

## LNS BOARD MEETING MINUTES

January 7, 2019

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### Attendees:

- **Present:** Abby Adams, Cynthia Chang, Martina Ladd, Rebecca Blanchfield, Jess Callow, Vanessa Cartwright, Anna Angelova, Sarah Robbat, Katherine Taunton-Rigby, Carrie Menke, Ania Richmon, Becky Bermont, Sandra Coleman, Murat Arslan, Gina Cherco, Wendy Klix, Lauri Bounty, Jon Taunton-Rigby, Kristin Ferris, Ed Garmey, Jan Owens, Anique Lebel, Adrienne Cristie, Kate Bruenner, David Bruenner
- **Absent:** Alex Benik, Cara Shortsleeve, Laura Leibowitz, Lauren O'Neil, Feyza Marouf, Jessica Kaplan, Liz Heald,
- **Also Present:** Nancy Fincke

Board Members: President: Abigail Adams, Secretary: Vanessa Cartwright, Vice President of Operations: Cynthia Chang, Vice President of Programs: Martina Ladd, Treasurer: Rebecca Blanchfield, Enrollment: Katherine Taunton-Rigby & Carrie Menke, Gala/Fundraising: Gina Cherco, deCordova Liaison: Becky Bermont, Information Management: Alex Benik, Strategic Planning: Cara Shortsleeve & Sarah Robbat, PR & Communications: Laura Leibowitz, R Parents: Ania Richmon (B), Anna Angelova (Y), Sandra Coleman (P), Lauren O'Neil (R), Staff Search & Development: Jessica Callow, Welcoming & Social: Jessica Kaplan & Liz Heald, Extended Day: Feyza Marouf

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## LNS BOARD MEETING AGENDA

### **Call to Order and President's Report: Abby Adams**

- Annual appeal exceeded our goals.

### **Secretary: Vanessa Cartwright**

- Approve November 2018 minutes: Jessica Callow approved; Rebecca Blanchfield seconded.

### **Director's Report: Nancy Fincke**

- Thank you for those who came to Winter Sing, to Mark for adapting the story Black Rabbit for the shadow play, Lauri for animating Black Rabbit, all the teachers, and to room parents who organized refreshments.
- Coming up in January, activities director from The Commons reached out for LNS's first elder experience on Jan 15 with residents reading books to Studios Blue & Purple and Studios Yellow and Red.
- An enrollment change in Studio Red due to a family moving to west coast. There is now an opening in Studio Red; if you know someone, please spread the word.

### **Treasurer: Rebecca Blanchfield**

#### **Treasurer's update to the board 1/8/19**

### Update on the current year

**I'm currently projecting a modest budget surplus this year.**

Areas where we are doing better than budgeted are as follows:

- 1) Tuition – Extended Day: School year to date, Extended Day tuition has totaled about \$45K (~\$39K in contracts, ~\$6K in daily signups), which equals our \$45K in our budget for the entire year. If

daily signups continue at this rate, they could bring in another \$9K for the Extended Day program. However, because Friday extended day has been so popular this year we did add Diane to help out on Fridays (typically Fridays have been slow so have only required one teacher), which will partially offset extended day revenue.

2) Tuition – AM/Full Day Red Programs: Stayed fully enrolled with the exception of a mid-school year Full Day Red withdrawal. Fortunately we designed the budget to account for three withdrawals so one mid-year withdrawal still puts us ahead of budget.

3) Annual Appeal: We have exceeded our Annual Appeal goal: About \$17K to-date compared with a goal of ~\$14K (based on five-year historical average).

4) Playspace Structure: We budgeted a \$30K draw from the endowment for the playspace build out and have thus far only spent \$8,800, mostly because a former/future LNS parent has generously donated a lot of time and resources. We do expect to spend more as we add another structure but still expect to go under the budgeted \$30K.

Expenses where we are over budget are as follows:

1) Audit: The audit will go \$1K over budget as the auditor notified us of an increase in their rates after we set this year's budget.

2) Professional Development: We hadn't budgeted for some unforeseen expenses related to teacher professional development—important expenses but expenses nonetheless.

