

Forest Park School 2024-2025



Report to Community 2024-25

As the school year comes to an end, there is much to acknowledge and celebrate at Forest Park School. Our students have had experiences that have allowed them to grow as learners, social activists, stewards of the land, mentors and friends. Throughout the year there have been a variety of clubs and activities offered so students to continue to feel a sense of belonging and opportunities to contribute to our school community.



A new experience at Forest Park School this year was the inception of Tasty Tuesdays. Once a month students sampled different types of foods they could add to their lunch. Those snacks included smoothies, peppers and dip, rice cakes, pineapple and nectarines, to name a few. Tasty Tuesdays was such a hit for our students, we will be incorporating it into next year's plan. We also added some of these favourites as options to our Breakfast Program.

As a school, we prioritized the work surrounding Truth and Reconciliation by wearing our orange shirts on the 30th of each month. Those days classroom communities continued their learning and understanding about residential schools and Indigenous ways.

Our second annual Whole School Birthday Party was the perfect way to end the cold month of February. The games, the treats and the magician were well appreciated by our students! As a staff, literacy was our goal, specifically in the area of the Science of Reading. Teachers assessed progress of students in reading using a common screener called DIBELS 2-3 times this year and found positive growth amongst all students. We also spent many hours creating our own year-end outcomes in literacy for each grade level.

The following paragraphs are highlights from each classroom of engaged learners.

Ms. Genny, Grade K/1



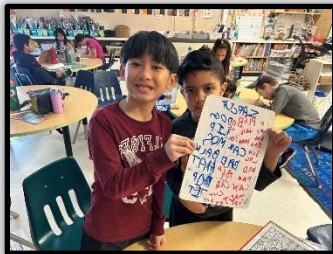
In the early years of childhood, some of the first writing that children do is through drawing. Children share their experiences, memories and knowledge through simple pictures. This year, the Kindergarten and Grade 1 students in Room 5 practiced combining scientific observation skills with art to create illustrations that honoured the small details. Taking time to look closely and talk about the letter-V and letter-Y shapes they noticed in the branches of a tree on a neighbourhood walk helped them to create more realistic paintings of spring trees. Allowing students time to observe first and identify familiar shapes gave them time to plan more accurate drawings. “I see rainbow-shapes along the edge of the butterfly’s wing.”-M.K. There are many times in life when being fast is better. This year, the children in Room 5 learned that, when it comes to Science and Art, we learn more when we slow down.

Ms. Diana, Grade K/1



Room 6 participated in a one-week outdoor challenge. From Monday to Friday, our young learners spent most of their school day outside, engaging with nature, learning through hands-on experiences, and building stronger connections with each other and the world around them. Bug collecting, butterfly observations, nature patterns were only a few of the experiences that took place. Wind wands and potion creations were also a favourite.

Mrs. Yakiwchuk, Grade 1/2



This year in Room 3, the students explored different genres of writing that tied in with what they were learning in other subjects. They started off the year exploring story telling. They made a class book that incorporated their scientific discoveries of the seasonal changes that occur in the community. The students worked extremely hard to research and publish non-fiction pieces on topics such as music, animals, Minecraft, and families. In the spring, students used the season as the inspiration for a variety of poems. Following this, the children studied the world map and important landmarks to write a fictional comic about a destination of their choice. Finally, students worked together to author pop-up books based on their interests.

Mr. Noel, Grade 2



As part of their Social Studies curriculum, Room 4 explored key places in their community. They visited several key locations, including the West Kildonan Library, H.C. Avery Middle School, Save On Foods Supermarket, the local Fire Station, and welcomed a Police Resource Officer to learn about the police station and its role in the neighborhood. Their own school, Forest Park School, was also part of their study. To showcase their

learning and creativity, the students constructed cardboard models of each of these community places.

Mrs. Judge, Grade 3/4



Exploring the outdoor world through observations and interactions has been an important part of Room 7's learning this year. Taking care of the local parks (cleaning up garbage, for example) helps the students contribute to and appreciate their community. This year, the students in Room 7 discovered that the City of Winnipeg had removed most of the play equipment from the Secret Park near the school. The students were very concerned about what was happening and wanted to do something to help the Secret Park. They explored the leaders of our community and decided to write letters to Ms. Devi Sharma, the city councillor for Old Kildonan. They wanted to have their voices heard! After reading the book, *Sofia Valdez, Future Prez* by Andrea Beaty, the students also decided to create a petition for everyone in Forest Park School to sign. This way, all students in the school could have a voice! The students in Room 7 collected over 200 signatures in support of the Secret Park. Room 7 was invited to Devi Sharma's office to hand-deliver their letters and petition. This was an opportunity to connect with a community leader and to build a sense of activism. Councillor Sharma explained to the students that a plan for the Secret Park will be decided on and asked that they keep in touch in the Fall in regards to their concerns.

Ms. Guzman, Grade 3/4



In the past couple of months, Room 8 has worked, learned, and played together. A highlight for them was exploring the world of plants. The students learned how they grow and even learned to nurture their garden in the classroom. The trip to the Aki Centre was both fun and educational. The students were able to explore and learn through hands-on activities and were given the chance to connect to nature. Another highlight would be their trip to the Human Rights Museum, and learning about their rights. Students learned about what equality means, respect and history. Room 8's experiences, along with many others, made the year full of growth and meaningful learning and connections.

