

Company Overview

HALLADAY EDUCATION GROUP INC.

THE TRUSTED AUTHORITY FOR SCHOOL DEVELOPMENT



HALLADAY
Education Group Inc.



Prepared By:

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1. Introduction

Thank you for contacting our firm about our school development services. Our team at Halladay Education Group Inc. is the global leader in school formation and management, and have been involved in developing more than 80 private schools in the USA, Canada, and internationally, and we understand the fundamentals needed to develop a successful school from the ground up. We can provide customized 'turn-key' services for K-12 Schools and/or Post Secondary Institution.

We're a premier educational and management consultancy that supports schools, colleges, businesses, and non-profits around the world, with a reputation for the highest quality of work and customized approach for our clients. With our headquarters in Vancouver, Canada, and having representative offices in Washington, San Francisco (U.S.A.), Abu Dhabi (UAE), Riyadh (Saudi Arabia), Seoul (Korea), Beijing (China) and London (UK), HEG has a well-developed infrastructure and exceptional talent to cater to the needs of your school market. With a global presence and a team of highly experienced and dynamic internationally recognized associates and strategic partners with first-hand experience in your region for starting, operating, leading, and improving private schools, HEG provides 'turn-key' school development, management, and operation services to support school development and improvement.

We've helped public and private schools, major corporations, and institutions maximize their organization's performance and achieve their dream of starting their own for- or non-profit K-12 school or post secondary institution; be it one school or part of a major planned land development or new city. Our team of professionals have hundreds years of combined experience starting, leading, and improving world-class schools and we can help support your needs as well. Recently, we've worked with clients in: Malaysia, Panama, Korea, China, Hong Kong, Canada, USA, Malawi, Saudi Arabia, Qatar, Kuwait, India, UAE, Europe, Singapore, and more.

HEG and our experienced team are well suited and experienced to support your group with the development of a private school from the ground up or the operation and management of your institution(s). By utilizing our quality controls and in-depth experience starting and leading numerous world-class schools, we can support school operators with proper planning, development, and operation of their institutions, delivery of first-class curriculum, and assurance that school leadership will provide high quality schools and the improvement of existing schools.

Provided within this document is an overview of HEG's school consulting services. Please do not hesitate to contact me if you have any questions or wish to discuss arrangements to move forward with our services.

Thank you again for considering our firm – we are looking forward to working with you.

Respectfully submitted,



Douglas L.J. Halladay, B.A. (UBC), M.A. (SDSU)
President

2. Basic Company Information

2.1 Company Overview

HEG and our experienced team of Senior Associates is a premier school consultancy firm, specializing in starting schools, as well as evaluation, management, and school-related improvement services for private, public, and charter schools, colleges, school-related businesses, and non-profits around the world. HEG is a consortium of internationally recognized school leaders and education-sector specialists with a focus on school formation, operations, buying/selling, leading, and improving the overall performance of schools.

We've helped public and private schools, major corporations, and institutions maximize their organization's performance or achieve their dream of starting their own for-profit or non-profit K-12 school, Career College, or US International University. Be it one school or part of a planned land development project in a new city such as Kapolei, Masdar, King Abdullah Economic City, or Songdo, Korea.

Our team of professionals have hundreds of years of combined experience developing world-class schools. Our clients are based in the US, Canada, and Internationally and we're experienced working on local and major international projects. Our mission is *"To help you to start or maximize your school's performance to the highest standards of excellence."*

Our firm, Halladay Education Group Inc. is Canadian incorporated firm, established in 2005. HEG's headquarters is in Vancouver, Canada, and has international offices in Washington (U.S.A.), Abu Dhabi (UAE), Riyadh (Saudi Arabia), Seoul (Korea), Beijing (China) and London (UK), HEG has a well-developed infrastructure and exceptional talent to cater to the needs of your private school market.

HEG engages +20 consultants and many specialist advisors. These consultants are currently based in Canada, USA, UK, Singapore, and offices listed above. Among our consultants is a team of global consultants who work on international projects as required. HEG is led by an Executive Strategy Team includes:

- Douglas Halladay: President, General Manager Business Development
- Bill Wan: Chief Financial Officer
- Hope Todd: Executive Trustee

Our team of principal associates and special advisors (and fields of experience) includes:

- ② **Douglas Halladay**, B.A., T. Cert., M.A. – President – School Formation, Management, Leadership, Curriculum & Assessment Specialist
- ② **Bill Wan**, B.Com., C.A. - Executive Associate / Chief Financial Officer- Finance, Management, and Formation Specialist
- ② **Carole Al-Kahouaji**, B.A., M.A. - Senior Associate / General Manager Business Development - International Baccalaureate, Preschool & International School Formation, Management, & Evaluation Specialist
- ② **Clint Wilkins**, B.A., M.Ed. - Special Adviser - US-Based Program, CAIS, WASC School Formation & Management/Leadership Specialist

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- ② **Jim Hopson**, B.A., M.A. - Senior Associate - US-Based & Christian School Formation & Management/Leadership Specialist
 - ② **Carl Savage**, B.A., M.A. – Senior Associate - BC-Based Program, International School Formation & Management Specialist
 - ② **Chris Wright** – Cert. Ed, B. Ed – Senior Associate – International School Development, Management/Leadership & Evaluation Specialist
 - ② **Geoff Turner** - Cert. Ed, B. Ed M.A. – Senior Associate – Senior Associate – International School Development, Management/Leadership & Evaluation Specialist
 - ② **Adele M. Hodgson**, B.A., M.A. - Senior Associate – International School Formation, Management, Leadership Specialist
 - ② **Jerry Zank**, B.A., M.A. – Special Adviser US-Based School Formation & Management Specialist
 - ② **Royce Shook**, B.A., M.A. - Special Adviser - Curriculum & Assessment, Educational Technology Specialist
 - ② **Alfred Rodrigues**, B.A., M.A. – Special Advisor – Leadership, Strategic Planning
 - ② **Dr. Mark Hopkins**, B.S., M.ED., PH.D. – US International University Development Specialist
 - ② **Sidney Rose**, B.A., M.A. - Senior Associate - International Schools Formation, Management, Leadership, Curriculum & Assessment Specialist
 - ② **Dr. Bruce McAskill**, B.A., M.A., Ph.D. – Curriculum & Assessment, Learner Support, Teacher Specialist
 - ② **Glen Holmes**, B.A., M.A. - Curriculum & Assessment, Learner Support, Teacher Specialist
 - ② **Thaddeus Monckton**, B.A. – ESL and Language School Specialist:
 - ② **Becky Ward**, B.A., M.B.A. – Market Research Specialist:
 - ② **Peter J. Dandyk**, M. Arch; MAIBC; AIA; MRAIC – Architecture & School Environment Specialist:
 - ② **Archie MacEachern**, B.A., B.Ed., M.ED., - School Governance & Strategic Planning Specialist

2.2 Scope of Work

HEG offers highly effective private school consulting services to help groups start schools as well as to manage them more effectively. We team has hundreds of years of experience and a strong and diverse portfolio in management and development expertise in the education sector, offering a comprehensive and distinctive set of services for private school improvement. We work with CEOs and Boards to determine which services will best meet their needs to improve their organization's effectiveness and operational efficiency, and the achievement of their mission and goals.

Halladay Education Group provides innovative services tailored to a variety of school types. Be it for- or non-profit Private or Independent PreK-12 school, non-profit organization, educational reform project for NGO's or Ministry of Education, major corporations or investment groups, or founders that want to start their private school, college, or university.

We provide customized solutions, including:

- ❖ Starting A School
- ❖ Strategic Planning
- ❖ Buying and Selling Schools and Mergers and Acquisitions
- ❖ Board Governance
- ❖ School Management
- ❖ Head of School and Faculty Searches
- ❖ Financial Planning and Resource Management
- ❖ Head of School Evaluation and Support
- ❖ Coaching for Board Chairs and School Heads
- ❖ Marketing and Recruiting
- ❖ International Student Recruiting
- ❖ Curriculum Development and Teacher Training
- ❖ Institutional Assessments
- ❖ International Development
- ❖ Climate and Faculty Culture Improvement
- ❖ Crisis and Change Management
- ❖ Facility Design and Construction

2.3 Business Portfolio

2.3.1 School Set-Up Services

Halladay Education Group ('HEG') is a dynamic and experienced team of consultants with hundreds of years of combined experience dedicated to providing customized solutions to start, operate, and lead private schools in the USA, Central America, Middle East, Central and Southeast Asia, Canada, and other locations internationally. Our team has started more +80 K-12 schools as well as advised on the development of over 100 other school development projects.