**Any budget surplus will be used to offset the budgeted endowment withdrawal. Ideally we can manage to avoid the withdrawal altogether.**

Endowment: Year-end endowment value as \$264K. This is down about 6% relative to last year's value primarily due an overall decline in equity markets.

### **Next school year, 2018-2019**

We are about to begin budgeting for the next school year. The budget committee (President, Director, Treasurer) will meet over the next two months to set a budget for next year, which we will vote on at the next board meeting in March.

Key factors that will be of consideration for next year's budget will include enrollment, salaries/compensation, rent, overall tuition levels, and fundraising. If you have any questions about the budget or would like to be more involved in the process of creating it, please get in touch. If your committee has a budget, I will be in touch in the next couple of weeks to determine your committee's budget needs for next year.

### **Call for Updates/Questions**

**Provocation:** This month we had a speaker rather than a Provocation.

#### **Dr. Adam Reid, a specialist in child and adolescent anxiety**

- You can contact him with any questions
- Email [AdamReidPhD@cbteam.org](mailto:AdamReidPhD@cbteam.org)
- Tel 352 246-0095

During his training at the University of Florida and Harvard Medical school and in the early years of his career, Dr. Reid has published 10 book chapters and 30 peer reviewed publications on the treatment of anxiety disorders in children and adolescents. Currently, Dr. Reid works full-time in

private practice in the greater Boston area, serves as a part-time clinician at Groton School in Groton, MA, and is a research consultant at McLean Hospital.

**He gave a presentation on anxiety in youth, including information on how problematic anxiety develops and how parents can best support their children who struggle with anxiety.**

- Our kids feed off of us. As we get stressed out, they feel that.
- A lot of research on younger populations is lacking compared to age 6+. Less research on younger kids. Some strategies should be applied in an age appropriate way; dial it down from what would be done with a teen.
- Fun Facts:
  - anxiety is on the rise
  - 1 out of every 5 youth will meet the criteria for an anxiety disorder
    - that is a clinical disorder with strict criteria
    - if you look at subclinical symptoms that are still distressing, that number goes up to 1 out of 2 kids.
  - It makes Dr. Reid sad that this is not discussed in schools more often. This would help reduce stigma.
- **Anxiety does not reduce without intervention.** Unlikely that a kid will just grow out of it. Avoidance is an example of a behavior that will teach their brain to be more scared. Intervention is needed to change this behavior. If it lasts over weeks or months, it needs treatment. Adult anxiety most often starts in childhood. Early intervention is important.
- Anxiety happens along with
  - Depression,
    - social media, comparing yourself to others increases anxiety
  - OCD
  - ADHD: often misdiagnosed. Think about how is your concentration when you are worried? Not good. So sometimes an ADHD kid is actually anxiety.
- Anxiety disorders are top 10 or 20 of impairment
  - school refusal
  - social isolation
- Access to care is a challenge.
  - State of MA has the highest number of practitioners, yet can often be a 6 month wait to be seen, and some do not even do evidence based techniques
- **Cognitive Behavioral Therapy with Exposure is the treatment that works.** Talk therapy and supportive therapy does not address anxiety.
- **Good news: Anxiety is treatable.** There are strategies parents can apply to help their kids.
- **Cognitive Behavioral Therapy with Exposure is the first line treatment for ages 4 and up.** This can be done with young kids of this age. You need to practice facing anxiety. If you are not facing the feared thing, you never learn that it is ok.
- Whatever the fear is (swimming, monster in closet) you need exposure.
- Does therapy differ for kids vs adults? Generalized anxiety presents same amount in kids as adults, same as specific phobias. Both Generalized and Specific anxiety need to have facing the fear; doing the thing that kid wants to avoid.

