



## Report to Community 2025-26



As another school year comes to a close, it offers a meaningful opportunity to reflect on the incredible work accomplished at Forest Park School. Below are some whole-school highlights that made a positive impact on our students by engaging them in meaningful learning, fostering a strong sense of belonging, and building relationships.

We began the year with our *Every Child Matters* art contest. Each student proudly received an orange shirt featuring a unique design created by one of our Grade 5 students. Throughout the year, on the 30th of each month, we continued to honour Truth and Reconciliation by wearing our orange shirts as a school community.

*Tasty Tuesdays* returned once again, with an exciting new twist. Each class was assigned a month and selected a food item for the entire school to sample. This initiative continues to be a student favourite; our learners absolutely love Tasty Tuesdays!

In response to the growing needs of students developing their reading and writing skills, we introduced small, leveled groups for students in Grades 3-5 lead by teachers. These groups focused on targeted phonemic instruction, meeting twice per cycle for intentional, hands-on learning and word exploration. Students who completed the program were further challenged with enriched writing opportunities. We are thrilled with the positive results and look forward to continuing this program next year.

Our Buddy Classroom initiative also expanded this year. "Younger" and "older" students moved beyond reading together to collaborating on projects and exploring the world as a group. These experiences fostered reciprocal learning, strengthened connections, and led to the formation of meaningful friendships.





With each change of season, we celebrated our learning through school assemblies that were largely student-led. With guidance and collaboration from teachers, students shared their learning with the wider school community, showcasing their growth and achievements.

In February, we celebrated Métis Day, where students engaged in a variety of indoor and outdoor activities that allowed them to experience and appreciate Métis culture in a fun and immersive way.

This year for our Family Night we focused on STEAM (science, technology, engineering, arts and mathematics) activities where our students became the teacher to their families! And everyone enjoyed tacos; some for the very first time!

### ***Mrs. Yakiwchuk, Kindergarten***



Throughout the year, the Kindergarteners have worked hard to learn letter sounds and the proper formation of each letter. This term, they put those skills to the test to write their very own non-fiction books. The students studied the features of non-fiction texts and looked closely at photographs of animals to learn new facts. They showed off their growth in their fine-motor skills by creating clay models and realistic drawings of their chosen animal. The budding writers then shared their scientific research and non-fiction books with one another. Great work, Kinders!

### ***Ms. Gomes/ Mrs. Genny, Grade 1/2***



In Room 3, the grades 1 and 2 students have been learning about caring for one another, and for Mother Earth, alongside our Grade 3 and 4 learning buddies. Together, we explored the ecosystem of living things in the garden at the front of the school. Over several mornings and afternoons, students engaged their five senses by observing what they could hear, see, smell, and feel in nature. Throughout this experience, students took part in meaningful activities such as decorating rocks for the garden, weeding, and planting. They continue to spend time observing the growth and changes within the garden ecosystem. Through this shared learning opportunity, students have developed an understanding that caring for each other and the environment helps create a brighter, more supportive future for all.

### ***Ms. Diana, Grade 1/2***



As part a social studies unit on *Our Community*, room 6 visited the McGregor St. Fire Department. One of the most exciting parts of the trip was exploring the fire trucks. Students had the opportunity to see the different vehicles up close, learn about their specialized equipment, and even sit inside a real fire engine. The firefighters explained how each tool was used, from hoses and ladders to protective gear and breathing apparatus. Many students were amazed at how heavy the firefighter suits are and gained a new appreciation for the strength and bravery required by these important community helpers.

***Mr. Noel, Grade 2***



Animal groups such as mammals, reptiles, birds, fish, and amphibians were one of the areas of study that Room 4 focused on this year. Students compared characteristics including body coverings, warm- or cold-blooded traits, and features unique to each group. They studied the needs of animals during development and learned that food, water, shelter, and warmth are essential for all living things to survive. The class then observed quails, incubating 12 eggs until they hatched on the 18th day of the incubation period. Students watched several chicks emerge and reinforced their learning about animal needs by providing water, ground bird-food mix, and a warm light in the brooder. Experiencing growth and development firsthand made the learning meaningful and memorable.

