

HALLADAY EDUCATION GROUP

SCHOOL DEVELOPMENT & OPERATIONAL SERVICES



HALLADAY
Education Group Inc.



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Table of Contents

Table of Contents	i
1. Introduction.....	1
2. School Formation Services	2
5. Portfolio of School Development Projects.....	6
6. Experience Developing Schools in Major Land Developments & New Cities.....	9
Kapolei, Hawaii – Campbell Estates	10
Sienna Estates – Johnson Development Corp.....	11
Songdo City – Gale International Korea (GIK)	12
Fact Sheet.....	12
7. Recent HEG Projects.....	13
8. Our Process to Start & Manage Your School.....	16
9. Where To Start.....	20
10. Conceptual Development Of Your School	22
11. Additional Services	23
Appendix A: Architectural Overview.....	24
Background	24
Green Schools	24
Design Approach.....	25
B. Arch., Bachelor of Environmental Design, University of Waterloo1971.....	25
M. Arch., Master of Environmental Design, University of CalgaryProject List for Schools	25
Project List for Schools	26
Appendix B: Additional Information on Island Pacific Academy	29
Background Information:	29
Connection To Your Initiative	29
Overview of Kapolei City	31
Island Pacific Academy Site Plan, Building Elevations, and Floor Plan	32

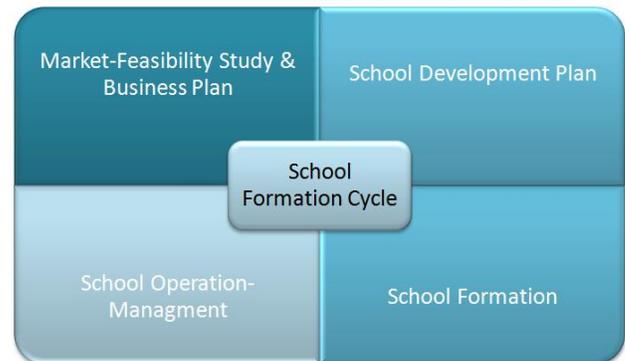
1. Introduction

Thank you for considering HEG to support the development and/or operation of your new Private K-12 School within your community, land development, or even new city. HEG is a premier educational and management consultancy that supports schools, colleges, businesses, and non-profits around the world and has a reputation for the highest quality of work and customized approach for our clients no matter where you're located.

HEG is a consortium of internationally recognized educational leaders and business professionals with first-hand experience starting, operating, leading, and improving schools internationally, with clients based in the US, Canada, and internationally. We've helped public and private schools, major corporations, and institutions maximize their institution's performance and achieve their dream of starting their own for- or non-profit private school; be it one school or part of a planned land development project or within a new city.

HEG and our experienced team are well suited and experienced to lead the development of your private school from the ground up and the subsequent operation and management of your institution after opening. By utilizing our quality controls or in-depth experience starting numerous world-class schools, we ensure proper planning, development, and operation of your institution, delivery of a first-class curriculum, and assurance your school will provide sustainable returns for your investors or sound finances for your foundation. We are extremely experienced with developing schools within major land developments and have the oversight to move your school from concept to operation. Our typical four stage development approach focuses on:

1. Feasibility/Market Study & Business Plan
2. School Development Plan
3. Implementation of School Formation Plan
4. Operation, Management, & Ongoing Support



We view the school formation process like building a foundation for your school - you need to establish the fundamental building blocks of your school's vision and philosophy before committing resources and capital to start the school. Our feasibility/market study and business plan is the backbone of the planning process for your founding team and/or investors. It illuminates the opportunity, program requirements, demand, timelines, facility needs, leadership, start-up costs, operational budget, ROI, and investment structure.

Provided within this document is an overview of our formation services for your school and its operation / management once it is open. Please take your time in reviewing the overview and contact me, Doug Halladay, President of Halladay Education Group at +1.604.868.0002 or email me at info@halladayeducationgroup.com if you've any questions, or wish to discuss your project in further detail. I'm looking forward to working with you and your team.

To your success,

Douglas L.J. Halladay, B.A., T.Cert., M.A.
President and CEO

2. School Formation 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 +20 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)

3. Schools We Can Develop



Halladay Education Group's team is experienced in the development of a variety of school types in a variety of countries. In short, 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 what ever 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!

4. Our Team



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 – President: 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 B.C. 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 – Executive Associate: 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 three 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.



Thaddeus Monckton – ESL and Language School 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.