- **12-15 sessions of treatment will improve things for 60% of kids**
- **25 sessions help 80% of kids; this is weekly sessions**
- Medication SSRI or SNRI is less effective than sessions. Some side effects less common, but some scary stuff that does not usually happen unless titration is not done right
- Medication is supposed to be more shorter term
- A wide type of anxiety types out there:
  - panic attack; anxious about feeling anxious
  - separation anxiety
  - generalized anxiety, worry wart, comes up a lot at bedtime
- **CBT Triangle: Thoughts → Feelings → Behaviors → Thoughts, ect**
  - for example, Public Speaking anxiety. You cannot just have a switch to stop feeling an emotion. You can change how you think about it or you can change how you behave around it
    - Thoughts: I am going to forget what I am going to say. People will think I am stupid. People will think I am an imposter. I will bore people. These send signals to the brain that there is a Lion in the room and activating a fight/flight response.
    - Behaviors: pacing, leg shake, picking fingers. This actually sends signal to brain that there is a Lion in the room. Avoiding eye contact, seen more with social anxiety. Holding your breath.
      - Subtle avoidance. Waiting for other to reply first.
      - Safety behavior. Drinking wine at a small talk party. Medications for fear of flying teaches yourself that you cannot handle it.
  - Change how you think (even younger kids can understand often)
  - Change how you act (more often used with younger kids)
- **What can Parents do to help?**
  - Facilitate approach behavior
  - **They key ingredients, you must face the feared situation.** If you don't face it the anxiety only grows. If you avoid you get short term relief but actually it makes us more fearful the next time we face the situation.
  - Example, if you child is fearful at drop off, face it now
  - You need buy in and understanding from your child. You need to do this, but let's break it into steps. A plan with a kid could be breaking drop off into steps. You cannot force the agenda and have the kid white knuckle it.
  - **You can use rewards.** It is ok to have external motivators. No problem with giving material items.
  - Consequences. If you don't go to school, you miss a night of your video game
  - **Kids watch what you say and even more what you do. They look for safety by their parents body language.**
    - if a parent seems anxious like there is a threat, then the kid will be anxious
    - if a parent is anxious that the kid will blow up when there is a change of routine, then the kids will be more anxious

- For a kids scared of the dentist, an hour of talking about what will happen, send a message there is a threat. Over talking.
- Ask kids how much notice they want before going to the Dentist. But you do not want to over fragilize. Maybe the day before or the morning of. You do not need to talk about it every night for three nights before the visit.
- **Breaking down a feared behavior into steps.** As you face your fears, it is scary at first but there is usually a flattening.
  - break it down into steps that seem more manageable
  - Saying Goodbye dropping off at school Example
    - First Step, you walk the kids into school
    - Next Step, we say goodbye in the hallway
    - Then, we say goodby in the car and parents dont go into the school
    - Find a sweet spot where the task is hard but not too hard. Dial it to something achievable. Reward system, you get a sticker or ice cream or something to buy legos
- **Don't over accommodate**
  - if you enable a child to avoid, it shows them it is something to be feared
  - if you are doing this, you need to systematically reduce
  - OCD, if kids are handwashing and parents can accomodate by having too much soap soap available, parents can reduce amounts of soap in the home.
  - Do not over fragilize kids by assuming they cannot handle being uncomfortable or that they cannot develop the skills they need if they have uncomfortable feelings.
- **Don't over reassure**
  - when kids tell you their worries, and then you get into a pattern, of saying "your ok, its going to be ok"
  - you are teaching them they cannot sit with uncertainty
  - "I'm 99%sure and that is good enough." There is no way to know for sure. Bad things can happen but it is unlikely and that is good enough.
  - If you reassure your kid, they get a momentary relief but it will not last. The next night they will need more.
- **Good to reinforce coping strategies**
  - a reward if you see your kids trying to use a skill
  - if you make an age appropriate coping card, ex if you are worried about something, get excited. Having a tool to refer to. Have a visual. Give concrete tools that you can put on a flash card.
  - trying to set a small goal
  - making Facing Fears a really valued thing, and exciting thing. It is good to do stuff that makes you uncomfortable. Facing fears should be a family value.
- **Teach older kids about cognitive distortions**
  - mind goes to worse scenario. this is not as big of a threat that my mind is telling me.

