet. This helps me contribute both story ideas and contacts on the spot when we are in a pinch, too.

While writing feature stories, I also discovered the importance of flexibility. When writing a feature story on once-gymnast Natalie Archer, the entire story shifted. As I spoke with her, I discovered she no longer competed in gymnastics, which had been the plan for the story. Determined to continue the story, I inquired about her aspirations, why she no longer participated, her other talents, etc. Upon questioning, I found a new focus for the story. This experience demonstrated to me how necessary it was to enter an interview with a completely open mind. Doing this helped illuminate how the best stories emerge from the details and thoughts and passions of the interviewees that develop during an interview. Learning this has allowed me to write more compelling feature stories as the stories then focus around the most intriguing components of the interview. Learning to put interviewees at ease during interviews has also guided me to writing stronger stories.

Lastly, through the countless stories and interviews, journalism has revealed the importance of networking as a writer. While one interview may lead to another interview for the same story, I've learned that connections can be game-changing when it comes to reporting. Maintaining healthy relationships with students, teachers and administration is essential for finding sources, conducting interviews and writing effectively. The more people you know, the more people you can connect for new stories others are writing, building a network of connections for a publications staff to utilize, growing the strength of each individual's writing and the writing of the staff as a whole.

Overall, writing has given me the opportunity to not only contribute to the success of our publications, but also taught me to always live and learn as a journalist.

1

False Alarm Leads to Lockdown Scare



FHN hallways are still and silent during the lockdown on May 9.

Photographer [Jordyn Kiel](#)

By [Sarah Zimmerman](#)

May 9, 2018

Filed under [News](#), [Showcase](#)



“Lockdown, lockdown, lockdown.” Three words that sent the building into a silent understanding. When the initial silent panic wore down in students’ minds and the rumors crept in, students realized it was not a drill.

Unknown to the faculty, a silent panic alarm button in the attendance office had unintentionally gone off, due to a mechanical issue. According to Assistant Principal Erin Steep, the false alarm in attendance sent a signal to the office to go into lockdown, leading to the announcement and interior lockdown, during sixth hour on May 9.

“I thought it was a drill, and then I realized that they didn’t say drill,” junior Carson Hackney said. “[I felt] scared and I prayed.”

While most classes immediately listened and followed the lockdown protocol, some students didn’t quiet down until time passed and phones began to blow up with rumors speaking of police officers and intruders.

“I think because we didn’t know exactly what was going on, there was a lot of unknowns,” junior Sarah Moore said. “You can go straight to the worst case scenario, especially considering the events of the past couple years.”

While no one ever tried to enter the building, teachers and faculty quickly reacted to the lockdown announcement, pulling students from the halls, turning the lights out and locking their doors. Without knowledge of the situation, many teachers even grabbed a tool as a weapon or barricaded doors, trying to keep their students safe from any potential threat.

“I think they did a good job considering no one really knew what was going on,” Moore said. “There wasn’t much they could do, but the teacher I was with was really calm and followed their training.”

After about 25 minutes, the lockdown ended when the police officers and administration determined the building was safe and the alarm was false. Students were then released to seventh hour classes.

“They did a really good job,” Steep said. “It’s a scary situation, because you don’t know what’s going on, but everybody did exactly what they were supposed to do. We’re proud of them. They did a good job.”



Tags: [Carson Hackney](#), [Erin Steep](#), [lockdown](#), [Sarah Moore](#)

About the Contributors



Sarah Zimmerman, FHNtoday Staffer

Sarah Zimmerman is a junior and a member of the publications program and the FHNtoday Web staff. After taking Journalism 1 and being pushed by friends already in the program, she joined staff sophomore year and has found a place writing and copy editing for both the North Star and FHNtoday. In the program she...



Jordyn Kiel, Adviser

Jordyn Kiel is in her second year of advising and teaching at Francis Howell North High School in St. Charles, MO, and is also a 2009 alum of the FHN program herself. Along with advising the yearbook staff of 30, working to create a 320-page book, she teaches introductory journalism and photojournalism courses. She also...