Carole Al-Kahouaji – International Baccalaureate & International School Formation Specialist:



Carole 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 – BC-Offshore School Program & International School Formation 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.

Clint Wilkins - US-Based Program, CAIS, & WASC School Formation 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 – US-Based & Christian School Formation 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 – US-Based School Formation 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.

Becky Ward – 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 Construction 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

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.

Archie MacEachern, B.A., B.Ed., M.ED., - Public 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 lead the planning and development of major projects including Strategic Plans, Board Policy-Orientation 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.

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.

Mr. Royce Shook, B.A., M.A. - Curriculum Development & 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).

Geoff Turner - Cert. Ed, B. Ed M.A. – Senior Associate – International School Development:



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 – Senior Associate – International School Formation 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:



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.

Alfred Rodrigues (President of Rodrigues and Associates) – 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 has worked with native and local indigenous groups including the Tulalip Tribes and Port Gamble S'Klallam 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.

Sidney Rose – International Schools Formation 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.

5. Portfolio of School Development Projects

Our Senior Associates have, as part of our collective experience, been involved in helping to *start, develop, and/or* lead a number of prestigious private K-12 schools and post secondary institutions. Listed below is a sample of our associate's school development projects.

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 Baccalaureate 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



The Royal Dubai School – www.royaldubaischool.com

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.

Dubai, UAE



Wellington International School – www.wellingtoninternationalschool.com

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.

Dubai, UAE



Rashid School For Boys - www.rsbdubai.sch.ae

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.

Dubai, UAE



British Columbia Canadian International School of Cairo – www.bccis.net

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.

Cairo, Egypt



Dalian Maple Leaf International High School – www.mapleleafschools.com

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

Jinshitan,
Dalian, China

Ministry of Education. Over 2,300 students are currently enrolled.



Chadwick International School Songdo – www.issongdo.com + www.chadwickinternational.org

Songdo, Korea



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.



Vishwashanti Gurukul World School - www.mitgurukul.com

Pune, India

Sponsored by Mahahashtra institute of Technology, VGWS is a Grade PreK-12 world-class school, recognized as *an IB world School* authorized by the International Baccalaureate Organization (IBO) and registered as a Cambridge International Centre by the University of Cambridge International Examinations (CIE).



Dresden International School – www.dresden-is.de

Dresden, Germany

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.



Thuringia International School – www.this-weimar.de

Weimar, Germany

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.



International School in Nacka - www.isn.nacka.se

Saltsjöbaden, Sweden

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.

US-BASED PROJECTS



Island Pacific Academy (IPA) – www.islandpacificacademy.com

Kapolei, Hawaii, USA

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.



Sage Hill School – www.SageHillSchool.org

Newport, California, USA

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.



Santa Ynez Valley Christian Academy – www.syvca.com

Santa Ynez, California, USA

Santa Ynez is a Grades K-8 Private Interdenominational, co-ed, religious, non-profit school of 152 students, and belongs to the ACSI.



Fisher Island Day School – www.fids.org

Fisher Island, Miami, Florida, USA

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.

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 Programmes. 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 music.

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

6. Experience Developing Schools in Major Land Developments & New Cities

Halladay Education Group and our team of associates are pleased to be considered for your project. Our work represents the ideal integration of architecture, engineering, and educational programming, resulting in a dynamic and visionary learning experience.

It is essential to consider the education provision within the local context and/or within a new city

development in terms of surrounding infrastructure and cultural considerations. HEG's teams is experienced with local and international benchmarking standards for the provision of schools, noting current trends in the provision of schools in the local area and outcomes of discussion with some of the regional education agencies. 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 (Refer to Appendix B).



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 endeavours 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 minutes away. Fuelled by the demands of the new master planned city in Kapolei, our associates started Island Pacific Academy ('IPA'), a US\$ 26 million project, from the ground up, where it is on track to become a +1000 student school.

The following link is an article about Kapolei, <http://sanjose.bizjournals.com/pacific/stories/1997/05/05/story3.html>. This project has met with great success; not only embraced by the community but legislators as well.

Refer to the following article in the Honolulu Advertiser newspaper for additional details <http://the.honoluluadvertiser.com/article/2004/May/26/in/in13a.html>.

The link to Island Pacific Academy is <http://www.islandpacificacademy.com>



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 - Chadwick 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

7. Recent HEG Projects

Listed below is a short-list of our recent projects.



