



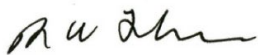
Fusion Education Association

Rolling Education Plan
2026-2029

Accountability Statement

The Education Plan for Fusion Education Association commencing in the 2026/2027 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act.

This plan was developed in the context of the provincial government's business and fiscal plans. The Charter Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Charter Board approved the 2025/2026 Education Plan on May 14, 2025. (Year 1) The Charter Board reviewed and approved the 2026/2027 Education Plan on May 20, 2026. (Year 2).



ROBERT THOMPSON

Board Chair

Fusion Education Association



CHRISTINE MEADEN

Superintendent

Fusion Collegiate

Our Fusion Story: Setting the Stage for the Next Three Years

Fusion Education Association was founded on a bold and timely idea: that students thrive when their learning connects directly to their future. Since receiving Charter and Collegiate status in April 2023, we have focused on building a school that intentionally connects high school and post-secondary learning. By developing clear career pathways, expanding hands-on learning, and strengthening partnerships, we are ensuring our students are prepared for employment and future opportunities.

In just a short time, Fusion has grown from vision to reality. Our founding team established the structures, programs, and relationships needed to re-imagine high school—one grounded in pathways, personalized learning, and real-world relevance. From our home at the Calgary Charter Hub, we have expanded rapidly, growing from 98 students in our first year to over 300 in our second, with continued growth ahead.

At the heart of Fusion is a clear commitment: to help students discover who they are, where they are going, and how to get there. Through diverse pathways—including skilled trades, animal health, health care, aviation, business, and career discovery/exploration—students engage in authentic, work-integrated learning and gain meaningful access to post-secondary opportunities. Our partnerships with leading institutions and industry organizations ensure that learning is not only relevant, but transformative.

As we look ahead, this three-year plan builds on a strong foundation. It reflects our responsibility to innovate, collaborate, and lead within Alberta's evolving collegiate model—while staying focused on what matters most: empowering every student to succeed in a path towards their preferred future.

Our three-year plan also reflects the significant progress made during our second year of operation. Through strong collaboration with our board, staff, students, families, post-secondary institutions, and industry partners, Fusion Collegiate continues to strengthen both its partnerships and its programming.



Partnerships

Our partnerships have deepened and expanded, reinforcing our identity as a truly connected collegiate model. We have been recognized by Alberta Education and Childcare for our leadership in career development and advancing collegiate programming, and our work is increasingly highlighted by our partners.

We continue to engage actively at the city and provincial level, contributing to presentations and hosting visitors from across Alberta and beyond. As part of the Calgary Charter Hub, we value opportunities to collaborate with fellow schools while building toward our long-term capacity.

Importantly, we remain committed to ensuring that community voice is central to our work. For Fusion, partnerships is not an enhancement—they are essential. Our students benefit from learning opportunities across Calgary through post-secondary classrooms, industry placements, apprenticeship training sites, and community organizations—we believe “Calgary is our classroom.”

We are also advancing research in partnerships with post-secondary institutions, supported by our Alberta Research Network funding to better understand and strengthen student readiness for transitions to postsecondary and the workforce.

Programming

Fusion's programming continues to evolve with clarity and purpose. We have refined our pathway planning model and established distinct, high-quality learning opportunities within our identified pathways: Aviation, Business and Entrepreneurship; Animal Health; and Skilled Trades with a new Health Care pathway "in the works". In addition, students benefit from a wide range of exploratory experiences that support informed career decision-making.

At the core of our approach is personalization. Every student is known and supported by a FUSE/GAP teacher, who works alongside them to develop and monitor a learning plan to defined next steps.

Our programming is delivered by a diverse and highly skilled staff who bring current, innovative pedagogy to their practice. Through thoughtful assessment design and a strong commitment to off-campus and experiential learning, staff ensure that students engage in meaningful, real-world learning.

We have also established a dedicated and thoughtfully designed Collegiate programming space within the Calgary Charter Hub. Its central location enables students to access a wide range of city-based opportunities and services, further strengthening the integration between learning and life beyond school.

We continue to uncover a significant demand for our services and have realized many successes during our second year of operation as a Charter Collegiate in our province:

- ▶ 5 collegiate pathways including one “in the making” and many opportunities for career exploration
- ▶ Features in industry magazines such as those published by TIAC (Thermal Insulation Association of Canada) and SAIT (Southern Alberta Institute of Technology)
- ▶ Two Alberta Education and Childcare website videos related to career development and collegiate programming
- ▶ Over 30 distinct dual credit opportunities for students
- ▶ 12 fully executed partnership agreements with post-secondary and industry
- ▶ 15 formal letters of industry support
- ▶ Over 30 Fusion programming presentations to partners including industry, post-secondary, government, students and parents
- ▶ 6 "very high" achievement measures on the 2026 assurance survey
- ▶ One application for a Fusion Skilled Trades Centre

Our strategic plan continues to evolve as we build on the growing positive response to our school and direction. It is organized around two frames of reference - our Charter and related Collegiate mandates, and other Alberta Education and Childcare and Childcare requirements especially the Alberta Education Assurance Domains. It highlights the ongoing engagement with our community as critical to our success.

