



QVA is Allergy-Aware!

April 6, 2018

QVA Rocks Report

<http://go.vsb.bc.ca/schools/queenvictoria>

Dogs on School Grounds

The Vancouver School Board
Dog Code



Dogs permitted weekdays from **6–8 am and 5–10 pm** and on weekends, except when fields in use. Please don't let your dog be a nuisance. Follow the code to ensure you are a responsible owner. There are penalties for ignoring the code.

- Dogs not allowed within 15 metres of children's playgrounds.
- Leash dogs while entering and exiting the school grounds.
- Dog owners must pick up and remove waste. Bylaw 7528 (6.1) Fines \$50
- Dogs must be wearing a valid licence. Bylaw 7528 (5.1) Fines \$50
- Vicious dogs are not permitted. Bylaw 7528 (4.5) Fines \$250
- Dogs not permitted on playfields while organized play is in progress.

Please respect the following dog-etiquette.

- Ensure that dogs vaccinations are current.
- Have voice-control over your dogs & don't allow them to dig holes.
- Keep early morning and evening noise to a minimum.

VSB Vancouver School Board



Queen Victoria Annex
1850 East 3rd Avenue
Vancouver, BC V5N 1H2
Phone: 604-713-4694
Email: queenvictoria@vsb.bc.ca

iPlay Donations

This is a callout for donations to the iPlay (inside play) program.

We offer this program to students three times a week as an alternative to playing outside at lunch.

We are looking for the following items in good condition: **Lego, simple board games, kiva blocks, decks of cards.**

Thank you for your support.

Student Supervision

Supervision is provided by school staff at the following times:

8:45–9:00 am
3:00–3:15 pm






VSB SUMMER EXPERIENCE 2018

VSB has courses for elementary, secondary, and international students.

Visit us at <http://summer.vsb.bc.ca> or grab a catalogue from your school office

Upcoming Events

- Apr 9-13 Tennis XL lessons (during instructional time)
- Apr 12 PAC Meeting 6:30 pm
- Apr 27 Professional Development Day-school closed 
- Apr 29 PAC Rummage Sale
- May 1 Panorama/Class Group Pictures 11:00 am
- May 2 Welcome to Kindergarten Event 11:00 -12:00 pm
- May 3 "The Big One" Earthquake Drill 2:00 pm
- May 14 Bike Safety Presentations
- May 18 District Closure Day 
- May 21 Victoria Day Holiday 
- May 27 PAC Spring Fair

<p>Director of Instruction: Liaison Trustee: Principal: Vice-Principal: PAC Chair:</p>	<p>Pedro da Silva Estrellita Gonzalez Janis Myers Bryce Recsky Kimiko McDonnell</p>	<p>604-713-8938 604-306-7718 604-713-4996 604-713-4694 qvapacchair@gmail.com</p>
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The ZONES of Regulation® Reproducible B

The ZONES of Regulation® Glossary

Self-regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

The Zones: A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored zones with which the students can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student is in control in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student maintains some control of himself or herself in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and is described as being "out of control."

Toolbox: A collection of calming and alerting strategies a student can pull from depending on the present need.

Tools or strategies: Used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.

Trigger: An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

Stop, Opt, and Go: A concept used to aid students in controlling impulses and problem solving better solutions. This phrase is paired with a stoplight to provide additional cues for students.

Expected behaviors¹: Behaviors that give people around you **good or comfortable thoughts** about you.

Unexpected behaviors²: Behaviors that give people **uncomfortable thoughts** about you.

What is the size of the problem? and Is this a Big or Little Problem?²: Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

Big Problems: Problems that many people share and that have no easy, quick, or pleasant solution.

Medium Problems: Problems some people share that are able to be resolved in an hour to a couple of days.

Little Problems: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.

Inner critic: Used to describe negative, self-defeating thoughts.

Inner coach: Used to describe positive thoughts.

Superflex thinking²: A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

Rock Brain thinking²: A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

1 Social Thinking vocabulary developed by Michelle Garcia Winner, *Thinking About YOU Thinking About ME* (2007)

2 Social Thinking vocabulary developed by Stephanie Madrigal and Michelle Garcia Winner, *Superflex: A Superhero Social Thinking Curriculum* (2008)

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