Feasibility-Market Study and Business Plan

- ▶▶ 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.
- ▶▶ 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.
- ▶▶ 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.
- ▶▶ 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.
- ▶▶ 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.
- ▶▶ 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.
- ▶▶ 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.
- ▶▶ 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.
- ▶▶ 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 - ABU DHABI, UAE: HEG was retained to develop a detailed start-up and operational business plan for a new K-12 BC certified offshore school in Abu Dhabi, UAE.
 - ▶▶ BRITISH COLUMBIA CERTIFIED OFFSHORE SCHOOL - BEIJING, CHINA: HEG was retained to oversee starting a K-12 BC certified offshore school in Beijing, China.
 - ▶▶ 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.
 - ▶▶ 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.
 - ▶▶ 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.

School Formation

- ▶▶ PROVIDED 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.
- ▶▶ 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.
- ▶▶ 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.
- ▶▶ 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 - 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 - TENNESSEE, USA: HEG was retained to develop the strategic plan for an Adventist Senior Boarding School in Tennessee, USA.

School Sales, Acquisitions, Mergers

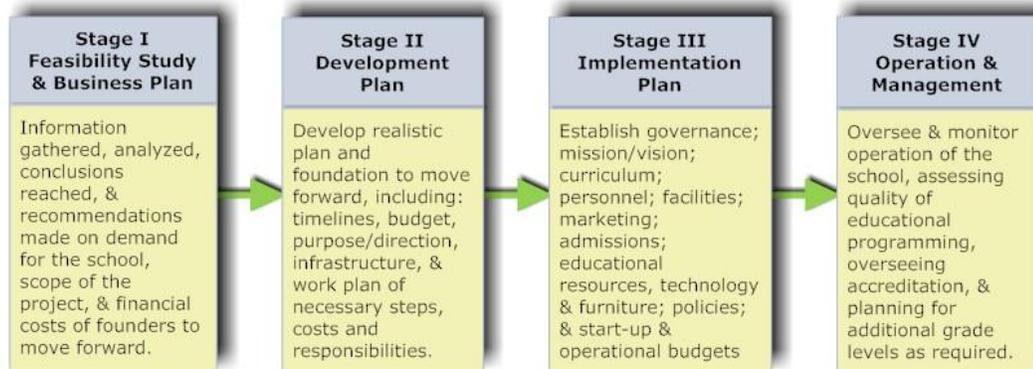
- ▶▶ BUY A CAREER COLLEGE AND LANGUAGE SCHOOL – CANADA: HEG was retained to assist a multinational firm to buy a career college and language school in Canada.

School Evaluations/Assessments/Board Workshops

- ▶▶ 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.
- ▶▶ EVALUATION OF A SCHOOL SYSTEM – UAE: HEG was approached to implement an evaluation of an existing school system in the UAE, including assessment of student, staff, and leadership performance.
- ▶▶ 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
- ▶▶ DEVELOP & ADMINISTER PILOT STUDENT ASSESSMENT SYSTEM – UAE: HEG was approached to develop/administer a pilot testing system for student performance using PISA in UAE school district.
- ▶▶ 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.

8. Our Process to Start & Manage Your School

The following diagram illustrates the stages we follow in the development of your school. HEG can provide complete project oversight for the development, opening, and operation/management of the school. Our comprehensive team can provide 'turn-key' services and take guide the schools development on behalf of the investment group and ensure that the school is on budget, opens on time, and provides a sustainable educational financial model.



HEG's School Development Model



Stage 1A: Feasibility Study

- Meeting with client to familiarize HEG with your plans and current status;
- In-depth understanding of your vision, mission, core values, and educational philosophy of the School and components to meet the needs of your regional Department of Education and/or investor group;
- Determine suitable educational programs(s) and research the appropriate accreditation-articulation partnership relationships and requirements;
- Familiarization with regulations that impact the licensing, start-up, and operation of the school;
- Identify potential combinations of programs for stages of formation;
- Determine timelines, benchmarks, and services for each stage of development;
- Determine client's 'readiness' and capacity to move forward and identify 'gaps' and strategies needed to ensure successful start-up and operation of the school ;
- Review corporate structure, mandates, licensing, certification, and accreditation;
- Review market demand for the *envisioned* school competition, and target market;
- Assess student enrollment at the school, stage-by-stage, against any demographic data;
- Determine the level of tuition and willingness of the market to pay and the degree that financial aid will be needed;
- Determine the response to the proposed educational programs;
- Identify barriers that need to be addressed to achieve success and what will generate community confidence in a new private school;
- Determine the management planning schedule and benchmarks;
- Develop strategies to ensure successful development and operation of the school;
- Stage 1A along with Stage 1B includes a Situation Analysis and Summary Report with advises on moving forward with a suitable school model. Once a determination has been made about the type of school model you want to develop, then an ensuing business plan will be developed.