Our FEA Frame of Reference - Charter & Collegiate Mandates

Our Charter application, approved in 2023, identifies these purposes and this vision for our Charter School.

Charter Mandate

The purpose of Fusion Education Association is to:

- ▶ Deliver vocation and skilled pathway education to support seamless transition into post-secondary learning and/or the workplace
- ▶ Deliver authentic work-integrated learning opportunities for students
- ▶ Help students to recognize their individual skills, attributes, values and beliefs in support of identifying and succeeding along a preferred career pathway
- ▶ Provide students with highly personalized academic and career development supports to complete high school
- ▶ Partner with Alberta post-secondary institutions to remove barriers to post-secondary access
- ▶ Ensure students understand how a pathway supports them to achieve their preferred future
- ▶ Graduation data from student transcripts

Vision

To deliver vocational & skilled pathway education that seamlessly fuses secondary and post-secondary learning.

Collegiate Requirements

Collegiate schools are intended to provide specialized programming in a particular subject area or field and to provide students clearer pathways into post-secondary education and careers in their chosen field.

Essential components of a collegiate include:

- ▶ Specific subject area(s) or field(s) of focus
- ▶ Formal agreement with a publicly funded post-secondary institution(s) and industry partner(s)
- ▶ Provision of experiential learning opportunities and work experience
- ▶ Dual credit programming and/or bridging opportunities into post-secondary

(Alberta Education and Childcare website)
<https://www.alberta.ca/collegiate-schools>

Our Charter and Collegiate mandates allow us unique opportunities to highlight our successes in different ways. At Fusion Collegiate, there are many paths to student success including dual credit and course completion, workplace learning and career progress in post-secondary.

Outcomes

These outcomes are included in the FEA Charter application

- ▶ **STUDENT LEARNING PLANS:** All students at Fusion define their path and program through guided conversations with staff, captured in a Personalized Learning Plan that is linked to applicable Individual Program Plans.
- ▶ **OFF-CAMPUS EXPERIENCES:** All students have access to off-campus learning.
- ▶ **DUAL CREDIT AND/OR DUAL CREDIT CREDENTIALS:** Students have access to opportunities that earn both high school and post-secondary credits, building momentum toward future studies.
- ▶ **HIGH SCHOOL COURSE COMPLETION-**Students complete the required courses for next steps in postsecondary and the world of work

Strategies

- ▶ FUSE/GAP teachers (staff advisors) are assigned to support each student in their learning plan development
- ▶ Students work with their FUSE/GAP teacher to access off campus through dual credit, Fusion Fridays work experiences and other field trips.
- ▶ Students work with their FUSE/GAP teacher to link course selection to their learning plans.

Measures

- ▶ Student Learning Plans - All students participate in the development of their learning plans through participation in career development experiences and learning interventions.
 - ▶ Related Charter goal - greater than 90% of Fusion Education Association students will identify that they have an increased understanding of career pathways as a result of enrolment in Fusion Education Association dual credit courses.
- ▶ Off Campus - 90% of students earn off campus credits.
 - ▶ Related Charter goal - greater than 90% of students will earn off campus credits.
- ▶ Dual Credit and/or Dual Credit Credential - 85% of students complete at least one dual credit course or credential.
 - ▶ Related Charter goal - greater than 85% of Fusion Education Association graduates will earn a dual-credit or dual credential course credit. (including micro credentials).
- ▶ Graduation and/or required courses for "next steps" - 85% of students will complete the required courses for graduation or for the next steps identified in their learning plans.
 - ▶ Fusion Education Association will exceed provincial average graduation rates.
- ▶ Related charter goal as the sub bullets above

Strengths Regarding Charter/Collegiate Mandates

- ▶ A consistent, daily focus on our Charter mandate has driven strong and measurable progress toward achieving our Charter goals, positioning this work as a key strength in our continued growth.
- ▶ Student enrolment has grown at a pace that exceeds the timelines set out in our Charter, demonstrating strong demand for our program and positioning this momentum as a key strength.