Our unique collective experience of specialized professionals in the education sector and supporting services, and our knowledge and wisdom in starting and operating leading schools, can guide you through the enormous challenges you will face in starting your own private school. By utilizing our skills and experience, we add value in many ways – you take advantage of professionals who have a proven background in operating and leading world-class schools, and experience in the mechanics of school formation and management. With our know-how, we can develop a solid plan of action, and assist you with meeting regulatory requirements, maximize enrollment, align your decisions with your vision, and ensure that your mission is achieved within a financially sustainable model. With a view to establishing the best educational model and to ensure a solid foundation for the management of your school, we provide the following within our school development process:

- ☑ Developing a compelling Vision;
- ☑ Creating a Strategic Work Plan, Mission, Values, Core Goals, and Operational Plan;
- ☑ Developing a Business Plan for Start-Up and Five-Year Budget and Supporting the Development of the Ongoing Financial Plans for the Formation and Operational Stages;
- ☑ Coordinating your Legal Team with respect to Non-Profit Status, Licensing, Bylaws, Constitution, and/or Incorporation;
- ☑ Building Credibility in your Community;
- ☑ Recruiting and Educating the Board and Senior Administration on Exceptional Leadership, Governance, and Team-Building ;
- ☑ Supporting Development of the Site, Facility Design, and Construction;
- ☑ Personnel Needs, Executive Search, Recruiting, Job Descriptions, and Contracts;
- ☑ Ongoing Evaluation and Support for the Head of School and Board;
- ☑ Building the Education Program;
- ☑ Determining Combinations for Initial Programs and Phase-In Stages;
- ☑ Developing the Marketing Plan to Ensure the Vision Meets Community Demand and Drives Enrollment, Public Relations, Competitive Positioning, and Admissions Process;
- ☑ Establishing the Student Management, Record Storage, and Accounting Systems;
- ☑ Supporting the Procurement Process ;
- ☑ Preparing Policy Manuals for Staff, Students, and Parents;
- ☑ Establishing Timelines and Project Management System in Formation Stage.
- ☑ Preparing for national and international accreditation (IBO, WASC, British Columbia, NAIS, CAIS, CASE, MSACS, NEASC, CIS, Ontario)

2.3.2 School-Types HEG Can Develop and Manage

In short, Halladay Education Group's consulting team is experienced in the development of a variety of school types in a variety of countries. our team of highly recognized educational leaders has led hundreds of blue-ribbon public and private schools on every continent in the world and every type of school programming. In addition, our associates have individually and our firm has participated in the development and management of every type of educational program imaginable, including:

- Private or Independent Prekindergarten to Grade 12 University Preparatory Schools
- Career Colleges or US International Universities (certificate, diploma, undergraduate, graduate, and doctoral)
- For-Profit or Non-Profit Schools
- Part of a New Planned City or Major Land Development
- Accredited Curriculum from the US, Canada, or any other International Jurisdiction
- British Columbia Offshore School Program
- British
- Ontario Offshore Schools
- Religious Schools (e.g., Christian, Catholic, Sikh, Muslim)
- Canadian or US International Schools
- International Baccalaureate Program (PYP, MYP, DP)
- Advanced Placement
- Special Needs Schools (Dyslexic, Therapeutic)
- Boarding Schools
- ESL/Language Schools
- Preschool and Daycare
- Montessori and Waldorf Schools
- Elite Multi-Sport Academies
- And more...call us and share your vision...every great school had to start some time

Because of our experience in developing a variety of school in numerous countries, cultures, and formats, we have the flexibility to develop whatever type of school you envision. We have a team already in place to form your school from the ground up with 'turn-key' services. Our services span the globe, with experience starting schools in the USA, Canada, and internationally (Middle East, Asia, India, China, Singapore, and more!). Our experienced team is already put together and can provide turn-key services (e.g., marketing, accounting, staffing, programming, marketing, designing, architecture, planning, procuring, infrastructure). We can develop a better school and have it ready on time and under budget. Why invent the wheel!

2.3.3 Experience Developing Schools in Major Land Developments & New Cities

HEG is experienced in overseeing major school formation and operation projects in the Middle East, the USA, and Canada. Our team of experienced associates have experience leading the conceptual design-development and operation of innovative K-12 private schools, including the new planned city in Kapolei, Hawaii.



Island Pacific Academy, Development Concept

HEG understands the obstacles that founders and land developers face when dealing with the overwhelming challenges of conceptualizing and starting a private school in a new city. We propose to work closely with you in your endeavors to provide education solutions to your community, developing the critical strategies and recommendations needed to start your school with an investment group, and operate and manage the school in a model that provides generous returns to the investors and a quality educational program to attract and retain families in your new community.

HEG's team of associates are experienced with starting, operating, managing, and leading K-12 and post secondary private schools throughout the project lifecycle in the Middle East, the US, and Canada. We have overseen the development of projects of similar scale and complexity within specified timelines that Masdar City project requires.

Our experienced team of associates has comparable experience performing feasibility studies for new schools to gauge market demand and assess start-up and operational budgets with a commitment to the highest international standards. We have been involved in the conceptual formation of a new K-12 school in a planned city in Kapolei, Hawaii (Refer to Appendix B). Our team, including a Arabic-speaking Educational Associate, has an in-depth understanding of the needs of private schools in the Middle East, demonstrated by her experience designing, founding, and leading a number of successful educational institutions in Damascus, Syria including: Damascus International School, Al-Ashbal Community School, American Embassy Nursery School, Al-Furashat School of Performing Arts, and Damascus English Nursery School. In addition, our associates have been involved in international curriculum and ICT development in Jordan and Egypt.

Kapolei, Hawaii – Campbell Estates

Our associates have advised and worked with the principal land developer, Campbell Estate (a \$2 billion private trust/foundation) to provide the educational solution for their 32,000 acre master planned community in Kapolei, Hawaii (Refer to Appendix D for additional project details). Our associates designed, planned, constructed, and operated/managed a K-12 private school for their community. Kapolei has many high end housing developments whose clientele prefer to send their children to prestigious private schools 45

Sienna Estates – Johnson Development Corp.

Our associates have advised the principal developer, Johnson Development Corp. on the inclusion of private education into their master planned community in Missouri, Texas (a suburb of Houston). They assisted the developer, Johnson-Campbell (which is a limited partnership) of Sienna Plantation by providing the strategies needed to attract private schools and/or operators to their development. Sienna Plantation is a 10,000-acre master planned community that is the 6th largest development in the U.S. The link to Sienna Plantation is <http://www.siennaplantation.com>



Songdo City – Gale International Korea (GIK)

HEG was retained by GIK to support the opening of their \$150 million 500,000 square foot state of the art K-12 private International School in 17.4 acres (International School of Songdo). Asia's newest and most modern international school -Songdo International School (NSCIS) - will provide an outstanding education from kindergarten through high school. Songdo City is located in the heart of Northeast Asia's economic region, 40 miles south of Seoul. Its highly desirable setting makes New Songdo City poised to become a vital center for free trade and international business. Songdo International Business



District (IBD) is a master-planned international business center being developed on 1,500 acres of reclaimed land along Incheon's waterfront. This project is estimated to cost in excess of \$20 billion, making it the largest private development project ever undertaken anywhere in the world. The link to Songdo City is: www.songdo.com



Fact Sheet

- Estimated Opening: September 2010
- Buildable Area: 566,000 SF/53,000 SM
- 2,100 Students Will Attend
- 70% International Students/30% Korean
- Faculty to Student Ratio: 1:10
- Theatre - 692 Seats, Green Room, Dressing Rooms
- Black Box Theatre - 156 Seats
- Music Practice Rooms - 8
- Instrumental and Vocal Classrooms - Purpose Designed
- Main Gymnasium with Two Full Sized Basketball Courts
- Auxiliary Gymnasium with Climbing Wall
- Aquatic Center
- Fine Arts Center - Two and Three Dimensional Studios
- Underground Parking - 191 Cars

3. Technical Information

3.1 Services Offered

HEG's team of experienced associates can provide the following services that will be tailored to the specific private school in Abu Dhabi. Our combined experience provides our team with a comprehensive set of services to develop and operate your private school more effectively. We're experienced with all components and have a first-hand understanding in your market. The focus of our services can be on the set-up of a new school or the strategic improvement of an established school. Our services include the following:

- *School Management:*
 - Turn-Key Private School Formation
 - School Management and Leadership
 - Strategic Planning
 - Market and Constituency Surveys
 - Marketing and Recruiting
 - Board Governance Support and Guidance
 - Financial Planning and Resource Management
 - Government Regulatory Relations and Licensing
 - Institutional Assessment, Accreditation, and Audits
- *School Leadership:*
 - Head of School Evaluation, Support, and Training
- *Teachers:*
 - Evaluating, Training, Mentoring, and Training Teachers
- *Curriculum & Assessment:*
 - Development of Curriculum, Pedagogy, and Student Assessment and Evaluation
- *Learner Support:*
 - Program Development to Enhance Learning for Students with High-Functioning Special Needs (Dyslexia)
 - Extra-Curricular Program Development
- *School Environment:*
 - Facility Design, Site Selection, and Zoning

3.2 Capabilities

3.2.1 Track Record

Provided below is an overview of HEG's and Senior Associate's school development projects

Feasibility-Market Study and Business Plan for New Private School Development

- ▶ **BUSINESS PLAN FOR AN INTERNATIONAL SCHOOL –SAUDI ARABIA:** HEG was retained to support the development of a business plan for submission to an investment group to start a new private for-profit PreK-12 international IB school in Riyadh, Saudi Arabia.
- ▶ **FEASIBILITY STUDY & BUSINESS PLAN FOR A US INTERNATIONAL SCHOOL - GCC REGION:** HEG was approached to implement a Feasibility Study and Business Plan for a proposed US International Accredited School in Egypt.
- ▶ **FEASIBILITY STUDY & DEVELOPMENT OF K-12 PRIVATE SCHOOL SYSTEM FOR THE NEW PLANNED CITY - MASDAR IN ABU DHABI, UAE:** HEG was retained to advise on the development of the K-12 private school system and stand-alone private school for the new planned city of Masdar in Abu Dhabi, UAE. This includes the operation of the school(s).
- ▶ **BUSINESS PLAN FOR A BRITISH COLUMBIA CERTIFIED OFFSHORE SCHOOL – AL AIN, UAE:** HEG was retained to develop a detailed start-up and operational business plan for a new K-12 BC certified offshore school in Al Ain, UAE.
- ▶ **RESEARCH STUDY ON SMALL SCHOOL ISSUES IN SAUDI ARABIA –SAUDI ARABIA:** HEG was retained by a major consulting firm in KSA to complete a research comparative study on small school issues to Saudi Arabia.
- ▶ **BUSINESS PLAN FOR A PRIVATE RELIGIOUS HIGH SCHOOL – FLORIDA:** HEG has been retained to implement a Business Plan for a new all-boys Grade 9-12 Independent Orthodox High School in Boca Raton, Florida, USA.
- ▶ **FEASIBILITY STUDY & BUSINESS PLAN FOR A PRIVATE TRIBAL SCHOOL – ALABAMA, USA:** HEG has been retained to implement a Feasibility Study and Business Plan for a new co-ed PreK-12 Tribal Private School in Atmore, Alabama, USA.
- ▶ **FEASIBILITY STUDY & BUSINESS PLAN - MAUI HAWAII, USA:** HEG was commissioned to implement a Feasibility Study and Business Plan for a new University Preparatory High School in Maui, Hawaii. HEG will also support starting the school.
- ▶ **COMPLETED A FEASIBILITY STUDY AND BUSINESS PLAN FOR A NEW INDEPENDENT GRADES 9-12 PREP SCHOOL – TORONTO, CANADA:** HEG was retained to complete a full phone feasibility study and business plan for a new Grades 9-12 University Preparatory Private School formation project in Toronto, Ontario.