***Mrs. Judge, Grade 3/4***



With the arrival of the 2026 Winter Olympics, Room 7 students completed exciting projects about past Canadian Olympians. Students researched a variety of athletes who proudly represented Canada at the Winter Olympic Games and learned about their lives, achievements, determination and contributions to Canadian sport. They then created informative Google Slides presentations to share their findings with all the Grade 3/4 classes, developing their research, technology and presentation skills. To bring their learning to life, the students in Room 7 also designed and built paper mâché models of their chosen athletes. This hands-on project encouraged creativity, collaboration and a deeper appreciation for the accomplishments of Canadian Olympians, both past and present.

***Mrs Petrachek, Grade 3/4***



Learning through the outdoors has been a meaningful focus for Room 8 this school year. Through hands-on experiences in nature and the community, students have developed a strong sense of belonging, responsibility, and care for others. From exploring plants and insects at The Leaf to giving back through service learning at the Aki Centre, students learned the importance of contributing to their community. They worked collaboratively to prepare bannock pizza, helped prepare outdoor spaces for winter, participated in community litter cleanups, and took great pride in caring for our school garden by weeding, preparing the soil, and planting Indigenous plants such as tobacco and sweetgrass. Throughout the year, Room 8 students demonstrated kindness, teamwork, and environmental stewardship, showing that learning and giving back go hand in hand.

### ***Ms. Lee, Grade 3/4***



Room 9 integrated language arts and social studies this year with our Canadian author project. For I Love To Read Month, Ms. Lee read several books to model reading with expression and introduced several Canadian authors. Once students selected an author, we researched books they have wrote, if they have won any awards or medals, and where they were born or currently living. Students used atlases to locate where their Canadian author is from. Students practiced reading with expression and identified story elements such as characters, settings, problem and solution. Additionally, they also selected a favourite book and identified reasons why their selected book was their favourite. They presented their findings on a poster board and shared their learning with other grade 3/4 students and staff of Forest Park School. After our Canadian author project, each student had a chance to create their own fictional stories!

### ***Mr. Gilbert/Mrs. Cordova, Grade 3/4***



In Room 11, we used a wide range of hands-on activities across subjects to make learning engaging and meaningful. In Math, students worked with hundred charts, ten frames, base-ten models, rekenreks, Cuisenaire rods, tangrams, and fraction tiles to build strong connections to multiplication, division, addition, subtraction, and fractions while exploring strategies such as doubling and halving, arrays, groupings, repeated addition, repeated subtraction, and solving from left to right. Students also reflected on what they found easy and challenging to guide our next steps. We strengthened spelling and vocabulary through daily Words Their Way activities. In Science, students used Starburst candy to model the rock cycle, and we also walked to the train tracks to collect rocks, examine them, and identify which type of rock each sample represented. In Social Studies, we learned about the symbols of Canada, the types and levels of government, and students completed research projects on important Canadian monuments to deepen their understanding of our country.

### ***Mr. Gebhardt, Grade 5***

Over the course of the 2025-2026 school year, the students of Room 10 spent time studying a variety of novels that covered topics such as Truth and Reconciliation, social justice, historical fiction, and living with disabilities. Throughout the year our math was a mixture of rich thinking problems, puzzles, games, direct instruction, and centers that featured each of these activities in concentrated small group settings. Throughout the year students were encouraged to expand their horizons as readers through “No Graphic” months in which they had to try out other forms of literature to their preferred graphic novels. We also kept busy even when outside the building. In the winter we spent a wonderful day cross-country skiing and tobogganing at Kildonan Park. As spring came around we became even busier, taking in a symphony performance at the Centennial Concert Hall, a visit to the Manitoba Museum, and an afternoon at Across the Board Cafe. As the weather warmed up even more we visited Lower Fort Garry to learn about the history of the fur trade here in Manitoba. Of course our June was jam packed with visits from and to H.C. Avery, a whole school field trip, patrol outings, track and field and of course a trip to the Kildonan Park Pool as a celebration of their time at Forest Park.