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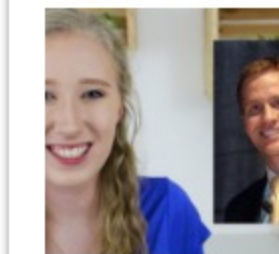


Showcase



The Top 10 FHNtoday Stories of This School Year

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News



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False Alarm Leads to Lockdown Scare



FHN Safety Update-False Alarm

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A FIRM GRASP ON A NEW CONNECTION

Junior Riley Lawson volunteers every week to tutor kids through a program called Firm Foundation

by Sarah Zimmerman

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One by one, students slowly begin to filter into the large room, some straining to open the heavy glass door, others sprinting inside. Meanwhile, junior Riley Lawson patiently awaits for his student. Soon later, he sees him. Soccer ball in hand, smile lighting up his face, Riley's student Lavi Tibugemwa makes his way over, excited for his next tutoring session to begin.

Every Thursday, Riley meets with Tibugemwa for tutoring through a program called Firm Foundation. Firm Foundation is a Christ-centered neighborhood academic assistance program, with locations in both the West End of St. Louis City and South St. Louis City. Here, tutors like Riley are able to work and bond with individual students during each session.

"I think we're kind of like friends," Riley said. "We joke around with each other. Knowing where they come from, they're not just looking for a teacher. It's like being something supportive, understanding and there to help them."

With one-on-one tutoring, everyone is able to try to build stronger connections with their students. Riley, for example, acts as tutor, mentor and friend to his student, Tibugemwa. As a friend, he not only keeps up with what is going on in Tibugemwa's life, but he also likes to surprise him, whether by bringing him bags of oranges, one of Tibugemwa's favorite foods, or by learning a few words in Swahili.

"[Riley's] had to spend a lot of time working on basic English and vocabulary and things, and he's done a really good job with that and trying to pick material that matches his student's ability level," Marlene Stoltzfus, Firm Foundation program coordinator, said. "Then, I've been really appreciative of his flexibility. He swapped

with another tutor. He helped that student with chemistry and the other tutor worked with his kid, and so he's been a real asset to the program with his willingness, and he's done a really good job."

When working with students at Firm Foundation, Riley can see the impact he helps leave. Whether by reading, going over grammar, using marker boards, playing math games, building sentences or by using visuals, he has the opportunity to guide his student, Tibugemwa, in a positive direction. Watching him grow and learn more English every week has led to Riley making this tutoring a priority. Although immersed in other extracurriculars, he still continues to volunteer his time, effort and spirit to helping those at Firm Foundation every Thursday night.

"Riley's a busy kid, insanely busy," Angela Lawson, Riley's mother and fellow tutor, said. "When we were going through the beginning of the year, Marlene had sent out [asking], 'Are you doing tutoring again?' I told him to really think about it because he was going to be even busier this year, and he was pretty adamant actually that he continue with that, so he figured it out. It never seemed to be a question in his mind that he was going to continue. I'm glad he wants to give back, especially to this particular group. I think they do important work."

Not only does Riley make the time to tutor, but he also makes the most of the time. Whether demonstrating his care for Tibugemwa by walking him home in the dark or by watching Tibugemwa grow and learn more English with every session, Riley strives to make a difference in his students' lives.

"It's nice to be able to help in any way that I can," Riley said. "Everyone should do it. I mean there's all kinds of tutoring programs all over everywhere that people could get involved with. If you know you're good at something, why not help other people with it?"

3

MANAGING THE MOLD

The District works to resolve mold problems

by Sarah Zimmerman

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She had already found chirping baby birds in the ceiling and leaks in the air vent in the past, so it was no surprise when she discovered mold in her classroom. Although only non-toxic, allergenic mold was discovered, English teacher Jani Wilkens still had to move out of her “home away from home” to teach in a clean classroom.

“I definitely feel put out and frustrated, but I also had to take a step back and see what really matters,” Wilkens said when she initially moved out. “I have students, and I can teach them. I still have a room, and people are going out of their way to make sure I have all the resources I need in the room, so, in the end, it’s annoying, but it’s not the end of the world.”

Wilkens was not the only one frustrated, though, because she was not the only teacher moved out of their room due to the mold. The testing for mold occurred a couple of days before school even started, after a few teachers indicated concern about odors in their rooms. Intertek PSI, a testing company, then immediately investigated these rooms.

“We outsourced the testing of the mold because we don’t have that level of expertise within our district, so we actually use a company where that is their area of expertise,” Superintendent Mary Hendricks-Harris said.

The company tested the mold levels in the air and then compared that to the mold levels outside at that time. If the mold levels inside the building are higher than the natural mold levels outdoors, then that indicates mold growth. Positive results for allergenic mold came back for several rooms at FHN including marketing teacher Melissa Hanrahan’s room, English teacher Jani Wilkens’ room, the learning commons and band practice room 60A.

