

UNIVERSIDAD PARA LA COOPERACION INTERNACIONAL
(UCI)

A PROJECT MANAGEMENT PLAN TO DEVELOP A SPECIAL EDUCATION
CURRICULUM AND ENHANCING TEACHER CAPACITY AT THE BABONNEAU
SECONDARY SCHOOL IN SAINT LUCIA.

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DEDICATION

This project is truly devoted to my Special Education students of the Babonneau Secondary School. Throughout this journey, your tenacity, curiosity, and resolve have been an ongoing source of inspiration. This project is loaded with hope for your future, a future in which inclusive education is a reality rather than a pipe dream. Your voices, your experiences, and your victories drove the motivation for this study and served as a constant reminder to me of the significance of establishing learning environments where each student feels respected, encouraged, and empowered. I hope that this work will help you get the chances you deserve and pave the road for better, more equitable futures. This project is for you.

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ABSTRACT

This final graduation project creates a project management plan to design and implement a 7–11 Special Education curriculum at Babonneau Secondary School (BSS) in Saint Lucia. The project tackles the gap between national inclusive education policies and secondary schools' limited ability to provide meaningful learning opportunities for special needs students. Fragmented support, inadequate teacher preparation, and a lack of defined curricular frameworks lower student achievement and teacher confidence.

The project aims to create an inclusive, sustainable curriculum and structured teacher professional development. The school's growing special education population and insufficient ad hoc instructional approaches to assure learning equity necessitates the need. The initiative aims to provide a contextually grounded and scalable paradigm for inclusive education within national and international responsibilities.

To ensure rigor, accountability, and sustainability in curriculum delivery, all subsidiary project management plans; scope, schedule, cost, quality, risk, procurement, stakeholder, and communication are developed. Mixed-methods research combines qualitative data from interviews, classroom observations, and focus groups with quantitative data from student performance records, baseline assessments, and diagnostic evaluations. A hybrid delivery methodology uses predictive governance planning, adaptive curriculum design and teacher training cycles, iterative pilot testing, and continual feedback.

Project management transforms scattered educational processes into a structured and sustained action. Babonneau Secondary School benefits from its organized curriculum, professional development, and monitoring methods to improve teaching and student outcomes. The project improves the school's adaptive ability and presents the curriculum as a model for Saint Lucia and the Caribbean, by combining regenerative and sustainable development ideas.

Key words: Special Education, inclusive education, curriculum development, teacher professional development, Saint Lucia.

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ABBREVIATIONS AND ACRONYMS

BSS - Babonneau Secondary School

ESDP - Education Sector Development Plan

FGP- Final Graduation Project

GOSL - Government of Saint Lucia

IEP - Individualized Education Program

ICT – Information and Communication Technology

KPI- Key Performance Indicator

MOE - Ministry of Education

PMBOK- Project Management Body of Knowledge

PMP - Project Management Plan

SLU- Saint Lucia

SPED - Special Education

TOR – Terms of Reference

UDL - Universal Design Learning

XCD/EC – Eastern Caribbean Dollar

EXECUTIVE SUMMARY

Babonneau Secondary School (BSS), which serves children from a variety of socioeconomic backgrounds, including a sizable and quickly expanding population in need of Special Education (SPED) programs, is situated in a rural area of northern Saint Lucia. Inconsistencies in teaching methods, inadequate teacher preparation, a lack of learning resources, and the lack of an integrated curriculum framework to direct programming for students in grades 7–11 have historically limited the school's ability to meet the learning needs of SPED students, despite national commitments to inclusive education. Only 40% of SPED students met predicted milestones as a result of these gaps, which also led to low student success, fragmented instructional delivery, and restricted progress toward Individualized Education Program (IEP) goals.

This Final Graduation Project's goal was to create, develop, and implement a thorough Special Education curriculum and an additional teacher capacity-building program under the direction of a comprehensive Project Management Plan that complied with PMBOK standards. Both quantitative and qualitative data, such as diagnostic tests, focus groups, interviews, classroom observations, and national policy studies, served as the project's foundation. In order to improve student results, foster inclusivity, and raise instructional quality, the project's main goal was to address systemic issues by implementing consistent procedures, structured guidance, monitoring systems, and ongoing professional development.

Significant institutional gaps were found by the study: just one of the eight SPED teachers had formal training, 160 learners (31% of the school population) were classified as having special education needs, and only 1.7% of the school's yearly budget was devoted to special education. Lack of a defined curriculum, evaluation framework, and professional development cycle resulted in inconsistent teaching methods and few chances for students to advance academically and socially. Understanding that these limitations coexisted with socioeconomic vulnerabilities in the Babonneau community, the study also tackled more general concerns about long-term resilience and educational justice.

The project set twelve specific goals using a hybrid project management methodology, which included adaptive, iterative cycles for curriculum design and teacher development and predictive planning models for governance and resource allocation. A professional development program was designed and implemented, the project charter was created, all subsidiary management plans (scope, schedule, cost, quality, resources, risk, communications, procurement, and stakeholder engagement) were developed, and finally, an innovative Special Education curriculum for grades 7–11 was produced. This curriculum was based on concepts such as Universal Design for Learning (UDL), differentiated instruction, data-driven assessment, and regenerative educational values.

A comprehensive curriculum package with modules, teacher guides, rubrics, accommodation pathways, and digital resources; a multi-phase professional development program with workshops, coaching cycles, and classroom observation tools; monitoring and evaluation tools; stakeholder engagement mechanisms; and governance procedures to support future curriculum sustainability are just a few of the project's major deliverables. The results showed that

instructional fidelity, stakeholder alignment, and coordination were all much enhanced by structured project management techniques. Instructors showed better differentiating techniques, more self-assurance, and more efficient use of assessment results. Initial pilot testing revealed better tracking of IEP outcomes, enhanced student involvement, and more defined learning pathways.

The study showed how the instructional ecosystem at Babonneau Secondary School was completely changed by the intentional integration of a research-driven curriculum design process and a structured professional development framework, both of which were led by thorough project management approaches. A systemic, competency-based training model that equips teachers to interpret learner variability, carry out differentiated instruction faithfully, and continuously adapt lessons based on data is necessary for sustainable improvements in SPED instruction, as demonstrated by the development and implementation of Objectives 11 (teacher capacity-building) and 12 (curriculum design and implementation). The experience confirmed that curriculum design and capacity-building are interrelated processes that, when combined, provide the groundwork for long-term instructional equity and better academic and social results for students with special education needs.

To conclude, this Final Graduation Project shows that implementing strict project management techniques to educational reform programs leads to more effective planning, improved stakeholder participation, enhanced teacher practice, and significant curriculum innovation. The resulting professional development program and special education curriculum offer a scalable, contextually grounded framework for enhancing inclusive education throughout Saint Lucia and the Caribbean, and they mark a revolutionary step toward equitable learning for Babonneau Secondary School's SPED students.

The curriculum and professional development framework created by this project should be formally institutionalized by the Ministry of Education and the Babonneau Secondary School Administration. This should be done by incorporating it into the school's yearly improvement plan and expanding it into a national SPED capacity-building initiative that is supported by the Ministry of Education. This means maintaining data-driven monitoring mechanisms, guaranteeing specialized funding for SPED, continuing cyclical professional development, and expanding the paradigm to additional secondary schools. Protecting the progress made, avoiding a return to disjointed methods, and making sure that the curriculum changes in line with national inclusive education aims, all depend on this kind of institutionalization.

1 INTRODUCTION

1.1 Background

Situated in the rural, northern region of Saint Lucia, BSS caters to pupils from various socioeconomic backgrounds, predominantly from families involved in agriculture, trade, or the service industry. The MOE is dedicated to providing equitable and high-quality education; yet, addressing the requirements of children with diverse learning profiles, especially those with special educational needs, continues to be a significant challenge.

Historically, Saint Lucia has implemented an inclusive strategy, integrating children with disabilities into mainstream classes without significant alterations to the curriculum (UNESCO, 2020). This has facilitated social inclusion but has not fostered significant academic advancement for students with mild to severe disabilities. Structural impediments, including inadequate teacher training, restricted adaptive resources, and the lack of organized curricular frameworks, have obstructed the achievement of inclusive education goals at the secondary level. Babonneau Secondary's curriculum is predominantly standardized and does not provide a comprehensive framework for integrating special education best practices throughout grades 7–11. Although certain provisions are established via Individualized Education Programs (IEPs), numerous students with learning disabilities encounter disengagement, subpar performance, and graduate, lacking sufficient skills for employment or community involvement. Educators constantly emphasize the lack of specialized resources and directives for modifying instruction to accommodate varied learning requirements.

Further, the socioeconomic conditions of the Babonneau neighbourhood exacerbate these issues. Rural youth encounter elevated risks of unemployment, restricted access to vocational training, and increased exposure to criminal activity (Caribbean Development Bank, 2019). Education

must transcend academics to foster resilience, critical thinking, and essential life skills.

International frameworks underscore that education must promote self-sufficiency and societal advancement in economically precarious situations (UNESCO, 2015).

The Final Graduation Project (FGP) addresses these requirements by developing and executing a specialized education program customized for the Babonneau Secondary School. It incorporates tailored instruction, scaffolded learning, and functional task analysis to assist various learners, while upholding rigorous standards. The modular architecture facilitates adaptability for varying student preparation levels, while professional development provides educators with ongoing training in inclusive pedagogy. Research emphasizes that continuous assistance and stakeholder involvement enhances curriculum acceptance and teaching quality (Dixon et al., 2014; Haile & Mekonnen, 2024).

The FGP integrates monitoring and assessment systems to promote accountability and continuous improvement, in accordance with the principles of iterative development outlined in the PMBOK Guide (PMI, 2021). Qualitative and quantitative data, encompassing student results, teacher fidelity, and stakeholder satisfaction, will inform curriculum enhancement, in accordance with utilization-focused assessment frameworks (Patton, 2018).

The FGP aims to tackle the interconnected challenges of academic underachievement, social marginalization, and limited opportunities for students with exceptional needs. By integrating established educational methodologies and regenerative ideas, the Babonneau Secondary School will be established as a paradigm for inclusive, sustainable, and resilient education in Saint Lucia and the broader Caribbean.

1.2 Statement of the Problem

BSS highlights a wider concern within Saint Lucia's educational framework: the lack of a structured, contextually relevant special education curriculum for grades 7–11. Although national policies endorse inclusive education, execution remains irregular. UNESCO (2021) observes that Caribbean countries, such as Saint Lucia, frequently depend on disjointed models of special education with few curriculum modifications in general classes.

The ramifications are apparent in student accessibility and performance. Adolescents with impairments in the Caribbean are 10% less likely to enrol in school compared to their counterparts (UNESCO, 2021). In Saint Lucia, 361 children with disabilities were enrolled during the 2014 - 15 academic year; yet, hardly 24% of their 64 educators possessed specialist training (UNICEF, 2015). At the Babonneau Secondary School, the lack of a formal curriculum results in teachers relying on improvised tactics, leading to inconsistent instruction, student disengagement, and inadequate preparation for maturity and careers (OECS & University of Sheffield, 2005).

The National Education Sector Analysis recognizes insufficient access to excellent education for students with special needs as an impediment to equity and sustainable development (UNESCO, 2015). Despite the Education Act and subsequent development plans advocating for inclusiveness, they are deficient in operational mechanisms for scaffolded and individualized learning (Summa Education, 2025). The disparity between policy and practice is exacerbated by Babonneau Secondary School's socio-economic challenges, limited resources, and elevated youth unemployment, which heighten the likelihood of dropout and social marginalization. In the absence of a planned curriculum or project management framework, educational projects are devoid of deliverables, milestones, and assessment criteria, hence constraining scalability and

sustainability. Successful reform necessitates a PMBOK-oriented methodology that incorporates charter formulation, scope delineation, and performance evaluation to guarantee accountability and sustained impact (UNICEF, 2015; Summa Education, 2025).

This Final Graduation Project will develop and execute a complete special education curriculum for the Babonneau Secondary School, in accordance with national policy and worldwide best practices. By integrating stakeholder involvement, professional development, and monitoring systems, it aims to connect policy with practice, improve student results, and provide a reproducible model for inclusive secondary education in Saint Lucia.

1.3 Purpose

Among Babonneau Secondary School's 525 pupils, 160 (31%) are classified as special education learners, reflecting a 10% rise over two years attributed to Ministry zoning modifications. This indicates advancement in inclusivity, however it has exacerbated resource and capacity constraints. Merely 40% of these pupils presently achieve their IEP objectives, just one in eight educators have formal training, and a mere 1.7% of the EC\$60,000 yearly budget is allocated to special education.

In the absence of a Project Management Plan, curriculum development is disjointed, reactive, and unsustainable. This constrains efficiency, stakeholder involvement, accountability, and access to external financing (PMI, 2021). This Final Graduation Project (FGP) tackles these challenges by developing and executing a thorough special education curriculum based on the PMBOK methodology. It will delineate explicit scope, deliverables, stakeholder processes, and quality assurance protocols. The objective is to elevate IEP goal attainment from 40% (64 students) to 75% (120 students) during a 12-month period. The initiative encompasses a 40-hour

professional development program for a minimum of four educators, concentrating on differentiated instruction, data-informed decision-making, and inclusive classroom management (Darling-Hammond et al., 2017; Dixon et al., 2014). It will also require an additional EC\$30,000 in funding to enhance adaptable materials, evaluations, and assistive technologies.

The effort aims to enhance student achievements, bolster teacher capacity, increase job happiness, and improve retention, while also fostering parental trust in the school. By conforming to national policy, the FGP establishes a scalable and replicable curriculum model that will position Babonneau Secondary as a pioneer in inclusive, sustainable education and facilitate systemic reform in Saint Lucia.

1.4 General objective

To investigate the impact of each element of a project management plan on the successful implementation of a Special Education curriculum and to establish and evaluate teacher capacity-building initiatives that enhance curriculum delivery and assessment at Babonneau Secondary School in Saint Lucia.

1.5 Specific objectives

1. To create a project charter that will facilitate the formulation of the project deliverables.
2. To design a scope management plan to establish the tasks required for project execution and ensure project completion.
3. To develop a schedule management plan to ascertain the project life cycle and ensure effective completion of the project within the designated time frame.

4. To formulate a cost management plan to oversee the budget and finances of the project.
5. To design a quality management plan to oversee and regulate the project to fulfill the expectations of the stakeholders.
6. To design a resource management plan that determines the necessary resource acquisition methods and management strategies that reduce inefficiencies.
7. To develop a communication management plan that guarantees timely and adequate access to information for key stakeholders during the project design and implementation phases.
8. To create a risk management plan to mitigate and respond promptly to risks that exist and may arise within the project life cycle.
9. To develop a procurement management plan for acquiring resources necessary for project implementation.
10. To develop a stakeholder management plan for the monitoring and engagement of stakeholders within the project.
11. To develop and execute a specialized professional development program to enhance educators' pedagogical competencies in special education.
12. To design and implement a Special Education curriculum that seamlessly incorporates the principles of regenerative and sustainable development, aligns with the contemporary issues facing the Babonneau Secondary School, and embodies a Grades 7 to 11 program while enhancing teaching and learning outcomes with the aim of preparing students for the future.

2 THEORETICAL FRAMEWORK

2.1 Company/Enterprise framework

The Babonneau Secondary School project will be implemented under the authority of the Ministry of Education, Sustainable Development, Innovation, Science, Technology, and Vocational Training, directed by the Minister of Education. Babonneau Secondary School, a public institution for grades 7-11, aligns its academic, financial, internal-process, and stakeholder- engagement objectives with this framework, ensuring the Special Education curriculum integrates seamlessly into national policy goals and the school's mission of inclusive, student-centered learning.

2.1.1 Company/Enterprise background

The Final Graduation Project will design and execute a complete Special Education curriculum for grades 7–11 at the Babonneau Secondary School, catering to the rural Babonneau community. The school serves as a fundamental institution for local development, promoting academic success and socio-economic progress among its students. This program, bolstered by governmental funding and international collaborations, coincides with Saint Lucia's dedication to education as a fundamental human right and acts as a catalyst for inclusive learning. Figure 1 highlights the location of Babonneau Secondary School.

2.1.2 Mission and vision statements

Vision

To be a school of choice committed to the total development of the child, staffed by qualified, competent, and dedicated teachers and support staff who are professional in conduct and committed to continuous self-development.

Mission

To provide a conducive teaching and learning environment where each child can develop the skills and attitudes needed to make a meaningful contribution to society.

Babonneau Secondary School, 2001

Motto

Unlocking the potential within

Figure 1

Picture of the Babonneau Secondary School



Note. From Babonneau Secondary temporarily reverts to distributed learning, by Ministry of Education, 2021, Government of Saint Lucia. <https://www.govt.lc/news/babonneau-secondary-temporarily-reverts-to-distributed-learning>

2.1.3 Organizational structure

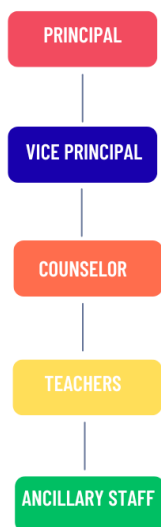
Babonneau Secondary School's organizational structure adheres to a distinct, top-down hierarchy aimed at optimizing decision-making and enhancing student learning. The principal occupies the highest position, establishing strategic direction and coordinating with the Ministry of Education. Directly below is the vice principal, tasked with daily operational supervision and assuming the principal's duties when necessary. The counselor reports to the vice principal and delivers student

support services, including advising, referrals, and well-being programs, which enhance both academic and pastoral care. Teachers form the fundamental instructional tier, implementing curriculum, evaluating student advancement, and working on pedagogical methodologies, including the new Special Education initiative.

Ultimately, ancillary staff (e.g., administrative officers, IT technicians, groundsmen, and janitors) guarantee the seamless operation of the school's facilities, technology, and administrative processes, allowing educators and counsellors to concentrate on instruction and student care. This hierarchical and collaborative paradigm guarantees explicit accountability while promoting cross-functional collaboration vital for project initiatives such as the Special Education curriculum implementation.