Stage 1B: Business Plan

The objectives with the development the business plan include:

- Projected resources, facility needs, and costs;
- Determine timelines, benchmarks, and services for each stage of school formation;
- Marketing and Admissions plan, including:
 - Competitive market analysis to determine demand and niche segment;
 - Economic sensitivity analysis to determine tuition levels;
 - Marketing/admissions strategies and positioning;
 - Key message(s) to guide communications, marketing, and admissions.
- Develop project planning schedule, including timelines and priorities for start-up and operation;
- Assess the facilities and location for the school (interim and/or permanent);
- Determine the financial and investment framework, including:
 - Financing Structure;
 - Business assumptions;
 - Investment framework (e.g., debenture, preferred shares);
 - Initial start-up and five-year operational budget:
 - Construction and Renovation Budget;
 - Financing Requirements;
 - Human Resources - Payroll Estimates/Reasonableness Tests;
 - Equipment and Instructional Supplies Procurement;
 - Transportation needs;
 - Administration Costs;
 - Physical Plant and Facility Costs.
- Provision of an Executive Summary, feasibility study, recommendations, and the complete Business Plan Proforma's outlining initial investments needed, operational budget, and ROI.



Stage 2: Develop Formation Plan

HEG will assign a full-time project manager beginning in Stage II. Additional HEG staff will be provided over the course of opening the school. Develop detailed strategic plan based on recommendations and work plan from Summary Report

- Refine purpose and direction for the school and critical components, including: vision/mission statements, core values, and educational philosophy;
- Determine the international and local accreditation requirements and partnership arrangements;
- Meet with the Ministry of Education;
- Establish the governance and reporting committee structure of the school;
- Refine the business plan for start-up and operational budget for first 5 years;
- Develop accounting systems and financial reporting and audits, including selection of software;
- Work with your architect and construction manager, we will determine the facility/campus needs based on the vision, educational program, stages of development, and enrollment, and co-develop the design of the facility/grounds for the school;
- Identify staff infrastructure needs for pre-operation and operation, and lead the recruitment of the teaching and non-teaching staff, preparing job descriptions, contracts, policy handbook, and compensation levels;
- Oversee the advertising and interviewing of faculty, administration, and non-teaching staff to ensure that the School is adequately staffed for opening;
- Develop the framework for the educational program, including International and National programs;
- Refine the curricular and co-curricular educational programs and ancillary revenue centers;

- Develop and implement the marketing and communications plan to launch the school;
- Develop the appropriate marketing/admissions plan, material, system, and identify the personnel;
- Determine infrastructure needs for staff, students, parents, and board;
- Develop the student schedule, school calendar, and traditions.



Stage 3: Implement Formation Plan

Implement the critical elements developed in Stage 2 and prepare school start-up and operation:

- Retain and put into place the onsite HEG project manager and subsequent staffing of the school prior to opening (e.g., Head of School, Business Manager, Director of Admissions, receptionist, Director of Curriculum, IT Manager).
- Develop the governance model; mission/vision; curriculum; personnel; facilities; marketing; admissions; educational resources, technology, ordering and monitoring of the FFE; policies; and development and operational budgets.
- Refine the business plan in preparation for opening, including start-up and operational budget.
- Review the budget for reasonableness and adequacy for:
 1. Enrolment projections, staffing, and payroll benefit requirements.
 2. Teaching supplies and curriculum requirements.
 3. Marketing and student recruitment.
 4. Overhead expenses for the building as well as equipment maintenance.
 5. Headmaster and teacher's performance reviews, professional development and other administrative requirements.
- Review the budget with the investment group to ensure they understand all financial issues and assumptions concerning the operational budget, including:
 1. Cash flow projection for the next 24 months in order to obtain an understanding of the timing of the cash receipts and disbursements during the school year.
 2. Preparing an analysis of ratios using data obtained from the budget to clarify key budget benchmarks to board of directors.
 3. Comparing ratios calculated from budget data and compare them to industry standards for reasonableness.
 4. Discuss and coordinate any audit issues that the Board of will have in advance of the audit for the school year.
- Finalize the FFE and resources needed for operation, put to tender, short-list, order, and monitor;
- Finalize the necessary international and regional accreditation requirements;
- Lead the recruitment of staff and interview/offer contracts to faculty, administration, and non-teaching staff to ensure that the school will be adequately staffed for opening;
- Interview and hire the CEO, Administration, and faculty;
- Develop the curriculum and program structure. Included is an overview of each subject area and program, as well as the pillars of the educational program for the curricular and co-curricular programs, creating a scope and sequence for each grade. This seamless horizontal and vertical approach ensures a quality educational program at the school and consistency from grade-to-grade. Additionally, we will define the assessment philosophy and procedural guidelines;
- Develop benchmarks for each subject area and grade level, tailoring the educational program to both the philosophy and pedagogy of the school's unique scope and sequence. This will be developed for your regional, cultural, and linguistic context.
- Work with an outside contractor to design and develop the identity package, including office supplies, website, admissions package, brochures, logo, and other related publications as needed.
- Work with the staff to implement the admissions process, policies, and procedures to enrol student;