Ms. Lee, Grade 3/4



Room 9 was curious when students had their out-of-school activities cancelled as community centers were being used as places for evacuees of the Manitoba wildfires. Room 9 wanted to know more about the current events in our province. We developed questions about wildfires such as, "How do wildfires spread so fast?", "What conditions do wildfires need?" and "What happens to the pets and animals in wildfires?" We found that wildfires thrive in dry and hot weather, and

climate change is causing our Earth to be drier and hotter. One surprising fact is that most of the Manitoba wildfires were ultimately caused by humans! We know that to be active citizens, we can do three things. First, we can help community services, like the Red Cross and the Manitoba Metis Federation, provide social services by donating food, clothing etc. We can also take care of our land by doing a community cleanup, reusing and reducing the amount of waste we make. Second, we can participate in social justice, by talking to people in government about the issues that concern us. Lastly, we can participate in social awareness, by sharing with others about what we have learned. We shared our learning with the school in our celebration of learning assembly.

Mrs. Cordova, Grade 3/4



This year, Room 11 explored the importance of human rights and responsibilities. Students learned that everyone has the right to be happy, healthy, and safe, including the right to have friends, be loved, and feel included. They discussed how being kind, caring, and respectful are important responsibilities. As part of their learning, Room 11 visited the Canadian Museum for Human Rights, where they deepened their understanding of human rights, especially the importance of their name, identity, and culture. They ended the field trip by reflecting on a meaningful poem shared by their facilitator:

Human rights are for everyone, Not just the chosen few. Each person is important— Including me and you.

Room 11's learning journey helped them see how they can make a difference by standing up for their rights—and the rights of others.

Mr. Gebhardt, Grade 5



During this past year the students of Room 10 were quite busy in a variety of ways. We did several novel studies that covered topics such as residential schools, the Second World War, censorship of books, among others. These units were also meant to support the ongoing efforts to help foster an appreciation of reading amongst students. In math, students gained significant experience working with open-ended and “real world” problems, including a unit based

on life-skills that saw them design floor plans and learn to set a budget to pay for needs and wants. This year we once again enjoyed being a Buddy Class to the grade 1s & 2s of room 3 and together we practiced reading skills, practiced math games, helped the younger students publish their stories, and taught our buddies several fun games. When we weren't in the classroom, we found ourselves cross-country skiing at Kildonan Park, touring Lower Fort Garry, taking in a Valour FC game, or visiting Assiniboine Park. Throughout all this year we also continued the tradition inspired by the wizarding world of Harry Potter by participating in our own version of the House Cup. Students enjoyed playing games and learning to work as teams while looking forward to the celebrations that wrapped up each round of the House Cup.

Mrs. Shields, Grade 5



This year room 12 learned about nutrition in food and how to plan a balanced meal according to Canada's Food Guide. To put this learning into practice, together we prepared snacks for a Halloween party. Students worked together in groups to wash, cut, mix, and assemble snacks that reflected the food groups. For some, this was the first time they had ever cut with a sharp knife, or followed a recipe. Everyone learned about the steps required to ensure food is safely handled and prepared. Many gained confidence in their ability to follow a simple recipe and safely use kitchen tools. The best part: enjoying the food they worked so hard to prepare!

Mr. Ens, Physical Education



This year in physical education, Forest Park students were active and had lots of fun while learning important life skills. A notable highlight was witnessing how they collaborated and ensured everyone felt included, demonstrating great sportsmanship and kindness during games and activities. They learned to challenge themselves, try new things, and keep a positive attitude—even when things got tough. Students also built confidence by making healthy choices, staying active, and encouraging one another. Whether it was playing fair, leading a warm-up, or cheering on a classmate, everyone had a chance to grow in their mind, body, heart, and spirit.

Mrs. Risbey, Musical Education



Our school community came together to create a sweet and spectacular holiday production: "The Great Big Holiday Bake Off." Every student was a star, showcasing their talents in music, dancing and acting. The show was a delightful celebration of the holiday season featuring joyful performances. From the youngest to the oldest, every student shone on stage, demonstrating their hard work and dedication. What a show!

Ms. Bela, Learning Support Teacher



This year, Forest Park students and staff hoped to expand our current garden areas by a significant amount. I spoke with the students to generate ideas and then applied for several grants to see if we could receive funding to support our plans. Ultimately, we were granted \$1500, and our work began. We wanted to develop a tall grass prairie garden in the back field of our school, add flowers to our flagpole garden box and expand our medicine garden area a little bit. We also wanted to add a large rain barrel with a pump and a hose, a compost bin, as well as bird feeders and bird baths. We weeded, laid down

fresh soil, planted and watered, put up bird feeders and set up our compost. We are so happy that all of our hard work paid off and we can't wait to watch our gardens grow.

Mrs. Uskalo, Learning Support Teacher



This year at Forest Park School, the grade 5 students in Ms. Shield's class welcomed a special visitor and teacher: 2-month-old Baby Miguel. Roots of Empathy is a one-of-a-kind, evidence-based program designed to help children develop empathy through interactions with a very small member of their community. This initiative goes beyond traditional education; it is an emotional journey, and at the heart of the program is Baby Miguel and his mother, Louise. With each visit, students had the chance to observe Miguel's developmental milestones—his first attempts at rolling, early signs of social interaction, and his cheerful laughter. These moments sparked meaningful discussions about emotions, growth, and caring for one another. Lessons on empathy unfolded naturally, as students reflected on their

feelings and learned to recognize and respect the emotions of others. The students eagerly looked forward to his visits every three weeks. They enjoyed participating in follow-up activities that helped them understand their emotions and practice empathy towards others. It was truly heartwarming to witness the connections, lessons learned, and the joy on the students' faces as they celebrated Baby Miguel's developmental milestones.