Emerging Needs and Implementation Plan Regarding Charter/Collegiate Mandates

- ▶ Refine student feedback process to include more regular “checkins” regarding their learning plan progress and participation in career activities
- ▶ Continue to add community opportunities for workplace learning
- ▶ Capitalize on our technology solutions such as myBlueprint to streamline student onboarding and tracking learning plan/career development progress

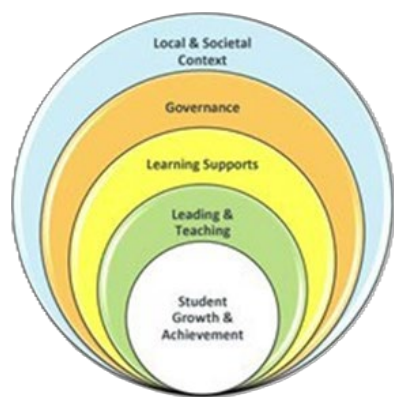
Alberta Education and Childcare Frames of Reference Including The Assurance Framework

Our Charter and Collegiate mandates support these elements of the Alberta Education and Childcare Ministry Business Plan

- ▶ Alberta's students are successful - The Ministry supports the success of Alberta's students through a strong Kindergarten to Grade 12 education system that provides opportunities for students to build the foundations for successful and fulfilling lives.
- ▶ Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy - The Ministry provides innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce.
- ▶ Advance the design and implementation of an apprenticeship system (similar to Germany's model) for high school-age students interested in pursuing vocational education and training in the skilled trades.
- ▶ Develop and conduct a high school-targeted advertising campaign and increase career fairs to promote high demand careers to students, with a special focus on trades education and apprenticeships. • Working cooperatively with the Minister of Advanced Education, design and launch an online career counselling website for students and parents to assist with career and education road mapping.

Alberta Education and Childcare Assurance Framework

The Alberta Education and Childcare Assurance Framework is designed to help schools assess progress and demonstrate success. Its domains are reflected in both our Rolling Education Plan and our Annual Education Results Report (AERR). The Education Plan outlines our priorities, along with the outcomes, measures, and strategies used to achieve them. The AERR reports on results, including data from the Alberta Education and Childcare Assurance Survey.



Assurance Domains



Planning and Reporting Cycle

Assurance Domain: Student Growth & Achievement

Student growth and achievement is the primary purpose of Fusion Education Association. The related outcomes, strategies and evidence/measures for Fusion Education Association include these:

Outcomes

- ▶ Students demonstrate meaningful progress within their individualized learning plans, including:
 - ▶ High school or pre-requisite secondary/post-secondary course completion for next steps
 - ▶ Recognized industry training credential/micro credential completion
 - ▶ Evidence of Ministerial outcomes and competencies
 - ▶ Proficiency in literacy and numeracy
 - ▶ Engagement in career development experiences, including off-campus and dual credit opportunities
- ▶ Students are actively engaged in their learning and report having voice and leadership opportunities.
- ▶ Every student identifies at least one significant adult at Fusion who knows and supports them.
- ▶ Students demonstrate positive health and wellness.
- ▶ Students advance the mandate of the Truth and Reconciliation Commission by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.

Strategies

- ▶ Ensure all students develop and implement a personalized learning plan in collaboration with staff, aligned with the Fusion Collegiate Career Development Framework.
- ▶ Provide comprehensive career development opportunities through:
 - ▶ Secondary/post-secondary coursework
 - ▶ FUSE and Focus blocks
 - ▶ Fusion Fridays
 - ▶ Off-site experiences, off-campus programming, and dual credit opportunities
 - ▶ Increased post-secondary opportunities in identified Charter pathways: Animal Health, Aviation, Business, Health Sciences, Skilled Trades
- ▶ Promote student wellness by providing access to a range of wellness-focused activities throughout the year (e.g., community presentations, structured programming within FUSE, Focus, and Fusion Fridays).
- ▶ Support student ownership by engaging them in the design and ongoing use of wellness spaces within the facility.
- ▶ Facilitate access to shared Hub spaces, including the fitness room, outdoor areas, and yoga studio.
- ▶ Build intercultural understanding, empathy, and respect by engaging Elders and other experts to co-plan and lead student learning experiences that honor and celebrate Indigenous cultures.

Measures

- ▶ Percentage of students actively engaged in personalized learning plans that include:
 - ▶ Course completion
 - ▶ Competency development
 - ▶ Literacy and numeracy proficiency
 - ▶ Work-integrated learning participation
 - ▶ Micro-credential attainment
 - ▶ Pathway and transition progress
- ▶ School data on secondary and post-secondary course completion.
- ▶ School data on high school completion rates.
- ▶ Graduation rates
- ▶ School data on participation in work-integrated learning, skilled trades training, and credentialing.
- ▶ Correlation data between student learning profiles and student success outcomes.
- ▶ Percentage of students reporting increased understanding of career pathways as a result of Fusion programming.
- ▶ Percentage of students whose career plans reflect key elements of their learning.
- ▶ School and jurisdictional data related to student wellness.
- ▶ Assurance Survey and Annual Education Results Report (AERR) results related to engagement, belonging, and support.
- ▶ Percentage of students reporting that they are known and supported by at least one significant adult.

