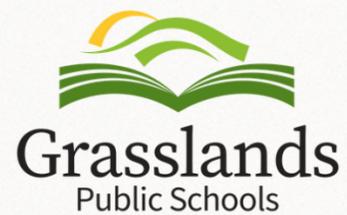
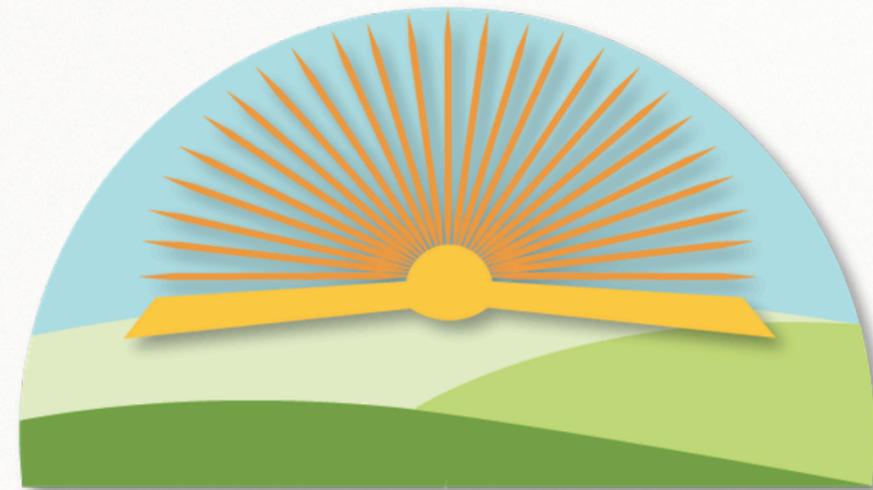


Prairie Sky Collegiate

**Board Presentation
March 24, 2026**



PARTNERSHIPS



Prairie Sky
Collegiate



COLLEGIATE SCHOOLS



Quick Facts	
Collegiate Schools in Alberta	28 schools
2023/24 school year	5 new
2024/25 school year	7 new
2025/26 school year	16 new
Projected enrollment	30,000 students
Pathways	Over 40

PRAIRIE SKY TEAM



Joelle Reynolds

Lethbridge Polytechnic

Director, Youth
Initiatives



Katie Graham

Grasslands Public Schools

Assistant
Superintendent



Dean Brown

Medicine Hat Public Schools

Division Principal



Cam Bernhard

Grasslands Public Schools

Career Pathways Lead



Kelly Pitman

Medicine Hat Public Schools

Dual Credit Coordinator



Cheryl Zumbach

Prairie Sky Collegiate

Collegiate Coordinator

*Administration for Prairie Sky Collegiate.
Responsible for managing operations including budget, liason work with applicable
Alberta Ministry, industry and community connections as well as working with the
Prairie Sky Advisory Board to set the direction of the Collegiate.*

*Main division contacts for Prairie Sky Collegiate.
Responsible for student selection and enrollment as
well as promotion of Collegiate programming and
working with Cheryl to ensure course programming
runs smoothly for students, families, instructors and
schools.*

*Corresponds directly &
regularly with all students, all
course instructors, CPTs, off-
campus/dual credit, Kelly &
Cam and Leth Poly. Liases with
division admin regarding
student progress.
Support for students and
instructors in all areas of
course.*