Figure 2

Organizational structure of the Babonneau Secondary School



Note. This figure was created by the author.

2.1.4 Products Offered

The Ministry of Education, Sustainable Development, Innovation, Science, Technology, and Vocational Training provides essential "products" that support the activities of Babonneau Secondary School and define the objectives of this FGP. The principal guarantees that these programs are accessible to all stakeholders; teachers, students, and community partners, by collaborating with Ministry officials and local institutions.

2.1.5 Curriculum Standards and Frameworks

The Ministry provides comprehensive teaching standards and scope-and-sequence frameworks for all subjects, including special education. These standards set the rules for creating our curriculum modules for grades 7–11, ensuring they meet national learning goals and follow inclusive education rules.

2.1.6 Certification and Evaluation Instruments

National assessment criteria and certification protocols, including school-based examinations and standardized reporting rubrics, authenticate teacher qualifications and student performance. The FGP's Assessment & Monitoring Tools improve these tools by customizing rubrics and data collection methods to measure how well IEP goals are met and how effective the curriculum is.

2.1.7 Teacher Professional Development (PD)

The Ministry provides professional development throughout the year through workshops, conferences, and seminars focusing on differentiated education, inclusive pedagogy, and leadership. The FGP's 40-hour professional development program utilizes these Ministry-endorsed courses, tailoring the curriculum to the setting of Babonneau and certifying four more educators in Special Education techniques.

2.1.8 Leadership Assistance and Educational Enhancement Services

The Ministry offers on-site coaching, curriculum evaluations, and school improvement consulting to principals and department leaders. This support elucidates our Project Charter and Stakeholder Management Plan by establishing governance structures, specifying stakeholder responsibilities, and ensuring the project meshes cohesively with broader school improvement initiatives.

2.2 Project Management Concepts

“A project is a temporary endeavour undertaken to create a unique product, service, or result.” (PMI, 2017) This Final Graduation Project utilizes that definition for the design and implementation of a Special Education program for grades 7–11 at Babonneau Secondary School. The initiative creates a structured, standards-based curriculum design. This approach is designed for learners with varied needs, ensuring equitable access to high-quality instruction, explicit learning objectives, and differentiated resources that assist both educators and students. The curriculum offers educators detailed lesson plans, assessment rubrics, and inclusive teaching practices, facilitating preparation and enhancing instructional confidence. It enhances academic engagement, social integration, and skill development for students, facilitating self-advocacy, collaborative learning, and personal growth. The program reflects the Ministry of Education’s dedication to inclusive education, facilitates systematic monitoring and evaluation of Special Education outcomes, and advances national objectives of equity and student-centered learning.

2.2.1 Project management principles

The PMBOK Guide Seventh Edition (PMI, 2021) outlines a collection of guiding principles to facilitate efficient project execution. The creation and implementation of a grades 7–11 Special

Education curriculum at Babonneau Secondary School necessitate the following concepts, which have been adapted to the school's rural context, stakeholder requirements, and schedule:

- i. Stewardship** - The transparent and ethical administration of resources is essential. The Cost Management Plan mandates strict compliance with the budget, employs a centralized expense record, and generates monthly financial reports for the project sponsor.
- ii. Stakeholders** - Continuous, significant interaction guarantees that outputs fulfill user requirements. A stakeholder registration and communications matrix provide monthly review workshops with educators, administrators, parents, and Ministry representatives to gather feedback and confirm each phase.
- iii. Quality** - Deliverables must meet specified criteria. Success criteria, like raising IEP target achievement from 40% to 75%, are checked through quality audits every two phases during the curriculum design and pilot stages, with any necessary fixes noted in the Quality Control Checklist.
- iv. Risk** - Proactive risk management alleviates uncertainties. A prioritized risk register, qualitative assessment of principal threats (such as data integrity problems), and comprehensive reaction plans with designated owners facilitate prompt action to maintain the project timeline.
- v. Tailoring** - Modifying standard procedures to suit local circumstances increases pertinence. Templates such as the risk register and change control log are tailored for Babonneau's paper-based documentation and sporadic power interruptions, guaranteeing accessibility for all team members.

- vi. **Team** - An integrated, empowered team propels project success. The core group, consisting of the Special Education Coordinator, Heads of Department, and teacher champions, convenes biweekly under the Resource Management Plan, with explicitly specified roles and collaborative tools to enhance accountability.

2.2.2 Project Management Domains

The PMBOK Guide Seventh Edition (PMI, 2021) explores eight performance domains that structure project activities based on outcomes rather than isolated procedures. Below, we highlight the most significant domains of the Babonneau Secondary School Special Education curriculum project, each associated with critical elements of development and implementation.

i. Stakeholder

This domain prioritizes identifying individuals, groups, or organizations that the project can impact or influence, and fosters positive relationships. Our FGP includes a detailed stakeholder register that profiles teachers, administrators, parents, and Ministry advisors, accompanied by a communications matrix that outlines specific interaction strategies and their respective frequency. Monthly validation workshops and feedback mechanisms guarantee that the Special Education curriculum aligns with classroom reality and community priorities, ensuring stakeholder engagement at every phase.

ii. Team

The Team domain focuses on establishing and sustaining a unified, empowered group capable of accomplishing project goals. We create a definitive RACI matrix designating responsibilities to the special education coordinator, heads of department, and teacher champions, and we conduct biweekly meetings through an online collaboration tool. Peer-coaching sessions and

joint responsibility for deliverables, including curriculum modules and professional development materials, foster accountability and communal ownership.

iii. Planning

In PMBOK 7, planning is an iterative and adaptable process that aligns project scope, schedule, and resources with changing needs. This project uses rolling-wave planning to revise the Schedule and Scope Management Plans after key milestones (like baseline assessment, draft completion, and pilot testing), allowing for adjustments in time or resources without affecting the overall timeline. This approach guarantees the easy integration of evolving insights, such as supplementary training requirements.

iv. Project Work

This domain encompasses the execution of tasks required to generate the project's deliverables. This includes formulating the grades 7–11 curriculum modules, creating the e-book resources, and devising evaluation rubrics. Progress is measured against the control accounts of the Work Breakdown Structure, with each part of the project, from the Project Charter to the final curriculum implementation, regularly checked for status and quality.

v. Delivery

Delivery emphasizes the official acceptance and transfer of finalized outputs. Pilot implementations of the Special Education curriculum in designated classrooms function as essential acceptability tests, wherein educators utilize the resources and offer systematic feedback. Formal endorsements by the principal and ministry representatives authenticate both the content and functionality, confirming that the curriculum is prepared for broader implementation in participating schools.

vi. Measurement

Measurement involves the definition, collection, and analysis of performance data to facilitate decision-making and promote continuous improvement. The quality management plan monitors essential metrics, including Individualized Education Program (IEP) goal attainment rates and teacher self-efficacy scores, at project initiation, mid-pilot, and post-implementation stages. These indicators guide remedial activities, stakeholder reports, and conclusive assessments of both curricular efficacy and the professional development program.

vii. Uncertainty

The uncertainty domain, also referred to as risk management, involves the identification, analysis, and response to potential project interruptions. A prioritized risk register documents threats such as stakeholder delays, data integrity issues, and IT outages, each accompanied by an assigned owner, threshold, and response strategy. This proactive strategy guarantees the prompt mitigation of emergent difficulties, maintaining the timeline and protecting the quality of deliverables.

2.2.3 Predictive, adaptive, and hybrid projects

Project delivery approaches describe how the scope, timeline, and resources are structured to achieve objectives. The PMBOK Guide Seventh Edition (PMI, 2021) outlines three main types of project models: predictive, adaptive, and hybrid, which are suitable for different levels of how stable requirements are, how involved stakeholders are, and how much change can be accepted. Choosing the optimal strategy for Babonneau Secondary School's Special Education curriculum project, guarantees a balance of governance, adaptability, and educational efficacy

2.2.3.1 Predictive projects

Predictive projects depend on comprehensive preliminary planning, linear execution, and structured change management. Key features include a clear project scope, a set timeline and budget, and approvals at each stage before moving on to requirements, design, development, testing, and deployment (Kerzner, 2022). This method reduces uncertainty but constrains adaptability to subsequently arising requirements (Highsmith, 2010). In the FGP, predictive methods guide the first four weeks: the Project Charter, Cost Management Plan, and Stakeholder Register are fully created and approved to make sure everyone is committed before starting to draft the curriculum.

2.2.3.2 Adaptive projects

Adaptive projects accommodate changing requirements through iterative cycles, ongoing stakeholder feedback, and prioritized backlogs (Wysocki, 2014). Features encompass time-constrained sprints (e.g., biweekly curriculum-module development cycles), daily stand-up meetings, and retrospectives to enhance both process and content. Minimal initial planning emphasizes overarching goals, with intricate designs developing incrementally with each sprint. This project utilizes adaptive approaches to inform curriculum and professional development materials: each module is created, tested with educators, and revised according to direct classroom feedback, guaranteeing that the final curriculum addresses real teaching issues.

2.2.3.3 Hybrid projects

Hybrid projects integrate the precision of predictive planning with the flexibility of adaptive delivery (PMI, 2021). Stable elements, including governance artifacts, budget baselines, and high-level schedules, are managed predictively, but high-uncertainty activities, namely curricular

content and teacher-training design, adhere to adaptive iterations. The FGP's schedule consists of an early phase utilizing predictive gating to complete controls and acquire resources, followed by a second phase that leverages iterative sprints for curriculum creation, professional development workshops, and pilot testing, with each cycle concluding in a review that guides the next iteration.

The adoption of a hybrid delivery model allows this FGP to reconcile institutional rigor with ongoing curriculum enhancement. During the first four weeks, the team will finish important documents like the Project Charter, Stakeholder Register, Cost Management Plan, and basic Schedule and Scope plans, getting approvals from the Ministry of Education, setting the budget, and marking key milestones. These artifacts establish formal mechanisms for governance, resource allocation, and risk management.

Subsequently, the adaptive phase utilizes time-constrained sprints (two weeks each) for the development of curricular modules and professional development resources; each sprint concludes with pilot workshops during which teacher feedback is gathered and integrated prior to the subsequent iteration (Wysocki, 2014). This framework ensures that important features of the project stay the same, while the curriculum design and professional development content change based on real classroom needs and feedback from those involved, improving responsibility and teaching importance.

2.2.4 Project management

The Project Management Institute (2017) defines project management as the intentional application and integration of interconnected knowledge domains, competencies, tools, and methodologies for project activities to meet specified requirements. This organized discipline is achieved by the methodical implementation and coordination of the project's management

processes, as outlined in the PMBOK® Guide Sixth Edition (PMI, 2017). In executing this Final Graduation Project, I will serve as project manager, formulate and present a detailed Project Management Plan, and engage with cross-functional teams to facilitate project implementation, ensuring that all deliverables conform to established quality standards and stakeholder requirements.

2.2.5 Project management knowledge areas and processes

The PMBOK Guide (2017) characterizes a knowledge area as a specific domain within project management, each defined by its knowledge requirements and expressed through its associated processes, practices, inputs, outputs, tools, and techniques. Despite the underlying interconnection of these realms, the Guide addresses them as separate entities for the sake of analytical clarity. **Figure 3** depicts this framework, which consists of ten knowledge areas:

i. Project Integration Management

Integration management guarantees the effective coordination of diverse project components.

This involves creating and maintaining the Project Charter and Project Management Plan, as well as overseeing execution, monitoring, and closure by using tools such as change-control systems and lessons-learned registers (PMI, 2021).

ii. Project Scope Management

Scope management establishes and regulates the inclusions and exclusions of the project.

Essential attributes encompass the formulation of a comprehensive scope statement, a Work Breakdown Structure (WBS), and a scope-validation procedure; it mitigates scope creep through the implementation of a formal scope-change control log (Kerzner, 2022).

iii. Project Schedule Management

Schedule management formulates and regulates the project timeline. It involves creating the activity list, sequencing tasks, calculating durations, constructing the schedule (e.g., Gantt charts, critical-path analysis), and controlling modifications through schedule-control methods (PMI, 2021).

iv. Project Cost Management

Cost management encompasses plans, estimates, budgets, and controls for project expenses. It includes the rates for resources, methods for estimating costs (like analogous, parametric, and bottom-up), setting a budget baseline, and using Earned Value Management to track performance (Kerzner, 2022).

v. Project Quality Management

Quality management guarantees that deliverables meet stakeholder specifications and criteria. Core processes encompass the establishment of quality measurements, the planning of quality assurance activities (audits, process analyses), and the execution of quality control checks (inspections, testing, and defect tracking) (PMI, 2021).

vi. Project Resource Management

Resource Management procures, cultivates, and oversees the project crew and tangible assets. It encompasses the development of a resource breakdown structure, the assignment of RACI roles, the planning of personnel and training, the management of team performance, and the resolution of resource conflicts (Kerzner, 2022).

vii. Project Communications Management

Communications Management determines stakeholder information requirements and guarantees the prompt and suitable dissemination of information. The process involves creating a

communications matrix, instituting reporting tools (status reports, dashboards), and implementing feedback loops to verify message receipt and clarity (PMI, 2021).

viii. Project Risk Management

Risk management methodically detects, analyzes, and addresses project uncertainties. It includes risk-identification workshops, qualitative and quantitative risk analyses, formulation of risk response strategies (avoidance, mitigation, transfer, acceptance), and continuous monitoring via a risk register (PMI, 2021).

ix. Project Procurement Management

Procurement management obtains products, services, or outcomes from external suppliers. Essential components encompass procurement planning, request for proposals (RFP/RFQ), source selection, contract negotiation, and the management of supplier relationships and contract performance (Kerzner, 2022).

x. Project Stakeholder Management

Stakeholder management guarantees the identification, analysis, and appropriate engagement of project stakeholders. The process involves keeping a stakeholder register, evaluating stakeholder influence and interest through power/interest grids, and implementing engagement methods to cultivate support or alleviate resistance (PMI, 2021).

Figure 3

Project Management Knowledge Areas



Note. Copied from Project management knowledge areas (PMKAs) [Figure], by Unknown author, n.d., (https://www.researchgate.net/figure/Project-management-knowledge-areas-PMKAs-25-31_fig2_373640765)

2.3 Project Management Processes

The PMBOK Guide (PMI, 2021) categorizes project activity into five process groups, each consisting of interconnected tasks that direct a project from initiation to completion. Presented here is a succinct summary of each group, encompassing its objective, principal attributes, and fundamental components.

i. Initiating

The Initiating Process Group formally sanctions the project or a project phase and highlights its overarching scope and objectives. Characteristics encompass stakeholder identification, the formulation of the project charter, and the designation of the project sponsor. The Charter, which outlines business requirements, objectives, and success criteria, and the stakeholder register, which records initial roles, responsibilities, and engagement expectations, are essential components (PMI, 2021).

ii. Planning

Planning involves creating and sustaining a detailed roadmap for the execution, monitoring, and management of the project. It is iterative and may transpire repeatedly as the project develops. Fundamental attributes encompass the specification of comprehensive scope, timeline, budget, quality, resource allocation, communication, risk management, procurement, and stakeholder strategies. Inclusions comprise subsidiary plans, including the Scope Management Plan, Schedule Management Plan and Risk Management Plan, together with the integrated Project Management Plan that consolidates them (Kerzner, 2022).

iii. Executing

The Executing Process Group emphasizes the implementation of the project plan through the execution of tasks outlined in the Project Management Plan. The key features are team building, resource acquisition, quality assurance activities, and stakeholder communication. Essential components include deliverable production (e.g., curricular modules, professional development materials), team-building workshops, contract awards, and the execution of the Communications Management Plan to facilitate information dissemination (PMI, 2021).

iv. **Monitoring & Controlling**

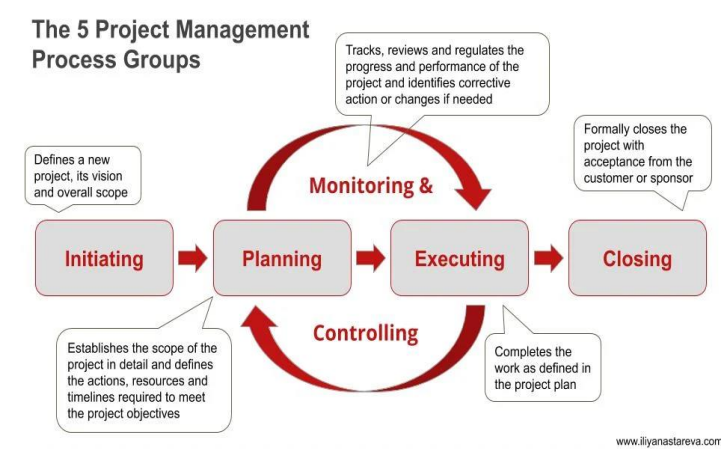
This group guarantees the fulfilment of project objectives by monitoring, evaluating, and controlling progress and performance. Characteristics encompass performance evaluation, change management, and risk oversight. Inclusions include reports on earned value management, assessments of change requests, evaluations of quality control, updates to the risk register, and analyses of variances, all of which help adjust plans to keep the project on track (Kerzner, 2022).

v. **Closing**

The closing phase concludes all operations related to the project to officially complete either the entire project or just its current phase. It includes securing stakeholder approval of deliverables, reallocating project resources, and facilitating lessons-learned sessions. The essential components include the formal acceptance sign-off document, the final project report, archived project records, and the lessons-learned register, which notes successes and opportunities for improvement in future projects (PMI, 2021).