- turning off the fear alarm. i think the fear monster is showing up here, I think we need to turn off the alarm, what are we going to do? I need to face my fear or do some breathing exercises.
  - Encourage tolerance. It is okay to feel anxious and you can handle it. Do not send message of anxiety is bad or you cannot handle anxiety.
  - Be a cheerleader. “You got this. I know you can do it. I have seen you do it before.” Sends message to kids that they have agency.
- **Anxiety is trying to prepare us**
  - anxiety before a test is telling us we should study (not procrastinate)
  - swimming anxiety, this is an opportunity, you are going to grow from it.
- **With Younger Kids, name a Fear Monster, but also name a Super Hero persona (their ideal self).**
  - what would superman do in this situation. would superman go swimming? Yeah!
- **Perfectionism**
  - a big problem and sort of a type of ocd
  - Self compassion can help with perfectionism
    - check out Kristin Neff
    - we put bar so high that we always fall short. no good.
- **Coping Strategy: deep breathing**
  - deep breathing. Just 3 deep breaths will not work. Aps can be good. “The calm app” is nice and visual. Two minutes of deep breaths or 20 deep breaths.
  - teach them how to take deep breaths. 4-1-5-1-4-1-5-1. 4 seconds in, hold for 1 second, breath out for 5 seconds, hold for a second, breath out for four. The holding at the top and bottom help you slow it down.
  - draw a figure 8 on your leg. teach kids to breath in on one side of the figure 8 and breath out on the other side.
  - You must say more than just take a few breaths.
- **Teach Power Poses**
  - sit back, sit up, sit confidently, sends a message to the brain that you’ve got this
  - open hands. if palms are open it is a sign that there is no threat.
  - half smile. if you force yourself to have a slight upward tilt in the mouth, there are so many brain connections from the mouth to the brain.
  - Muscle relaxation. If you squeeze a muscle and then relax it, it becomes more relaxed. A YouTube Video of Mindfulness recording. Squeeze for 10 seconds and then relax, twice, and then do a shake.
  - Divers reflex. If you expose cold moisture to the eyes. Holding their own head under cold water. Getting outside in cold air. Have a kid put their own face in a bucket of ice water. Something you can turn to in a crisis. You can look it up on YouTube.

- Intense exercise. Nervous about SATs, the 30 min before he left for school, he ran laps on the basketball court and then got on the bus and took the test. Runners high.
    - Self Soothe. Smell, sight, hearing, fidget toys, thinking putty. calming music. Comfortable clothes.
      - when do these become a safety behavior? Steer away from soothing behavior when doing an actual exposure.
      - using something to calm yourself to relax before sleeping, but could take it away
      - Teens want to fall asleep with the ipad which is bad on so many levels
      - Falling asleep with parents, getting to the age 6-8 range, he wants to see the kids sleeping on their own.
  - **Mini Vacations**
    - if you are feeling overwhelmed you can go to do something calming and then come back to face the task. But the key is coming back. (If you do not come back, then it turns into an avoidance thing.)
    - with younger kids they will not understand mini-vacation. instead call it “turtle in a shell”, get cozy and take a break to yourself as a self soothing break.
  - The Younger you get, the more the Parent becomes the part of their brain to help them re-regulate. Sit with them, drop it, do some soothing stuff, then, okay, we have to do this.
- **Parent Guilt**
  - environmental factors usually outweigh genetic components, 40% vs 60%. 20% related to parent behaviors. Parent behaviors are important but it is not that you are the responsible agent and you are in trouble. It is not all parent behaviors.
- **Typical Nursery School Anxiety**
  - changes in routine
  - look out for rigidity when it comes to anxiety. more and more picky with food.
  - separations
  - social anxiety, place in peer group, how do I enter play.
- **Reinforcing eye contact is a good thing**
  - trust your gut but evaluate as a kid grows up,
  - draw a line with hugging, touching, but basic politeness Hello, Good bye, Thank You
  - When do you address it? In the moment? The younger the kid, the more impaired the learning will be the longer you take to address something. Avoid social shaming, but maybe pull your kid aside to tell them the right behavior.
- **If you see rigidity emerging, if it is starting to happen over time, apply some of this stuff.** Make up a Super Flex hero, every time there is a new situation: what would Super Flex do? Be playful and humorous but shape their behavior in the right direction.
- **Question: How to talk about death with young kids?**