Strengths Regarding Student Growth and Achievement

All primary Fusion students passed their diploma exams.

Off campus, workplace learning and dual credit participation exceeds Charter goals

Students continue to report progress towards their learning plans as a result of a broad range of opportunities and staff support.

Spring 2026 Assurance Survey results related to the student growth and achievement domain reflect "very high" achievement in both the student learning engagement and citizenship measures.

Emerging Needs/Implementation Plan Regarding Student Growth and Achievement

Our diploma 2025 exam results were suppressed because the number of students writing was fewer than 6. With increased student enrolment our provincial achievement results will strengthen our data story.

We look forward to enrolling more primary students and tracking their success in our jurisdiction.

Although our access to work-integrated learning opportunities in the community continues to grow, we will need to investigate and offer additional opportunities to meet student requests.

Assurance Domain: Leading & Teaching

Outcomes

- ▶ All staff continuously develop the skills and competencies required to respond to the diverse needs of students, the Charter mandate, and the broader societal context.
- ▶ Staff feel supported in their ongoing professional growth aligned with the Teaching Quality Standard (TQS), Leadership Quality Standard (LQS), and Superintendent Leadership Quality Standard (SLQS).
- ▶ Staff experience a strong sense of voice and agency in the ongoing evolution of Fusion Charter and Collegiate.
- ▶ Staff demonstrate positive health and wellness.
- ▶ Staff advance community understanding of Ministerial outcomes and competencies, including Truth and Reconciliation.
- ▶ Teachers and leaders deepen their expertise in career development, student engagement, and transitions to post-secondary pathways.

Strategies

- ▶ Support teachers in fostering meaningful student relationships where each student is “known,” through intentional classroom practices, FUSE activities and off-campus/site learning experiences.
- ▶ Ensure staff effectively utilize jurisdictional tools and resources (e.g., CANVAS, PowerSchool, Public School Works, myBlueprint) to support teaching, learning, and communication.
- ▶ Implement Fusion’s collaborative intervention and response process to address and support diverse student learning needs.
- ▶ Engage teachers in the Fusion Collegiate action research project: Identifying, Developing, and Implementing Secondary Practices that Support Student Readiness for Post-secondary Transitions (including dual credit and off campus learning).
- ▶ Partner with the University of Calgary to support staff professional learning through research-informed practices, including book studies on adolescent engagement and career development.
- ▶ The operating budget designates \$15 000 for professional learning (not including grant monies for new pathways). Ongoing professional learning opportunities will include workshops through CASS/industry/post-secondary partners and school provided sessions on assessment, task design and the Fusion Career Development Framework.
- ▶ Engage staff in ongoing learning and experiential opportunities related to Truth and Reconciliation to build understanding and inform practice.

Measures

- ▶ Number of teachers leading FUSE and career development activities with students.
- ▶ Number of teachers participating in off-campus and dual credit experiences.
- ▶ Number of teachers incorporating career education goals into their professional learning plans.
- ▶ School data related to high school and post-secondary course completion and graduation rates.
- ▶ Intervention results that indicate positive outcomes related to targeted strategies.
- ▶ Fireside chat and other qualitative feedback data reflecting staff engagement, voice, and professional growth.
- ▶ Evidence of staff progress toward TQS, LQS, and SLQS through professional growth planning and evaluation processes.

Strengths Regarding Leading and Teaching Domain

- ▶ Successful onboarding of ten new staff members this year
- ▶ Through ongoing conversations including those in staff meetings and fireside chats, all staff have noted both their job satisfaction and their appreciation for the professional learning related to the Fusion Education Association charter.
- ▶ Spring 2026 Assurance Survey results related to the leading and teaching domain reflect "very high" achievement in the education quality measure.

Emerging Needs/Implementation Plan Regarding Leading and Teaching

- ▶ Continuously refine onboarding processes to support growth while preserving personalized, responsive support for staff.

Assurance Domain: Learning Supports

Outcomes

- ▶ Student programming interventions are timely, responsive, and directly aligned with individual learning plan goals.
- ▶ Students achieve success in their learning plans, including:
 - ▶ Participation and completion of off-campus, dual credit, and micro-credential opportunities
 - ▶ High school course completion
 - ▶ Graduation
- ▶ Learning plan supports contribute to a safe, caring, respectful, and inclusive environment.
- ▶ Student voice is consistently heard, acknowledged, and meaningfully acted upon.
- ▶ Learning plan supports reflect a strong emphasis on student health and wellness.