Figure 4

Project Management Process Groups



Note. From The 5 Project Management Process Groups [Project Management Fundamentals], by Iliyana Stareva, October 29, 2020, IliyanaStareva.com. <https://www.iliyanastareva.com/blog/the-5-project-management-process-groups-project-management-fundamentals>

2.3.1 Project Life Cycle

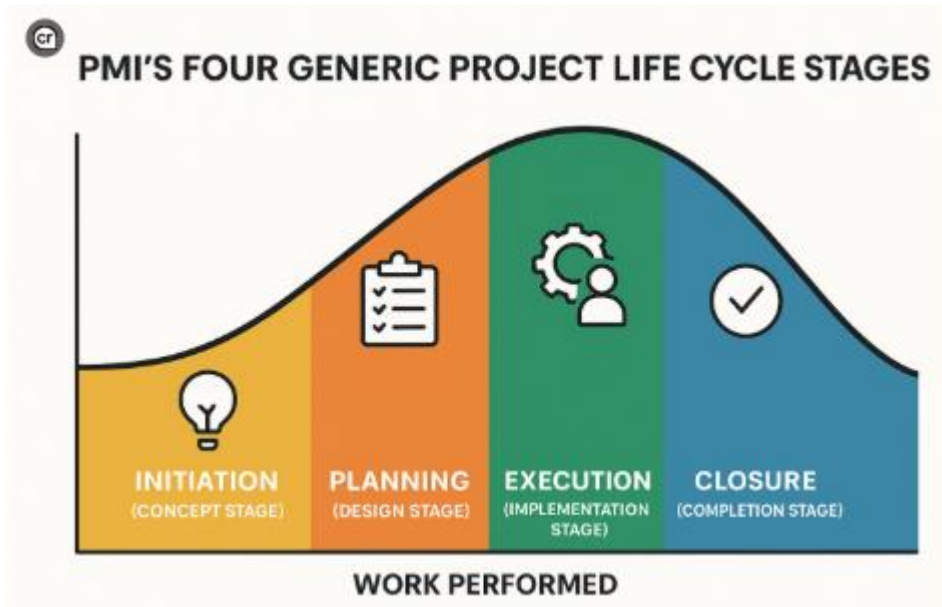
A project life cycle encompasses the sequence of phases that a project undergoes from initiation to completion. The PMBOK Guide Sixth Edition defines a project phase as a series of logically connected actions that result in the completion of one or more deliverables, with phases capable of being sequential, iterative, or overlapping (PMI, 2021). The names, number, and duration of phases are dictated by organizational control requirements, project characteristics, and application domain. Each phase is constrained by a specific duration, marked by a commencement and conclusion (often referred to as a phase gate), during which the project's performance is evaluated against the plan to determine whether to proceed, modify, or discontinue (PMI, 2021). While every project has a commencement and conclusion, the particular deliverables and tasks differ significantly; the life cycle, however, offers the fundamental structure for project management (Kerzner, 2022).

A typical four-phase framework (Figure below) comprises:

1. Starting the Project, during which the Project Charter and high-level stakeholder assessments are finalized
2. Organizing and preparing, which generates comprehensive management plans (scope, schedule, cost, quality, resources, communications, risks, procurements);
3. Carrying out the work, which includes delivering output, monitoring and managing operations (e.g., quality audits, risk management, progress reporting);
4. Closing the project entails the formal acceptance of deliverables, documentation preservation, and the collection of lessons learned (PMI, 2021).

Figure 5

Generic Depiction of a Project Life Cycle



Note. Adapted from "Mastering the Project Life Cycle: A PMI Perspective on Structured Value Delivery," by A. Agarwal, October 10, 2025, LinkedIn (<https://www.linkedin.com/pulse/mastering-project-life-cycle-pmi-perspective-value-delivery-agarwal-3yyuf>).

This framework is specifically designed for the Babonneau Secondary School Special Education curriculum project as follows:

- i. **Initiation:** Formulate and ratify the Project Charter, Stakeholder Register, and preliminary budget baselines to obtain Ministry buy-in.
- ii. **Planning:** Conclude subsidiary plans; Scope, Schedule, Cost, Quality, Risk, Communications, Resource, and Procurement to implement governance and controls.
- iii. **Execution:** Conduct curricular module development, professional development workshops, and pilot tests, while executing integrated monitoring and control via the Quality Dashboard and Risk Register.
- iv. **Closure:** Secure formal approval for the final curriculum and accompanying materials, archive all project documents, and facilitate a lessons-learned discussion with principal stakeholders.

2.3.2 Company Strategy, Portfolios, Programs, and Projects

2.3.2.1 Company Strategy

Babonneau Secondary School's strategic direction is guided by the Ministry of Education's Education Sector Development Plan (ESDP), which prioritizes learner achievement, system quality, equity, and partnerships (Ministry of Education, Sustainable Development, Innovation, Science, Technology, and Vocational Training [MoE], 2015). The school has the capacity to customize a Special Education curriculum for its rural setting; nevertheless, all design, implementation, and assessment activities must conform to the ministry's balanced-scorecard structure and the ESDP's key principles of quality, innovation, and equitable access.

2.3.2.2 Portfolio

The Babonneau Special Education curriculum project directly helps achieve the goals of "Learner Achievement" and "Quality of the Education System" in the ministry's overall education plan, which includes improving facilities, digital learning tools, and programs for inclusive education (MoE, 2015). The results contribute to overarching portfolio measures, including enhanced transition rates for children with learning difficulties and the integration of tailored education throughout all secondary schools.

2.3.2.3 Program

The school's Inclusive Education Program integrates this project, along with enhancements to Student Support Services, ICT-based assisted learning, and community cooperation initiatives. Bringing these related initiatives together into one program helps Babonneau Secondary School and the Ministry of Education to improve how resources are shared, align training for

professionals, and evaluate the overall effect on the ESDP's goals of providing excellent services and integrating systems (PMI, 2021).

2.3.2.4 Project

The Final Graduation Project is an initiative to create and execute a Special Education curriculum for grades 7–11 that produces specific deliverables (curriculum modules, e-books, assessment tools, and professional development materials) that convert national policy into regional implementation. Using planning documents and flexible updates, it shows the mixed approach suggested by PMI (2021) to balance government rules with improvements from teachers in the classroom.

Figure 6

Summary of the Strategic Themes and Related Priorities

	STRATEGIC THEME	STRATEGIC PRIORITIES
CROSS-CUTTING PRIORITIES (system-wide)	Alignment of Purpose: National and Regional Alignment, Harmonization & Gender Equity	<ol style="list-style-type: none"> 1. Democratization of education and training 2. Gender equity and human rights 3. Alignment of education and training outcomes with the national and regional development agendas
	Service Excellence and System Integration	<ol style="list-style-type: none"> 1. Service excellence: efficient, effective and responsive service delivery from the MOE 2. Inter and intra sector Integration and collaboration
	Educational Leadership, Governance and Accountability	<ol style="list-style-type: none"> 1. Enhancing the administrative capacity of the MOE 2. Effective, leadership, governance and system structure 3. Recruitment and retention of quality staff 4. School climate, culture and structure. A system-wide culture of excellence and accountability for performance
	Resource Stewardship and Risk Management	<ol style="list-style-type: none"> 1. Fiscal stewardship and allocation of education financial resources 2. Growth and sustainability of funding for education and training 3. Cost containment: resource efficiency and asset utilization 4. Disaster management and risk mitigation
SUB-SECTOR PRIORITIES	Education as a Human Right	<ol style="list-style-type: none"> 1. Democratization of education and training: Increasing accessibility and affordability of education for all learners across every subsector
	Learner Achievement	<ol style="list-style-type: none"> 1. Learner achievement and effective transitioning throughout the education system
	Quality of the Education System	<ol style="list-style-type: none"> 1. Quality and rigor of education: education that enables holistic development and empowers learners to achieve their best in accordance with their interests and abilities while maintaining global standards for education 2. Effective teaching and learning: educators competent, licenced, resourced, and well-placed to be effective in driving learner achievement 3. Innovative learner support systems: efficient and effective support systems that enable learners to achieve their full potential
	Education Infrastructure and Capacity	<ol style="list-style-type: none"> 1. Technology Integration and Innovation in teaching and learning 2. Strategic partnerships: effective parent/community/industry/school partnerships enabling learners and schools to excel 3. Facilities and Infrastructure conducive to effective learning, and that are safe and

Note. Copied from the Ministry of Education school development plan pages 11-12

2.4 Other applicable theory/concepts related to the project topic and context

To design and implement an effective special education curriculum at Babonneau Secondary School, it is essential to first evaluate the current landscape, identifying challenges as well as opportunities in addressing students' individualized needs. It is equally important to analyze previous research on curricular effectiveness, educator development, and stakeholder involvement, utilizing their conclusions to guide our methodology. Ultimately, we will amalgamate complementary theories from culturally responsive pedagogy to systems thinking to enhance our framework and guarantee that the curriculum is inclusive, sustainable, and attuned to the school's distinctive rural location.

2.4.1 Current situation of the problem

Babonneau Secondary School presently has 160 students with formally recognized special needs, constituting over one-third of its total enrolment; nevertheless, only 40% of these students achieve the objectives outlined in their Individualized Education Programs (IEPs). Historically, assistance for students with special needs has been reactive and disjointed: sporadic literacy interventions, infrequent in-service seminars, and improvised classroom adjustments have yielded only minimal improvements in learner outcomes (Haile & Mekonnen, 2024). National policy deliberations have consistently advocated for cohesive Special Education standards and extensive teacher-training frameworks; however, institutions such as Babonneau Secondary School, which are not primarily special education schools, have encountered challenges with inconsistent implementation and insufficient follow-through (Pijl, Frostad, & Flem, 2008).

Research in the Caribbean highlights that ongoing, context-specific professional development, coupled with strong stakeholder involvement, and fosters significant inclusion (Alqarni, 2021;

Florian & Black-Hawkins, 2011). However, no study has yet investigated the effectiveness of a formal project management plan in organizing the implementation of the special education curriculum within the secondary education system of Saint Lucia and particularly at the Babonneau Secondary School.

Current endeavours have concentrated on isolated initiatives such as independent seminars and resource allocations that, although well-meaning, lack the continuity and evaluative rigor essential for enduring enhancement. Proposed improvements encompass the formalization of curriculum standards, the implementation of regular professional development cycles, and the introduction of systematic feedback mechanisms; early adopters indicate slight enhancements in teacher confidence but identify obstacles in digital IEP record-keeping and inconsistent IT support as hindrances to data-driven monitoring (Sands & de Bettencourt, 2019; Kishi & Leachman, 2024).

Recent research has shown that utilization-focused evaluation frameworks may convert raw data into actionable insights (Patton, 2018) and that collaborative program-based interventions result in greater fidelity of implementation (Dixon et al., 2014). The findings indicate a significant opportunity: by incorporating stringent project controls, defined charters, established management plans, and proactive risk management with iterative, classroom-focused pilot testing, Babonneau Secondary School can create an evidence-based framework for scalable, high-impact Special Education curriculum development and evaluation.

2.4.2 Previous research done for the topic in the study

Numerous empirical studies have assessed the efficacy of tailored curricula for students with substantial learning needs. Browder and Spooner (2020) established that functional, outcomes-

based curriculum frameworks, defined by explicit performance objectives, task analysis, and systematic instruction, substantially enhance academic engagement and independent living skills in learners with moderate to severe disabilities. The findings indicate that the FGP should integrate defined learning objectives and scaffolded instructional methodologies into each curriculum module to enhance student autonomy and advancement toward IEP goals.

Professional development interventions enhance the effectiveness of curriculum innovations, complementing curriculum design. Dixon et al. (2014) discovered that prolonged, differentiated-instruction training yields lasting improvements in teacher self-efficacy and fidelity to implementation. Haile and Mekonnen (2024) determined that organized, regular stakeholder engagement activities, such as collaborative planning workshops, improve both the quality and sustainability of curricular implementation. Collectively, these studies emphasize the importance of integrating curricular content with focused, iterative professional development and stakeholder feedback mechanisms in the design of the FGP.

Collaborations between families and communities enhance outcomes in special education. Turnbull et al. (2015) assert that active familial engagement and community collaboration enhance student motivation and reinforces learning outside the classroom. Incorporating structured parent-education sessions and community-awareness initiatives into the stakeholder-engagement strategy will offer comprehensive support and promote collective ownership of the curriculum.

Culturally sensitive schooling guarantees pertinence and involvement. Gay (2018) contends that integrating educational content with students' linguistic and cultural backgrounds improves understanding and motivation. In Babonneau, where the Creole language and local traditions are

essential, incorporating culturally significant examples and activities will customize the curriculum to align with students' actual experiences.

Ultimately, data-driven assessment and digital documentation are essential for ongoing enhancement. Sands and de Bettencourt (2019) have shown that the systematic gathering and analysis of student performance data facilitates adaptive modifications in educational practices. Unreliable digital IEP documentation has hindered monitoring; implementing low-bandwidth IEP management solutions will facilitate real-time tracking and enhance responsive support. Patton's (2018) utilization-focused assessment approach will inform the design of the Baseline Effectiveness Assessment and the continuous Quality Dashboard, ensuring that findings are converted into practical curriculum improvements.

2.5 Other theories related to the topic in the study

Multiple complementary theoretical frameworks provide essential insight for designing an inclusive and effective Special Education curriculum for grades 7–11. Universal Design for Learning (UDL) posits that curricula must be intentionally crafted to offer diverse methods of interaction, representation, and expression, hence minimizing obstacles for all learners (Meyer, Rose, & Gordon, 2014). At the Babonneau Secondary School, UDL will guide the development of instructional materials, such as multimedia presentations, tactile exercises, and alternate assessment formats that address diverse sensory, cognitive, and cultural requirements within the Special Education group.

Differentiated instruction is based on the principle that education should be customized according to students' readiness, interests, and learning profiles via adaptive material, processes, and products (Tomlinson, 2017). By including flexible grouping mechanisms, tiered

assignments, and continuous formative assessments in the curricular modules, the FGP can guarantee that each student receives the appropriate degree of challenge and support, optimizing both engagement and mastery of IEP objectives.

Vygotsky's Zone of Proximal Development (ZPD) highlights the essential interval between a learner's autonomous capabilities and their potential accomplishments with directed support (Vygotsky, 1978). The FGP will do this by creating scaffolded learning experiences accompanied by focused instructor facilitation, allowing students to gradually absorb skills and methods prior to exhibiting independent proficiency.

Self-Determination Theory (SDT) emphasizes the significance of cultivating students' psychological needs for autonomy, competence, and relatedness to enhance intrinsic motivation (Deci & Ryan, 2000). In the FGP, presenting options for project themes, delivering explicit and constructive feedback, and integrating collaborative peer-learning activities will enhance student ownership of their education and foster ongoing engagement.

Ultimately, Regenerative Education conceptualizes learning as a collaborative process that revitalizes and enhances both individuals and their communities (Mang & Reed, 2012). By incorporating local cultural narratives, environmental stewardship initiatives, and community collaborations into the Special Education curriculum, Babonneau can foster both academic competencies and a sense of agency and communal resilience among students.

3 METHODOLOGICAL FRAMEWORK

The Methodological Framework establishes the systematic method directing this project's investigation and implementation, assuring conformance with both academic rigor and the practical needs of the Babonneau Secondary School. Rooted in the process groups and knowledge areas of the PMBOK Guide (PMI, 2021), it outlines the methods for data collection, from primary sources to secondary sources, and identifies the research methodologies most appropriate for each line of inquiry. The framework additionally specifies the analytical and project management instruments that will facilitate data gathering and monitor deliverables. It clarifies the assumptions and constraints that underpin the study, and it specifies the anticipated outputs. Collectively, these elements constitute a cohesive framework for executing a methodical and evidence-based design and assessment of the grades 7–11 Special Education curriculum.

3.1 Information sources

Information sources are the origins from which data and evidence are derived to address research questions and objectives. (Creswell & Creswell, 2018) They can be categorized into primary, secondary, and tertiary sources.

3.1.1 Primary sources

Primary sources are actual artefacts or papers that serve as first-hand information, representing the closest material to the subject of study (University of Louisville Libraries, 2025). These include but are not limited to:

- structured interviews
- project documentations

- focus group discussions
- direct classroom observation
- questionnaires

This FGP utilizes primary data obtained from interviews with the special education coordinator and teachers, focus groups with parents of Special Education students, and direct observations of Special Education classes.

3.1.2 Secondary sources

Secondary sources synthesize, evaluate, or interpret information initially offered elsewhere, providing context and critical viewpoints that bolster new research (Saunders, Lewis, & Thornhill, 2019; Booth, Colomb, & Williams, 2008). They are essential, as they offer theoretical frameworks, empirical evidence, and policy guidelines for comparing and validating primary data. Some examples of secondary data include but are not limited to:

- Books
- Articles
- Scholarly journals
- Online data
- Pages

In this FGP, secondary sources include the PMBOK Guide (PMI, 2021) for project management standards, journal articles on inclusive pedagogy and professional development, and policy documents from UNESCO and the Ministry of Education. These materials support the methodological framework, conceptual definitions, and justification for best practices incorporated into the Special Education curriculum design.