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- ▶ **BUSINESS PLAN DEVELOPMENT- ONTARIO, CANADA:** HEG was commissioned to develop a comprehensive business plan for a new University Preparatory Day-Boarding Multi-Sport Elite High School in Toronto, Ontario, Canada.
 - ▶ **BUSINESS PLAN FOR A BRITISH COLUMBIA CERTIFIED SPORTS ACADEMY - VANCOUVER, BC:** HEG completed a detailed start-up and operational business plan for a new K-12 BC certified sports academy in Vancouver, BC.
 - ▶ **COMPLETED A MARKET STUDY AND BUSINESS PLAN FOR A NEW PRIVATE INTERNATIONAL PREK-9 IB SCHOOL - MALAYSIA:** HEG was retained to complete a full market study and business plan for a new PReK-9 International Private IB School formation project in Malaysia.
 - ▶ **BRITISH COLUMBIA CERTIFIED OFFSHORE SCHOOL - BEIJING, CHINA:** HEG was retained to oversee starting a K-12 BC certified offshore school in Beijing, China.
 - ▶ **BUSINESS PLAN FOR AN INTERNATIONAL SCHOOL – SINGAPORE:** HEG was retained to support the development of a business plan for submission to the government of Singapore to start a new private for-profit K-12 international IB school.
 - ▶ **COMPLETED A FEASIBILITY STUDY AND BUSINESS PLAN FOR A NEW PRIVATE INTERNATIONAL K-12 IB SCHOOL FORMATION PROJECT - PANAMA:** HEG was retained to complete a full feasibility study and business plan for a new K-12 International Private IB School formation project in Panama City, Panama.

School Formation

- ▶ **SET UP A CANADIAN INTERNATIONAL SCHOOL – UAE:** HEG is being retained to lead the formation of a new Private For-Profit PreK-12 Canadian International School in Al Ain, UAE.
- ▶ **SET UP A CANADIAN INTERNATIONAL SCHOOL –SAUDI ARABIA:** HEG was retained to lead the formation of a new Private For-Profit PreK-12 Canadian International School in Riyadh, Saudi Arabia.
- ▶ **OPEN THE FIRST NEW PRIVATE K-12 INTERNATIONAL IB SCHOOL FOR DOMESTIC KOREANS - SONGDO, KOREA:** HEG was retained to open the first private international K-12 School for Korean domestic and international students in a new \$35 billion planned city of Songdo in Korea called Songdo International School.
- ▶ **PROVIDE SCHOOL FORMATION GUIDANCE FOR NEW INDEPENDENT ALTERNATE HIGH SCHOOL - WASHINGTON, DC:** HEG was retained to advise on the formation of a new private alternate education High School in Washington, DC.
- ▶ **NEGOTIATE PROPERTY LEASE FOR NEW SCHOOL - SAN FRANCISCO, CALIFORNIA:** A K-12 private school in California retained HEG to negotiate the lease for a new Private School Preparatory Chinese Mandarin Immersion School in San Francisco, California.

- ▶ SCHOOL FORMATION STUDY - TEXAS, USA: HEG was retained to review starting a Prek-12 Adventist School Preparatory School in Texas.
- ▶ SCHOOL FORMATION - BRITISH COLUMBIA, CANADA: HEG was retained to support starting of a new Independent Catholic Preparatory High School in Richmond, BC.
- ▶ START A VOCATIONAL & TECHNOLOGY INSTITUTE - SURREY, CANADA: A group wanting to start a Post-Secondary Technical and Vocational in BC has retained HEG to oversee the complete formation of their institute from the ground up in Surrey, BC.
- ▶ PROJECT MANAGEMENT - MINISTRY OF EDUCATION - SCHOOL OF THE FUTURE - BRITISH COLUMBIA, CANADA: HEG was retained to provide project oversight for the development of a proposed School of The Future project in British Columbia, Canada.

Strategic Planning

- ▶ NATIONAL K-12 EDUCATION STRATEGIC PLAN – SAUDI ARABIA: HEG's Principal Consultant, Douglas Halladay was retained by AED to lead the development of the national K-12 education strategic plan for Saudi Arabia with Tatweer - King Abdullah bin Abdul-Aziz Public Education Development Project.
- ▶ SCHOOL STRATEGIC PLAN - DELTA, BC: HEG was retained to develop the strategic plan for K-7 Catholic Private School in Delta (Ladner), British Columbia.
- ▶ SCHOOL STRATEGIC PLAN - PITT MEADOWS, BC: HEG was retained to develop the strategic plan for PreK-9 International Baccalaureate Private School in Vancouver, British Columbia.
- ▶ SCHOOL STRATEGIC PLAN –MONGOLIA: HEG was retained to develop the strategic plan for PreK-12 International Baccalaureate Private School in Ulaanbaatar, Mongolia.
- ▶ DEVELOP STRATEGIC PLAN FOR AN EXISTING & NEW PUBLIC SCHOOL DISTRICT - NEW HAMPSHIRE: HEG was retained to develop a strategic plan for an existing public school district and a new school district in New Hampshire, USA
- ▶ SCHOOL FORMATION STRATEGIC PLAN - CONNECTICUT, USA: HEG was retained by a Post-Secondary For-Profit Allied Health School to advise on the formation of their school in Connecticut.
- ▶ SCHOOL STRATEGIC PLAN - TENNESSEE, USA: HEG was retained to develop the strategic plan for an Adventist Senior Boarding School in Tennessee, USA.
- ▶ SCHOOL STRATEGIC PLAN – DUNCAN, BC: HEG's Principal Consultant, Doug Halladay developed the strategic plan for a Grades K-12, Private, Non-Profit Day/Boarding Preparatory School in Duncan, British Columbia Canada.

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- ▶ SCHOOL STRATEGIC PLAN – VANCOUVER, BC: HEG's Principal Consultant, Doug Halladay developed the strategic plan for a Grades PreK-12, Private, Non-Profit Day Preparatory School in Vancouver, British Columbia Canada.
 - ▶ SCHOOL STRATEGIC PLAN – VANCOUVER, BC: HEG's Principal Consultant, Doug Halladay developed the strategic plan for a GradesK-12, Private, Non-Profit Day Special Needs School in Vancouver, British Columbia Canada.

School/District Evaluations And Accreditations

- ▶ INTERNATIONAL SCHOOL EVALUATION AND BOARD GOVERNANCE WORKSHOP - ULAANBAATAR, MONGOLIA: HEG was retained to complete school evaluation-assessment and full board governance workshop for a K-12 international baccalaureate school in Mongolia.
- ▶ EVALUATION OF A K-9 ISLAMIC SCHOOL - ONTARIO, CANADA: HEG evaluated and developed a school improvement plan for a K-9 private Islamic School in Toronto, Ontario, Canada
- ▶ SCHOOL ASSESSMENT - CALGARY, ALBERTA: HEG was retained to perform a school performance assessment of a private K-7 Sikh School in Calgary, AB.
- ▶ DEVELOP TEACHER CONTRACTS & STAFF POLICY HANDBOOK FOR A K-8 SIKH SCHOOL - ALBERTA, CANADA: HEG reviewed and developed the Teacher Contract and Staff Policy Handbook for a K-8 Private Sikh School in Calgary, Alberta, Canada
- ▶ SCHOOL INSTITUTIONAL ASSESSMENT - VANCOUVER, BC: HEG was retained to perform an institutional assessment and financial projections related to the acquisition-merger of a Private K-12 School in Vancouver, BC.
- ▶ DEVELOPMENT AND DESIGN OF PROVINCIAL ACCREDITATION – BRITISH COLUMBIA: HEG Principal Consultant part of development and design team member for the K-12 public school accreditation/evaluation framework for the Province of British Columbia, Canada.
- ▶ ACCREDITATION EXPERIENCE – US, CANADA, EUROPE, AND MENA: HEG Principal Consultants were team leaders of Accreditation Teams in the US, Canada, Europe and the Middle East for Middle States Association of Colleges and Schools and CIS-Council of International Schools, International Baccalaureate (IB) Authorization and Reauthorization for the Primary Year Program (PYP), Middle Year Program (MYP) and IB Programs. Working with the Council of International Schools (formerly European Council of International Schools) and led the accreditation and evaluation of public and international schools in Brazil, Central America, the Middle East, the USA, and major public school districts in British Columbia, Canada (rural/urban).
- ▶ UK OFSTED: HEG Senior Associates OFSTED trained inspectors for +30 inspections completed in Primary and Secondary Schools. Lead for ICT on 10 Primary inspections.
- ▶ QUALITY ASSURANCE – MENA: HEG Senior Associates engaged in quality assurance activities for private schools in Kuwait, Qatar and UAE.

Evaluation of Academic Programming and Accreditation

- ▶▶ Members and Team Leaders of the following Accreditation and Authorization organizations

Canada:

- * Development committee and design team members for the K-12 public school accreditation/evaluation framework for the Province of British Columbia, Canada.
- * Prepared Private and Public High School Accreditations and school-wide evaluations in Canada and Offshore for successful Ministry Accreditations.
- * Led a Ministry Implementation projects on Accreditation follow-up as Senior Educational leaders of large secondary schools in BC.