- Work with your architect and construction manager advise and/or co-lead the development of the School Campus Master Plan, including design and construction of the facility and grounds. Please note that the investment group should identify their own architect, contractor, and/or project manager to oversee construction of the campus. HEG will also have a permanent team member onsite to support the development of the facility and grounds;
- Develop the policy manuals for the School (students and staff);
- Develop the student schedule, school calendar, and routines;
- Implement the accounting systems and financial reporting and audits;
- Prepare the school for opening day and public launch.



Stage 4: Operation, Management, and Ongoing Support

Once the school is opened, HEG will provide complete oversight for the operation/management of the school on behalf of the investment group, as well as representation with Departments of Education and/or Accreditation Organizations. Our ongoing services include the phased-in development of the school as grades are added year-by-year until the school is fully enrolled at the maximum grade level and class sizes:

- Complete oversight and autonomy for operation/management of the school, assessing and monitoring quality of educational programming, overseeing accreditation, and additional grades/programs as the school develops;
- Intercede with appropriate Ministry of Education representatives and/or other authorities as needed to ensure the school is represented and meets licensing requirements.
- Consult with School Directors to build effective framework for Board leadership and to keep them informed of school performance benchmarks (e.g., Approval of a detailed annual budget and operating plan, acquisition and/or investment including capital expenditure, enrollment, academic performance, audits, staffing, facility/grounds, strategic plan);
- Oversight for the development of school's strategic plan and annual evaluation/assessment process for the annual operational plan.
- Support oversight of the annual strategic goals and evaluation/assessment process;
- Ongoing accreditation and preparation;
- Development and oversight of the annual administrative goals;
- Develop and/or monitor staff professional development, hiring, HR policies, and retention
- Oversee staff in charge of development of marketing/communications and recruiting plan with CEO;
- Supervise and support the CEO with an annual review and coaching;
- Preparation for the annual operating budget and audit, financial reporting, and audits.
- Prepare and monitor the annual operational budget and five-year financial plan. This will include reviewing and approving the school fee, staff payroll, and/or any other fixed or variable expense that will impact finances.
- Monitor the academic performance of the school and educational programming and implement improvement plans as needed;
- Ongoing school improvement planning;
- Revise policy manuals, including students and staff;
- Support hiring of administration and faculty;
- Support acquisition of learning resources and/or equipment as needed;
- Monitor school facilities and grounds and capital improvements and oversee improvements as needed;
- Monitor ongoing long-term school improvement plans.
- Support hiring of the senior administration and succession planning;
- Monitor the acquisition of learning resources and/or equipment as needed.

9. Where to Start



HEG tailors our fees to your project needs and your organization's own infrastructure. Part of our strengths is our associate's combined experience in developing schools around the world. This allows HEG to individualize our services to your regional needs and vision for your school. Hence, we can provide turn-key services and manage your entire school development project from the ground up...from concept to design/build, right through to educational programming, staffing, FFE, marketing/admissions, and much more. Our fees are normally divided into three components of school development:

- Feasibility and Business Development
- School Planning and Formation
- School Operation and Management

Our services can be tailored to your projects specific needs. This could be for a group of parents wanting to start a school for their children, a group of investors wanting to start a for-profit career college, or a major land development firm needing expertise advice to oversee the feasibility, design, land usage, and project management for one or multiple private schools. We are an international firm that is experienced working globally.