Chart 1

Information sources for each objective for the Special Education Curriculum

Objectives	Information sources	
	Primary	Secondary
To create a project charter that will facilitate the formulation of the project deliverables.	Interviews Special Education Teaching Guide Statistical Data	A Guide to the Project Management Body of Knowledge PMBOK Guide.
To design a scope management plan to establish the tasks required for project execution and ensure project completion.	Project Charter Interview MOU	A Guide to the Project Management Body of Knowledge PMBOK Guide.
To develop a schedule management plan to ascertain the project life cycle and ensure effective completion of the project within the designated time frame	Project Charter Calendar	A Guide to the Project Management Body of Knowledge PMBOK Guide.
To formulate a cost management plan to oversee the budget and finances of the project.	Budget Project Charter Interview	A Guide to the Project Management Body of Knowledge PMBOK Guide. Expenditure Records
To design a quality management plan to oversee and regulate the project in order to fulfill the expectations of the stakeholders.	Project Charter Acceptance Criteria	A Guide to the Project Management Body of Knowledge PMBOK Guide. MOE Guidelines for Inclusive Education Quality Audit Reports
To design a resource management plan that determines the necessary resource acquisition methods and management strategies that reduce inefficiencies.	Project Charter Work Breakdown Structure	A Guide to the Project Management Body of Knowledge PMBOK Guide. Lessons Learned
To develop a communication management plan that guarantees timely and adequate access to information for key stakeholders during the project design and implementation phases.	Project Charter Interviews Focus Groups	A Guide to the Project Management Body of Knowledge PMBOK Guide.
To create a risk management plan to mitigate and respond promptly to risks that exist and may arise within the project life cycle.	Project Charter Risk Register	A Guide to the Project Management Body of Knowledge PMBOK Guide. Lessons Learned
To develop a procurement management plan for acquiring resources necessary for project implementation.	Project Charter Requirements Documentation	A Guide to the Project Management Body of Knowledge PMBOK Guide. Lessons Learned

Objectives	Information sources	
	Primary	Secondary
To develop a stakeholder management plan for the monitoring and engagement of stakeholders within the project.	Project Charter Interviews Stakeholder Register	A Guide to Project Management Body of Knowledge PMBOK Guide.
To develop and execute a specialized professional development program to enhance educators' pedagogical competencies in special education.	Project Charter Needs Assessment Reports Interview	A Guide to the Project Management Body of Knowledge PMBOK Guide. Requirements Documentation Lessons Learned
To design and implement a Special Education curriculum that seamlessly incorporates the principles of regenerative and sustainable development, aligns with the contemporary issues facing the Babonneau Secondary School, and embodies a Grades 7 to 11 program while enhancing teaching and learning outcomes with the aim of preparing students for the future.	Project Charter Education Needs Assessment Students' Diagnostic Reports	A Guide to the Project Management Body of Knowledge PMBOK Guide. National Curriculum Guidelines IEPs Scholarly Journals

Note. This chart was created by the author.

3.2 Research methods

Research methods denote the systematic procedures employed to gather, analyze, and interpret data to enhance our comprehension of a subject or problem. They constitute the foundation of empirical research, allowing scholars to examine phenomena, evaluate hypotheses, and derive findings that enhance knowledge and practice (Creswell & Creswell, 2018).

“Qualitative and quantitative research methodologies are commonly employed across various educational disciplines.” (Rahman, 2017). The researcher has opted for a mixed-methods approach that combines qualitative and quantitative techniques.

3.2.1 Qualitative Method

Qualitative research methods seek to investigate and comprehend the depth, complexity, and richness of a phenomenon and frequently use open-ended instruments such as interviews, focus groups, observations, or content analysis. This approach is optimal for revealing stakeholder viewpoints, contextual difficulties, and the subtleties of teaching and learning experiences, especially pertinent to the formulation and execution of a special education curriculum (Patton, 2018).

3.2.2 Quantitative Method

Quantitative research approaches entail the collecting and analysis of numerical data to discern patterns, evaluate correlations, or assess the effects of interventions. Instruments, including surveys, standardized assessments, and statistical analyses, enable researchers to examine baseline circumstances, monitor progress, and evaluate the consequences of project activities, including teacher training and IEP achievement (Creswell & Creswell, 2018).

Chart 2

Research Methods for Special Education Curriculum

Objectives	Research methods	
	Qualitative	Quantitative
To create a project charter that will facilitate the formulation of the project deliverables.	Conduct interviews and focus groups with educational leaders and instructors to obtain insights into current difficulties and requirements. Conduct document reviews to evaluate institutional preparedness and conformity with national education policies.	Evaluation of previous project results, time estimates, and resource allocations to guide the formulation of SMART objectives, deliverables, and milestones. Baseline assessments to establish quantifiable indicators.
To design a scope management plan to establish the tasks required for project execution and ensure project completion.	Engage stakeholders (educators, parents, and administrators) in participatory workshops to delineate needs and expectations. Process	Utilization of work breakdown structures (WBS) and past project data to quantify deliverables, durations, and interdependencies.

Objectives	Research methods	
	Qualitative	Quantitative
	mapping informed by qualitative feedback.	
To develop a schedule management plan to ascertain the project life cycle and ensure effective completion of the project within the designated time frame	Conduct stakeholder interviews to evaluate availability, limitations, and preferences for activity sequencing.	Creation of Gantt charts and critical path models utilizing temporal data and productivity metrics. Quantitative simulation (e.g., PERT) for risk mitigation.
To formulate a cost management plan to oversee the budget and finances of the project.	Review of financial reports and stakeholder input to validate cost priorities.	Cost estimating methods, budget forecasting, and Earned Value Management (EVM) are utilized for resource allocation and monitoring.
To design a quality management plan to oversee and regulate the project in order to fulfill the expectations of the stakeholders.	Evaluation of stakeholder comments and judgments regarding quality from prior programs.	Development and implementation of quantifiable quality metrics (e.g., adherence to standards, student advancement targets).
To design a resource management plan that determines the necessary resource acquisition methods and management strategies that reduce inefficiencies.	Engagements with the administration and logistical person to identify resource deficiencies and possible limitations.	Quantitative analysis of staffing requirements, material needs and skill sets.
To develop a communication management plan that guarantees timely and adequate access to information for key stakeholders during the project design and implementation phases.	Conduct focus groups with staff and parents to ascertain desired communication methods and frequencies.	Creation of communication matrices with KPIs to monitor frequency, accuracy, and stakeholder engagement measures.
To create a risk management plan to mitigate and respond promptly to risks that exist and may arise within the project life cycle.	Conduct risk brainstorming sessions and SWOT analyses with the project team and educators. Scenario planning utilizing qualitative narratives.	Probability and impact matrices, Monte Carlo simulations, and risk quantification instruments to allocate numerical values to dangers and opportunities.
To develop a procurement management plan for acquiring resources necessary for project implementation.	Conduct interviews with procurement officials and Ministry representatives to comprehend limitations.	Quantitative procurement planning: cost-benefit analysis, supplier evaluation metrics, and delivery time forecasts.
To develop a stakeholder management plan for the monitoring and engagement of stakeholders within the project.	Conduct stakeholder analysis utilizing techniques such as stakeholder maps, influence-interest grids, and interviews to ascertain engagement tactics.	Surveys to evaluate stakeholder satisfaction and involvement throughout the project lifecycle.
To develop and execute a specialized professional development program to enhance educators' pedagogical competencies in special education.	Interviews conducted before and after training, reflective diaries, and teacher focus groups to evaluate reported alterations in knowledge and practice.	Evaluations before and after testing, metrics for training completion, and assessments of teacher performance to gauge training effectiveness.
To design and implement a Special Education curriculum that seamlessly incorporates the	Curriculum design guided by teacher and student narratives, expert panels,	Conduct pilot testing utilizing pre- and post-intervention data, encompassing performance trends,

Objectives	Research methods	
	Qualitative	Quantitative
principles of regenerative and sustainable development, aligns with the contemporary issues facing the Babonneau Secondary School, and embodies a grades 7 to 11 program while enhancing teaching and learning outcomes with the aim of preparing students for the future.	and content analysis of existing frameworks.	IEP achievement rates, and standardized exam scores.

Note. This chart was created by the author.

3.3 Tools

In project management, a process, method, or software program that enhances productivity, consistency, and decision-making is referred to as a tool (Project Management Institute [PMI], 2021). The PMBOK Guide, Seventh Edition, presents tools and techniques as useful approaches that assist project teams in implementing project management concepts and carrying out project tasks efficiently. These tools, which assist the delivery of project outputs like plans, deliverables, and performance reports, may include analytical methodologies (like root cause analysis), visual or collaborative approaches, and digital solutions like scheduling and planning software.

In formulating the Special Education Curriculum Project Management Plan, various project management tools were utilized to guarantee rigor, structure, and accountability across all knowledge domains. To initiate the project, tools including meetings, expert assessment, and data-collection approaches (focus groups and brainstorming) were utilized to develop the charter and define project deliverables. Performance reviews, data analysis techniques including trend analysis, and surveys were employed to evaluate the baseline efficacy of the current curriculum.

In the planning of scope and schedule, tools such as alternative analysis, multi-criteria decision analysis, expert judgment, and the implementation of a Project Management Information System (PMIS) facilitated precise task identification, sequencing, and time management.

Cost management included comparable estimating, reserve analysis, and expert opinion, whereas quality management employed benchmarking, interviews, meetings, and cause-and-effect diagrams to ensure outcomes met stakeholder expectations. Resource planning utilized methods such the Responsibility Assignment Matrix (RACI), pre-assignment, expert judgment, and Project Management Information Systems (PMIS) to enhance efficiency. Effective communication was facilitated by analyzing communication requirements, implementing feedback mechanisms, conducting meetings, and utilizing digital communication technologies, whereas risk management relied on SWOT analysis, risk registers, probability and impact matrices, and expert judgment to foresee and alleviate threats.

Procurement was conducted through bid documents and market analysis, while stakeholder participation was enhanced via stakeholder mapping, focus groups, surveys, and expert assessment. Training workshops, performance assessments, observations, and coaching were implemented to augment pedagogical competencies in special education for teacher capacity-building. Ultimately, the design and implementation of the curriculum incorporated tools such as document analysis, lessons-learned registers, prototyping, and facilitation workshops, ensuring the product conformed to the principles of regenerative and sustainable development while addressing the particular needs of Babonneau Secondary School.

Chart 3

Tools used in Special Education Curriculum Project Management Plan

Objectives	Tools
To create a project charter that will facilitate the formulation of the project deliverables.	Meetings, expert judgement, data gathering (focus groups, brainstorming)
To design a scope management plan to establish the tasks required for project execution and ensure project completion.	Meetings, alternate analysis, expert judgement, multicriteria decision analysis
To develop a schedule management plan to ascertain the project life cycle and ensure effective completion of the project within the designated time frame	Expert judgement, meetings, Project Management Information System (PMIS)
To formulate a cost management plan to oversee the budget and finances of the project.	Expert judgement, meetings, analogous estimating, reserve analysis
To design a quality management plan to oversee and regulate the project in order to fulfill the expectations of the stakeholders.	Expert judgement, benchmarking, interviews, meetings, cause-and-effect diagrams
To design a resource management plan that determines the necessary resource acquisition methods and management strategies that reduce inefficiencies.	Responsibility Assignment Matrix (RACI), pre-assignment, expert judgement, PMIS
To develop a communication management plan that guarantees timely and adequate access to information for key stakeholders during the project design and implementation phases.	Meetings, Communication requirement analysis, feedback mechanisms, communication technology
To create a risk management plan to mitigate and respond promptly to risks that exist and may arise within the project life cycle.	SWOT analysis, expert judgement, risk register, risk probability and impact matrix, meetings
To develop a procurement management plan for acquiring resources necessary for project implementation.	Bid documents, market research
To develop a stakeholder management plan for the monitoring and engagement of stakeholders within the project.	Stakeholder mapping, focus groups, expert judgement, surveys
To develop and execute a specialized professional development program to enhance educators' pedagogical competencies in special education.	Expert judgement, performance assessments, observations, and coaching, training workshops
To design and implement a Special Education curriculum that seamlessly incorporates the principles of regenerative and sustainable development, aligns with the contemporary issues facing the Babonneau Secondary School, and embodies a grades 7 to 11 program while enhancing teaching and learning outcomes with the aim of preparing students for the future.	Document analysis, lesson learned register, prototyping, facilitation workshops

Note. This chart was created by the author.

3.4 Assumptions and constraints

In project management, assumptions are conditions that are accepted as true or certain to happen, even without concrete proof at the time of planning (Project Management Institute [PMI], 2017).

Since they enable the project team to move on even in the face of inadequate knowledge, these are frequently required for planning purposes. It helps to frame deadlines, resources, and deliverables, for instance, by assuming that funding will be available or that stakeholder engagement will occur at the necessary levels.

Conversely, limitations are restricting elements that have an impact on a project's execution or result (PMI, 2017). These could include time, money, scope, and legal restrictions. Constraints frequently establish the parameters within which a project must be carried out and finished.

Several assumptions and constraints were made for the FGP, which intends to create and execute a special education curriculum with integrated professional development.

Chart 4

Assumptions and constraints in the Special Education Curriculum

Objectives	Assumptions	Constraints
To create a project charter that will facilitate the formulation of the project deliverables.	The project's goals and scope are to be in line with Ministry of Education standards as well as school priorities. Support from stakeholders is also accessible.	Reliance on the ministry's clearance timelines, limited administrative time, and availability for strategic planning sessions.
To design a scope management plan to establish the tasks required for project execution and ensure project completion.	All necessary inputs, including curriculum frameworks and Ministry policies, are presumed to be accessible and legitimate.	Approvals may be delayed, or scope adjustments may be required due to shifting institutional goals or education policies.
To develop a schedule management plan to ascertain the project life cycle and ensure effective completion of the project within the designated time frame	The milestones and tasks are estimated reliably, and resources are scheduled effectively.	Activity sequencing may be hampered by exam times, school calendar restrictions, and other academic concerns.

To formulate a cost management plan to oversee the budget and finances of the project.	Funding will be available through a donor agency. Cost estimates are based on similar projects.	Delays or restrictions in funding, along with fluctuating prices for services, create significant challenges.
To design a quality management plan to oversee and regulate the project in order to fulfill the expectations of the stakeholders.	The inclusive education models and current Ministry standards can be used to define the quality benchmarks.	Stakeholders' inconsistent comprehension of quality standards and restricted availability of resources for quality assurance or support personnel.
To design a resource management plan that determines the necessary resource acquisition methods and management strategies that reduce inefficiencies.	Internal human resources are on hand and capable of performing their jobs well.	Conflicts over resource allocation brought on by concurrent school programs; unable to acquire experts or specialized training.
To develop a communication management plan that guarantees timely and adequate access to information for key stakeholders during the project design and implementation phases.	In addition to having access to print or digital communication resources, stakeholders will interact with the communication plan.	ICT infrastructure limitations, inconsistent stakeholder responsiveness, and comprehension obstacles.
To create a risk management plan to mitigate and respond promptly to risks that exist and may arise within the project life cycle.	Known risks are identified during the planning stage, and mitigation strategies are adequately implemented.	Unexpected interruptions, such as staff turnover, regulatory changes, or natural disasters, along with a lack of experience in risk monitoring, can pose significant challenges.
To develop a procurement management plan for acquiring resources necessary for project implementation.	Government guidelines and school procurement policies can be matched with procurement procedures.	Rigid Ministry approval chains and bureaucratic procedures are causing delays in procurement.
To develop a stakeholder management plan for the monitoring and engagement of stakeholders within the project.	Key stakeholders are open to engagement	There may be differences in the availability and desire of stakeholders to participate; some may feel excluded or oppose change.
To develop and execute a specialized professional development program to enhance educators' pedagogical competencies in special education.	Educators will participate, and facilitators and training materials will be available.	Conflicts in scheduling during the academic term; financial limitations for follow-up and the logistics of professional development.
To design and implement a Special Education curriculum that seamlessly incorporates the principles of regenerative and sustainable development, aligns with the contemporary issues facing the Babonneau Secondary School, and embodies a grades 7 to 11 program while enhancing teaching and learning outcomes with the aim of preparing students for the future.	The facilities and personnel will be adequate to facilitate the delivery of the new curriculum, which will be in line with national requirements.	Policy reviews may cause delays in curriculum adoption timelines; teaching personnel may need more training to successfully apply regenerative approaches.

Note. This chart was created by the author.

3.5 Deliverables

In project management, a deliverable is any unique and verifiable product, result, or capability to perform a service that must be produced to complete a process, phase, or project (Project Management Institute [PMI], 2021). Depending on the nature of the project, deliverables could be tangible results, plans, systems, designs, reports, software, or documentation. Since every deliverable represents a turning point in the project's overall execution, they are essential for tracking the project's development and success.

In the context of this FGP, deliverables are closely linked to the objectives established for the design and implementation of an inclusive special education curriculum at the Babonneau Secondary School.

Chart 5

Deliverables based on the Special Education Curriculum

Objectives	Deliverables
To create a project charter that will facilitate the formulation of the project deliverables.	The objectives, scope, major stakeholders, assumptions, limitations, preliminary timeline and budget, and high-level risks are all outlined in a formal project charter document. It acts as a fundamental reference and grants permission to start the project.
To design a scope management plan to establish the tasks required for project execution and ensure project completion.	This thorough scope management plan includes the project's scope statement, WBS Dictionary, Work Breakdown Structure (WBS), and methods for scope validation and control.
To develop a schedule management plan to ascertain the project life cycle and ensure effective completion of the project within the designated time frame	The schedule management plan, which links each task's resource allocation, milestones, critical path, and project timetable (Gantt chart).
To formulate a cost management plan to oversee the budget and finances of the project.	A cost management plan outlines budget estimates, financing sources, cost baselines, reserves, and systems for tracking costs with variation criteria.

Objectives	Deliverables
To design a quality management plan to oversee and regulate the project to fulfill the expectations of the stakeholders.	A quality management plan that outlines performance metrics, control procedures, quality standards, and strategies for stakeholder satisfaction and ongoing improvement.
To design a resource management plan that determines the necessary resource acquisition methods and management strategies that reduce inefficiencies.	A resource management plan that outlines the facilities, materials, and human resources needed, along with an acquisition timetable and matrix for assigning responsibilities.
To develop a communication management plan that guarantees timely and adequate access to information for key stakeholders during the project design and implementation phases.	A communication management plan outlines the requirements for stakeholder communication, its frequency, techniques (such as reports and meetings), and documentation procedures.
To create a risk management plan to mitigate and respond promptly to risks that exist and may arise within the project life cycle.	A thorough risk management plan that includes responsibilities for risk monitoring and response, a risk register, a likelihood and impact matrix, and mitigation techniques.
To develop a procurement management plan for acquiring resources necessary for project implementation.	Procurement management plans outline contract management protocols, procurement schedules, and the necessary goods and services.
To develop a stakeholder management plan for the monitoring and engagement of stakeholders within the project.	An engagement strategy, communication tactics, monitoring tools (such as feedback surveys), and stakeholder influence and interest are all mapped out in a stakeholder management plan.
To develop and execute a specialized professional development program to enhance educators' pedagogical competencies in special education.	A thorough professional development program portfolio consisting of a phased training structure, foundational workshops, applied practice-lab artifacts, classroom-based coaching cycles, observation rubrics, fidelity checklists, reflection logs, evaluation questionnaires, and sustainability mechanisms that collectively strengthened educators' UDL-aligned instructional practices and institutional capacity for the delivery of inclusive Special Education.
To design and implement a Special Education curriculum that seamlessly incorporates the principles of regenerative and sustainable development, aligns with the contemporary issues facing the Babonneau Secondary School, and embodies a grades 7 to 11 program while enhancing teaching and learning outcomes with the aim of preparing students for the future.	A contextually responsive and thorough Special Education curriculum package consisting of a research-informed curriculum philosophy, a structured curriculum design framework, a sequenced scope and sequence, unit maps and modules, differentiated instructional and accommodation strategies, an aligned assessment suite, and a staged implementation and fidelity framework that supported consistent, inclusive, and sustainable instructional practice at Babonneau Secondary School.