Strategies

- ▶ GAP year and grade-level teams meet regularly to design, implement, and monitor classroom and individualized interventions.
- ▶ Administration meets regularly with teams to:
 - ▶ Coordinate access to school-based and community resources.
 - ▶ Review and refine intervention strategies, including modifications, accommodations, and enrichment.
- ▶ Engage students, parents, and community partners (as appropriate) in the co-design of interventions through learning plans and Individual Program Plans (IPPs).
- ▶ Ensure intervention planning consistently integrates academic progress, career development, and wellness considerations that reflect learning profile needs.

Measures

- ▶ Evidence of regular team meetings focused on intervention planning, implementation, and review.
- ▶ Documentation of timely adjustments to interventions (modifications, accommodations, enrichment).
- ▶ School data on student progress toward learning plan goals, including:
 - ▶ Course completion
 - ▶ Graduation rates
 - ▶ Participation in off-campus, dual credit, and micro-credential opportunities
- ▶ Evidence of student, parent, and partner involvement in intervention planning.
- ▶ Student feedback indicating that their voice is heard and reflected in programming decisions.
- ▶ Indicators of student wellness and sense of belonging within the learning environment.

Strengths Regarding Learning Supports

- ▶ Positive student and parent response to our learning support model:
 - ▶ “Fusion is a school that truly cares about each student’s success”. (Fusion parent)
 - ▶ “Because of you, I have hope and become carpenter”. (Fusion student)
- ▶ Spring 2026 Assurance Survey results related to learning supports reflect "very high" achievement in both the access to supports/services and the WCRSLE (welcoming, caring, respectful and safe learning environment) measures

Emerging Needs/Areas for Improvement Regarding Learning Supports

- ▶ Maintain an effective intervention model that scales to support a growing number of students and staff.
- ▶ Expand access to timely community resources to support those with complex learning profiles.

Assurance Domain: Governance

The role of the Fusion Education Association (FEA) Board is to provide governance and oversight by attending to our societal context, determining strategic direction, evaluating policies and managing resources.

Outcomes

- ▶ Fusion Education Association (FEA) is effectively governed and managed in alignment with its Charter and legislative responsibilities.
- ▶ FEA consistently meets Alberta Education and Childcare requirements and demonstrates accountability and transparency.
- ▶ FEA establishes and sustains strategic partnerships that advance its Charter mandate and long-term sustainability.



Strategies

- ▶ Assist the Board in maintaining a strong understanding of legislation and roles as well as the responsibilities/processes for Board members, the Superintendent, and Co-Founders.
- ▶ Foster a collaborative governance model in which the Board, Superintendent, and Co-Founders provide strategic leadership in policy, finance, and partnership development.
- ▶ Establish and implement clear processes for Board nominations and succession planning to support continuity and sustainability.
- ▶ FEA participation (both Board members and Co-Founders) at key partnership events and sector meetings, including the Association of Alberta Public Charter Schools.
- ▶ Create and maintain Board structures and procedures that reflect the Charter mandate and responsibilities under the Education Act.
- ▶ Ensure the Superintendent provides regular updates on policy and Administrative Procedures to support informed governance.
- ▶ Highlight and clarify the strategic leadership roles of Co-Founders within governance processes.
- ▶ Engage Board members in meaningful discussion, connection, and decision-making that leverages their expertise.
- ▶ Include student presentations at Board meetings to provide authentic evidence of learning and alignment with the FEA vision.
- ▶ Maintain strong financial governance through successful audit processes and collaboration with external accountants.

Measures

- ▶ Evidence of successful implementation and alignment with Alberta Education and Childcare policies and requirements.
- ▶ A defined and monitored growth plan for FEA, including identified supports and resources.
- ▶ Board motions and decisions consistently aligned with FEA bylaws and governance handbook.
- ▶ Successful completion of annual audits and financial reporting processes.
- ▶ Evidence of active Board participation in governance, strategic planning, and partnership development.

Strengths in Governance

- ▶ The FEA Board is composed of talented and experienced professionals with expertise in accounting, business, healthcare, human resources, law, and educational research, providing strong governance capacity.
- ▶ Effective collaboration between the Board, Superintendent, and Co-Founders supports strategic decision-making and organizational growth.
- ▶ The FEA Board effectively operates within a continuous improvement cycle that includes ongoing opportunities to explore, develop, take action, and evaluate across all assurance domains.
- ▶ Spring 2026 Assurance Survey results related to governance reflect "very high" achievement in parental involvement.