England:

- * UK OFSTED trained inspector-over 30 inspections completed in Primary and Secondary Schools.
- * Lead 10 ICT Primary inspections

United States:

- * Led Accreditation teams for Middle States Association of Colleges and Schools
- * Served on other regional accrediting teams:
 - New England Council of Colleges and Schools
 - Southern Association of Colleges and Schools
 - Western Association of Colleges and Schools

International:

- * Council of International Schools (formerly ECIS) served and led Accreditation teams in Europe, the Middle East and Asia
- * International Baccalaureate Organization: Led and served on Authorization teams in Canada, US, Middle East, and Asia
- * GEMS: School quality assurance visits to schools in UAE

Teacher Training/Learning Environment

- ▶▶ Designed and delivered professional development - curriculum and resource development, integration of ICT, developing e-learning materials - Ministry of Education personnel and district representatives in Jordan
- ▶▶ Curriculum development and interpretation, instructional strategies, assessment tools and practices - elementary teachers in Qatar
- ▶▶ Professional development – train-the-trainer – development and use of e-learning materials, e-learning libraries and repositories – Ministry of Education, National Teachers College, Sri Lanka
- ▶▶ Designed and delivered professional development in science, math, instructional strategies – Toronto area teachers - North York, Ontario
- ▶▶ Designed and developed professional development in science, math, instructional strategies – Alberta teachers - Calgary and surrounding areas in Alberta

- ▶▶ Designed and delivered professional development in ICT(computer science, computer applications), e-learning, science, math, assessment, teaching strategies, project-based learning – British Columbia
- ▶▶ Developed district-wide professional development system based on teachers as researchers – Saanich, British Columbia
- ▶▶ Curriculum differentiation for special needs students (e.g., gifted and talented) – teacher training and mentoring – Calgary Board of Education
- ▶▶ Integration of ICT across all subjects – Computer Using Educators of British Columbia
- ▶▶ Teacher training – pre-service and in-service – instructional strategies – Canada (Ontario, Alberta, British Columbia), United States (Washington, Idaho, Oregon), Jordan, Qatar, Sri Lanka
- ▶▶ Contributor/advisor - development of portal for teacher and student resources – Jordan and Sri Lanka
- ▶▶ Contributor/technical advisor – development of resource repositories – Jordan, Sri Lanka
- ▶▶ Design structure – Directorate of Digitization - Jordan

Curriculum Management And Development

- ▶▶ Educational Reform for the Knowledge Economy (ERfKE), Hashemite Kingdom of Jordan, Ministry of Education – Over a three year period Senior Associate was contracted for three 2-month terms to assist staff of the Directorate of Curriculum and Textbooks in revising and resourcing the Grades 1 to 12 Mathematics curriculum as part of Jordan’s educational reform.
- ▶▶ Mathematics Framework Reviewer, State of Qatar – Senior Associate was contracted to review Qatar’s newly developed Mathematics K – 12 and Calculus Competencies.
- ▶▶ Unparalleled experience developing National Curricula, learning resources, policies, implementation, and teacher training strategies, including development from concept to rollout of 14 K-12 National curricula - a matchless accomplishment.
- ▶▶ Comprehensive knowledge of K-to-12 educational trends and initiatives in Canadian, USA, IBO, AP, ESL, Technology-Based Learning, and Special Education curriculum. Science and Technology 11 Integrated Resource Package, BC Ministry of Education – Senior Associate was contracted as the writer/editor of this project to revise the curriculum.
- ▶▶ Developed Provincially-based Implementation, Training, and In-service Program for Applied Academics

- ▶▶ Researched, designed, wrote, edited, and supervised the development of large-scale Provincial curriculum projects, including Grades K-12 Technology Education, Information Technology, Physical Education, Business Education, Home Economics, Law, and Applied Skills
- ▶▶ Coordinated a one-of-a-kind Ministry Partnership Consortium that included K-12, Post Secondary, Industry, Labor, Business, and Publishers to develop national standards for Technology Education
- ▶▶ Sustainable Resources 11 and 12 Integrated Resource Package, BC Ministry of Education – Senior Associate was contracted as the writer/editor of this project to revise three curriculum documents
- ▶▶ Mathematics 10 to 12 Integrated Resource Package, BC Ministry of Education
- ▶▶ Senior Associate was Co-author and editor for the Canadian National Manual For Cooperative Education Programs; reviewed the certification-qualification frameworks for vocational and cooperative education programs
- ▶▶ Co-led Integrated Resource Package (IRP) Framework Development Committee for the B.C. Ministry of Education
- ▶▶ Coordinated and designed the format of the current K-to-12 B.C. Provincial Curriculum
- ▶▶ Coordinated Curriculum Projects in Applied Skills (Technology Education, Home Economic, Business Education, P.E., and Information Technology)
- ▶▶ Worked with Provincial Specialist Associations and educational partners in the development, adoption, and adaptation of Provincial curriculum and support materials;
- ▶▶ Acted as member of the National Standards Committee for K-12 Technology Education
- ▶▶ Developed curriculum and initiated programs for Applied Technology, Design Communications, and Animation for a self directed learning model school
- ▶▶ Worked for the Provincial Ministry of Education Curriculum Development Branch to review, assess and revise Industrial/Technology, Home Economics, Business Education and Physical Education
- ▶▶ Development of standards (curriculum, achievement, performance – students and teachers – Canada, United States, Jordan, Egypt, Kuwait, Qatar, Saudi Arabia)
- ▶▶ Development of science and math assessment tools – McGraw-Hill Ryerson Publishing
- ▶▶ Development of standards – ICT Apprenticeship program - Canada

Senior Executive and Faculty Searches

- ▶ EXECUTIVE SEARCHES – USA, Canada:
- Island Pacific Academy, Kapolei, HI - Head of School Search
 - Lax Kw'alaams, Prince Rupert, BC - Head of School Search
 - Aspengrove School, Nanaimo, BC - Head of School Search
 - West Point Grey Academy, Vancouver, BC - Head of School Search
 - Stratford Hall, Burnaby, BC - Head of School Search
 - Queen Margaret's School, Duncan, BC - Deputy Head of School
 - Queen Margaret's School, Duncan, BC - Director of Residence
 - Queen Margaret's School, Duncan, BC - Director of Admissions and Marketing
 - Fraser Academy, Vancouver, BC - Assistant Head of School
 - Fraser Academy, Vancouver, BC - Business Manager
- ▶ FACULTY SEARCHES:
- Canadian International School of Hong Kong
 - Amman Bacculaureate School
 - International School of Dhaka
 - Dalian Maple Leaf International High School
 - British Columbia Canadian International School of Cairo
 - Fraser Academy
 - Queen Margaret's School
 - West Point Grey Academy
 - British Columbia Canadian International School of Cairo

3.2.1.1 School Formation Projects Our Team Of Associates Have Developed

INTERNATIONAL PROJECTS



The World Academy – www.theworldacademy-kaec.com

TWA - King Abdullah Economic City is a premium Pre-K to Grade 8 international schools, providing a high quality education, and intends to offer a special curriculum based from the American and International Standards. The school features iconic architecture with inspirational spaces.

King Abdullah
Economic City,
Saudi Arabia



Qatar Leadership Academy - www.qla.edu.qa

Founded in 2005, Qatar Leadership Academy is the result of an innovative partnership between Qatar Foundation and Qatar Armed Forces. QLA is a boarding school for boys in Grades 6 to 12. The Qatar Leadership curriculum offers a unique educational program. The Academy is an IB World School authorized to offer the prestigious International Bacculaureate Diploma Program further enhanced by heritage and leadership programs.

Doha, Qatar



The Sheffield Private School – www.sheffieldprivateschool.com

Founded in 2004, providing high quality schooling for expatriate and local families who want a British style of education for their children. Following the National Curriculum for England it offers Nursery to Year 11 education, and will to expand each year to offer IGCSE and A level subjects.

Dubai, UAE

	<p>The Royal Dubai School – www.royaldubaischool.com</p> <p>Opened in 2005, RDS offers a high quality education from Foundation Stage to Year 6. It is the only school in the area to offer the National Curriculum for England, taught by British trained teachers, and provides the best of British Education to the diverse international community in Dubai.</p>	Dubai, UAE
	<p>Wellington International School – www.wellingtoninternationalschool.com</p> <p>Opened 2005, WIS is a PreK-12 private school based in the Al Sufouh area of Dubai, offering the National Curriculum of England with plans to offer the International Baccalaureate Diploma Program in Years 12 and 13 from September 2009 onwards.</p>	Dubai, UAE
	<p>Rashid School For Boys - www.rsbdubai.sch.ae</p> <p>Rashid School for Boys opened in 1986 under the guidance of His Highness Sheikh Maktoum Bin Rashid Al Maktoum, Vice President and Prime Minister of the United Arab Emirates and Ruler of Dubai. The school is dedicated to the highest standards of excellence in the academic and social development. Most lessons are taught in English and the curriculum is developed from the UK National Curriculum. The school gives great importance to the teaching of Arabic language and Islamic Studies, and follows the Ministry of Education courses. Grades 10 and 11 lead to United Kingdom General Certificate of Secondary Education examinations (GCSE). In Grades 12 and 13.</p>	Dubai, UAE
	<p>British Columbia Canadian International School of Cairo – www.bccis.net/</p> <p>It offers a British Columbia program from PreK - Gr.12. All subjects are taught in English and all the academic staff must be BC College of Teachers certified. The school is certified by The BC Ministry of Education and is inspected annually.</p>	Cairo, Egypt
	<p>Dalian Maple Leaf International High School – www.mapleleafschools.com</p> <p>Students registered as BC students write Grade 10, 11, and 12 BC exams as resident students and graduate with same BC Ministry of Education transcripts and graduation diploma as resident BC students. English program taught by BC-certified teachers. Inspected annually and certified by BC Ministry of Education. Over 2,300 students are currently enrolled.</p>	Jinshitan, Dalian, China
	<p>Chadwick International School - Songdo – www.issongdo.com + www.chadwickinternational.org</p> <p>ISS opens in 2011 and will be Korea's first international K-12 private school for Korean citizens and international students. Located in the new international free economic zone city of Songdo, Korea. The school is located on 24 acres in a new state-of-the-art 500,000 sq. ft facility and provides a co-ed- college preparatory IB program supporting 21st century learning.</p>	Songdo, Korea
	<p>Vishwashanti Gurukul World School - www.mitgurukul.com</p> <p>Sponsored by Mahahashtia institute of Technology, VGWS is a Grade PreK-12 world-class school, recognized as an <i>IB world School</i> authorized by the International Baccalaureate Organization (IBO) and registered as a Cambridge International Centre by the University of Cambridge International Examinations (CIE).</p>	Pune, India