PRAIRIE SKY INSTRUCTORS



Kris Dulle

Medicine Hat Public Schools

Welder



Cody Jesse

Medicine Hat Public Schools

AST / HET



Jamie Moore

Medicine Hat Public Schools

Chef



Rylly Quirante

Medicine Hat Public Schools

Carpenter



Gary MacLean

Medicine Hat Public Schools

Electrician



Cole Robinson

Grasslands Public Schools

AST / HET



Nathan Wolf

Grasslands Public Schools

AST



Danny Short

Grasslands Public Schools

Plumber



Justin Graham

Grasslands Public Schools

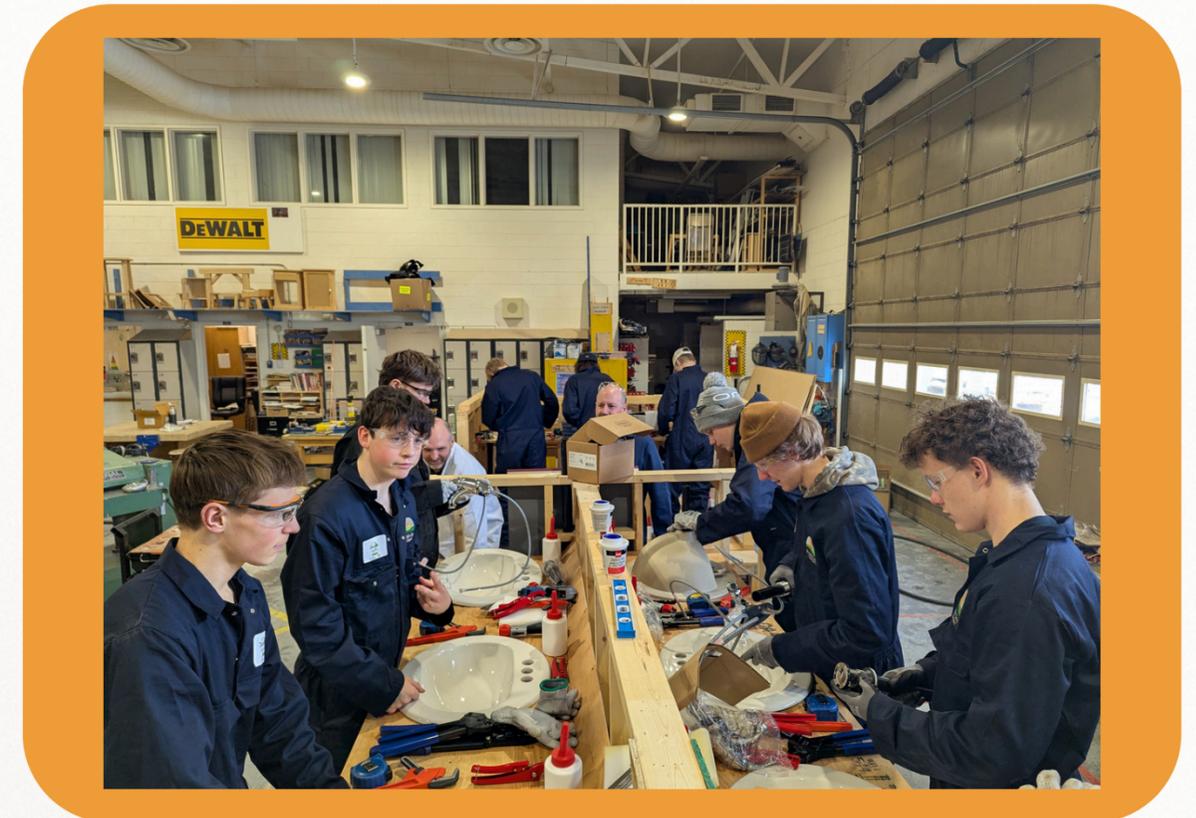
Baker

PROGRAM OVERVIEW

Prairie Sky Collegiate's Introduction to the Trades Program:

- > Designed for grades 10–14 students interested in exploring skilled-trade careers.*
- > Try 12 skilled trades—Welding, Construction, Plumbing, AST, HET, Chef, Baker, Electrician, and more—taught by journeypersons in GPSD and MHPSD.*
- > Spend time at Lethbridge Polytechnic exploring Wind Turbine, Powerline Tech, Parts, and Ag Heavy Equipment programs.*

Leave the program with the confidence and knowledge to know exactly which trade is for you!





Intro to the Trades Pathway

Year One

Intro to the Trades

- Welding
- Construction
- Plumbing
- Automotive Service
- Cooking
- Baking
- Heavy Duty
- Wind Turbine
- Electrician
- Pipefitting
- Ag Heavy Equipment
- Parts Technician

Year-long cohort with 24 seats. Students will complete asynchronous book work. Labs to be completed within Grasslands, Medicine Hat Public School Division and at Lethbridge Polytechnic (see Intro to the Trades Pathway - Site Locations for details)

Year Two

Specialized Clusters

Trades Cluster A

Electrical

Trades Cluster B

Construction

Trades Cluster C

Transportation

Trades Cluster D

Culinary Trades

Students in Year 2 of the pathway narrow their focus to a self-selected trades cluster.

Internships within communities are organized for students.

Year Three

Specialized Training & RAP Placements

- Electrician
- Wind Turbine

-
- Carpentry
 - Plumbing
 - Welding

-
- Automotive Service Tech
 - Heavy Equipment Tech
 - AG Heavy Equipment Tech

-
- Chef
 - Baker
-

Students in Year 3 of the pathway select a trade to begin an internship or RAP placement. Students may be offered pre-employment opportunities.