- age appropriate. do not over fragilize. Model uncertainty, we do not know when he will die but there is no sign it is going to be soon. All living things die and I am 99% sure that it will not be today.
- older kids, do not shield from conversations about hard topics
- normalize it and model
- **Often Anger or Oppositionality is an indication of anxiety**
  - if you see rage, get curious of what might be underlying this
  - if a kid is feeling anxious about something but they do not know how to articulate it, it comes off as rage
  - a kid who gets anxious around new foods, kid learned if they throw a fit, parent will take away new food. Problem cycle.
  - Must hold limits and not do something to avoid short term discomfort
  - I see you doing this, I wonder if there is something you are upset about something. But do not accommodate it. If you implement change, kids will test the system. You do not want to be held hostage, if a kid escalates, hold firm, and eventually the push back will go away because bad behavior is not reinforced. Instead good behavior gets reinforced.
- **Question: is technology okay for this age range, 3-6?**
  - Maybe as a reward of 10 minutes, but not as a tool to give a soothing technique. With older ages, there could be benefits. Sometimes parents are too restrictive with older kids. But too liberal with younger kids.

**Vice President of Operations: Cynthia Chang**

- Every year LNS does a parent survey to gather information to help with planning for the school. The survey has been updated and will launch on Thurs Jan 17, due on Mon Jan 28 after the long weekend. Each family should complete one survey per child at LNS. The survey is a great way to figure out what we need to change to keep the school current and catering to our community. Results will be shared at March Board meeting.

**Vice President of Programs: Martina Ladd**

- No updates at this time.

**Enrollment: Katherine Taunton-Rigby & Carrie Menke**

- Still doing tours and receiving applications. Another tour tomorrow.

**Gala/Fundraising: Gina Cherco**

- April 6 is the Gala. Save the date paper copy is in every families mailbox at LNS
- Most donations come from parents at LNS, more so than local businesses. An experience, season tickets, a vacation home. Reach out to Gina or anyone on the committee if you have any questions about possible donations.

**deCordova Liaison: Becky Bermont**

- No updates at this time.

**Information Management: Alex Benik**

- No updates at this time.

**Strategic Planning: Cara Shortsleeve & Sarah Robbat**

- No updates at this time.



**PR & Communications: Laura Leibowitz**

- No updates at this time.

**Room Parents:**

- **Blue: Ania Richmon.** No updates at this time.
- **Yellow: Anna Angelova.** No updates at this time.
- **Purple: Sandra Coleman.** No updates at this time.
- **Red : Lauren O'Neil.** No updates at this time.

**Staff Search & Development: Jessica Callow**

- No updates at this time.

**Welcoming & Social: Jessica Kaplan & Liz Heald**

- No updates at this time.

**Extended Day: Feyza Marouf**

- No updates at this time.

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**Verbiage for Summary Email:**

SUBJECT: January LNS Board Meeting Minutes

Our most recent board meeting happened on January 7th. The majority of the meeting was a presentation on “**Helping Youth with Anxiety: 5 things you need to know to support your child**” by Dr. Adam Reid, PhD. He also encouraged those with additional questions to reach out to his practice at: [adamreidphd@cbteam.org](mailto:adamreidphd@cbteam.org) or Tel 352 246-0095.

Copious notes are enclosed from his talk that cover detail around these areas:

- 1 out of every 5 youth will meet the criteria for an anxiety disorder
- Anxiety does not reduce without intervention
- Cognitive Behavioral Therapy with Exposure is the treatment that works
- What can Parents do to help:
  - They key ingredient: you must face the feared situation
  - How to break down a feared behavior into steps
  - Don't over accommodate
  - Don't over reassure
  - How to Teach Coping Strategies

Before our speaker presented, we also covered the following:

- Abby reported that the Annual Appeal exceeded our goal.
- Nancy thanked those who helped make Winter Sing a success, updated us on a new program where elders from The Commons will come to read to small groups at LNS, and asked that we spread the word to friends and neighbors about the opening for one more student in Studio Red due to a family's move.
- Rebecca's Treasurer's update projects a modest budget surplus this year.
- Cynthia Chang discussed the upcoming LNS parent survey to gather information to help with planning for the school that will launch on Thurs Jan 17
- Gina Cherco reminded us that April 6 is the Gala, and that most donations come from parents at LNS, more so than local businesses: an experience, season tickets, a vacation home. Reach out to Gina if you have any questions about possible donations.

For all details, please read the enclosed minutes attached via pdf and always available on the LNS site. If you have questions regarding the minutes, please contact the relevant board member, or let me know, and I can point you in the right direction.

Vanessa  
Weston's Mom, Studio Purple