	<p>Dresden International School – www.dresden-is.de</p> <p>DIS was founded 1996 and has grown steadily from 13 pupils to almost 500 from 44 nations. The school is a non-profit Grade PreK-12 co-ed international preparatory school, and a member of the European Council of International Schools and an International Baccalaureate World School.</p>	<p>Dresden, Germany</p>
	<p>Thuringia International School – www.this-weimar.de</p> <p>THIS was founded in 2000 and is a PreK-12 co-ed international private school, offering a world-class learning experience to all children through an internationally recognized curriculum. It has grown to 265 students and is a member of ECIS, AGIS and IBO.</p>	<p>Weimar, Germany</p>
	<p>International School in Nacka - www.isn.nacka.se</p> <p>ISN is a Private K-12 private non-profit co-ed school of 400 students with 68 full-time staff. The school offers both the Swedish national curriculum and International Baccalaureate program in English and Swedish.</p>	<p>Saltsjöbaden, Sweden</p>
	<p>Metropolitan School of Panama - www.themetropolitanschool.com</p> <p>The Metropolitan School of Panama will be an internationally accredited private school for students from Preschool to 12th Grade, opening at the end of August 2011, in the City of Knowledge, located in Clayton, Panama City. Multinational, with small class sizes, aiming towards an International Baccalaureate Program, it will offer a balanced University preparatory program integrating the very best of US and Panamanian curriculum allowing mastery of English, Spanish and a third language.</p>	<p>Panama City, Panama</p>

US-BASED PROJECTS

	<p>Island Pacific Academy (IPA) – www.islandpacificacademy.com</p> <p>IPA is a secular, co-educational, independent school offering programs from PreK-12. It is currently Grades PreK-8 with 1 grade added each year up to Grade 12. It is certified by NAIS, WASC, and Hawaii ISA certification.</p>	<p>Kapolei, Hawaii, USA</p>
	<p>Santa Ynez Valley Christian Academy – www.syvca.com</p> <p>Santa Ynez is a Grades K-8 Private Interdenominational, co-ed, religious, non-profit school of 152 students, and belongs to the ACSI.</p>	<p>Santa Ynez, California, USA</p>
	<p>Sage Hill School – www.SageHillSchool.org</p> <p>SHS is a Grade 9-12, Co-ed college preparatory day school founded in 2000 on a 30-acre campus with academic buildings, library, gymnasium, football/soccer field, baseball field, outdoor basketball and sand volleyball court, and outdoor amphitheatre. It has an enrollment of 450 students. It is accredited by WASC, NAIS, CASE, and CAIS.</p>	<p>Newport, California, USA</p>
	<p>Fisher Island Day School – www.fids.org</p> <p>FIDS is a Grade Prek-5 Private co-ed, non-denominational, school prep school. Students are exposed to languages (Spanish and Mandarin Chinese) technology, strong academics, and inculcation of strong character.</p>	<p>Fisher Island, Miami, Florida, USA</p>

CANADIAN-BASED PROJECTS

West Point Grey Academy (WPGA) – www.wpga.bc.ca

WPGA is an independent, PreK-12, school preparatory, co-educational school started by the consultants and a group of dedicated professionals in 1996, using an enriched BC curriculum. It is a BC-certified school and accredited by the ISA, CAIS.

Vancouver, British Columbia, Canada


Aspengrove Academy – www.aspengroveschool.ca

Aspengrove School is a Prek-12 independent, non-denominational, co-educational, school preparatory school. It is a BC-certified school.

Nanaimo, British Columbia, Canada


Stratford Hall – www.stratfordhall.ca

It is a K-12 International Baccalaureate independent co-ed school for K-12, authorized to teach the IB Primary Years and Diploma Programs. It is a BC-certified school and accredited by CAIS.

Vancouver, British Columbia, Canada


Southpointe Academy – www.southpointeacademy.ca

Southpointe is an independent, Prek-12, school preparatory, co-educational school of +450, using an enriched BC certified curriculum.

Delta, British Columbia, Canada


Lax Kw'alaams Academy

An independent K-12 First Nations Academy with a new, innovative and state-of-the-art technology program, offering a rich Tsimshian culture and musical.

Lax Kw'alaams, British Columbia, Canada

POST-SECONDARY PROJECTS

American National College – www.presnet.net/anc

Offers Sri Lankan students affordable alternative to spending 4 or more years overseas pursuing higher education. Students obtain 1-2 years of credits toward Associates or Bachelor Degrees at ANC. All courses are 100% transferable to partner Universities in the USA, offering US School courses taught by US professors, US textbooks, and course outlines.

Sri Lanka


Pan Pacific International English College - www.victoriaesl.com

PPIEC offers English as a Second Language, High School, School Preparatory programs, and teacher training institute (TESL)

Victoria, British Columbia, Canada


Center for Arts and Technology (CATO) – www.digitalartschool.com

CATO is the industry leader and a respected digital arts school for post-secondary students. It is accredited by PPSEC.

Campuses BC, Nova Scotia, & New Brunswick.


Stenberg College – www.stenbergcollege.com

Stenberg College offers post-secondary diploma programs in the area of nursing and allied health care and accredited by PPSEC.

Vancouver & Surrey, British Columbia, Canada

3.2.2 Profile of Staff

Our Senior Associates have, as part of our collective experience, have been involved in helping to *start, develop, and/or lead* a variety of prestigious private K-12 private schools and post secondary institutions. We have hundreds of years of combined experience in the education sector and bring a level of experience unprecedented in the industry.

Doug Halladay, B.A., T. Cert., M.A. – President – School Formation, Management, Leadership,



Curriculum & Assessment Specialist: Doug has +25 years experience as a Senior Leader in new and established public and private schools, including schools that are: co-ed, all-girls, boarding, equestrian, international, ESL, the largest learning disability school in Western Canada, and founding Head. He has held positions as Superintendent, Head of School, Deputy Head, Senior School Director Senior, Senior Curriculum and Resources Coordinator for the British Columbia Ministry of Education, K-12 teacher, and project leader. He has accreditation experience with NAIS, CAIS, ISA, WASC, IBO, and BC. In addition, he has chaired numerous Accreditation and Professional Development Committees, as well as a background in Training in Clinical Supervision for new teachers. Doug's credentials include a B.A. from Simon Fraser University; a Teaching Certificate from University of BC, and a M.A. in Educational Administration from San Diego State University; along with a Fund Raising Certificate from the Institute of Charitable Giving. Doug has broad knowledge of K-12 educational trends with his experience as a Senior Coordinator with British Columbia's Ministry of Education where he developed an unprecedented 20% of BC's current curriculum and policies.

Bill Wan, B.Com., C.A. - Executive Associate - Finance, Management, and Formation Specialist:



Bill is a Chartered Accountant by profession, who graduated from the University of BC with a Bachelor of Commerce. Mr. Wan joined the public sector, specializing in commodity taxes for more than 10 years. In 1995, Mr. Wan assisted a group of parents in the formation of an independent school on the west side of Vancouver. Since then, he has developed a keen interest in school administration and has been actively involved in the formation and management of +8 independent schools in Canada and USA. Mr. Wan has donated his time and services to a number of professional and charitable associations, including the University of BC Alumni Association as a Director of the Board. He formed and developed a consulting practice and investment portfolio with extensive interests in real estate development and education. In addition, Mr. Wan co-founded TEC, a dynamic, profitable company in the post-secondary education industry. TEC owns 3 accredited colleges in the healthcare (nursing), animation, film and recording industries with campuses in Vancouver, B.C., Kelowna, B.C., Fredericton, NB, and Halifax, NS.

Geoff Turner - Cert. Ed, B. Ed M.A. – Senior Associate – Senior Associate – International School Development, Formation, Management/Leadership & Evaluation Specialist:



Geoff has led schools in the UK and MENA and worked in public and private schools. His international work has taken him to China, USA, Russia, France and North Africa. He began working with school leaders in the UK and took his expertise to the Middle East where he worked with the largest provider of international education, leading 2 private GEMS schools. He has worked with UK, Indian, US, Canadian, and international schools on self-evaluation and improvement and senior leadership development, as well as assisting in the accreditation of Principals. He has supported school improvement and leadership development in Qatar, Jordan, Libya and UAE. As Principal of Wellington International School he led the development of a 'Wellington Brand' as a model for the setting up of premium international schools in the Gulf region.

Adele M Hodgson, B.A., M.A. - Senior Associate – International School Formation, Management,



Leadership Specialist: Adele's recent activities involve advising local government and economic development agencies on the establishment and effective management of schools, strategic planning, curriculum development and quality control, teacher recruitment and governance training. Adele has been involved in the establishment of 2 international schools in Europe – Dresden International School and Thuringia International School and is currently advising PHORMS AG on the establishment of a network of bi-lingual schools in Germany. One of her most recent projects is the development of the ECIS Diploma in Sustainable Governance which was launched in 2008. She has experience with the CIS/NEASC accreditation process, and the IB Programs, AP, and British "A" levels.