COHORT	DATE	LAB - a.m.	LAB - p.m.	LOCATION
BROOKS 1				
	Tues, Jan. 27	Orientation	Orientation Co	Leth Poly
	Sat, Feb. 7	HET	Auto	BCHS
	Sat, Feb. 28	Baker	Pipetrades	BCHS
	Fri, Mar. 6	AHET/Parts	Wind	Leth Poly
	Sat, Mar. 14	Welding	Cook	MHHS
	Sat, Apr. 18	Carpentry	Electrical	CHHS
	Fri, May 1	Presentations		Leth Poly
MED HAT 2				
	Tues, Jan. 27	Orientation	Orientation Co	Leth Poly
	Sat, Feb. 7	HET	Auto	MHHS
	Sat, Feb. 28	Pipetrades	Baker	BCHS
	Sat, Mar. 14	Cook	Welding	MHHS
	Sat, Mar 28	Carpentry	Electrical	CHHS
	Fri, Apr. 17	Wind	AHET/Parts	Leth Poly
	Fri, May 1	Presentations		Leth Poly
MED HAT 3				
	Tues, Jan. 27	Orientation	Orientation Co	Leth Poly
	Sat, Feb. 7	Auto	HET	MHHS
	Sat, Feb. 28	Welding	Cook	MHHS
	Sat, Mar. 14	Baker	Pipetrades	BCHS
	Sat, Mar 28	Electrical	Carpentry	CHHS
	Fri, Apr. 17	AHET/Parts	Wind	Leth Poly
	Fri, May 1	Presentations		Leth Poly

Year 1

Schedule

Year 2

INTRODUCTION TO CONSTRUCTION TRADES

- Feb. 6, 2026 (*orientation*) - LP
- Mar. 6, 2026 - LP
- Mar. 13, 2026 - LP
- Mar. 20, 2026 - LP
- Mar. 27, 2026 - LP
- Apr. 17, 2026 - LP
- Apr. 24, 2026 - LP
- May 1, 2026 - LP

Students will attend labs on either Fridays (Lethbridge Polytechnic) or Saturdays (GPSD or MHPSD) depending on the content of lab.

COOKING / BAKING



AST / HET



PLUMBING / ELECTRICAL



WINDMILL TECH.



LEVEL 2 - PIPE TRADES



PRAIRIE SKY PATHWAYS



TRADES PATHWAY

Intro to the Trades begins with access for students to all pathways offered by Lethbridge Polytechnic. Majority of instruction is in MHPSD & GPSD.

YEAR I



TRADES EXPANSION & CRIMINAL JUSTICE

Intro to Trades Year II at Lethbridge Polytechnic begins. Criminal Justice pathway with RCMP support begins.

YEAR II



TRADES, CJ & HEALTH CARE

Trades, CJ continue. Health Care pathway begins. Prairie Sky is able to take in students from other divisions.

YEAR III

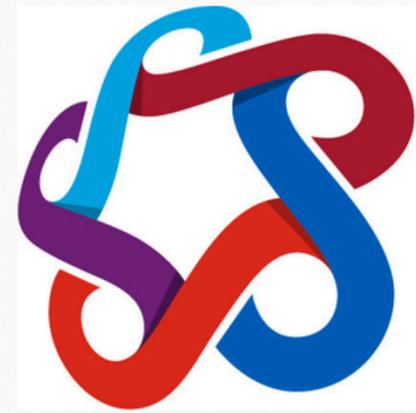
DUAL CREDIT



OLDS COLLEGE
OF AGRICULTURE & TECHNOLOGY



MEDICINE HAT
COLLEGE



SAIT



LETHBRIDGE
POLYTECHNIC

Over 100 Courses

**24 - Year 1
10 - Year 2**

**Single
Enrolled
Programs**

**Certification
Programs**

**Single
Enrolled
Courses**

**DUAL
CREDIT**

**Prairie Sky
Collegiate**

Certificate Learning

Not enrolled in Dual Credit

2%
Transition Rate

Enrolled in Dual Credit

20%
Transition Rate

Trades Learning

Not enrolled in Dual Credit

6%
Transition Rate

Enrolled in Dual Credit

71%
Transition Rate

Degree Learning

Not enrolled in Dual Credit

16%
Transition Rate

Enrolled in Dual Credit

28%
Transition Rate

Diploma Learning

Not enrolled in Dual Credit

4%
Transition Rate

Enrolled in Dual Credit

8%
Transition Rate

CAREER EDUCATION

The “Why” - Guiding Direction

- *Why do this? What does the research and data tell us?*
- *Provincial guiding documents*
 - *Career Education Task Force Final Report*
 - *Ministerial Order*
 - *Premier Mandate letters*
 - *Career Progressions*

Ministerial Order on Student Learning

Students will engage in **career** education pathways that provide the relevant and timely support they need to prepare for fulfilling **careers**. They will become lifelong learners who will cultivate the competencies of critical thinking, communication, problem solving, collaboration, research and managing information, citizenship, creativity and innovation, and personal growth and well-being.

Students will learn foundational life skills that will enable them to develop and sustain healthy behaviours. This will help them build healthy relationships, manage and resolve conflicts, manage personal finances, build confidence, deal with failure, and be prepared for everyday life.