Emerging Needs/Implementation Plan Regarding Governance

- ▶ Continue to refine and evolve Board policies and procedures to support Charter sustainability and future growth.
- ▶ Further develop and formalize processes such as Board nomination and succession planning to ensure continuity and long-term effectiveness.



Assurance Domain: Local & Societal Context

“Career education programming should be further prioritized and valued in schools. Students should be provided with more hands-on, real-world experiences and soft skills in order to successfully transition to careers.” - Career Education Task Force - Final Report March 2023

The Co-Founders envisioned Fusion Collegiate in response to our Alberta context including:

- ▶ A skilled labour shortage in our province (driven by rapid growth in the energy and construction sectors and an aging workforce) as referenced in the Skills for Jobs Task Report (2020) and the Alberta Job Market Forecasts (2024).
- ▶ The proposed evolution of career education in Alberta as identified in the Career Education Task Force final report. (April 2023)
- ▶ A focus on literacy and numeracy as well as the key competences listed in the Ministerial Order on Student Learning.
- ▶ The emphasis on career development in the mandate letter to the Minister of Education and Childcare (2025)
- ▶ The Alberta Education and Childcare requirements for a Collegiate (p.9).

Outcomes

- ▶ Fusion Education Association (FEA) continuously expands and evolves its career programming in response to changing industry and sector needs.
- ▶ Fusion Collegiate is highly responsive to student interests and requests for career discovery and exploration.
- ▶ FEA is visible, respected, and positively regarded across the city and province for its innovative work in Collegiate programming and partnerships.

Strategies

- ▶ Advance the construction of a Skilled Trades Centre (through the “Schools Now” process) to expand FEA capacity for hands-on training and workplace experiences.
 - ▶ Design the Skilled Trades Centre to complement and extend existing opportunities provided by partners such as The Educational Partnership Foundation (TEPF) and CAREERS.
- ▶ Maintain regular engagement between Co-Founders, Board members, and post-secondary and industry partners to expand access to dual credit and work experience opportunities.
- ▶ Strengthen parent engagement through collaboration between the Co-Founders, the Board and School Council.
- ▶ Host regular community information evenings focused on pathways and career development.
- ▶ Maintain consistent communication through a bi-weekly whole-school newsletter through SWAY.
- ▶ Schedule and sustain regular School Council meetings to support transparency and engagement.
- ▶ Establish and maintain industry advisory groups to ensure programming reflects current and emerging workforce needs.
- ▶ Implement a Skilled Trades Advisory to guide the development and relevance of skilled trades programming.

Measures

- ▶ Growth in the number and scope of career pathway offerings, including skilled trades programming.
- ▶ Number and diversity of industry and post-secondary partnerships supporting dual credit and work experience.
- ▶ Student participation rates in career exploration and pathway programming.
- ▶ Attendance and engagement at Board meetings, parent information evenings and School Council meetings.
- ▶ Communication reach and engagement (social media “hits”, SWAY responses)
- ▶ Alberta Education and Childcare Assurance Survey results, particularly related to engagement and satisfaction.

Strengths in the Local and Societal Context

- ▶ FEA has established a strong and positive presence within the community and is recognized for meaningful collaboration with business, industry, post-secondary partners, and educational colleagues.
- ▶ The organization continues to attract new partnership opportunities, reflecting growing recognition of its innovative approach and impact.

Emerging Needs/Implementation Plan Regarding Local and Societal Context

- ▶ Expand access to work-integrated learning opportunities, as current placements do not yet meet student demand.
- ▶ Leverage the development of the Skilled Trades Centre to increase capacity for hands-on training and successful transitions to apprenticeships and the workforce.
- ▶ Continue to improve participation rates in the Alberta Education and Childcare Assurance Survey through targeted engagement with students and School Council.



Engagement

We recognize our responsibility to learn from and collaborate with others to inform and advance our priorities. This work is strengthened through meaningful partnerships, and we are committed to sustaining and evolving these relationships. The voices of our stakeholders remain essential to our mandate and our Alberta Education and Childcare responsibilities.

"Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains of Student Growth and Achievement; Teaching and Leading; Learning Supports; Governance; and Local and Societal Contexts."

(Alberta Education and Childcare Funding Manual)



Post-Secondary Partners

Outcomes

- ▶ Partnership agreements with a diverse range of post-secondary institutions—including Bow Valley College, Olds College, the Southern Alberta Institute of Technology (SAIT), and the University of Calgary—are strengthened and continuously evolving.
- ▶ Partnerships are aligned with industry needs and responsive to student interests and pathways.
- ▶ Collaboration with the University of Calgary through the Alberta Research Network informs and enhances student career development, dual credit opportunities, and high school course completion across the province.

Strategies

- ▶ Maintain strong relationships through regular meetings and a structured annual review to assess progress and identify next steps.
- ▶ Expand partnerships by engaging additional post-secondary institutions where appropriate.