Note. This chart was created by the author.

4 RESULTS

4.1 Project Charter – Special Education Curriculum

4.1.1 Introduction

Anchored in the PMBOK 7th edition, this Project Charter formally authorizes the Special Education Curriculum and Teacher Capacity initiative at Babonneau Secondary School, clarifies its purpose, high-level scope, stakeholders, and success criteria, and grants the authority to mobilize resources for sustained value delivery (PMI, 2021).

The project charter is acknowledged in the PMBOK Guide 7th Edition as a crucial project artifact that formally approves the project and gives the team and project manager the authority to start and oversee the work (Project Management Institute [PMI], 2021). In actuality, the charter defines the project's goal and rationale, as well as its high-level goals, scope limitations, anticipated advantages, significant risks, significant milestones, and stakeholder expectations. By defining success and facilitating resource commitment from the beginning of the project, it acts as an early alignment tool that links corporate strategy to delivery (PMI, 2021).

In the PMBOK Guide (7th ed.), this role expands from a process artifact to a principle-aligned governance instrument: it embodies stewardship, stakeholder engagement, value delivery, and tailoring, and connects the project to the organization's systems for benefits realization and long-term value, not only on-time/on-budget outputs (PMI, 2021).

For this FGP, the charter operationalizes a structured, outcomes-oriented approach to designing and implementing a grades 7–11 Special Education curriculum and strengthening teacher capacity at Babonneau Secondary School. It aligns project intent with institutional mandates, establishes clear authority and accountability, and frames the hybrid delivery strategy (predictive

governance plus adaptive curriculum and PD iterations) needed to translate inclusive-education policy into classroom practice. The charter therefore serves as the single source of truth that connects high-level educational needs, stakeholder expectations, and constraints to measurable results and controlled change, moving the work from vision to verifiable benefits for learners and teachers at the BSS (PMI, 2017; PMI, 2021).

PROJECT CHARTER	
Version 1.0	February , 2026
Project Name	Management Plan for Special Education Curriculum and Teacher Capacity Strengthening for the Babonneau Secondary School.
Application Area/Sector	Education - Secondary, Special Education.
Knowledge Areas/Processes	<p>Knowledge areas:</p> <ul style="list-style-type: none"> ● Project integration management ● Project scope management ● Project schedule management ● Project cost management ● Project quality management ● Project resource management ● Project communication management ● Project risk management ● Project procurement management ● Project stakeholder management <p>Process groups:</p> <ul style="list-style-type: none"> ● Project initiation ● Project planning
<p>General Objective</p> <p>To develop a Special Education curriculum for grades 7–11 students at the Babonneau Secondary School (BSS), accompanied by a teacher capacity-building initiative to guarantee consistent, high-quality implementation. Based on current evidence and sound pedagogical theory (e.g., Universal Design for Learning, differentiated instruction, formative assessment), the curriculum will incorporate modern competencies; communication, collaboration, digital and information literacy, and civic/environmental awareness to equip learners for significant engagement in school, work, and community life. The materials are designed for classroom utilization by BSS educators and</p>	

students, fostering whole - child development, including academic advancement, social-emotional growth, and functional independence.

Specific Objectives

1. Formulate a comprehensive Special Education curriculum package for grades 7–11 students at the Babonneau Secondary School, including teacher guides, assessments, accommodations guidance, and fidelity checklists, and obtain approval from school leadership following two organized stakeholder reviews within 12 months of charter approval.
2. Implement a systematic professional development program (including workshops and classroom coaching) for pertinent BSS educators, attaining a completion rate of at least 90% and evidencing a quantifiable enhancement in instructional practice as assessed by a standardized observation criteria comparing baseline and post-coaching results.
3. Implement the curriculum in designated classes across a minimum of three grades, establish a straightforward monitoring system (baseline, mid-term, end-term assessments), and demonstrate documented enhancement in student progress towards individualized objectives compared to the baseline; generate a lessons-learned report to inform a school-wide implementation.

Project Justification

Babonneau Secondary School requires a cohesive, institution-wide Special Education curriculum due to the fragmented nature of current assistance, the significant variability in teacher practices, and the inconsistent access learners have to substantive instruction and assessment. Unstructured ad-hoc accommodations impose significant burdens on educators, delay grade transfers, and obstruct steady advancement towards personalized objectives. The lack of standardized criteria, organized content, and explicit directives on modifications hinders equal engagement, exacerbates classroom management challenges, and obscures the identification of areas requiring focused interventions.

This project directly tackles existing gaps by developing a standards-aligned curriculum for grades 7–11 that incorporates accessibility (UDL), explicit assessment rubrics, and defined accommodation paths, with a capacity-building program that converts design into effective classroom implementation. A basic monitoring and evaluation framework emphasizing instructional fidelity and student advancement establishes feedback mechanisms for continuous enhancement, resource allocation, and clear reporting to school administration and

families. The anticipated outcomes include enhanced instructional quality, more consistency in achieving individualized objectives, seamless transitions between grade levels, and sustainable resources and routines that the institution may uphold and refine over time.

Preliminary Scope

The project involves a systematic assessment of current classroom practices, curriculum artifacts, IEP documentation, and student progress at Babonneau Secondary School; the creation of a cohesive Special Education curriculum framework for grades 7–11 that features a clear scope-and-sequence, unit maps, and module blueprints aligned with individualized objectives; and the production of instructional materials for teachers and students that incorporate Universal Design for Learning principles, offering both print-ready and low-tech digital alternatives. Additionally, it encompasses the development of a classroom-appropriate assessment system comprising formative assessments, performance tasks, summative evaluations, analytic rubrics, and basic progress-monitoring and reporting tools alongside a teacher capacity-building initiative that integrates workshops, practice labs, and guided classroom cycles, reinforced by observation rubrics and fidelity checklists. The scope encompasses a multi-grade pilot with iterative refinement grounded in evidence, the creation of a streamlined monitoring, evaluation, and learning framework (including indicators, collection frequency, and concise dashboards), and knowledge transfer via quick-start guides and a train-the-trainer session to ensure sustained adoption at BSS.

Outside the scope are capital projects or facility renovations, extensive ICT platform development, procurement of specialized clinical services or equipment; modifications to national policy or system-wide implementations beyond BSS; and activities not related to curriculum, assessment, or teaching practices (including staffing decisions, clinical diagnoses, or therapy). Critical interfaces and dependencies encompass the academic schedule and assessment calendar, internal authorization processes, procurement durations for vital resources, data privacy protocols for student information, and prompt involvement of parents and guardians for progress updates.

Description of Product to be Generated by the Project

The project will produce a Special Education Curriculum Package for Babonneau Secondary School, covering grades 7–11. This package will include an integrated curriculum core (scope-and-sequence, unit maps, detailed module plans, and IEP-alignment matrices), a practitioner-ready teacher toolkit (facilitator guides, model lessons, differentiated tasks, and an accommodations/modifications library featuring UDL strategies and low-tech

alternatives), and a classroom-anchored assessment suite (formative instruments, performance tasks, summative assessments, analytic rubrics, progress-monitoring templates, and reporting formats). An implementation manual will offer pacing alternatives, classroom arrangement instructions, sample weekly schedules, and version-control protocols to facilitate disciplined and consistent execution.

To facilitate capability and ongoing enhancement, the package will encompass capacity resources, PD syllabi, facilitator presentations, practice exercises, observation rubrics, coaching manuals, and fidelity checklists along with a concise monitoring, evaluation, and learning toolkit that includes an indicator dictionary, data collection forms, mini-dashboards, and a lessons-learned template. All components will be packaged for BSS in printable and lightweight digital forms, versioned for maintenance, and supported by quick-start guides to facilitate seamless adoption throughout grades 7–11.

Requirements

The following requirements will be considered:

1. **Specialist Expertise** - Formulate a design team of Special Education professionals, curriculum developers, and consultants proficient in Universal Design for Learning (UDL), differentiated instruction, and adolescent education; appoint local coaches for classroom integration.
2. **Stakeholder Co-Design** - Engage BSS leadership, educators, students, parents/guardians, and MOE representatives via organized workshops, feedback iterations, and two formal review checkpoints.
3. **Evidence and Standards Alignment** - Align content with contemporary research and national curriculum standards, as well as inclusive education policies; include citations and alignment maps.
4. **Context and Needs Analysis** - Execute a mixed-methods needs assessment (document review, observations, and interviews/surveys) to identify learner profiles, deficiencies, and essential skills for grades 7–11.
5. **Explicit Outcomes** - Establish SMART learning outcomes encompassing academic, functional, and social-emotional dimensions; directly connect to individualized objectives and advancement through grade levels.
6. **Curriculum Architecture** - Develop a cohesive scope-and-sequence, unit maps, and module designs; incorporate a library of accommodations/modifications and guidelines for co-teaching and paraprofessional help.

7. Collaborative Workflow and Governance - Define roles, RACI matrix, decision-making authority, and change management protocols; provide version control and documentation for transparency.
8. Instructional Materials - Create instructor manuals, exemplar lessons, differentiated tasks, and low-tech/printable alternatives to guarantee accessibility in situations of restricted connectivity or power.
9. Evaluation and Feedback - Offer formative and summative instruments, performance assignments, analytical rubrics, and straightforward progress-monitoring templates; incorporate prompt feedback mechanisms for learners and parents.
10. Resources and Environment - Detail the essential classroom materials (manipulatives, visuals, assistive tools) and procurement lists; provide recommendations for an inclusive classroom arrangement.
11. Quality Assurance - Execute content and accessibility evaluations, conduct pilot usability assessments, do bias analyses, and establish editing standards; delineate acceptance criteria and rework thresholds.
12. Implementation Roadmap - Comprehensive timeline, milestones, professional development calendar, coaching cycles, pilot entry and exit criteria, and readiness assessments for scaling within BSS.
13. Data Protection and Ethics - Implement safeguarding, informed consent, confidentiality, and data minimization standards suitable for educational environments.
14. Monitoring, Evaluation & Learning (MEL) - Establish indicators, baselines, observation instruments for instructional fidelity, data collection frequency, and concise dashboards for informed decision-making.
15. Risk and Continuity - Sustain an active risk register with mitigation and contingency strategies, including continuity of learning during disruptions such as power or internet failures.
16. Budget and Procurement - Develop a cost model incorporating an estimation methodology, contingency provisions, management reserves, and compliant sourcing strategies to guarantee value for money.
17. Sustainability and Handover - Incorporate train-the-trainer resources, maintenance and refresh cycles, and a support framework to ensure sustained utilization across grades 7–11 at the BSS.

Assumptions

The following assumptions pertain to the Special Education curriculum and the enhancement of teacher capacity within the project management plan for Saint Lucia:

1. Sponsorship and Governance: The primary (project sponsor) ensures active sponsorship and delivers prompt choices within established turnaround periods.

2. Approvals: Necessary internal and Ministry-level authorizations for piloting and material utilization can be secured within standard school-term lead times.
3. Teacher Involvement: A minimum of 80% of designated BSS educators engage in professional development and coaching cycles, with release time arranged by school administration.
4. Access to Student Data: Pertinent Individualized Education Programs (IEPs), previous evaluations, and progress documentation are accessible for educational enhancement; requisite consents have been obtained.
5. Stability of Class and Timetable: Class groupings and instructor assignments are adequately stable to provide baseline, midterm, and final assessments.
6. The academic calendar provides designated periods for workshops, classroom instruction, piloting, and reflection, ensuring no overlap with significant examinations.
7. Staffing and Coverage: A Special Education coordinator and a minimum of two teacher champions are accessible; substitute coverage can be organized for professional development and observations.
8. Minimal Resources: A limited budget and essential supplies (printing, manipulatives, and visual aids) are accessible; storage and preparation space can be utilized as required.
9. ICT Reliability and Alternatives: Intermittent power and connectivity are anticipated; the school recognizes low-tech and paper alternatives as acceptable delivery methods.
10. Procurement Lead Times: Critical goods and services may be obtained locally or regionally, adhering to project timelines and regulatory limitations.
11. Compliance and Safeguarding: Institutional regulations authorize data collecting for pedagogical enhancement; safeguarding measures and confidentiality standards are implemented.
12. Risk Tolerances: Leadership consents to specific tolerances for schedule, cost, and quality, and will implement established change-control procedures for exceptions.
13. Budget Disbursement: Funds are allocated as per the established timeline; slight price variations can be accommodated within contingencies.
14. Parental/Guardian Involvement: Families are prepared to participate in a minimum of two feedback interactions (e.g., progress reports, consultation sessions) throughout the pilot phase.

15. Environmental sustainability Capacity: A minimum of two BSS educators will function as internal trainers to facilitate the continuous utilization and upkeep of the curriculum package.

Constraints

The following assumptions pertain to the Special Education curriculum and the enhancement of teacher capacity within the project management plan for Saint Lucia:

1. Academic Calendar Windows: Fixed periods for professional development, piloting, and observation are established by teaching, examinations, and school events; schedule compression is restricted.
2. Staffing Capacity: Teacher contact hours, preparation time, and duty schedules limit the availability for seminars, coaching, and materials development.
3. Authorization and Adherence Lead times: are affected by internal and Ministry clearances, safeguarding reviews, and accessibility assessments, which create unavoidable delays.
4. Budget Ceiling: A fixed budget constrains scope; reallocation among categories is restricted and requires sponsor permission, with only specified contingencies permitted.
5. Procurement Timelines: The on boarding of vendors, acquisition of quotations, and delivery (including import/customs when relevant) necessitate minimal lead times for materials and services.
6. ICT and Power Reliability: Intermittent connectivity and electricity hinder the utilization of digital tools, necessitating low-tech alternatives, which impacts the tempo and data acquisition.
7. Facilities and Space: The dimensions of classrooms, storage capacity, and communal areas limit specific activities and the quantity of manipulatives and printed materials available simultaneously.
8. Data Protection and Privacy: Legal and policy restrictions on the utilization and dissemination of student data diminish the granularity of analytics and necessitate consent-based procedures.
9. Project Scope: The initiative is confined to Babonneau Secondary School; it excludes capital works, system-wide implementations, and alterations to national policy.
10. Standardized Assessment Periods: Midterm and final evaluations, along with external testing, limit flexibility in pacing and assessment timelines.
11. Contractual stipulations: Educator agreements, union regulations, and workload policies restrict post-work activities and require prior notification for professional development coverage.

12. **Market Availability:** The local and regional access to specialist SPED resources and assistive aids may be constrained, necessitating the use of equal alternatives.
13. **Content Licensing:** Copyright and licensing regulations dictate the utilization and modification of third-party assets, impacting their incorporation into educational resources for teachers and students.
14. **Change Control:** Approved baselines (scope, schedule, cost, quality) may only be modified through official change requests; emergency deviations are strictly limited.
15. **Risk Exposure Limits:** Established tolerances restrict permissible variance and may initiate re-planning or de-scoping.
16. **Health & Safety:** Duty-of-care protocols impose restrictions on specific tasks and mandate supervision ratios, so affecting lesson design and pilot logistics.

Preliminary risks

1. **Approval delays** - Internal and Ministry of Education clearances exceed anticipated timelines, postponing the commencement of the pilot (Schedule).
2. **Staff turnover and absenteeism** - The departure or unavailability of essential educators and coaches affects continuity in scheduling and quality.
3. **Professional development participation deficit** - Designated educators are unable to attend or fulfil professional development and coaching cycles.
4. **Instructional fidelity drift** occurs when educators modify materials beyond their intended purpose, hence diminishing the consistency of delivery.
5. **Data quality deficiencies** - Incomplete or inconsistent IEP/progress data compromises baselines and outcome monitoring.
6. **Insufficient inter-rater reliability** - Observational assessments differ among evaluators, undermining the credibility of the evaluation.
7. **Resistance from stakeholders and change fatigue** - Opposition from staff or parents hinders adoption.
8. **Union/contract restrictions** - Limitations on observations, after-hours professional development, or coverage diminish implementation alternatives.
9. **Conflicts in the academic calendar** - Examinations and events restrict pilot windows and observation possibilities.

10. ICT and power interruptions - Power failures result in outages that necessitate low-tech adaptations, impacting both pace and data collection.
11. Procurement delays - Lead times for printing, manipulatives, or assistive devices exceed milestone dates.
12. Budgetary constraints/inflation - Printing, materials, or services surpass projections; reserves are inadequate.
13. Vendor performance risk - External trainers or print vendors fail to meet service level agreements or provide inferior outputs.
14. Key-person dependency - Excessive reliance on the SPED coordinator or a limited number of advocates results in singular points of failure.
15. Non-compliance with accessibility standards - Materials do not meet UDL/accessibility criteria, necessitating revisions.
16. Cultural or content misalignment - Examples or language are incongruent with the classroom context, diminishing engagement.
17. Data privacy breach - Inadequate management of student information undermines confidence and disrupts data gathering.
18. Disasters and health disruptions - Storms, flooding, or outbreaks impede attendance and school operations.
19. Scope creep occurs when requests extend outside the BSS SPED focus, such as general education and other schools, so diluting efforts and impacting scope and cost.
20. Underwhelming pilot results - Initial findings do not demonstrate enhancement, jeopardizing confidence and ongoing support.