Students will have rich and diverse opportunities to engage in work experience, including internships, summer jobs, placements, fieldwork, or practicums. Through these experiences, students will develop a strong work ethic, prepare for their future **careers**, explore **career** options, strengthen workplace skills, establish professional connections, enhance their resumés, increase self-confidence, understand workplace culture and etiquette, learn the importance of time management and work-life balance, and strengthen financial literacy.

Students can participate in apprenticeship programs to begin certification in a skilled trade while also completing their academic graduation requirements. This will enable students to start developing trade-specific skills at an early stage and give them a head start on certification and **career** entry, explore **career** options before committing to a particular **career** path, experience a seamless transition from school to work, enhance their employability, increase their financial independence, and strengthen personal growth and self-confidence.

Students will meaningfully apply their learning in a variety of life and work situations, including managing personal finances. Students will learn concepts such as debt and debt management, credit and credit management, interest rates, savings, borrowing, investing, budgeting, inflation, taxes, and planning for the future. This will enable students to practise financial independence, make informed and prudent financial decisions, distinguish between needs and wants, understand and appreciate the value of money and the importance of work, and build healthy financial habits early in their lives to avoid mistakes that may lead to lifelong challenges and implications.

[Ministerial Order on Student Learning \(2024\)](#)
[The Guiding Framework for the Design and development of K-12 Curriculum \(updated 2024\)](#)

Premier's Mandate Letter



Premier of Alberta

Office of the Premier, 307 Legislature Building, Edmonton, Alberta T5K 2B6 Canada

- 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.
- In partnership with industry, ensure the construction and operation of additional mobile Career and Technology labs to promote careers in the trades to students.

Features of the Provincial Curriculum

-  Competency Progressions
-  Literacy Progressions
-  Numeracy Progressions
-  Career Progressions



Career Progressions



Career education ensures students are prepared with the relevant and timely learning opportunities required to transition into meaningful and sustainable pathways in post-secondary education and the workforce. Career progressions are combinations of knowledge, skills, and characteristics that students may demonstrate by the end of the divisional age range.

	Division 3 (ages 12–14)	Division 4 (ages 15–18+)
Personal Career Exploration		
Students reflect on personal aspirations, beliefs about work, and influences when identifying a career pathway that aligns with their interests and skills.		
Agency	I develop career aspirations based on my goals and vision of my desired future.	I make choices that support achieving life and career goals, even when faced with challenges, and manage transitions through proactive planning.
Exploration	I explore career options by researching different fields, connecting with professionals, and considering which careers align with my interests and skills.	I select career pathways that align with my interests, skills, and goals for fulfilment and security.
Attitudes	I reflect on my personal beliefs about the value of work and its impact on individuals, families, and society.	I evaluate how my personal values, beliefs, and lifestyle goals influence decision-making related to work or work alternatives (e.g. taking a year off between high school and post secondary).
Influences	I recognize how biases, family and societal pressures, and representation can influence career choices of self and others.	I make informed decisions about my career pathway, with consideration of perceptions, pressures, and access to opportunities.

Personal Career Exploration

Career Pathway Planning

Career Experiences

Entrepreneurialism



Career Education and Financial Literacy

Overview

What Is Career Education and Financial Literacy?

Career education and financial literacy equips students with the knowledge and skills needed to explore career opportunities and manage money effectively. This multidisciplinary subject helps students envision fulfilling careers and make informed decisions in the real world.

Through career education, students foster self-awareness, discover real-world career options, and appreciate the diverse range of careers and how each contributes meaningfully to communities and society. To develop financial literacy, students learn about money management, saving, responsible spending, credit and debit cards, banking, budgeting, goal setting, and planning. By developing decision-making skills in career education and financial literacy, students support their overall well-being and self-awareness and make informed decisions that align with their goals and aspirations.

Career Exploration and Self-Awareness

Career exploration helps students develop greater self-awareness and build a positive self-image as they explore goals and career aspirations. Students gain practical, real-world skills while discovering their interests and talents related to future employment. When investigating a wide range of careers across different pathways, students relate their personal strengths and experiences to opportunities in the job market. This process of purposeful career exploration helps students make informed decisions, while continually reflecting on and refining their career and education goals.

Career Opportunities

Investigating career opportunities helps students explore how volunteer work, work-integrated learning, and entrepreneurship can develop their interests and shape their career goals. By relating formal and informal experiences to various work environments, students begin to communicate their strengths, skills, and talents to prepare for the future. They understand the importance of safety and training in work environments, and how these connect to various career pathways. Students build employability skills and learn to connect their interests with a variety of future career choices.

CEFL

Grades 7-9

50 hours / year

BUILDING A DIVISION-WIDE CULTURE OF CAREERS

System Design

- ***Establishing Vision, Goals, and Strategic Plan***
- ***Building System-Wide Understanding***
- ***Aligning Resources to Support Priorities***
- ***Developing a Career Education Team***