### ***Mrs. Shields, Grade 5***

This year Room 12 learned about the Circle of Courage, developed by Dr. Martin Brokenleg. The circle of courage is a holistic approach to raising resilient kids. According to the circle of courage, kids need to be raised in communities that support belonging, mastery, generosity, and independence in order to thrive. Room 12 learned about each of these four areas and reflected on the success they see in themselves already. Some examples are:



Belonging - with family, at school, on a team

Mastery - reading, running, video games

Generosity - helping at home, listening to each other, giving compliments

Independence - making lunch, walking to school, being honest

### ***Mr. Ens, Physical Education***



Throughout the school year, the Forest Park physical education program focused on creating an environment where students could stay active, have fun, and develop a positive connection to movement. The goal of the program was to ensure every student experienced success through participation, enjoyment, and active engagement. Students took part in a variety of activities that promoted movement, teamwork, cooperation, and skill development while emphasizing inclusion and encouragement for all learners. The gymnasium became a place filled with energy, laughter, and smiles as students discovered that physical activity can be both enjoyable and rewarding. Beyond developing physical skills, the program helped students build confidence, practice sportsmanship, and develop healthy habits that support lifelong wellness. The year was marked by enthusiastic participation and a shared commitment to making movement a fun and positive part of every student's school experience. The program proudly celebrates a successful year centered around fun, smiles, and keeping students moving every day.

### ***Mrs. Risbey, Musical Education***



The school community came together early this year to celebrate a joyful and memorable musical that showcased the hard work, creativity, and growing confidence of the students. In October, families and staff filled the space at SOPAC with warm support as students performed songs from *SQUIRM*, which they had been preparing throughout the term. The concert highlighted not only musical learning but also dedication and school spirit, leaving everyone with a strong sense of pride in what these young musicians accomplished so early in the year. In late May, the school's choirs were featured at Arts in the Park, joining a division-wide celebration of the arts in Seven Oaks School Division. Many students also had their visual artwork displayed in the park's gallery space. Through their learning and performances this year, students demonstrated meaningful musical growth and a deepening connection to the arts.

### ***Ms. Bela, Learning Support Teacher***



Each year, Forest Park staff delve deeper into literacy instruction and what current best practices entail. This year, the students in grades 3-5 participated in a literacy-focused program we named Walk to Learn, involving teachers, specialists, learning support teachers and our school administrator. Once assessments had been completed in September, students were divided into 10 groups, each targeting a literacy skill that they were currently working on. This could look like specific instruction in short vowel sounds, digraphs, derivational suffixes or prefixes. During these 2 periods per cycle, students were engaged in small group, intentional learning in these areas. Over the course of the year, teachers re-assessed students and as they progressed, they were placed in the next group, where they then received explicit instruction in the following area that they needed to master. We quickly realized that these homogenous groupings with various educators not only provided students with the learning that they required in order to grow as readers and writers, but also built new friendships with each other as well as new relationships with teachers that they may not have worked with previously. We were very pleased with the progress students made over the course of the year and look forward to continuing with Walk to Learn again next year.

### ***Mrs. Uskalo, Learning Support Teacher***



Roots of Empathy (ROE) is a classroom-based program for students that focuses on building the capacity for caring and compassionate citizenship and parenting. The heart of the program is the monthly family visit with a community baby and parent(s). The emotional bond that develops with the “classroom” baby over the school year increases students’ emotional literacy, resulting in social-emotional awareness and increasing empathy.

This past year, Forest Park was proud to host a Seven Oaks teacher, Ms. Karpinsky, and her new baby Wilder. We were thrilled to welcome them both to the Roots family this year.

Baby Wilder was our Roots “teacher” in Ms. Norberg’s grade 1/2 class. Through interactions, observations, reading, writing, and drawing, the students learned so much about Baby Wilder’s care, growth, and development. The students were delighted to share and celebrate his first-year milestones.