According to Intertek PSI, Wilkens’ room revealed high surface mold levels of two types: Cladosporium and Hyphal Fragments. Her room also had elevated levels of the airborne fungal mold Aspergillus/Penicillium with 920 fungal spores per cubic meter of air, compared to the Missouri average of 230 fungal spores per cubic meter of air. Similarly, Hanrahan’s room and the band practice room also had higher levels of Aspergillus/Penicillium mold in the air. Although the learning commons also had high levels of a few mold types, the mold was only surface mold, which workers quickly cleaned. However, there did not appear to be increased levels of mold within the other representative areas sampled throughout the school.

After receiving these initial results, the District immediately moved the teachers with infected rooms to new, unaffected spaces. They also chose to have further testing within FHN, hire a firm to carry out the cleanup and begin implementing Intertek PSI’s Fungal Remediation Plan to help eradicate the mold problem.

“We’re always very sensitive to our students and staff always having a great learning and work environment,” Kevin Supple, FHSD chief operating officer, said. “As soon as we were notified of some issues, we took immediate action. We’re working as quickly as we can once the remediation plan was developed to implement it and get those rooms cleaned. I feel that we’re following our standard protocols, which is to be responsive to staff concerns where there are issues that arise and to work very quickly to ensure that our students and staff members have



Teacher Jani Wilkens talks to her AP Language students as she collects Chrome Books. Returning to room 217 was a huge excitement for her after being forced to stay in room 220 for several weeks. “When I got home and told my husband that I was going to be back in my old room, I said it felt like Christmas,” Wilkens said. (Photo by Kaili Martin)

TYPES OF MOLD

Aspergillus & Penicillium:

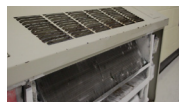
Two of the most common mold fungi found in air. Certain species may cause allergies.

Cladosporium:

Found in air and on surfaces. May cause allergies or infections.

(Sources: SUNY ESF, CDC)

WATCH



See how the mold has affected students and teachers in the school.
[goo.gl/iT7jGT](https://www.youtube.com/watch?v=go0gl/iT7jGT)

a great place to work and to learn.”

The District determined that the heating, ventilation and air conditioning system (HVAC) should be adjusted to bring down humidity levels and that they needed to seal and clean the rooms with mold.

Not only that, but as roof construction was already underway for other reasons, Supple hopes that there will be fewer leaks, which would help prevent mold from growing. Lowering the humidity in the school will also make the mold less likely to grow. In order to sufficiently clean the classes infected, the HVAC systems there were turned off, the rooms were sealed with a barrier and air filtration devices were placed in each infected room to filter the air. A team also went in to clean all the hard surfaces to remove any mold spores that could be present. They replaced any furniture or tiles that may have been affected.

“It hasn’t been a risk to the health or safety of our students or staff, but [there is] the inconvenience of not being in your typical learning space,” Supple said. “That’s something we’re aware of, and we want to get the

teachers and students back to their regular classrooms as quickly as possible.”

Regardless, teachers and students worked through the mold problem, and were able to return to their rooms a couple weeks later. Meanwhile, the District continues working to remedy the situation to prevent mold from growing in the future.

“The environment is a lot better in the classroom,” junior Noe Bustos said. “Wilk’s room is really nice. It’s like a mini home for her, and she likes her students to feel that way, so it does feel good to be back in there, but I didn’t mind being in the other room as long as I was learning. I’m glad that [the mold] was being looked at as a problem, and it just shows our district does resolve these kinds of problems when it comes to student safety.”

4

Stay with friends or get a better education?



Meet new people or be consistent?



Drive half an hour to school or go somewhere closer?

“CHO

Keep with familiar teachers or get back to a new start?



Give my old school a second chance or remain stable?



Play funded sports or play sports that might not be?

FADING BACK TO NORMANDY

Normandy Schools Collaborative created a transition program for students after receiving provisional accreditation, leaving students with the decision to stay in FHSD or go back home

by Sarah Zimmerman

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For junior Joshua Simmons, what was once a new district, full of different people, foreign buildings, unusual transportation and an unexplored atmosphere, has now become a familiar community, full of opportunity, friends and family. After transferring from the Normandy School District in seventh grade, Simmons has become a part of the FHN family and community. Now in eleventh grade, he has been faced once more with the decision to stay or go. To continue attending FHN or to return to Normandy.

