



**Date:** Tuesday, November 4, 2025

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## Meeting Minutes

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**1. In Attendance:** Raelee, Lisa, Amma, Sarah, Brittany, Mariam, Tsion, Andres, Carol, Beth, Bernie, Ann, Sadie, Denise, Tracey, Aidan, Shay

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**2. Action Follow Up – October 2025**

**Action:** Programs to email Lisa the demographics of their clients who were in attendance at the THO fund event.

**Action:** Lisa to follow up with GoA concerning education payments and impact on AISH.

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**3. EFAN Business Priorities:**

→ *Reporting*

- Quarter 3: October 1 – December 31, 2025
- ORS, now open, is due not later than 9:00 am, Friday, January 2, 2026.
- Narrative reports are due Friday, January 9, 2025.

→ *Finances*

- Upcoming: Wordpress forms, Wordpress business accounts/domains for EFAN and prevention conversation sites, Network specific materials, honorarium for assessment experts, approved.

→ *FASD Service Network Program*

- 3 year grant applications are due January 21, 2026 (April 1, 2026 – March 31, 2029)
- EFAN has been allocated a maximum of \$16,656,900.00 over three years.
- Appears to include funding for the Healthy Outcomes Fund.
- Received confirmation of compliance filing with the GoA (Society status) on October 29, 2025.

→ *EFAN Expression of Interest: Adult Clinical Services*

- Two applications received.
  - Executive Board and expert will review submissions.
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**4. Policy and Procedures Additions/Amendments**

- Governance: Terms of Reference (page 5)
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- Governance: Succession Plan: Leadership Team Co-Chair (page 16)
- Governance: Annual Strategic Planning/Review (page 35)
- Program & Services: Fund Distribution (page 37)
- Financial: Financial Practices (page 45)
- Financial: Financial Reporting for Funded Service Providers (page 48)
- Contracts: Sample Letter of Agreement with Contracted Service Provider (page 60)
- Communications: Use of Artificial Intelligence (AI) Tools During Virtual Meetings (page 75).
- Minor edits throughout include EFAN – Network, FASD Service Network Program – FASD Program
- **Motion, Lisa, to approve the additions and amendments to EFAN’s Operational Policies and procedures, seconded, Shay, carried.**

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### 5. ‘Provincial FASD Initiatives:

#### → *Prevention Conversation*

- facilitated 7 training sessions in Q2, bringing the year-to-date total to 20 events (42% of target) – a steady pace toward the annual goal of 48 sessions.
- 349 trainees have participated so far (60% of annual target), including 214 professionals (54%), 87 post-secondary students (145%), and 48 mixed audience participants (48%)
- New module will focus on combining towards healthy outcomes framework, brain domains, and strategies.
- Important that all frontline staff in EFAN funded programs receive training, virtual or in-person.

#### → *WRaP 2.0*

- Coaches will complete their August 1 – October 31, 2025 reporting using the evaluator’s surveys. The data will be included in the final evaluation report, due January 31, 2026.
- All activities from November 1, 2025 – June 30, 2026 will be tracked through EFAN surveys and are due at the end of each month, with data being tabulated monthly by Network catchment area.
- Last Steering Committee will be held Wednesday, November 19, 2025.

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### 6. New Research/Resources

- CanFASD Conference, November 2027
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- Lakeland planning a conference 2026
  - **Action: Lisa R will follow up with Lisa M for conference details.**
  - Reminder: the CanFASD art competition is currently running. Residents of Canada can submit their work by November 15, 2025. For more information please visit the Canada FASD Research Network facebook page.
  - New Book: Raising Kids and Teens with FASD: Advice and Strategies to Help Your Family to Thrive! Written by Barb Clark (\$25 on Amazon).
  - “In this supportive guide, Barb Clark shares her experiences raising a child with FASD - what she got wrong, what she got right, and what you can do to support your own family. Through chapters including plain-English explanations of what FASD actually is, the strengths and struggles of kids with FASD, and strategies for keeping your head above water, Barb offers practical advice for looking after yourself and your family. This is an essential read for parents and carers of kids and teens with FASD, as well as the professionals supporting them.”
  - **Motion, Lisa, to purchase copies for Network members, seconded, Sarah, carried.**
  - **Mattering in Early Childhood:**  
<https://edmontonfetalalcoholnetwork.org/2025/11/03/mattering-in-early-childhood-building-a-strong-foundation-for-life/>
  - Mattering in Early Childhood: Building a Strong Foundation for Life (Center on the Developing Child, Harvard University, 2025) explores how a child’s early experiences of being valued and adding value form the foundation for lifelong mental, emotional, and physical well-being. Drawing from neuroscience, developmental psychology, and social science, the paper defines mattering as the feeling that one is valued by others and capable of making a meaningful contribution. It argues that this dual experience—feeling valued and adding value—is essential to human flourishing and begins developing in infancy through responsive caregiving, supportive environments, and opportunities to contribute.
  - By situating mattering alongside related concepts like belonging, attachment, and purpose, the authors emphasize that mattering goes beyond fitting in—it’s about knowing one’s presence makes a difference. Early experiences that communicate “you matter” shape the architecture of the developing brain, buffer against toxic stress, and build the emotional security children need to thrive.  
**1. Mattering begins in infancy.**
  - The roots of mattering are laid through everyday serve-and-return interactions between infants and caregivers. Consistent, responsive relationships affirm to children that they are seen, valued, and worthy of care—key to healthy brain and emotional development.  
**2. Feeling valued and adding value are equally essential.**
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- Children flourish when they both receive validation and contribute meaningfully. Small responsibilities—like helping, sharing, or comforting—nurture self-efficacy and empathy. These opportunities help children internalize that their actions make a difference.

### 3. Relationships form the core of the “mattering ecosystem.”

- A sense of mattering is sustained through relationships not just at home but across all developmental environments, schools, childcare, community programs, and broader social systems. EFAN programs that build strong, trusting relationships between children, caregivers, and service providers are directly cultivating mattering.

### 4. Adult well-being shapes children’s mattering.

- When caregivers and professionals feel undervalued or overwhelmed, children absorb those signals. Supporting adult mattering, through recognition, fair workloads, and trauma-informed organizational culture, is vital to sustaining responsive, attuned care.

### 5. Place and policy influence mattering.

- Environments that are predictable, inclusive, and resourced, such as safe play spaces, culturally affirming care settings, and equitable community policies—signal to children that they and their communities matter. Structural inequities and chronic underinvestment, by contrast, create “anti-mattering” conditions that can erode well-being.

### 6. Practical strategies make mattering actionable.

- The paper offers 11 evidence-informed steps—such as daily serve-and-return interactions, modeling repair, using affirming language (“you’re a helper”), and creating opportunities for children and adults to contribute meaningfully. These are simple, relational practices that can be embedded across EFAN’s prevention, intervention, and community development work.

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## 7. Next Meeting:

- Tuesday December 2, 2025 (Catholic Social Services office)
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