Chris Wright, Cert. Ed, B. Ed – Senior Associate – International School Development, Formation,



Management/Leadership & Evaluation Specialist: Chris is an experienced educator who has worked in a range of schools with students from the ages of 3 –18. A school Principal for 16 years, he has led inner-city, multicultural and international schools with a very successful track record of school improvement and high academic achievement. In recent years Chris has held a senior position with two established, international education companies to oversee the development and the implementation of operational and instructional procedures and policies for their new start-up schools. With involvement in 22 new school projects Chris is able to provide the complete 'one-stop shop' approach to the set-up of a new school.

Carole Al-Kahouaji, B.A., M.A. - Senior Associate - International Baccalaureate, Preschool &



International School Formation, Management, & Evaluation Specialist: Carol is an effective project and program manager, director, and mentor, with extensive experience in starting and leading international schools. She was the founding Director of two K-12 International IB schools in Syria and a Head of an International school in the US. She is an experienced IB trainer, as well as working on authorizing accreditation teams.

Carl Savage, B.A., M.A. – Senior Associate - BC-Based Program, International School Formation & Management Specialist:



Carl has 42 years experience as a teacher and public - private school administrator. He has worked in Ireland, England, Canada, China, and Egypt. He was the key Administrator and BC-Agent for Dalian Maple Leaf International School in Dalian, China, and the International School of Cairo. He has a wealth of experience as a public BC-certified school Principal at the K-12 levels. He is experienced with starting BC-based international schools in China and the Middle East and accreditation requirements, and recruiting teachers for offshore schools.

Sidney Rose, B.A., M.A. - Senior Associate - International Schools Formation, Management,



Leadership, Curriculum & Assessment Specialist: Sidney is a senior administrator and consultant who has worked in International Education for more than 30 years. He has experience with international schools in the UK, Hong Kong, Singapore, Dubai, Qatar, India and Sweden, with a proven track record as the founding Director/Principal of three highly prestigious international Schools in Sweden, Qatar, and India, beginning each school from initial start-up through to staff recruitment, curriculum design and development, marketing, opening and running the multi-million dollar projects.

Clint Wilkins, B.A., M.Ed. - Special Adviser - US-Based Program, CAIS, WASC School Formation & Management/Leadership Specialist:


Clint was founding Head of Sage Hill School, Orange County's (CA) first non-denominational independent high school, which today serves 450 diverse and motivated students. Clint worked closely with the board of trustees to raise \$30 million to fund the construction of a state-of-the-art campus and the school's first five-year operating budget. Clint's early career is highlighted by his service at Sidwell Friends School in Washington, DC, where he was the Principal of the Upper School for many years and Assistant Head. In addition, he was a Principal of the Upper School at Friends School in Baltimore. Clint was also the CEO of Moorestown Friends School in New Jersey, as well as the CEO of the College Preparatory School in Oakland. He is experienced in starting and leading US-based schools and accreditation with WASC, NEASC, and CAIS, MSACS.

Jim Hopson, B.A., M.A. - Senior Associate - US-Based & Christian School Formation & Management/Leadership Specialist:


Jim is the founding Head of Santa Ynez Christian School in California. It is a PreK-8 independent, co-ed, preparatory school of 175 students. Jim has +40 years of Christian Educational experience, with 34 years as a Principal of Junior and Middle Christian Schools, and Superintendent of three of the largest Grade K-12 Christian Schools on the US west coast. In addition, Jim has served on the Association of Christian School International Board, District Representative for ACSI and NGOS Board of Directors, and a Seminar Leader for ACSI conventions. He has a thorough understanding of all aspects of Christian Education from the Board level down. He has served on 5 accreditation teams for ACSI and a 4-year term on ACSI National Board.

Jerry Zank, B.A., M.A. – Special Adviser US-Based School Formation & Management Specialist:


Jerry is the founding Head of Fisher Island Day School in Miami, Florida. Fisher Island is a PreK-5 Day School that serves a gated community on Fisher Island. Jerry has also been the Headmaster of a number of US-based independent college PreK-12 prep schools in Florida and Arizona with +125 staff and annual operating budget of +\$9 million. He is experienced with starting and leading US-based schools and accreditation with WASC, NEASC, and MSACS.

Archie MacEachern, B.A., B.Ed., M.Ed., - School Governance & Strategic Planning Specialist:


Archie has 37+ years experience in the public school system including positions as Principal, Supervisor of Curriculum, Director of Research and Planning, Director of Programs and Student Services, and Superintendent. He has been responsible for the day-to-day operation of a Canadian school system of 20,000 students and 2000 staff. He has led the planning and development of major projects including Strategic Plans, Board Policy-Oriented and Governance, School Accreditation, International Student Programs, Facility review, education space planning for 10 new high tech schools including the first P3 (Private Public Partnership) school in Canada.

Alfred Rodrigues, B.A., M.A. – Special Advisor – Leadership, Strategic Planning, and Tribal Specialist:


Al is primarily a strategic planning consultant and has worked with various organizations throughout the Pacific Basin in identifying, developing and implementing long-term solutions to strategic issues. His clients include a range of businesses, non-profits and governments throughout the U.S. Mainland, Asia and the Pacific Basin. Specifically, he was worked with native and local indigenous groups including the Tulalip Tribes and Port Gamble S'kallam Tribe in Washington State; the Yapese, Chuckese, Pohnpeian, Kosraean and Palauan

groups in Pacific Micronesia region; Guam; Hawaiian groups; and various provincial tribes and communities throughout the Philippines. He has served as a consultant to the Tulalip Tribes of Washington since 1993.

Thaddeus Monckton, B.A. – ESL and Language School Formation, Specialist:

Thaddeus is the founder, CEO, and owner of Pan Pacific International English College (PPIEC) - Study Canada, located in Victoria, British Columbia. Thaddeus has extensive experience with International Education in Canada, the United States, and overseas. Thaddeus has been in the education field since 1981, both in the private and public sector as well as working for the Ministry of Education in BC as the Provincial Coordinator of International Education and Multiculturalism and Anti-Racism. PPIEC was established in 1997 and is a private Canadian owned college. PPIEC offers intensive adult ESL, summer youth ESL, High School Prep, the GAC University Foundation Certificate, TOEIC, Business English, and TESL Canada recognized Diploma Program. PPIEC has home stay as well as our International Residence program. In addition, PPIEC has an office in Mexico City and offers TESL, as well as a summer French College in Quebec City for adults and youth.



Dr. Mark Hopkins, B.S., M.ED., PH.D. – US International University Development Specialist:



Mark has 21 years experience as the President of a number of prestigious regional US-based University and Community Colleges in South Carolina, Illinois, and Iowa. Dr. Hopkins' has been the Executive Director of a US-based consulting firm supporting the development of Universities in the US and Internationally. Mark's areas expertise include: administration, admissions, and fund raising. His major experience has been in starting colleges to full operation. He has now completed 5, including several in India, Sri Lanka, and Korea.

Mr. Royce Shook, B.A., M.A. - Special Adviser - Curriculum & Assessment, Educational Technology Specialist:



Royce has +33 years experience as a teacher-leader in the public school system. He has been a Senior Curriculum and Resources Coordinator with the B.C. Ministry of Education, a K-12 teacher and project leader. Royce is currently the Area Chair and Senior Faculty for the College of Education, Curriculum, and Instruction program with the Vancouver Campus of the University of Phoenix. He has taught in the Masters of Education program, the MBA program and the undergraduate program at the Vancouver Campus. In addition, he has been a Department Head, a Career Facilitator, chaired numerous Staff Committees, Advisory committees and Professional Development Committees. He has also worked in the private sector, as a Director of Training, and has considerable experience helping small business owners set up and market their businesses, having written 3 books on these topics. Royce understands and has considerable knowledge of K-12 educational trends, not only in educational technology but also in curriculum development, specifically in technology and vocational educational training (TVET).

Dr. McAskill, B.A., M.A., Ph.D. – Curriculum & Assessment, Learner Support, Teacher Specialist:



Founder of Hold Fast Consultants, has a Ph.D. in Mathematics Education from the University of Victoria. Bruce has had a career in the British Columbia Ministry of Education as Provincial Mathematics Curriculum Coordinator and later as Manager of the Achievements Standards Branch and the Mathematics, Science and Technology Branch. Dr. McAskill has considerable experience as a curriculum consultant and researcher in Jordan and Qatar. Dr. McAskill is presently a senior pedagogical consultant and author of secondary Mathematics and Science textbooks used throughout Canada.

Glen Holmes, B.A., M.A. - Curriculum & Assessment, Learner Support, Teacher Specialist: Glen is an experienced high school educator, with experience developing national curriculum and text book publishing. In addition, Glen has worked in Jordan, Qatar, Kuwait, Saudi Arabia, and Sri Lanka with teacher training programs focusing on: computer assisted learning, ICT, instructional strategies, elearning, learning styles, student-centered learning, development of study skills, curriculum writing, enrichment strategies, curriculum differentiation, creative problem solving, questioning techniques, conflict resolution, and action research.



Becky Ward, B.A., M.A. – Market Research Specialist: Rebecca is the President of Ward Research and has over 30 years of experience in market research, including research, sampling, and questionnaire design; field operations; data processing and analysis; and report preparation. In addition, she serves as moderator to focus groups and is recognized for her outstanding abilities in focus group facilitation. Rebecca has conducted multiple market studies for private school demand for almost 30 years in the U.S. and International marketplace.



Peter J. Dandyk, M. Arch; MAIBC; AIA; MRAIC – Architecture & School Environment Specialist: Peter has been involved in the design of more than 20 schools, including 8 Independent schools in Canada and the US. His extensive career as a Project manager and Architect has resulted in innovative buildings that are consistently on budget; extremely functional and flexible; and offer the best value for available resources. Large or small, his understanding of budget issues and access to capital has produced outstanding facilities using limited resources; in a word, value.