From Phasing In to Phasing Out

During the 2013-14 school year, the Normandy School District lost accreditation, and now, four years later, the Normandy Schools Collaborative received provisional accreditation. A school can receive provisional accreditation when they have established the structures and processes necessary, but have not yet achieved the outcomes to apply for accreditation. Because Normandy Schools Collaborative met provisional accreditation standards, students from Normandy will now begin transitioning back.

Finish high school where I've grown up or leave?



See my family more or move out?



Go to a more established school or a newly-remade one?

ICES”

Trust an approved district or one that just was?



Go to school with my younger siblings or not?



Use my time for a job or spend that time driving home?

“I am excited about the group and we’ve been able to cover,” Charles Pearson, Normandy Schools Collaborative superintendent, said. “I’m excited about the fact that we’ve been able to move into the provisionally accredited range in two years. You pause, and you celebrate that, and then you get really busy again.

Because the Normandy Schools Collaborative is now provisionally accredited, Normandy students must begin a new transition program to assimilate back into Normandy. Under this program, Normandy students will have the chance to finish their level of schooling or three years of schooling in FHSD. However, after the completion of the 2017-18 school year, Normandy Schools Collaborative will no longer provide bus transportation.

“I would be devastated honestly because for me, I’m getting prepared to go into the medical field, and this school has prepared me tremendously to get to that, and I feel honored just to do that,” senior Marissa Hunt said. “In Normandy, we couldn’t really even pick our classes or pick a career path. Everyone was on one path.”

The lack of transportation has put many Normandy

students in a situation where they have to determine not only whether or not to attend FHN next year, but also how they will get to school. For Simmons, it means moving out or staying home. He chose to move out. Rather than returning to Normandy for his senior year, Simmons will stay with his friend, junior Zeke Alexander, in order to continue school, football and wrestling at FHN until graduation.

“I’m glad I switched because I got a lot more opportunities out here than I would’ve there,” Simmons said. “I got the opportunity to do stuff like football and wrestling and running and Students for FHN.”

The Understanding

While some students may be devastated, Normandy Schools Collaborative has reinstated and added new programs and activities to reach that higher level of education. Not only that, but because Normandy is now provisionally accredited, Normandy students no longer have the legal right to transfer to other schools, including FHN, unless they pay tuition and adhere to specific district policies.

For the shift back to Normandy, a Memorandum of Understanding (MOU) Transfer Student Transition

Program was created.

The MOU clearly lies out the new plan, stating that after a Normandy student completes the 2017-18 school year, qualified students will be allowed to continue enrolling and attending school in FHSD for three subsequent academic years or until the student reaches a natural shift to the next grade span. Shifting to the next grade span would include moving from elementary school to middle school or going from middle school to high school.

“I think it will affect all of us,” Assistant Principal Jeff Blankenship said. “We’ve had students in our building that have been part of our FHN family, and some of them may not be here next year. It’s just like if a best friend moves away or something like that. There’s a piece missing if those students do choose to go elsewhere.”

Regardless, after the completion of this school year, while Normandy will still pay tuition for students attending FHSD schools for a few years, they will no longer provide buses, meaning any Normandy student wishing to attend FHSD schools will have to find transportation on their own, forcing some students to go back to Normandy next year due to

lack of transportation.

Principal Andy Downs said. "For you to be able to go to school near your house is what we want for kids. I want Normandy schools and all school districts to do well and service kids well, but you do get emotionally tied to kids that go to your school and you get sad to see them go."

Normandy students will now be able to go to a school nearby, and those who go back to attending Normandy may find a "new" school, as there are new programs and opportunities they hadn't previously had at Normandy. For example, they not only restored and added AP classes, but they also created reading and math interventions. Among other things, now Normandy also utilizes professional development and works with their principals on their leadership.

"We are focusing on changing lives today through services and instruction, and we are educating for the future to be sure that when our children graduate," Pearson said. "You have to problem solve, you've got to be able to communicate with diverse people through diverse measures and you have to be a creative thinker, so that's what our work is for and that's what our goal is for our students."

The Beginning of the End for the Normandy School District

The Normandy district originally lost accreditation due to their performance on the annual performance report (APR) that the state gives every district. APR scores are based on a variety of material including attendance, graduation rate and achievement scores. While FHSD reached 135.5/140 APR standards in 2014, the Normandy School District scored significantly lower, with only 10/140 APR points. This led the Missouri State Board of Education to rate the Normandy School District as unaccredited, giving Normandy students the option to transfer schools.