Measures

- ▶ Number and diversity of active post-secondary partnership agreements.
- ▶ Alberta Research Network survey results and related insights.

Industry Partners

Outcomes

- ▶ Partnership agreements with key industry organizations, including The Educational Partnership Foundation (TEPF) and CAREERS, are strengthened and expanded.
- ▶ Industry partners actively support programming through funding, expertise, and opportunities.
- ▶ Partnerships are aligned with current and emerging industry needs and student interests.

Strategies

- ▶ Maintain and strengthen relationships through regular engagement and a formal annual review process.
- ▶ Identify and establish new industry partnerships to broaden opportunities.

Measures

- ▶ Number of active industry partnership agreements.
- ▶ Number of “letters” of community and industry support.

Community Partners

Outcomes

- ▶ Programming is responsive to the needs of identified students and reflects diverse learning profiles.
- ▶ Clear and meaningful actions demonstrate a commitment to Truth and Reconciliation.
- ▶ A welcoming, inclusive culture and facility is established and sustained for all students and partners.

Strategies

- ▶ Align student learning plan actions (including Individual Program Plans) with individual learning profiles through consultation with students and involvement of parents, guardians, and partners as appropriate.
- ▶ Strengthen Indigenous engagement by:
 - ▶ Revising the FEA land acknowledgement.
 - ▶ Collaborating with Indigenous Elders to incorporate culturally appropriate learning experiences (e.g., guided visits to Nose Hill).
 - ▶ Integrating culturally significant symbols within the facility, including a Treaty 7 flag.
 - ▶ Displaying Indigenous art through a formal request for proposals.
- ▶ Partner with community organizations (e.g., Centre for Newcomers, Calgary Bridge Foundation for Youth, CAREERS: The Next Generation) to expand access to trades and high school programming for underrepresented groups.

Measures

- ▶ Increase in culturally appropriate symbols and representations within the facility.
- ▶ Increase in clearly identified and documented actions supporting Truth and Reconciliation.

Provincial & City Colleagues, Parents & School Council

Outcomes

- ▶ Fusion maintains a positive, visible, and impactful presence within the city and across the province.
- ▶ Fusion is widely recognized as a leader in Collegiate programming.
- ▶ Fusion successfully achieves and sustains its Charter goals.

Strategies

- ▶ Maintain regular engagement with Alberta Education and Childcare and other Ministries to seek guidance, share progress, and align with provincial priorities.
- ▶ Actively participate in Alberta Public Charter Schools (formerly TAAPCS) through meetings and ongoing collaboration to promote school choice and sector alignment.
- ▶ Plan and co-host the 2026 Alberta Public Charter Schools Teacher Conference.
- ▶ Engage in CASS and Zone 5 through conferences, professional learning, Indigenous Education sessions, and career development opportunities.
- ▶ Participate in Collegiate School networks, including Trades, Apprenticeship, and Vocational Education (TAVE) meetings and presentations.
- ▶ Collaborate regularly with the Calgary Charter Hub to strengthen local partnerships and shared initiatives.
- ▶ Establish and sustain an active and supportive School Council by:
 - ▶ Finalizing and implementing bylaws.
 - ▶ Facilitating parent leadership in student events (e.g., fun lunches, student social activities).
 - ▶ Facilitating parent-staff collaboration in key career development events for students such as Fusion Fridays.

Measures

- ▶ Number of government representatives and sector visitors hosted at Fusion.
- ▶ Number of parents who successfully utilize the “Concerns and Questions” process to resolution and satisfaction.
- ▶ Level of parent participation in School Council and FEA Board processes.
- ▶ Accountability Pillar Overall Reporting Initiative (APORI) results and trends over time.

Students

Student voice, choice, and wellness are essential components of the Fusion Collegiate Career Development Framework and are foundational to student success and engagement.

Outcomes

- ▶ Students actively engage in career learning, self-reflection, and real-world experiences, including work-integrated learning, as they explore and progress through meaningful career pathways.
- ▶ Students demonstrate ownership of their learning through informed decision-making, goal setting, and active participation in shaping their educational experiences.
- ▶ Student voice is embedded in school culture, contributing to programming, leadership, and wellness initiatives.