Karen Miller – Communications & Admissions Specialist: has over twenty years experience in business management, administration and project coordination. She brings knowledge and expertise in marketing strategy implementation, report writing, research and market analysis to the group; and is known for her innovative thinking and attention to detail. In addition to post-secondary education in Business Administration, Ms. Miller holds a Design diploma from Mount Royal College, Calgary, Alberta, and puts the two disciplines together while facilitating the design of school brochures, media kits, websites, direct mail campaigns and advertising materials. Her ongoing experience in providing contract administrative services to schools, municipalities and non-profit organizations was preceded by 11 years in the media industry.



3.2.3 Description of Service Languages

HEG's team of associates have a capacity to carry out educational consulting services in English, Mandarin, Spanish, French, Hindi, and Arabic. Our team has experience working in most the countries of the GCC as well as Europe, Asia, South and Central America, and are capable of working with many languages and cultures.

HEG, working in collaboration with its independent business and education-sector associates, is dedicated to bridging the communication gaps caused by language barriers.

As such, though English is the preferred language of communication, HEG strives to offer its services in those languages that its clients are most comfortable with, including English, Arabic, and Hindi

3.2.4 Service Costing Model

- Typically Range of Fees: US\$1500 - \$2500 per day plus expenses and national withholding taxes
- HEG uses a tailored approach in determining costs per client
- Comprehensive Overview and Summary Report (Full day meeting to determine scope of project, feasibility, and critical steps to proceed)
 - Timeline: 1-2 days
 - Range of Fees: \$4,000-5,5000
- Formal Feasibility Study (evaluate demand, determine detailed costs and action plan)
 - Timeline: 8-16 weeks
 - Range of Fees: \$35-55,000
- Inclusive Business Plan
 - Timeline: 4-8 weeks
 - Range of Fees: \$35-55,000
- 'Turn-Key' School Formation Services (Complete oversight)
 - Timeline: 6-18 months
 - Range of Fees: \$250,000 to \$400,000
- Ongoing Management and Operations Services
 - Timeline: 10-24 months
 - Range of Fees: Negotiable

Business Terms:

1. Payments will be made by Wire Transfer to Halladay Education Group Inc.;
2. Travel and work expenses (e.g., travel, telephone, mileage, transportation, wire transfer, Internet, copying, meals, courier, laundry, incidental) will be billed as actually accrued, and reimbursement is due within five working days upon presentation of invoice. Flights to and from, accommodations /

- meals, and rental car/driver will be pre-paid by the Client at source. Preference will be given to business class flights with Star Alliance airlines and will recognize HEG's travel policies;
3. The Client shall pay promptly upon receipt. Delinquent and/or overdue bills beyond 20 business days will be assessed \$25.00 charge if the payment is not received on or before the due date as set out in the foregoing. Interest in the amount of 1.5% monthly (18% annually) will be added immediately and calculated for each following month of delinquency until the account is brought up-to-date;
 4. Indemnity: With regard to the services to be performed by the Consultant pursuant to the terms of this agreement, the Consultant shall not be liable to the Client and other ancillary connected with the Client, or to anyone who may claim any right due to any relationship with the Client, for any acts or omissions in the performance of services on the part of the Consultant or on the part of the agents or employees of the Consultant, except when said acts or omissions of the Consultant(s) are due to willful misconduct or gross negligence. The Client shall hold the Consultant free and harmless from any obligations, costs, claims, judgments, attorneys' fees, and attachments arising from or growing out of the services rendered to the Client pursuant to the terms of this agreement or in any way connected with the rendering of services, except when the same shall arise due to the willful misconduct or gross negligence of the Consultant and the Consultant is adjudged to be guilty of willful misconduct or gross negligence by a court of competent jurisdiction. A stoppage in your project due to Client-directed inactivity is not the responsibility of the Consultant. The Consultant's services or liability are not inclusive of supporting professionals that you will need to seek outside our contract; that the Consultant is being retained solely as a Consultant to the Client and not as an agent, broker, lawyer, tax advisor, lender, appraiser, or other professional services as needed.
 - a) *Irregular Periods*: The Fee will be deemed to accrue from day to day in an equal amount per day for each day of the period from the signed acceptance date for the Contractual Period and if, for any reason, it becomes necessary to calculate that fee for a period of less than the Contractual Period, an appropriate pro-rata adjustment will be made on a daily basis in order to compute the fee for that period;
 - b) *Force Majeure*: If HEG or the Client is unable to perform or continue to perform the Services for a period of over 30 days by reason of strikes, lockouts, labour troubles, failure of power, restrictive governmental laws or regulations, riots, insurrection, war, Acts of God or any other reason of a similar nature beyond the control of the parties, then this Agreement will, at the option of HEG, be terminated as of the date (the "Termination Date") upon which HEG is no longer able to perform the Services. HEG will be entitled to receive its fee incurred to the Termination Date. Following the Termination Date neither party will have any further obligation to the other;
 - c) *Authority to Advertise*: HEG will be able to advertise that it has assisted in respect of that transaction, including the use of any logo of yours as an identifier in an advertisement or proposal;
 - d) *Use of Report*: Following completion of our work we shall report formally in writing our reports to the Client. The report and our findings therein pertaining to this engagement will be issued solely for the use and for the information of the shareholders of the Company and their management. It shall not be referred to or distributed to outside parties without our prior consent. We will have no responsibility to update our report/study for events and circumstances occurring after the date of our report;

5. **Governing Law And Mediation:** This Agreement and all matters arising under it will be governed by the laws of British Columbia. The parties agree to refer all disputes and claims arising out of this Agreement to a representative of HEG and a representative of the Client to attempt to mediate a resolution. If the representatives of HEG and the Client are unable to resolve their differences within 30 Business Days, the matter will be referred to an arbitrator pursuant to the provisions of the *Commercial Arbitration Act* (British Columbia). The dispute or claim will be referred to a single arbitrator if the parties can agree on one, or if the parties cannot so agree within 14 days after any party has given written notice of their intention to have a dispute arbitrated, each applicable party will select one arbitrator with both arbitrators selecting a third arbitrator within 30 days of their appointment. The award by the majority of the arbitrators will be binding on the parties. Each party will pay the cost of the arbitrator appointed by them with the cost of the third arbitrator, if appointed, divided between the parties.

3.3 Final Comments

1.3.3 Code Of Practice.

HEG's code of practice reflects as far as possible the way that we do business, and also covers any issues of potential misunderstanding concerned with our business philosophy. Our code of practice states our firm's position on issues that our customers may consider to be important criteria in conducting business.

Our code of practice clearly states our firm's position on important subjects like equality, ethics, contracts, conflict of interest and duty of care. Often these matters get overlooked in the process of buying and selling, only to surface later and cause problems because they've not initially been properly explained or understood. Being able to provide a solid and fair code of practice is therefore important in order to establish a clear common understanding of expectations and deliverables between HEG and our clients.

Confidentiality

We are committed to maintaining the highest degree of integrity in all our dealings with potential, current and past clients, both in terms of normal commercial confidentiality, and the protection of all personal information received in the course of providing the business services concerned. We extend the same standards to all our customers, suppliers, and associates.

Ethics

We always conduct our own services honestly and honourably, and expect our clients and suppliers to do the same. Our advice, strategic assistance, and the methods imparted through our training, take proper account of ethical considerations, together with the protection and enhancement of the moral position of our clients and suppliers.

Duty of Care

Our actions and advice will always conform to relevant law, and we believe that all businesses and organizations, including this consultancy, should avoid causing any adverse effect on the human rights of people in the organizations we deal with, the local and wider environments, and the well-being of society at large.

Contracts

Our contract will usually be in the form of a detailed proposal, including aims, activities, costs, timescales, and deliverables. The quality of our service and the value of our support provide the only true basis for continuity. We always try to meet our clients' contractual requirements, and particularly for situations where an external funding provider requires more official parameters and controls.

Fees

Our fees are always competitive for what we provide, which is high quality, tailored, specialised service. As such we do not generally offer arbitrary discounts; generally a reduction in price is only enabled by reducing the level or extent of services to be delivered. That said, we always try to propose solutions that accommodate our clients' available budgets and timescales. Wherever possible we agree our fees and basis of charges clearly in advance, so that we and our clients can plan reliably for what lies ahead, and how it is to be achieved and financially justified.

Payment

We aim to be as flexible as possible in the way that our services are charged. Some clients prefer fixed project fees; others are happier with retainers, and we try to fit in with what will be best for the client. We make no attempt to charge interest on late payments, so we expect payments to be made when agreed. Our terms are generally net monthly in arrears.

Intellectual property and moral rights

We retain the moral rights in, and ownership of, all intellectual property that we create unless agreed otherwise in advance with our clients. In return we respect the moral and intellectual copyright vested in our clients' intellectual property.

Quality Assurance

We maintain the quality of what we do through constant ongoing review with our clients, of all aims, activities, outcomes and the cost-effectiveness of every activity. We encourage regular review meetings and provide regular progress reports. This consultancy has been accredited under a number of quality assurance schemes. Further details are available on request.

Professional Conduct

We conduct all of our activities professionally and with integrity. We take great care to be completely objective in our judgement and any recommendations that we give, so that issues are never influenced by anything other than the best and proper interests of our clients.

Equality and Discrimination

We always strive to be fair and objective in our advice and actions, and we are never influenced in our decisions, actions or recommendations by issues of gender, race, creed, colour, age or personal disability.