Milestones

Activity	Start Date	End Date
Project authorization and kick-off.	February 2 , 2026	February 5, 2026
Needs and baseline assessment	February 6, 2026	February 15, 2026
Curriculum architecture approved	February 16, 2026	February 28, 2026
IEP-alignment and assessment framework templates finalized	March 1·2026	March 15, 2026

Professional Development program designed	March 16, 2026	May 16, 2026
Sprint 1- Module Development	May 17, 2026	July 17, 2026
Sprint 2- Module Development	July 18, 2026	September 18, 2026
Universal Design for Learning (UDL) and Accessibility review	September 19, 2026	December 31, 2026
Pilot readiness (teacher training, classroom setup, materials staging)	January 1, 2027	April 1, 2027
Pilot implementation and monitoring	April 2, 2027	July 1, 2027
Refinement	July 2, 2027	August 2, 2027
Handover	August 3, 2027	August 29, 2027
Sustainment	August 30 2027	

Budget for Special Education Curriculum

Budget	
Expense	Cost -XCD
Curriculum design	\$28,000
Assessment and IEP templates	\$8,000
Teacher professional development design	\$22,000
Coaching and classroom observation	\$12,000
Teacher release coverage and stipend	\$10,000
Printing	\$9,500
Teaching, learning and instructional materials	\$12,000
UDL review	\$5,000
Monitoring and evaluation	\$7,500
Use of facilities	\$4,500
Logistics and local transport	\$4,000
Procurement	\$3,000
Sub Total	\$139,000

Contingency reserve (5%)	\$6,990
Management reserve (3%)	\$4,403.70
Total Budget (XCD)	\$151, 193.70
Stakeholders	
	<p>Direct Stakeholders</p> <ul style="list-style-type: none"> ○ Project Manager: Ms. Kimisha Mathurin ○ Project Sponsor: Principal, Babonneau Secondary School (BSS) ○ Special Education Teachers, BSS ○ Heads of Department (Social Studies, Maths, English, etc.) ○ SPED Teachers & Teacher Champions (Grades 7–11) ○ General Education Co-Teachers ○ Guidance Counsellor ○ School Bursar ○ Ministry of Education – Education Unit & Curriculum Officers ○ Consultants (UDL, assessment, MEL) ○ Students with Special Education Needs (Grades 7–11)
	<p>Indirect Stakeholders</p> <ul style="list-style-type: none"> ○ Parents and Guardians ○ Community partners ○ Print and material providers ○ Teachers’ union ○ Alumni and donors ○ Media

	<ul style="list-style-type: none"> ○ Sir Arthur Lewis Community College (Teacher Training Division) ○ Other secondary schools (knowledge transfer/benchmarking)
Project manager: Ms. Kimisha Ashah Mathurin	Signature:
Authorized by:	Signature:

Note. This chart was created by the author

4.1.2 Change Management Process

PMI's governance-focused approach in the PMBOK Guide 7th Edition, which prioritizes value delivery, accountability, and tailoring, realizing that change is inevitable in complex educational projects, will serve as the project's change management framework (Project Management Institute [PMI], 2021). The project team will use a formal integrated change control approach to assess change requests, determine approval outcomes, and maintain alignment with project objectives and authorized baselines in order to operationalize structured control in the project's predictive components. The project team will also apply the Monitoring and Controlling Process Group guidance described in Process Groups: A Practice Guide (PMI, 2022). In addition to supporting configuration management techniques to maintain integrity across project artifacts and documented commitments, the Project Charter establishes decision rights and approval thresholds. Before being logged, shared, and monitored for execution, all change requests will be formally documented and analyzed for their effects on important project factors (such as scope, schedule, cost, quality, resources, risk, communications, procurement, and stakeholder expectations). While iterative curriculum enhancements will be managed through structured time-boxed cycles with transparent backlog practices and defined entry/exit criteria, the charter also recognizes the coexistence of adaptive and predictive elements. Stable governance artifacts, such as acceptance criteria and compliance requirements, will adhere to formal change control.

In order to improve stakeholder value without compromising control, traceability, or accountability, this guarantees that every authorized change is backed by a valid justification and assessed for benefits realization (PMI, 2021; PMI, 2022).

Chart 6

Change request form

CHANGE REQUEST FORM		
Change Description		
Project Name:	Change Name:	Number:
Requested By:	Contact:	Date:
Description of Change:		
Reason for Change:		
Priority [Circle One]: 1. High 2. Medium 3. Low		
Impact on Deliverables:		
Impact of Not Responding to Change (and Reason Why):		
Date Needed:	Approval of Request:	Date:
Change Impact		
Tasks/Scope Affected:		
Cost Evaluation:		
Risk Evaluation:		
Quality Evaluation:		
Additional Resources:		
Duration:		
Additional Effort:		
Impact on Deadline:		
Alternative and Recommendations:		
Comments:		

Sign Offs	
[Circle One]: 1. Accepted 2. Deferred 3. Rejected 4. More Info Requested	
Comments:	
Project Manager Signature:	Date:
Decision Maker Signature:	Date:

Note. Adapted from Change request form template by ProjectManager (n.d.), <https://www.projectmanager.com/templates/change-request-form>

Lessons Learned

Documenting lessons learned is an essential aspect of project management, as it allows for reflection on achievements, obstacles, and opportunities for enhancement. By chronicling experiences within the Special Education Curriculum and Teacher Capacity Project, the team may establish a knowledge repository that enhances future initiatives, mitigates recurring errors, and emphasizes exemplary practices. Lessons learned will be gathered at critical milestones and at project completion through stakeholder input, team reflections, and evaluation outcomes. This template offers a methodical format for documenting these findings.

Chart 7

Lessons learned register

Lessons Learned Template							
Project Name: Special Education Curriculum and Teacher Capacity Strengthening for the Babonneau Secondary School.							
Project ID: SPED-BSS-2026							
Project Sponsor: Babonneau Secondary School							
Project Manager: Kimisha Mathurin							
Number	Project Phase	Date Entered	Challenge	Potential Impact	Lesson Learned	Recommendations for future projects	Follow-up

Note. This chart was created by the author

4.2 Scope Management Plan

4.2.1 Introduction

A part of the project management plan, the scope management plan describes how the scope of the project and product will be established, organized, validated, approved, and managed over the course of the project (Project Management Institute [PMI], 2021). Consistent with the PMBOK Guide, principles of value delivery, stewardship, and tailoring, the plan outlines how requirements will be clarified, documented, and traced to deliverables to prevent scope creep and

ensure accountability. The scope statement, Work Breakdown Structure (WBS), and WBS dictionary are examples of scope artifacts that are established, together with scope limits, acceptance criteria, responsibilities, and decision rights. To ensure that scope stays explicit, verifiable, and in line with time, cost, quality, and benefits realization, scope modifications will be controlled through formal governance, which includes documented change requests and impact assessments before authorizing adjustments to baselines (PMI, 2021).

4.2.2 Project Requirements

Chart 8

Project Requirements

Number	Requirement Category	Requirement Description
1	Time Constraint	The project is to be completed within 29 months.
2	Curriculum	A comprehensive Special Education curriculum for Grades 7–11, encompassing scope -and= sequence, unit maps, and module plans.
3	Instructional Materials	Teacher guides, model lessons, and differentiated tasks with UDL strategies in low tech and printable formats.
4	Assessment System	The development and use of formative and summative tools, progress trackers, rubrics that are tailored specifically to SPED learners.
5	Professional Development	PD program with quality workshops, observation check lists, classroom coaching.
6	Stakeholder Engagement	Minimum of two formal review sessions with MOE, educators, parents and students.
7	Technology Constraints	Must use low-technology paper alternatives.
8	Quality Assurance	Content reviews, editing standards, pilot testing must be applied before the finalization of the project.
9	Procurement and Resources	Materials must be procured locally and regionally within the lead times.
10	Data Privacy and Ethics	Must adhere to Saint Lucia’s educational policies on data and data sharing, as well as consent protocols within the context of the school.
11	Sustainability Measures	Internal coaching and train the trainer model must be adapted on a long term basis.
12	Monitoring, Evaluation and Learning (MEL)	A comprehensive MEL toolbox, encompassing indicators, collection frequency, and dashboards, must be developed.
13	Explicit Learning Outcomes	SMART objectives encompassing academic, functional, and social-emotional competencies must be formulated in alignment with IEPs and grade advancement.
14	Needs and Context Analysis	A mixed-methods needs assessment is required to ascertain student profiles, skill deficiencies, and classroom requirements for Grades 7–11.

Number	Requirement Category	Requirement Description
15	Specialist Expertise	A proficient design team with specialization in Special Education, Universal Design for Learning (UDL), differentiated instruction, and adolescent learning should be constituted.

Note. This chart was created by the author.

Chart 9

Requirements Traceability Matrix

Requirements Traceability Matrix								
Project Manager: Kimisha Mathurin				Project ID: SPED-BSS-2026				
Project Sponsor: Babonneau Secondary School				Project Title: Special Education Curriculum				
REQ ID	Category	Requirement Description	Priority	Business Needs, Opportunities, Goals and Objectives	Deliverables	Verification	Validation	Status
RQ01	Time Constraint	The project is to be completed within 29 months.	High	Guarantee prompt dissemination of content and training throughout academic cycles.	Project schedule and milestone tracker.	Schedule tracking reports	Signing off of time compliance by the project sponsor.	On track
RQ02	Curriculum	A comprehensive Special Education curriculum for Grades 7–11, encompassing scope –and- sequence, unit maps, and module plans.	High	Implement an integrated, evidence-based educational framework for special education students.	Curriculum framework	Review of document and stakeholder approval.	Pilot testing and approvals of the MOE, Principal, Vice Principal and SPED teachers.	Pending
RQ03	Instructional Materials	Teacher guides, model lessons, and differentiated tasks with UDL strategies in low tech and printable formats.	High	Facilitate educators' execution through accessible and versatile educational materials.	Teacher toolkit	Digital readiness and review of print.	Usability of educators and sign-off.	In Progress
RQ04	Assessment System	The development and use of formative and summative tools, progress trackers, rubrics that are	High	Continuously monitor and assess personalized student advancement.	Assessment suite which includes rubrics, progress templates	Classroom pilot implementation	Progress reports of students and the approval of the MOE.	Pending

Requirements Traceability Matrix								
Project Manager: Kimisha Mathurin				Project ID: SPED-BSS-2026				
Project Sponsor: Babonneau Secondary School				Project Title: Special Education Curriculum				
REQ ID	Category	Requirement Description	Priority	Business Needs, Opportunities, Goals and Objectives	Deliverables	Verification	Validation	Status
		tailored specifically to SPED learners.			and performance trackers.			
RQ05	Professional Development	PD program with quality workshops, observation check lists, classroom coaching.	High	Enhance pedagogical methodologies and adherence to implementation protocols.	PD plan, observation rubrics, training manuals and coaching cycles.	Completion and attendance records.	Teacher evaluation prior to and after the training.	In Progress
RQ06	Stakeholder Engagement	Minimum of two formal review sessions with MOE, educators, parents and students.	Medium	Guarantee inclusivity, openness, and collaborative design with stakeholders.	Feedback logs, stakeholder workshop reports.	Signed attendance, meeting minutes.	Scope updates reflecting stakeholder input.	Ongoing
RQ07	Technology Constraints	Must use low-technology paper alternatives.	High	Maintain continuity despite inconsistent power and internet connectivity.	Low-tech formatted versions of all materials needed.	Usability checks	Learner and teacher confirmed accessibility	Completed
RQ08	Quality Assurance	Content reviews, editing standards, pilot testing must be applied before the finalization of the project.	High	Guarantee the quality, precision, and accessibility of all deliverables.	Editing logs, pilot testing feedback, Quality assurance reports.	Quality assurance audits	Stakeholder acceptance after the pilot testing	Pending
RQ09	Procurement and Resources	Materials must be procured locally and regionally within the lead times.	High	Guarantee prompt, economical, and compliance resource accessibility.	Vendor contracts, procurement plans	Procurement tracking reports	On-time delivery	On Track

Requirements Traceability Matrix								
Project Manager: Kimisha Mathurin				Project ID: SPED-BSS-2026				
Project Sponsor: Babonneau Secondary School				Project Title: Special Education Curriculum				
REQ ID	Category	Requirement Description	Priority	Business Needs, Opportunities, Goals and Objectives	Deliverables	Verification	Validation	Status
RQ10	Data Privacy and Ethics	Must adhere to Saint Lucia's educational policies on data and data sharing, as well as consent protocols within the context of the school.	High	Safeguard student confidentiality and uphold ethical principles.	Consent forms for students.	Compliance audit and privacy assessment	No breach occurrences	Pending
RQ11	Sustainability Measures	Internal coaching and train the trainer model must be adapted on a long term basis.	High	Guarantee the continuous capability and autonomy of BSS instructors.	Train the trainer program, sustainability book.	Certification for internal trainers.	Acceptance of the handover plan by BSS leadership.	Not started
RQ12	Monitoring, Evaluation and Learning (MEL)	A comprehensive MEL toolbox, encompassing indicators, collection frequency, and dashboards, must be developed.	High	Facilitate data-informed decision-making, monitor progress, and promote ongoing enhancement.	MEL toolkit	Functionality test	Reports authenticated by the leadership of the MOE and the BSS	Pending
RQ13	Explicit Learning Outcomes	SMART objectives encompassing academic, functional, and social-emotional competencies must be formulated in alignment with	High	Guarantee conformity with IEPs and quantifiable student advancement.	Learning outcome forms, alignment matrices.	Documentation review	Preliminary evidence of learning improvements.	In Progress

Requirements Traceability Matrix								
Project Manager: Kimisha Mathurin				Project ID: SPED-BSS-2026				
Project Sponsor: Babonneau Secondary School				Project Title: Special Education Curriculum				
REQ ID	Category	Requirement Description	Priority	Business Needs, Opportunities, Goals and Objectives	Deliverables	Verification	Validation	Status
		IEPs and grade advancement.						
RQ14	Needs and Context Analysis	A mixed-methods needs assessment is required to ascertain student profiles, skill deficiencies, and classroom requirements for Grades 7–11.	High	Perform a mixed-methods needs assessment to determine student profiles and classroom necessities.	Needs assessment reports	Approval of report by sponsor.	Validation of findings by stakeholders.	Completed
RQ15	Specialist Expertise	A proficient design team with specialization in Special Education, Universal Design for Learning (UDL), differentiated instruction, and adolescent learning should be constituted.	High	A skilled design team with competence in SPED, UDL, and adolescent learning should be involved.	Staffing plan specifically for the project.	Hiring review	Approval of project team by project sponsor.	Completed

Note. This chart was created by the author.

4.2.3 Define Scope

Scope Statement

The scope of the project, “Management Plan for Special Education Curriculum and Teacher Capacity Strengthening at Babonneau Secondary School,” involves the design, development, and initial implementation of a comprehensive Special Education curriculum package specifically for students in grades 7 - 11. This includes the development of a curricular framework featuring well-defined scope-and-sequence charts, unit maps, module blueprints, and alignment matrices that accommodate Individualized Education Programs (IEPs). It also involves the creation of practical instructional resources for educators, including teacher guides, model lesson plans, differentiated instructional tasks, and a repository of accommodations and modifications based on Universal Design for Learning (UDL) principles. The program will incorporate low-tech, print-friendly options to guarantee accessibility in resource-constrained environments.

Simultaneously, the initiative will design and implement a systematic professional development program for pertinent educators at Babonneau Secondary School. This will encompass workshops, practice rooms, classroom coaching cycles, observation rubrics, and fidelity checklists, all designed to improve instructional quality and consistency. A train-the-trainer component will be used to enhance internal capacity for sustainability beyond the project's duration.

A vital element within the scope is the design and execution of an assessment system that aligns with the new curriculum. This system will encompass formative assessments, performance assignments, summative evaluations, analytical rubrics, and basic progress-monitoring instruments. These instruments will be employed to monitor student outcomes, assess instructor implementation fidelity, and evaluate overall project efficacy. Monitoring and evaluation

procedures will be instituted, encompassing the development of key performance indicators (KPIs), baseline and subsequent assessments, and data collection frameworks. These will be utilized throughout the pilot phase, which will evaluate the curriculum across a minimum of three grade levels, and the findings will be aggregated in a detailed lessons-learned report to guide school-wide implementation.

4.2.4 Project Exclusions

The project will exclude activities unrelated to curriculum design, classroom instruction, or teacher professional development. It specifically excludes capital projects such as facility enhancements or restorations, as well as significant ICT infrastructure expansion beyond basic technological solutions. This program also excludes specialist clinical services and therapeutic therapies. This initiative does not encompass national policy reform, system-wide rollouts, or deployment at schools other than Babonneau Secondary School. Staffing decisions, collective bargaining issues, and union discussions are excluded, as they pertain to school administration and the jurisdiction of the Ministry of Education. The project will not encompass the procurement of specialist medical or assistive equipment beyond fundamental teaching aids, nor will it modify national assessment schedules or testing standards. These exclusions guarantee that the project maintains its concentration on the specified scope of curriculum development, instructional assistance, and enhancement of teacher capacity only within the Babonneau Secondary School.

4.2.5 Project Deliverables and Acceptance Criteria

Project deliverables signify the concrete and quantifiable outcomes generated by the Special Education Curriculum and Teacher Capacity Project. Every deliverable must correspond with the

project's scope, objectives, and stakeholder requirements to guarantee value delivery.

Deliverables will be evaluated against established acceptance criteria to ensure they meet quality standards. These criteria function as benchmarks for assessing usefulness, relevance, compliance with standards, and endorsement from stakeholders, including the leadership of Babonneau Secondary School (BSS) and the Ministry of Education (MOE). Defining deliverables with their acceptance criteria guarantees clarity, responsibility, and a mutual comprehension of success among the project team and stakeholders.