- ▶ **FREE CONSULTATION:** Hold a complimentary 1-on-1 30 minute telephone consultation to find out more about your project. We can help you get started in the right direction and help you understand where to go to next. This can be set up by calling me at **604-868-0002** or [email](mailto:info@halladayeducationgroup.com) me at info@halladayeducationgroup.com to take the next step (valued at \$150).
- ▶ **ONE-DAY WORKSHOP AND FOLLOW-UP REPORT:** Hold a 1-day workshop where we provide a comprehensive presentation on the 10 key stepping stones to starting your school and address all of your questions. We review the critical elements to consider in starting a sustainable school. Afterwards, we follow-up with a comprehensive Summary Report that provides direction on your schools development, including: purpose and direction, educational programs, marketing and admissions, project overview, organizational structure, facility needs, fundraising, budget, recommendations, timelines, and action plan to move forward. This is a priceless in moving forward in a coordinated effort.
- ▶ **FEASIBILITY STUDY:** We perform statistically driven surveys to gauge real market demand for your school. This approach will determine whether the formation of your school is realistic and feasible. Our professional survey tools include both qualitative and quantitative tools including: focus groups, phone surveys, mail surveys, online surveys, and more. As with the One-Day Workshop, we first meet with you in-person to understand the type of school you want to start, as well as provide a comprehensive presentation on the 10 key stepping stones of starting your school. Our follow-up Feasibility Report is extremely detailed and provides answers to the key questions about market demand and enrollment, including: purpose and direction, educational program, marketing and admissions, statistically validated enrollment projections (grade, gender, location), work plan, organizational structure, location and facilities, fundraising, finance (start-up budget, 5 year financial forecast, revenue projections, ROI, payroll, programming, and more). We can do this with for- and non-profit schools.

- ▶ **DEVELOP A COMPREHENSIVE BUSINESS PLAN:** In many cases, founders need a detailed Business Plan to assist with approaching investors to provide the capital needed to fund the formation of your school and cover potential shortfalls in the first few years of operation. In addition, non-profit schools need a business plan as part of their fundraising case to convince donors and lenders of the true costs of the start-up budget and the first five years of the operational budget. We can assist by developing a comprehensive business plan that covers all the financial details needed to start and operate your school. Essentially, it is the detail of the Feasibility Study without the survey data. We've done dozens of these and are the experts in the field.

- ▶ **COMPLETE FORMATION SERVICES:** When you are ready, we can tailor a proposal of our complete services specifically for your formation project that will assist you through the entire process of starting your school. Why invent the wheel. Our team of associates have combined to start close to 30 private K-12 schools and colleges around the world, so we've been there and know the most efficient process to start a prestigious school.

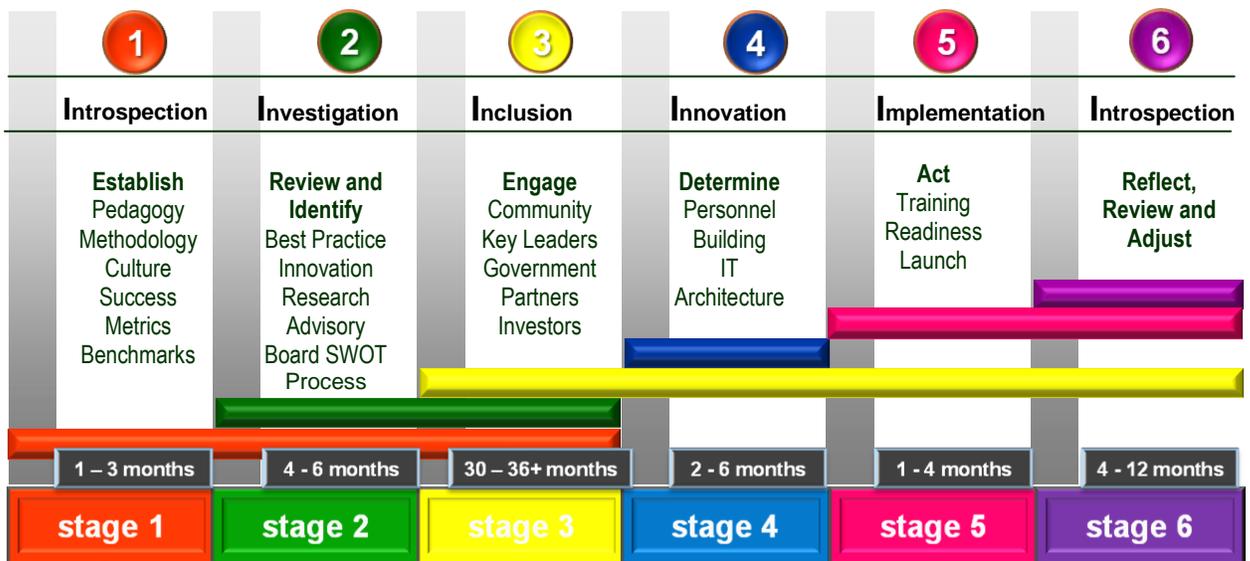
- ▶ **MONTHLY RETAINER/COACH:** Many founding groups feel that they have the internal staff to handle the critical elements of starting their own school, but like many, they want to have a coach to go to when they have questions or have hit the wall. We can make arrangements to set aside as many days/hours per month so that you can bounce ideas and questions off of us, or determine what the next step. If you are interested in receiving written material about HEG, or would like to discuss your particular schooling needs, **please contact Doug Halladay directly to find out more about our School Formation services.** You can set this up by sending him an email to info@halladayeducationgroup.com or calling directly at 1-604-868-0002. Don't wait...make your dream a reality!