Appendix A: Architectural Overview

Background



Peter Dandyk has worked on a broad range of institutional and private sector projects schools, healthcare, laboratories, residential, sports facilities, high tech, and mixed use, and specializes in leading multi-disciplinary teams that balance design innovation and sustainability with the pragmatic realities of budget, quality and schedule. In doing so, he has been recognized for several significant design awards over his 35 year career. He is a leading specialist in sustainable design and has promoted a 'green' environmentally sensitive approach for more than three decades. In addition to traditional architectural roles, Peter has co-authored BC Hydro's energy conservation book "DesignSmart" and has written on a range of architectural subjects.

“Buildings must tread lightly on the earth to preserve it for future generations. Good design is ‘green’ design. It inspires and enhances the landscape. It is innovative and exciting. It is challenging, comforting and healthy. It protects our bodies and stimulates our minds and spirits.”

Green Schools



Schools are also among the most densely occupied buildings while also being occupied for long periods of time. Ventilation, 'day lighting' and a healthy indoor environment are most important in this type of situation. Children are also more vulnerable to contaminants and are more susceptible to pollutants during these formative years, resulting in a higher potential for asthma and other respiratory ailments.

Although the move to GREEN schools invariably produces significant energy savings, the real motivation is a compelling need to create healthy indoor environments and positive learning conditions. Besides direct health benefits, such environments are conclusively proven to increase productivity and learning.

Schools not only offer the potential for reducing negative environmental impacts, but as places of learning, they can educate their occupants about environmental features and benefits. Schools can not only be sustainable but can simultaneously deliver that message of sustainability to each new generation facilitating a broader implementation of these principles throughout society.

While schools and school design are often controlled by people who have never before and may never again design a school building - volunteer Boards, parent building committees and so on - and need to climb a steep learning curve, there can often be a refreshing open-mindedness not found on other building types; as long as these groups allow themselves to be guided by insightful design professionals.

There is no single solution to the design of a good school and no two schools should ever be the same -- if for no other reasons than climate, finances and site configuration. More importantly though, a sustainable design implies an integrated team approach that factors in all of the relevant criteria - physical, cultural, social, educational and environmental; to produce a balanced solution.

Often forgotten in this design process is a 'long term view' that considers durability, flexibility, inevitable re-organization of space and total (rather than first costs) life cycle costs. A variety of financial vehicles and realistic budgets are a critical part of preparing a master plan or long-term development plan for a school. This is the most important aspect of the implementation of any construction program and warrants the extra effort and specialized expertise available from PJDAI .

Design Approach



Mt. Prevost Middle School
Duncan, BC

Our philosophy is founded on an "inclusive" approach to planning, architecture and design. Our clients, our colleagues in related engineering disciplines and the contractor are all essential and interactive team members. In this working relationship, Peter Dandyk acts as facilitator and catalyst in the gathering, organizing and assessing of information and the offering of *alternative solutions* to the client. We believe *good facility planning* and architecture result from *good communication*, thoughtful design, and an orderly planning and design process. Our experience also shows that quality design does not need to be more expensive to build or operate.

A well-designed building looks convincing, fits with its setting and makes sense to the user. We see *lasting beauty in flexibility* that allows buildings to change gracefully year after year. Design is more than just a response to the school facility program; it is the creation of a total environment, inside and out.



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Designs for Accessibility

We believe it is vital to eliminate barriers for the physically-disabled, including the vision and hearing-impaired. To the greatest extent possible, a school should be designed to provide universal barrier-free access.

Economy and Aesthetics

A well-designed school is economical and efficient in the planning of its spaces. With efficient planning, circulation spaces can be minimized to allow more project space or teaching spaces to be included in the school. With architectural and engineering systems well integrated at the early stage of planning, the school building will be simple in design and detail. More money can then be used from the budget to enhance the interior environment to benefit students and teachers.



Bev Facey Composite High School
Sherwood Park, AB

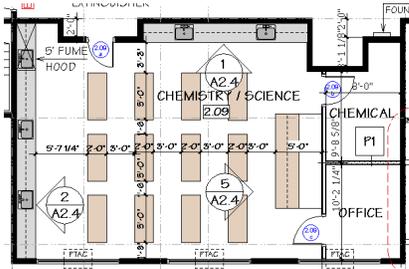
Professional Associations

Architectural Institute of British Columbia
 Ontario Association of Architects
 Royal Architectural Institute of Canada
 American Institute of Architects
 Manitoba Association of Architects
 Alberta Association of Architects

Project List for Schools



BC Biomedical Laboratories
Vancouver, BC



Southpointe Academy
Tsawwassen, BC



Innovation Centre
University of British Columbia

- Lax Kw'Alaams Academy, Pt. Simpson, BC
- Southpointe Academy, Tsawwassen, BC
- Central Okanagan Academy, Kelowna, BC
- Steveston Academy, Richmond, BC
- Star Academy, Little Rock, Arkansas
- Bev Facey Composite High School, Edmonton, AB
- St. Margaret Catholic Elementary School, Cambridge, ON
- Waterloo Elementary School, Nanaimo, BC
- Mountain View Elementary School, Nanaimo, BC
- Bayview Elementary School, Nanaimo, BC
- Rutherford Elementary School, Nanaimo, BC
- Collingwood Elementary, Edmonton, AB
- Island Pacific Academy, Kapolei, Hawaii
- Father Lacombe High School, Calgary, AB
- St. Martha School, Calgary, AB
- St. Dunstan School, Calgary, AB
- NRC Innovation Centre at UBC, Vancouver, BC
- Aspengrove School, Nanaimo, BC
- St. Vincent de Paul School, Calgary, AB
- Conestoga College School of Nursing, Kitchener, ON

Design Awards

- Canadian Arch. Yearbook Award -- Citation for Bev Facey Composite High School, Sherwood Park
- BC Hydro Powersmart Award of Excellence – 1993 - Jack Davis Office Building, Victoria
- Alberta Association of Architects 75th Anniversary Design Awards
- City of Edmonton Police Headquarters
- City of Edmonton Award - Best Institutional Building Award
- City of Edmonton Police Headquarters
- National School Boards Association
- American Institute of Architects Award - 1981
- Bev Facey Composite High School, Sherwood Park
- American Association of School Administration
- American Institute of Architects Award – 1981
- Shirley Cooper Award for Bev Facey Composite High School
- BC Hydro Energy Award of Excellence – 1994
- Vancouver Real Estate Board Headquarters

Project Descriptions

Lax Kw'Alaams Academy, Port Simpson, BC

Renovation of the existing school to upgrade and enhance the new Band operated independent school. Phase II is currently underway. This phase includes the Master Plan; site development; programming

and design of a new culturally relevant independent school for 390 children in this isolated First Nations Community on the Coast of BC.

Aspengrove School, Nanaimo, BC

Site selection; design and implementation of the “temporary” school premises in a modular facility in Nanaimo. Master Planning / programming for new school in Lantzville.



Southpointe Academy
Tsawwassen, BC

Southpointe Academy, Tsawwassen, BC

Involved in development of school facilities since its inception in 1999 taking it from a series of renovated commercial buildings in Century Square to a new and innovative home in 2003. The new school, now accommodating some 450 students creatively and very economically converted an existing motel into a dynamic and functional educational facility. It provides 37,000 sq. ft of school space for \$1.56 million.

Steveston Academy, Richmond, BC

Rezoning, Master Planning and detailed design of a new 400 (ultimate) student school in Steveston. Demolition and asbestos removal has been completed and the construction documents are complete for tender. This \$2.75 million project converts a 37,000 sq. ft. office building into a dramatic new school on the Steveston waterfront.



Island Pacific Academy
Kapolei, Hawaii

Central Okanagan Academy, Kelowna, BC

Master Plan for new school on Gordon Avenue in Kelowna; including “fast-track” development of school facility (six months from concept to occupancy) for fall 2003 opening. Just completed \$1.4 million gym/arts facility addition in April 2004

Island Pacific Academy, Kapolei, Hawaii

Concept design, Master Planning, programming and project management of a new independent school in the “new town” of Kapolei east of the Honolulu airport. Project is now proceeding to construction under the direction of a local design team.



St. Margaret Catholic Elementary School
Cambridge, ON

St. Margaret Catholic Elementary School, Cambridge, ON

This innovative elementary school incorporated numerous features that allow it to react to changes in student demographics, as well as serving as a true community centre for related activities. The school is based on a “modular design approach” that not only allows the school to grow or contract, but also incorporates this modular approach to building systems, in order that portions of the school can be operated independently, particularly for evening or weekend use. This preserves security and reduces energy demands as well. The school was completed 3 months ahead of schedule and under budget.


 North Shore Ice Sports
 North Vancouver, BC

Bev Facey Composite High School

This 125,000 sq. ft. high school was a major *international design award* winner both for its innovative planning, and for its architecture and energy conscious design. The school incorporated a major library / resource centre, as well as a comprehensive set of Industrial Education, arts and academic components. Bev Facey was one of the first major high schools in Alberta to incorporate “smart” building components and extensive data networks. The \$12.5 million (1982 \$) project won first prize from the American Association of Architects, US National School Boards’ Association and the American Association of School Administrators and was completed below budget.

Bayview Elementary School, Nanaimo, BC

Designed for an extremely tight site, this addition / renovation to Bayview School integrates 5 previous phases originating in 1949 into a modern and coherent school. The 850 m² addition consists of a new gymnasium, classrooms and support spaces. The \$1.5 million project was completed in 1996.


 Innovation Centre
 University of British Columbia

Mountain View Elementary School, Nanaimo, BC

This 2,000 m² addition and major renovation responded to rapid growth in the Nanaimo area. The facility was designed to serve as an educational facility and an effective community centre. The project was completed on time for a budget of \$3.6 million in September of 1993. The addition combined significant renovations to five older portions with a major addition to create a unified facility with a central courtyard space and an expanded capacity from of 425 students.

Rutherford School, Nanaimo, BC

This \$950,000 addition and renovation for District #68 was recently completed under budget and ahead of schedule. The renovation modified site access and parking in addition to adding multi-purpose and music rooms.


 Southpointe Academy
 Tsawwassen, BC