Chart 10

Project Deliverables and Acceptance Criteria

Deliverables	Acceptance Criteria
Project Charter and Plans	Approved and executed by the sponsor and BSS leadership; conforms to the 29-month schedule and budgetary constraints.
Needs Assessment Report	Report endorsed by stakeholders; highlights distinct deficiencies and suggestions for curriculum development.
Special Education Curriculum Package	Endorsed by the MOE and BSS following two stakeholder evaluations; conforms to national standards and Universal Design for Learning principles.
Teacher instructional materials	Materials are available in print and low-tech versions; validated through teacher testing; usefulness affirmed in pilot classrooms.
Assessment system	Successfully implemented in a minimum of three grade levels; demonstrated enhancement in student performance; corroborated by educators and the Ministry of Education.
Professional development program	Minimum 90% teacher engagement; demonstrable enhancement in instructional methodologies validated by pre- and post-training assessments.
MEL framework and tools	The MEL system functioned during the pilot phase; data was constantly gathered; dashboards were evaluated by leadership and the Ministry of Education.
Stakeholder Engagement output	Two formal reviews were undertaken, and the documented feedback was included into the final deliverables.
Quality Assurance reports	All deliverables satisfy predetermined quality standards; written QA approval is required prior to handover.

Deliverables	Acceptance Criteria
Sustainability and Handover package	Two or more trained internal trainers; resources transferred to BSS leadership; sustainability plan ratified.

Note. This chart was created by the author.

4.2.6 Project Constraints

The following constraints are considered for the SPED curriculum at the Babonneau Secondary School:

1. The project must be finalized within 411 days, without any extension of the deadline.
2. The project has a predetermined budget constraint, permitting only minimal reallocation among cost categories.
3. Project initiatives are confined only to Babonneau Secondary School and will not extend to other institutions or national-level reforms.

4.2.7 Project Assumptions

The following assumptions are considered for SPED curriculum at the Babonneau Secondary School:

1. At least 80% of approved educators will engage in professional development and classroom coaching sessions.
2. Essential authorizations from the Ministry of Education and BSS leadership will be issued within customary review timelines.
3. Low-tech and printable resources will be deemed suitable substitutes in instances of unstable electricity and internet connectivity.

4.2.8 Work Breakdown Structure

The Work Breakdown Structure (WBS) for the Special Education Curriculum and Teacher Capacity Strengthening Project at Babonneau Secondary School outlines a hierarchical decomposition of the project into deliverables, components, and executable work packages. It articulates and specifies the comprehensive scope of work to be executed by the project team to fulfil the stated objectives within the approved timeline and budget.

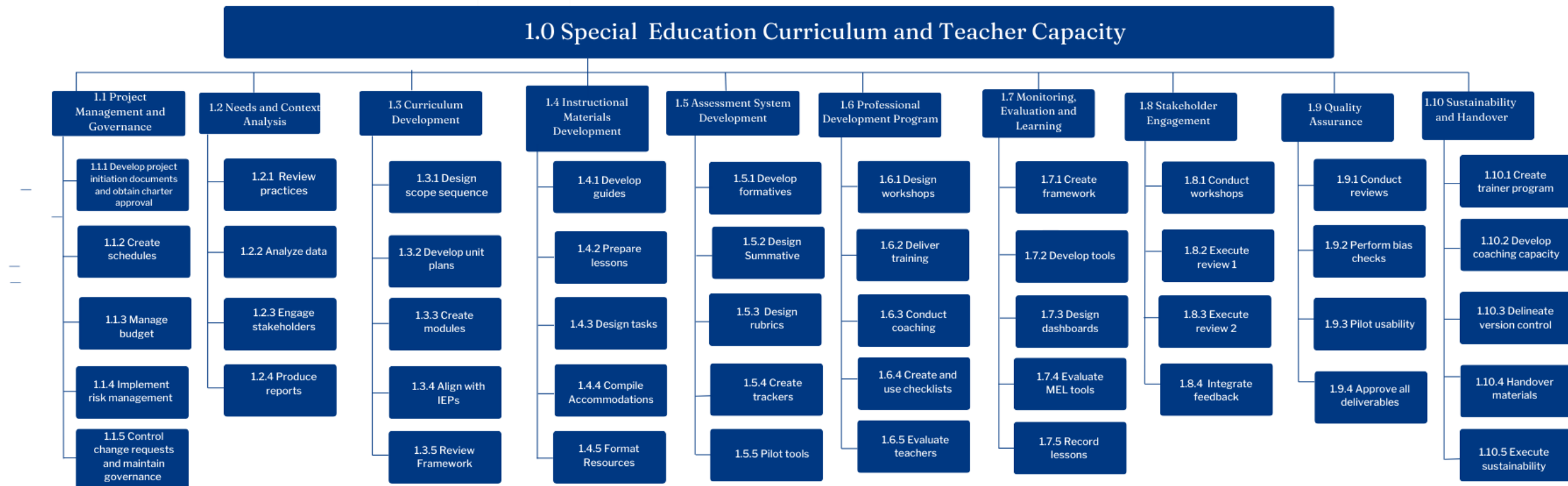
The WBS provides clarity by deconstructing intricate project operations into smaller, manageable components that may be efficiently planned, executed, monitored, and controlled. Every component of the WBS signifies a specific deliverable or outcome, rather than merely a collection of tasks, guaranteeing that all efforts are clearly aligned with the project's objectives and stakeholder expectations.

The Work Breakdown Structure (WBS) comprises 10 principal output areas, including project governance, needs analysis, curriculum creation, instructional materials, professional development, monitoring and evaluation, stakeholder involvement, quality assurance, and sustainability. Each deliverable is further subdivided into individual work packages, articulated in action-oriented language to denote the exact outputs needed.

Utilizing this WBS as a basis, the project team will build a shared comprehension of project scope, allocate duties, manage resources, and monitor progress relative to milestones. It also establishes the basis for creating the WBS Dictionary, which will further detail the scope, deliverables, acceptance criteria, and resources linked to each work item.

Chart 11

Work Breakdown Structure for the SPED Curriculum Project



Note. This chart was created by the author.

4.2.9 Work Breakdown Structure Dictionary

The WBS Dictionary serves as an auxiliary document to the Work Breakdown Structure (WBS). The WBS visually categorizes the project into deliverables and work packages, while the WBS Dictionary offers comprehensive definitions of each element. It sets forth the scope, description, resources, and budget for each work package to guarantee a unified comprehension of the tasks to be executed across all stakeholders. The WBS Dictionary aims to facilitate efficient project planning, execution, monitoring, and control. The WBS Dictionary specifies the contents of each work package, reducing ambiguity, averting scope creep, and setting explicit expectations for quality, cost, and schedule performance. This organized information facilitates precise allocation of duties, resource estimation, and incorporation into the comprehensive project management plan. The subsequent WBS Dictionary items directly align with the Work Breakdown Structure (WBS) for the Special Education Curriculum and Teacher Capacity Strengthening Project. Each part corresponds to its designated WBS code and elucidates the methods for producing, measuring, and accepting deliverables.

Chart 12*Work Breakdown Structure Dictionary*

WBS Code	WBS Name	Description	Resources	Budget (USD)
1.0	Special Education Curriculum and Teacher Capacity	The comprehensive project to design, create, and implement a Special Education curriculum for Grades 7–11 at Babonneau Secondary School encompasses teacher professional development, instructional resources, assessment tools, stakeholder involvement, quality assurance, and sustainability planning.	Project team, curriculum specialists, teachers, MOE representatives, trainers, MEL experts	\$151,800
1.1	Project Management and Governance	Supervise project initiation, planning, monitoring, reporting, budgeting, risk management, and governance during the project lifecycle.	Project manager, sponsor, leadership team, finance staff	
1.1.1	Develop project initiation documents and obtain charter approval.	Draft and endorse the project charter and initiation documents to sanction and direct the project.	Project sponsor, project manager	
1.1.2	Create schedules	Formulate comprehensive project timelines to oversee timelines, dependencies, and key milestones.	PM tools, project manager	
1.1.3	Manage budget	Assess expenses, distribute resources, and monitor project financials.	Finance staff	
1.1.4	Implement risk management	Identify, assess, and oversee risks alongside mitigating strategies.	Risk officer	
1.1.5	Control change requests and maintain governance	Evaluate, assess, and authorize or deny change requests while adhering to governance frameworks.	Change control system, governance committee	
1.2	Needs and context analysis	Perform baseline analysis via data examination, classroom observations, stakeholder involvement, and needs assessment documentation.	Curriculum team, SPED teachers, teachers, project manager	

WBS Code	WBS Name	Description	Resources	Budget (USD)
1.2.1	Review practices	Analyze current pedagogical approaches, instructional techniques, and curricular materials.	Curriculum specialists, teachers	
1.2.2	Analyze data	Gather and evaluate IEPs, performance outcomes, and student profiles.	SPED teacher, teachers, data analyst	
1.2.3	Engage stakeholders	Facilitate consultations and workshops with educators, guardians, students, and MOE officials.	Workshop facilitators, stakeholder groups	
1.2.4	Produce reports	Consolidate findings into a needs assessment report accompanied by recommendations.	Curriculum team, data analyst	
1.3	Curriculum Development	Design, construct, and synchronize the Special Education curriculum for grades 7–11, encompassing scope and sequencing, unit maps, and modules.	Curriculum developers, SPED teachers, curriculum officer	
1.3.1	Design scope sequence	Formulate a systematic curriculum scope and sequence for grades 7-11.	Curriculum designers, curriculum officers, SPED teachers	
1.3.2	Develop unit plans	Develop unit maps to organize instruction and learning across grade levels.	Curriculum team, teachers	
1.3.3	Create modules	Create comprehensive course modules that correspond with IEP objectives.	Subject experts, instructional designers	
1.3.4	Align with IEPs	Guarantee that the program addresses the specific educational requirements of each student.	SPED teachers, teachers	
1.3.5	Review framework	Facilitate stakeholder review sessions to authenticate the curriculum.	Curriculum team, MOE representatives	
1.4	Instructional Materials Development	Develop instructional guides for educators, model lessons, differentiated activities, and a repository of accommodations, including both printable and low-tech formats.	Curriculum specialists, designers, editors, and printing vendors	
1.4.1	Develop guides	Develop instructional guides and facilitator manuals for educators.	Writers, SPED specialists	

WBS Code	WBS Name	Description	Resources	Budget (USD)
1.4.2	Prepare lessons	Create exemplary lesson plans.	Teachers, curriculum developers	
1.4.3	Design tasks	Develop tailored assignments to address diverse learning requirements.	Instructional designers, SPED experts	
1.4.4	Compile accommodations	Furnish a compendium of changes and accommodations.	SPED specialists, curriculum team	
1.4.5	Format resources	Transform resources into low-tech and printable formats.	Print vendors	
1.5	Assessment System Development	Create formative and summative evaluations, rubrics, progress trackers, and dashboards, and conduct pilot tests of tools with students.	Assessment specialists, data analysts, educators	
1.5.1	Develop formatives	Develop instruments for continuous assessment of student progress.	Assessment designers, teachers	
1.5.2	Design summative	Construct summative assessments and evaluations.	Assessment specialists, curriculum experts	
1.5.3	Design rubrics	Create rubrics for standardized assessment	Curriculum team, SPED specialists	
1.5.4	Create trackers	Create student progress monitoring tools and templates.	Data analysts, IT support (low-tech)	
1.5.5	Pilot tools	Evaluate and enhance evaluation tools in educational settings.	Teachers, students, curriculum team	
1.6	Professional Development Program	Develop and implement teacher training seminars, classroom coaching cycles, and observation-driven evaluations to enhance teacher proficiency.	Trainers, instructional coaches, facilitators	
1.6.1	Design workshops	Formulate training curriculum and workshop resources.	Trainers, curriculum team	
1.6.2	Deliver training	Conduct educator workshops.	Trainers, facilitators	
1.6.3	Conduct coaching	Deliver coaching within the classroom environment.	Instructional coaches, mentors	

WBS Code	WBS Name	Description	Resources	Budget (USD)
1.6.4	Create and use checklists	Formulate and implement observation rubrics and fidelity assessment checklists.	Coaches, evaluators	
1.6.5	Evaluate teachers	Evaluate enhancements in pedagogical practices.	Evaluators, observation tools	
1.7	Monitoring, Evaluation, and Learning (MEL)	Develop a Monitoring, Evaluation, and Learning (MEL) structure, including indicators, data collection instruments, dashboards, and documentation of lessons learned for ongoing enhancement.	MEL experts, reporting staff	
1.7.1	Create framework	Define the MEL framework and its corresponding indicators.	MEL experts, project team	
1.7.2	Develop tools	Create data collecting forms and templates.	MEL team, data analysts	
1.7.3	Design dashboards	Create dashboards to monitor progress.	Analysts, IT support	
1.7.4	Evaluate MEL tools	Conduct a pilot test of MEL tools and make refinements.	MEL team, teachers	
1.7.5	Record lessons	Record lessons learned for scalability.	Report writers, MEL staff	
1.8	Stakeholder Engagement	Facilitate workshops, execute formal review sessions, and incorporate stakeholder feedback into outputs.	Facilitators, stakeholders, curriculum developers	
1.8.1	Conduct workshops	Conduct stakeholder workshops to gather input.	Facilitators, teachers, parents, MOE reps	
1.8.2	Execute review 1	Execute the initial formal stakeholder evaluation.	Stakeholder panel, curriculum team	
1.8.3	Execute review 2	Execute the second stakeholder review for validation purposes.	Stakeholder panel, curriculum developers	

WBS Code	WBS Name	Description	Resources	Budget (USD)
1.8.4	Integrate feedback	Amend deliverables in accordance with stakeholder feedback.	Curriculum developers, editors	
1.9	Quality Assurance	Implement content validation, conduct accessibility assessments, bias evaluations, pilot usability testing, and sponsor permissions prior to launch.	QA specialists, curriculum experts, teachers	
1.9.1	Conduct reviews	Evaluate the content for precision and accessibility.	QA specialists, curriculum experts	
1.9.2	Perform bias checks	Guarantee inclusion and cultural congruence.	QA team, educators	
1.9.3	Pilot usability	Evaluate the usability of materials in educational settings.	Teachers, students, curriculum staff	
1.9.4	Approve all deliverables	Obtain approvals and endorsements.	Sponsor, leadership, QA team	
1.10	Sustainability and Handover	Develop enduring capability via train-the-trainer programs, coaching, version control, resource transfer, and sustainability planning.	Trainers, curriculum team, school leaders	
1.10.1	Create trainer program	Create resources for a train-the-trainer program.	Trainers, curriculum team	
1.10.2	Develop coaching capacity	Educate instructors to function as internal coaches.	Trainers, teachers, coaches	
1.10.3	Determine version control	Implement a framework for curriculum revisions.	Admin staff, IT support	
1.10.4	Handover materials	Convey all deliverables to the school administration.	Curriculum team, school leaders	
1.10.5	Execute sustainability	Formulate and execute a comprehensive sustainability strategy for the long term.	Trainers, school leaders, MOE reps	

Note. This chart was created by the author.

4.2.10 Roles and Responsibilities

A precise identification of roles and duties is crucial for efficient project implementation and oversight. The project guarantees responsibility, effective communication, and alignment with objectives by designating specific roles to individuals and groups. The subsequent table delineates the principal roles engaged in the Special Education Curriculum and Teacher Capacity Project, along with their essential obligations in guaranteeing prompt execution, quality assurance, and stakeholder contentment.

Chart 13

Roles and responsibilities for the Special Education Curriculum Project

Roles	Responsibilities
Project sponsor	Offers comprehensive guidance and financial backing; authorizes project charter, scope, and significant deliverables; addresses escalated concerns.
Project manager	Supervises project planning, execution, monitoring, and closure; handles scope, schedule, budget, risks, and stakeholder communications.
Curriculum development team	Develops scope-and-sequence designs, unit maps, and modules; integrates curriculum with Individualized Education Programs (IEPs) and Universal Design for Learning (UDL) principles.
Instructional materials developers	Develop instructional manuals, lesson plans, and tailored assignments; format materials for low-tech and printable applications.
Assessment specialists	Create formative and summative evaluations, rubrics, and progress monitoring tools; assist with pilot testing and refinement.
Professional Development experts	Design and facilitate seminars; provide classroom coaching and evaluate teachers utilizing observation rubrics.
Monitoring, Evaluation and Learning specialists	Construct a Monitoring, Evaluation, and Learning (MEL) framework, establish indicators, create tools and dashboards; evaluate data and compile lessons-learned reports.
Stakeholder engagement facilitators	Facilitate seminars and review sessions; solicit feedback from educators, parents, students, and representatives from the Ministry of Education.
Quality Assurance team	Perform content validation, accessibility assessments, bias evaluations, and preliminary usability testing; authorize final outputs.
School administration- Babonneau Secondary School	Facilitate institutional assistance; allocate instructors for professional development; advocate for curriculum implementation; guarantee sustainable practices.

Roles	Responsibilities
Ministry of Education representatives/ Curriculum officers	Guarantee conformity with national standards and policies; authorize curriculum and assessment instruments; facilitate scaling.
Internal coaches	Develop sustained capability via a train-the-trainer methodology; offer continuous classroom assistance following the project.

Note. This chart was created by the author.

4.2.11 Validate Scope

The scope validation in the Special Education Curriculum and Teacher Capacity Project will guarantee that all deliverables undergo official evaluation, verification, and acceptance by the relevant stakeholders. Validation will occur through systematic review processes at various stages of the project lifecycle, encompassing stakeholder workshops, pilot implementations, and final approval sessions. The curriculum, instructional materials, assessment instruments, and professional development initiatives will be submitted to the leadership of the Babonneau Secondary School (BSS) and representatives of the Ministry of Education (MOE) for formal endorsement after a minimum of two structured review milestones. Educators and internal trainers will engage in pilot testing and offer feedback to verify usability, alignment with Individualized Education Programs (IEPs), and adherence to Universal Design for Learning (UDL) principles.