10. Conceptual Development of Your School



Without a solid foundation and groundwork, a structure will collapse. That's why establishing a school requires exceptional planning, experience, and a commitment to a clear vision. The mechanics of school formation can be challenging and rife with pitfalls. In today's complicated education environment, the need to work smarter and be ready for the first day of operation is critical and can't be repeated. As a conceptual model, school formation is divided into 6 key stages:



11. Additional Services



HEG offers a diverse range of services to serve its clients in the education sector. We provide customized solutions, including:

- Independent-Private School Formation
 - Mergers, Sales, and Acquisitions of Schools
 - Site Selection and Zoning
 - Advising on financial structures and Grants
-
- Government Education Regulatory Relations
 - School Management Services
 - Strategic Planning
 - Board Governance
 - Head of School Evaluation and Support
 - Executive and Faculty Searches
 - Institutional Assessments and Audits
 - Publication Development and Admissions
 - International Marketing and Recruiting
 - Market and Constituency Surveys
 - Policy, Handbook, and Bylaw Development
 - Fundraising and Development
 - School Formation and Expansion



Appendix A: Architectural Overview

Background

Our team 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, our associates have been recognized for several significant design awards over his 35 year career. They are leading specialists in sustainable design and have promoted a 'green' environmentally sensitive approach for more than three decades. In addition to traditional architectural roles, they have 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, 'daylighting' 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 Dandy 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.



Innovation Centre
University of British Columbia

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.



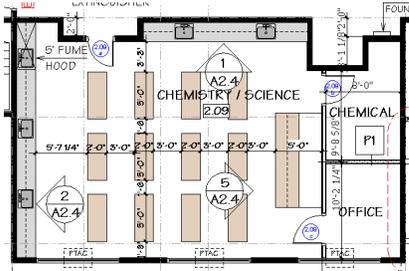
Bev Facey Composite High School
Sherwood Park, AB

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

Academic Credentials

B. Arch., Bachelor of Environmental Design, University of Waterloo 1971
 M. Arch., Master of Environmental Design, University of Calgary


 BC Biomedical Laboratories
 Vancouver, BC

 Southpointe Academy
 Tsawwassen, BC

 Innovation Centre
 University of British Columbia

Project List for Schools

- 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

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.



St. Margaret Catholic Elementary School
Cambridge, ON


 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.

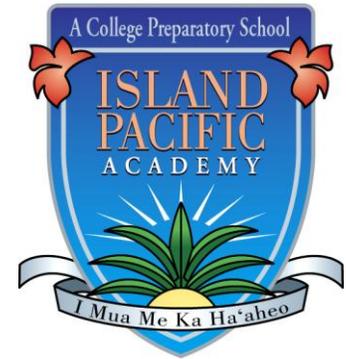

 Southpointe Academy
 Tsawwassen, BC

Appendix B: Additional Information on Island Pacific Academy

Background Information:

Location: Kapolei, Oahu, Hawaii

The planned City of Kapolei is a new city located west of Honolulu on the island of Oahu. The total development consists of residential housing, office, commercial and industrial, recreational facilities, resorts, and several golf courses. Kapolei features excellent infrastructure, including the best available telecommunications. Kapolei is the fastest growing area on Oahu. Over the past 10 years, Kapolei's population has grown by more than 60% while the overall growth rate on Oahu, which contains more than 85% of Hawaii's population, has grown by just over 3% during the same period. Kapolei currently has a population of over 80,000 people and has the second-highest per-household income level on Oahu. More than 15,000 people work in the Kapolei area. Kapolei is a community that cares deeply about their living environment and in providing the best education for their children; however the community did not have the option of a private K-12 school. Our Senior Associate, working with the land developer for the planned city, established the K-12 schools and the operation and management of the school. For further information on Kapolei, please visit: www.kapolei.com.