"When I switched schools, it was scary," Hunt said. "I wanted to stay at Normandy

because I had a lot of friends. I knew a lot of people. I knew a lot of teachers because they had my past sisters, so I had connections there, but then I moved here and came here for the remaining three years. I'm glad [I came here]. I got a lot of opportunities and met a lot of teachers. I learned a lot of things I would've

never learned there and met a lot of people that I'm glad I met. We're glad for the opportunities."

After losing accreditation, as upheld by Missouri state law, students could choose to stay at Normandy or transfer to any other accredited school district in the same or an adjoining county. The Normandy School

District also had to provide free transportation to another accredited district in an adjoining county in which their students could attend if they chose to do so. Normandy chose FHSD.

"It was my parents' decision," Hunt said. "They were like, 'We don't want this for you. We want you to have a good education and have opportunities and be able to do whatever you want to do in life.' They were like, 'Well, since this is a new opportunity and it's a free opportunity, take it.'"

Once Normandy chose FHSD, families began the application process, where they had to prove residence in Normandy. The students who wished to go to FHSD were placed into the different buildings based upon how much space was available in each grade level.

Meanwhile, the cost of transferring students, now reaching \$34.9 million, led to the dissolution of the Normandy School District. In its place, the Normandy Schools Collaborative was created and run by a new board, appointed by the Missouri Board of Education.

A District Reborn

Since the first year, the number of Normandy students attending FHSD schools has decreased from 457 to 157, in part due

to fewer students enrolling in the transfer program after the first year. According to Missouri law, a student is entitled to go to school within the area they live. An exception to this law is for students who participate in a district transfer program,

Because Normandy received provisional accreditation, the statute no longer applies to Normandy students. However, the Normandy administration is optimistic for the future due to their new programs and improving scores. For example, they created a new strategic planning model to improve and implement better professional development, counseling, student services, food services, technology, building facilities, school leadership and class opportunities. Through their work, only three years later, the Normandy Schools Collaborative has brought their APR score up to 87.5/140, which is 77.5 APR points higher. This led to the Normandy Schools Collaborative receiving provisional accreditation, and, in turn, the Normandy students attending FHSD schools entering the phase out program.

"I think [Normandy Schools Collaborative] is a good place to go to school because there are some kids who want to work hard and make their school better than it was, so that's why it'd be good for some kids to go back," Simmons said. "They know that their school can become better and become a better community."

While Simmons will stay at FHN, other Normandy students may leave. Similarly, while FHSD administration is excited for the strides Normandy Schools Collaborative made, Normandy students became a part of the FHSD family and those who return to Normandy Schools Collaborative will be missed.

"We will miss the students, but I'm happy that Normandy has raised their level of student achievement such that they can be provisionally accredited and that with those dollars they can continue their efforts to have a fully accredited school district and that student can attend school in their own community and get the same quality of education of what they were in Francis Howell," Patterson said.

"When I switched schools, it was scary. I wanted to stay at Normandy because I had a lot of friends I'm glad [I came here]. I got a lot of opportunities and met a lot of teachers. I learned a lot of things I would've never learned there and met a lot of people that I'm glad I met. We're glad for the opportunities."

5



Junior Natalie Archer poses on the vaulting track with her vaulting stick. Archer has been pole vaulting for the past three years. She made the switch to pole vaulting after leaving gymnastics due to injury. (Photo by Kamryn Bell)

A LEAP FORWARD

Natalie Archer focuses on pole vaulting after an injury ends gymnastics career

by Sarah Zimmerman
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She spent 13 years pouring her heart and soul into one sport. She clocked in over 24 hours per week at practices for one sport. She dedicated thousands of nights to one sport. Then she was forced to change her sport.

After many years of competitive gymnastics, junior Natalie Archer was forced to quit in 2017 due to spondylolisthesis. Spondylolisthesis is a spinal disorder where a vertebrae slides forward into the bone below it. As Archer pushed her gymnastics career forward, she, unfortunately, also pushed her body to the limit. Gymnastics caused the spondylolisthesis, which, in Archer's case, caused a risk of paralysis. Because of this, Archer was forced to quit gymnastics.