Students engage in an environment that lets them; “develop their own ideas, learn something they are interested in, choose how to do their work, have a say about what happens to them”

(The Disengaged Teen, Jenny Anderson and Rebecca Winthrop)

Strategies

- ▶ Ensure all students actively participate in the ongoing development of their learning plans through:
 - ▶ Regular conversations with staff and partners.
 - ▶ Participation in on- and off-site career experiences.
 - ▶ Ongoing documentation and reflection using myBlueprint.
- ▶ Provide structured opportunities for students to influence career-related programming, including Fusion Fridays.
- ▶ Establish and support a Student Leadership Council to strengthen student voice and leadership capacity.
- ▶ Engage students in entry and exit meetings, as well as parent-teacher-student conferences, to support reflection and planning.
- ▶ Encourage student participation in School Council and FEA Board meetings to foster transparency and shared decision-making.
- ▶ Involve students in the design and development of the Fusion Student Wellness Centre to ensure it reflects their needs and priorities.

Measures

- ▶ Number and percentage of students who remain enrolled and complete their learning goals.
- ▶ Number of students who proactively engage with staff regarding next steps in their learning and career pathways.
- ▶ Number and percentage of students actively engaged in co-planning their learning plans.
- ▶ Participation rates in entry/exit meetings and parent-teacher-student conferences.

Staff

Our team has expanded to include nine additional educators and one support staff member this year, strengthening our collective capacity to deliver on the Fusion Charter.

Outcomes

- ▶ Staff demonstrate confidence in delivering the Charter mandate and Collegiate programming.
- ▶ Staff feel supported in achieving their professional goals and maintaining personal wellness.
- ▶ A collaborative, reflective, and growth-oriented professional culture is sustained.

Strategies

- ▶ Conduct regular classroom visits by administration to support both supervision and evaluation, aligned with Administrative Procedures.
- ▶ Provide ongoing formal and informal opportunities for professional dialogue, including:
 - ▶ Daily conversations and collaborative problem-solving.
 - ▶ Structured staff meetings and scrums.
 - ▶ Topic-specific learning opportunities (e.g., partnership events with industry and post-secondary institutions).
 - ▶ Targeted professional development.

Measures

- ▶ Staff participation rates in formal and informal professional learning and engagement opportunities.
- ▶ Staff feedback on confidence, support, and professional growth (formal and informal).

Strengths in Engagement

- ▶ Students are engaged in learning and leadership opportunities.
 - ▶ Key insights from the 2026 CASS "Ready for the Future" spring survey indicate that jurisdictions should provide clearer guidance to pathways and real world experiences as students make career decisions in high school - this reflects our FEA Charter mandate.
- ▶ Staff foster an open, responsive, and invitational culture with students, parents, and partners.
- ▶ Strong communication practices are in place, including responsiveness to community questions and concerns.
- ▶ Our comprehensive and evolving marketing/engagement strategy includes:
 - ▶ Multiple open house events
 - ▶ Private tours
 - ▶ Exterior signage
 - ▶ Bi-weekly SWAY updates
 - ▶ Ongoing website enhancements
- ▶ Parents have demonstrated commitment through their participation in an active School Council (established Fall 2024).
- ▶ Staff identify that they value ongoing, embedded professional dialogue with leadership, particularly related to:
 - ▶ Charter implementation
 - ▶ The Rolling Education Plan
 - ▶ Career development assessment and instructional design
- ▶ Staff actively contribute feedback to inform next steps in professional learning.

Emerging Needs and Implementation Plan Regarding Engagement

- ▶ Increase parent participation in provincial processes (Alberta Education and Childcare Assurance Survey, Rolling Education Plan and Annual Education Results Report) by leveraging and expanding our communications through SWAY, social media, Board meetings, School Council meetings and other school events.
- ▶ Increase the number of parent engagement opportunities through learning sessions learning sessions on Pathways, Collegiate Programming and career development
- ▶ Increase staff participation and representation in local and provincial committees and presentations.
- ▶ Continue refining professional learning to thoughtfully balance demands on staff capacity while prioritizing well-being.
- ▶ Increase the number and breadth of off-campus learning opportunities for students.
- ▶ Engage others through the realization of our Skilled Trades Centre.

Fusion Education Association's 2026–2029 Rolling Education Plan reflects our commitment to innovative collegiate programming that connects secondary education with post-secondary and career pathways. The plan focuses on enrollment growth, expanded partnerships, dual credit and work-integrated learning opportunities, personalized learning, student wellness, and career readiness. It also supports pathway exploration, community engagement, governance, and Truth and Reconciliation initiatives. Through collaboration and real-world learning, we prepare students for successful transitions to post-secondary education, apprenticeships, and the workforce.

Related Documents

► 2026/2027 Budget

- Fusion Education Association's approved budget for 2026-2027 may be accessed through our website at <https://fusioncollegiate.ca/our-board>

► 2026 – 2027 Capital Plan

- Fusion Education Associations' approved capital plan for 2026-2027 may be accessed through our website at <https://fusioncollegiate.ca/our-board>

- Please see our website at www.fusioncollegiate.ca for related documents.



Resources

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