Connection To Your Initiative

In the 1980s, the trustees of Campbell Estate, one of the largest landowners in Hawaii, had a challenge very similar to that of the current planners of Masdar City. They had to build a brand new city within very a short time. Their plan was to build a new city to host a population of 80,000 in 15 years in Kapolei on the Hawaiian Island of Oahu.

Education was a primary concern for the Kapolei planners. They had allocated significant resources by providing land and equipment to establish three public schools while at the same time inviting the top private schools on Oahu to open new schools or satellite campuses in their master-planned community. Despite the inducement of free land and cash grants, none of the ten private schools invited to participate in this endeavour accepted the Estate's offer. Frustrated by the lack of interest from local private schools in bringing first-class education to their new city, the Estate solicited the expertise of HEG's Senior Associate, Bill Wan, as one of the lead consultants. The Estate's initiative to obtain outside help resulted in the formation, development, and management contract of a new school in Kapolei called Island Pacific Academy. For further information on Island Pacific Academy, please visit: <http://www.islandpacificacademy.com/>

The *formation, development, and management contracts* involved every aspect of the school formation process, including but not limited to consultation on governance, recruitment of the Head of School, the design and construction of the school campus, as well as sourcing of financing from venture capitalists, banks, and various private investors.

The *financing process* included a lengthy negotiation with Campbell Estate on the leasing of three acres (one city block) of land in downtown Kapolei. The land deal was extremely complex because it had to include sufficient profit incentives to attract interests from private investors in return for the risks they faced in providing the seed and at-risk equity capital. The deal also had to include adequate security to allow the bank to put up the financing required for the balance required for the formation and construction of the

school. The final outcome of this land deal was such that a venture capital firm put up the \$2 million seed capital and Island Pacific Bank of Hawaii would lend \$8 million to construct a 28,000 sq. ft building for the Junior School of the Academy. The consulting team then in the subsequent year, using a combination of tax exempt bonds and US government loan guarantees, secured another \$28 million financing to permit the school to retire the \$2 million shareholder loans, the \$8 million loan from Island Pacific Bank, and then use the balance of the new financing to fund the construction of a second building of 42,000 sq. ft. for the Academy's Senior School. All of these buildings were constructed on three acres and on lands leased from Campbell Estates with a purchase option.

The lease with Campbell Estates was for 53 years. To assist the school during its early years, Campbell Estate provided free rent for the first three years and a rent deferral for the fourth and the fifth school year.

Island Pacific Academy's enrolment was 200 in its first year of operation in 2004. The enrolment increased to 380 in the second year. Now in its fifth year, the enrolment of Island Pacific Academy is close to 1000 students. During this period, the City of Kapolei also saw major population growth. Demographic data on the City of Kapolei website indicated the city's population grew from 43,000 in 1990 to 84,000 in 2005. Most of the population growth of about 41,000 happened between the years 2000 and 2005.

The planning and development of IPA required the consulting team to design, build, and outfit the school with the best administrators and faculty members within a one-year period. The Academy also needed a management contract with the lead consultant's to ensure the school would mature in a way that would meet the initial goals and objectives that were set by the Academy founders.

Development Concept for Island Pacific Academy



Overview of Kapolei City



Kapolei is where Hawaii's most populous island is directing its future growth. Kapolei is a 25-minute drive from the Honolulu International Airport. The 70,000 residents enjoy new schools, state-of-the-art medical facilities and the many recreational activities in the area.

Companies in Kapolei include national and regional retailers, medical providers, financial institutions, technology companies and other commercial businesses.

Features & Benefits

- Master planned community
- Available educated workforce
- Enterprise Zone status
- Adjacent to Kapolei Business Park and Kalaeloa Harbor
- Direct access to satellite earth stations
- Direct access to providers of trans-Pacific fiber optic cables

Property Information

Acreage	64 acres zoned B-2
Density (FAR)	1.0-3.5
Height Limits	Varies - 60/90/150 feet



THE TRUSTED AUTHORITY FOR SCHOOL DEVELOPMENT

Island Pacific Academy Site Plan, Building Elevations, and Floor Plan