"There are times where you are just tired of it, but you learn to push through too, especially when there are skills that are also very difficult to get," former teammate Allie Leary said. "I think it's definitely helped her in other sports, which are important to her. I think it's also like she's probably grown with other people and made friendships with other people and created friendships, but she's also learned that determination and the drive that you need to have for stuff and I think she's applied that to other aspects of her life."

One of the ways Archer has pushed through her injury

and applied her determination to other aspects of her life is by focusing more on track since she cannot participate in gymnastics anymore. To strive for pole vaulting success, she attended a pole vaulting camp and plans to vault for St. Louis Pole Vault in order to practice even when track isn't in season.

"Gymnastics taught me to be determined," Archer said. "A lot of the time, when I can't do something right, I get really, really annoyed, so I just have to keep trying and with gymnastics. I had to keep doing that...so now that I pole vault, I keep trying and trying again...I'm trying to do pole vault in college so I really am focusing more on improving myself in pole vault so that I can do that in college."

Although her dream has now shifted from participating in gymnastics at Mizzou to competing in pole vault in the University of Kentucky, Archer continues to work hard and stays optimistic about her future.

"I think it's been a journey...a journey of emotions, being nervous, being sad, but also having good experiences out of that as well," Archer's mother Donna Archer said. "I think it's kind of like life in general. You learn from things that happen and then move on. We do miss the gymnastics, but at the same time, I think she's enjoyed the track and it's been another great experience for her. I'm just proud of what she does. She works her tail end off to try to be successful and I think that's awesome."

SLIDE AND SWIM INTO SUMMER

An updated Wapelhorst water park prepares to open with new attractions and updated buildings

by Sammie Herr
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Five years ago the St. Charles Parks had its pools and slides inspected. With each water park aging to over 20 years old, it was said that Wapelhorst and Blanchette needed to be updated. From there, the St. Charles Parks and Recreation, a board of members who look over the parks, created a five-year plan to coordinate, plan and construct a new pool and some new slides. Wapelhorst is finishing their construction and will open just in time for summer.

"This year Wapelhorst will be even more like a water park, and we'll have a lot of activities for the people to do which will be fun," Maggie Cox senior and St. Charles lifeguard said.

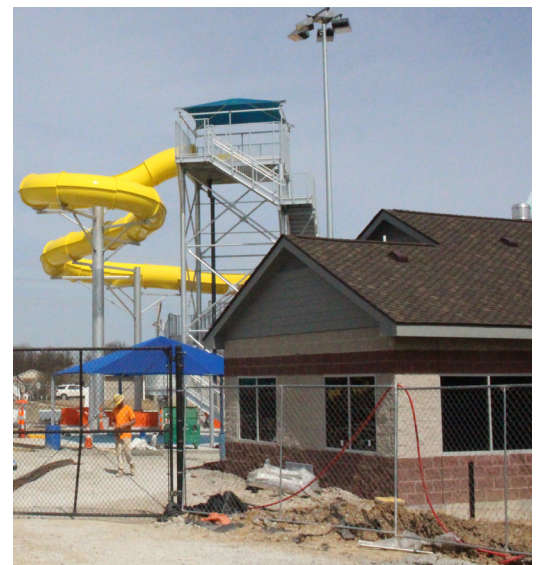
St. Charles Parks and Recreation worked with the company Contegra Construction, who hired a company called Capri Pool to build the pools. They constructed a newer, bigger pool within the water park, a lazy river, new slides, a larger children's structure, a new building with a pump room, a lifeguard/first aid room and an extra

bathroom. There's also new shaded structures scattered throughout the park to sit by the pool. Other factors like entry prices and bathrooms were updated to fit the park. Adult prices are now \$8.50, and senior and child prices are now \$7.50. Everything within the grounds is either new or has been updated, with the exception of the blue speed slide. The large slide stayed due to residents' demand.

"The most exciting thing is seeing the excitement of residents," Aquatics Coordinator Missy Hollander said. "Especially applying to the new Wapelhorst, I like to see families making memories and enjoying themselves together."

The new park will have an opening ceremony, open to the public, on May 24 at 6 p.m. The actual park opens the following day May 25 at regular pool times and stays open for the rest of the summer.

"I'm really excited for the new boomerango slide," Michael Willmann said. "It looks fun, and I've heard it's supposed to be the fastest slide there. I live right next to it, so I see the construction almost every day."



The newly constructed yellow slide stands in its new placement in Wapelhorst water park. The park is keeping only two of its old attractions. (Photo by Isabella Schneider)