For deliverables to be deemed acceptable, they must exhibit compliance with established criteria, including adherence to national standards, incorporation of inclusive pedagogical approaches, and functional usability in low-tech settings. Validation will necessitate proof of quantifiable results, including a minimum of 90% teacher attendance in training sessions and recorded advancements in student development across at least three grade levels. Final acceptance will be conferred solely when deliverables meet all quality standards, are available to designated users,

and are accompanied by comprehensive documentation. The Project Sponsor, in collaboration with BSS leadership, will grant formal approval, verifying that scope requirements have been met and the outputs are prepared for ongoing implementation.

4.2.12 Control Scope

Scope management for the Special Education Curriculum and Teacher Capacity Project will guarantee that all activities adhere to the sanctioned project charter, scope statement, and work breakdown structure (WBS). All requests for additions, alterations, or exclusions will be properly recorded and evaluated through the project's change control procedure. The Project Manager, in collaboration with the governance board and sponsor, will assess proposed scope modifications considering their effects on cost, schedule, quality, and stakeholder expectations. No modifications to the baseline scope will occur without formal authorization, hence maintaining the project's emphasis on providing a unified Special Education curriculum and enhancing teacher capacity at the Babonneau Secondary School (BSS). Scope control will entail ongoing surveillance of project activities to identify early indicators of scope creep, including demands to extend beyond the specified grades 7–11 coverage, incorporate general education curriculum, or broaden implementation beyond BSS. Periodic progress evaluations and milestone reports will be undertaken to ensure that the performed work aligns with the established scope and deliverables. Implementing a systematic approach to scope oversight and formal change approval will ensure the project remains aligned with its objectives, optimizes resource use, and protects delivery within the 411 day schedule and budget constraints.

4.3 Schedule Management Plan

4.3.1 Introduction

The Schedule Management Plan defines the framework and procedures for planning, developing, managing, monitoring, and controlling the project schedule for the Special Education Curriculum and Teacher Capacity Project at the Babonneau Secondary School (BSS). This plan guarantees the completion of all project activities within the sanctioned 411 day period, ensuring logical sequencing and resource optimization.

The timetable will function as a benchmark for monitoring advancement and documenting performance. The development will utilize the sanctioned Work Breakdown Structure (WBS) and activity descriptions based on project deliverables. Performance will be monitored consistently, with progress documented on a monthly basis. Any deviations from the baseline will be assessed and rectified via the defined change control process to guarantee prompt project completion.

4.3.2 Schedule Development Approach

The schedule for the project will be developed utilizing a work breakdown structure (WBS) methodology, segmenting the project into manageable deliverables and work packages. Every activity will be identified, sequenced, and allotted estimated durations based on insights from experts, analogous prior projects, and resource availability. The scheduling tools utilized will be Microsoft Project, contingent upon the requisite level of detail. The Project Manager will oversee the master schedule, whilst work package leaders will monitor progress and provide weekly updates. Milestones will be synchronized with academic periods and school calendar events to reduce interference with instructional activities. Performance will be assessed using status reporting during monthly review sessions. Any deviations from the baseline that surpasses a 10%

difference in length or completion dates will initiate a formal schedule review and potential corrective actions sanctioned by the Project Sponsor.

4.3.3 Unit of Measure

All time estimates will be articulated in calendar months and weeks. For brief tasks like workshops, coaching sessions, or data evaluations, days will serve as the unit of measurement. The accuracy of activity duration estimations will be within $\pm 10\%$ of the initial estimate, informed by expert judgment and historical data from analogous educational projects. This tolerance guarantees pragmatic scheduling while preserving the adaptability to address risks such as postponed approvals or resource limitations.

4.3.4 Roles and responsibilities

Efficient schedule management necessitates explicitly specified roles and duties to guarantee that all activities are adequately planned, monitored, and controlled throughout the project lifecycle. Every team member assumes a distinct responsibility in preserving schedule integrity, conveying progress, and managing delays or deviations. The subsequent table delineates the primary roles and their associated responsibilities for schedule development, monitoring, and management for the Special Education Curriculum and Teacher Capacity Project at Babonneau Secondary School (BSS).

Chart 14

Roles and Responsibilities for the Schedule Management Plan

Role	Responsibilities
Project Sponsor	<ul style="list-style-type: none"> - Offer strategic guidance and authorize funds. - Authorize the project charter, primary deliverables, and timeline baselines. - Evaluate and authorize substantial modification requests. - Address escalated concerns and facilitate high-level stakeholder involvement.

Role	Responsibilities
Project Manager	<ul style="list-style-type: none"> - Lead the planning, scheduling, and management of all project phases. - Uphold the project timeline, financial baseline, and performance indicators. - Enhance team collaboration, reporting, and stakeholder engagement. - Mitigate risks, oversee scope modifications, and guarantee conformity with project goals. - Compile progress reports and preside over project status meetings.
Curriculum Development Lead	<ul style="list-style-type: none"> - Supervise the development of the curricular framework, unit plans, and modules. - Guarantee conformity with SPED concepts, IEPs, and UDL standards. - Facilitate stakeholder evaluations and incorporate input. - Oversee the curriculum team to ensure adherence to timeline and quality standards.
Instructional Materials Developer	<ul style="list-style-type: none"> - Develop instructional manuals, model courses, and tailored assignments. - Create and structure teaching materials in both analog and digital formats. - Cooperate with curriculum and assessment teams to guarantee uniformity. - Execute field testing and implement revisions according to feedback.
Assessment Specialist	<ul style="list-style-type: none"> - Create formative and summative assessment instruments and rubrics. - Implement systems for tracking progress and templates for student evaluation. - Facilitate pilot deployment and enhance tools according to instructor feedback. - Guarantee that evaluations conform to accessibility and validity criteria.
Professional Development Coordinator	<ul style="list-style-type: none"> - Develop and organize teacher training seminars and coaching sessions. - Enhance professional development through the utilization of observation and feedback instruments. - Facilitate engagement and oversee completion rates. - Assess modifications in educator efficacy and pedagogical methods.
Monitoring, Evaluation and Learning Specialist	<ul style="list-style-type: none"> - Formulate the MEL framework and establish performance KPIs. - Develop data collecting tools and dashboards for tracking progress. - Execute regular evaluations and assemble progress reports. - Record lessons learnt and disseminate insights for project enhancement.
Quality Assurance Lead	<ul style="list-style-type: none"> - Perform evaluations of content and accessibility for all deliverables. - Supervise pilot usability assessments and quality validation evaluations. - Ensure the maintenance of documentation for approvals and compliance verification. - Verify that all materials conform to the specified acceptance criteria.
Stakeholder Engagement Officer	<ul style="list-style-type: none"> - Organize and conduct stakeholder workshops and review meetings. - Collect, evaluate, and record stakeholder input. - Facilitate unambiguous communication among the project team, Ministry of Education, and BSS leadership. - Facilitate relationship management to sustain collaboration and secure commitment.
BSS Administration	<ul style="list-style-type: none"> - Offer institutional assistance, allocate release time, and furnish resources for staff engagement. - Oversee project execution at the institutional level. - Authorize the final outputs for implementation in educational settings. - Supervise the incorporation of curriculum and training into standard school procedures.

Role	Responsibilities
Teachers and Internal Coaches	<ul style="list-style-type: none"> - Engage in professional development and coaching sessions. - Execute the new curriculum and instructional resources. - Gather classroom input and contribute to Monitoring, Evaluation, and Learning (MEL) data. - Guide colleagues and facilitate the enduring sustainability strategy.
Ministry of Education Representative	<ul style="list-style-type: none"> - Guarantee the alignment of deliverables with national curriculum standards and inclusive education policies. - Offer strategic policy guidance and technological insights. - Engage in stakeholder evaluations and endorsement procedures. - Facilitate the incorporation of project results into the broader educational framework.

Note. This chart was created by the author.

4.3.5 Activities Definition, Sequence and Duration

The activities for the Special Education Curriculum and Teacher Capacity Project were directly sourced from the sanctioned Work Breakdown Structure (WBS). Each deliverable domain such as curriculum development, instructional materials creation, assessment formulation, teacher professional development, monitoring and evaluation, and quality assurance was demarcated into precise, actionable tasks. These tasks were meticulously delineated to guarantee that all critical elements necessary for generating the project outcomes were identified and coherently linked to the overarching project objectives. The specified operations were subsequently organized to provide a coherent and efficient workflow over the 411 day project duration. Sequencing depended on expert judgement, integrating perspectives from experienced and qualified educators, curriculum specialists, and project management specialists. The sequence of activities illustrates the logical advancement of work: commencing with project initiation and needs assessment, succeeded by curriculum design, instructional material development, assessment formulation, and teacher training. The subsequent phases encompass stakeholder engagement, quality assurance, and the ultimate sustainability and handover phase. Task dependencies were established through a finish-to-start relationship, ensuring that essential

processes, such as curriculum approval, occur prior to the execution of professional development, and that assessment design is synchronized with curriculum finalization.

Activity durations were assessed utilizing expert judgement, historical data from similar educational projects, and conversations with subject matter experts. Every work was allocated a feasible timescale quantified in days, with an accuracy tolerance of $\pm 10\%$. The procedure considered elements including the academic calendar, instructor availability for training, and possible delays in approvals or procurement. Activities were structured and input into project management software (Microsoft Project), facilitating the display of timelines, dependencies, and milestones. This systematic method guarantees that the project's sequence, interdependencies, and durations are distinctly articulated facilitating efficient oversight, prompt completion, and fulfilment of all project deliverables within the sanctioned timeline.

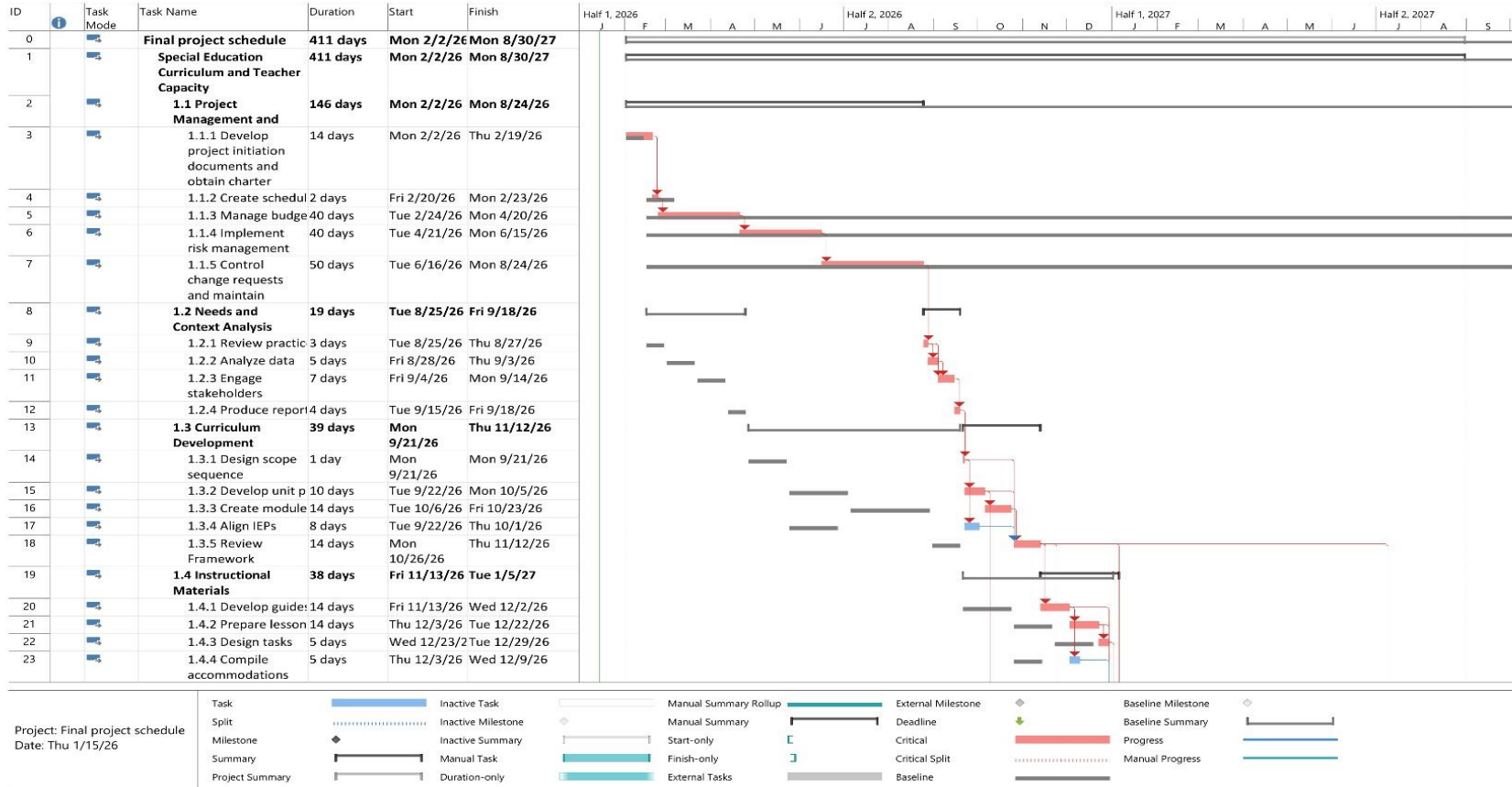
4.3.6 Develop Schedule

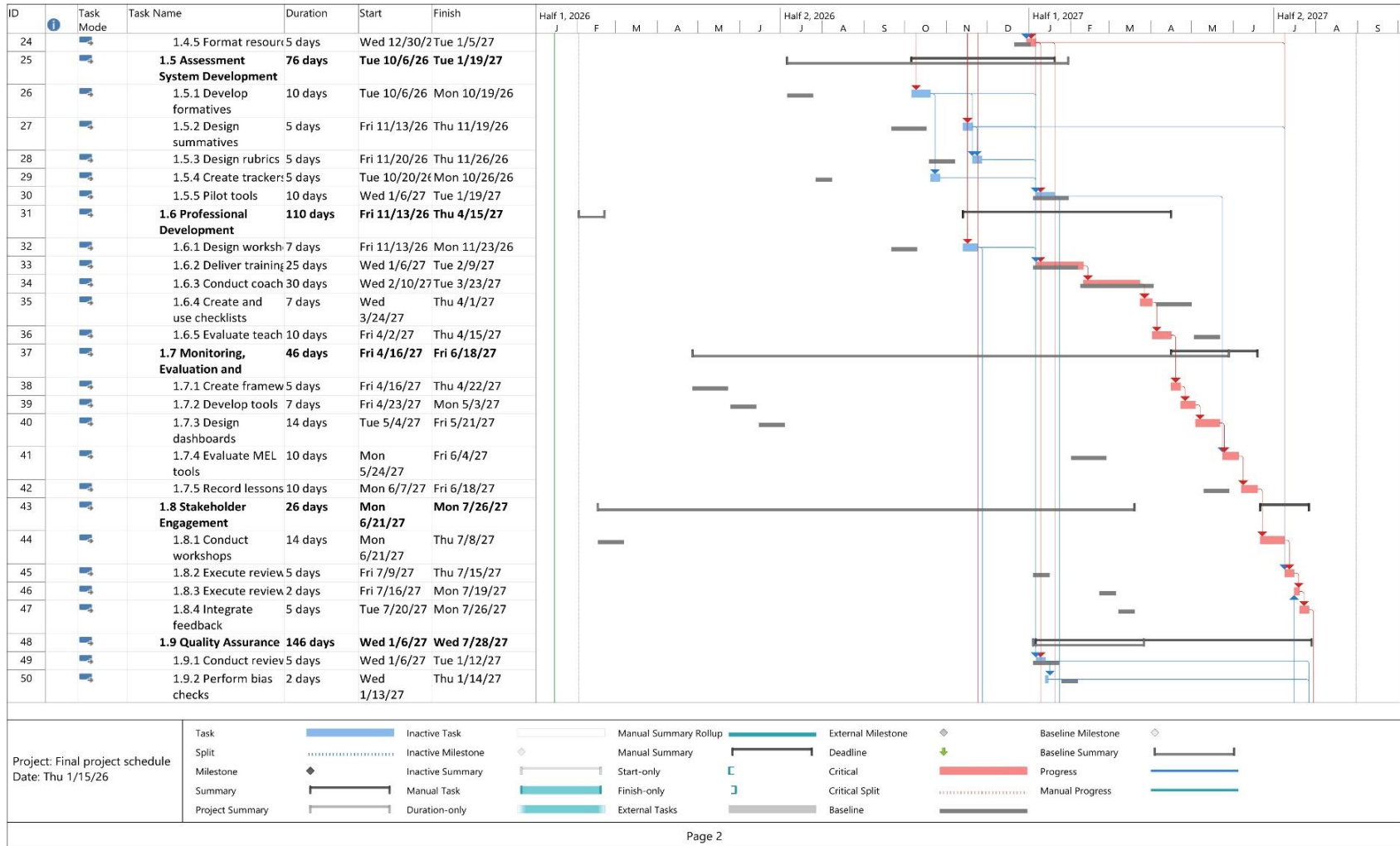
The project plan for the Special Education Curriculum and Teacher Capacity Project was established using a comprehensive task list, logical sequencing, and time estimates obtained from the Work Breakdown Structure (WBS). The procedure entailed consolidating all specified tasks, dependencies, and milestones into an extensive project timeline extending 411 days, from February 2026 to August 2027. This timetable functions as the time management framework that will direct implementation, monitoring, and control during the project's lifecycle. The Project Manager compiled all activities into a comprehensive Gantt chart utilizing Microsoft Project, drawing on insights from subject matter experts, curriculum developers, teacher trainers, and the Monitoring, Evaluation, and Learning (MEL) team. The schedule explicitly clarifies the interdependencies among deliverables indicating that outputs like the curriculum framework and

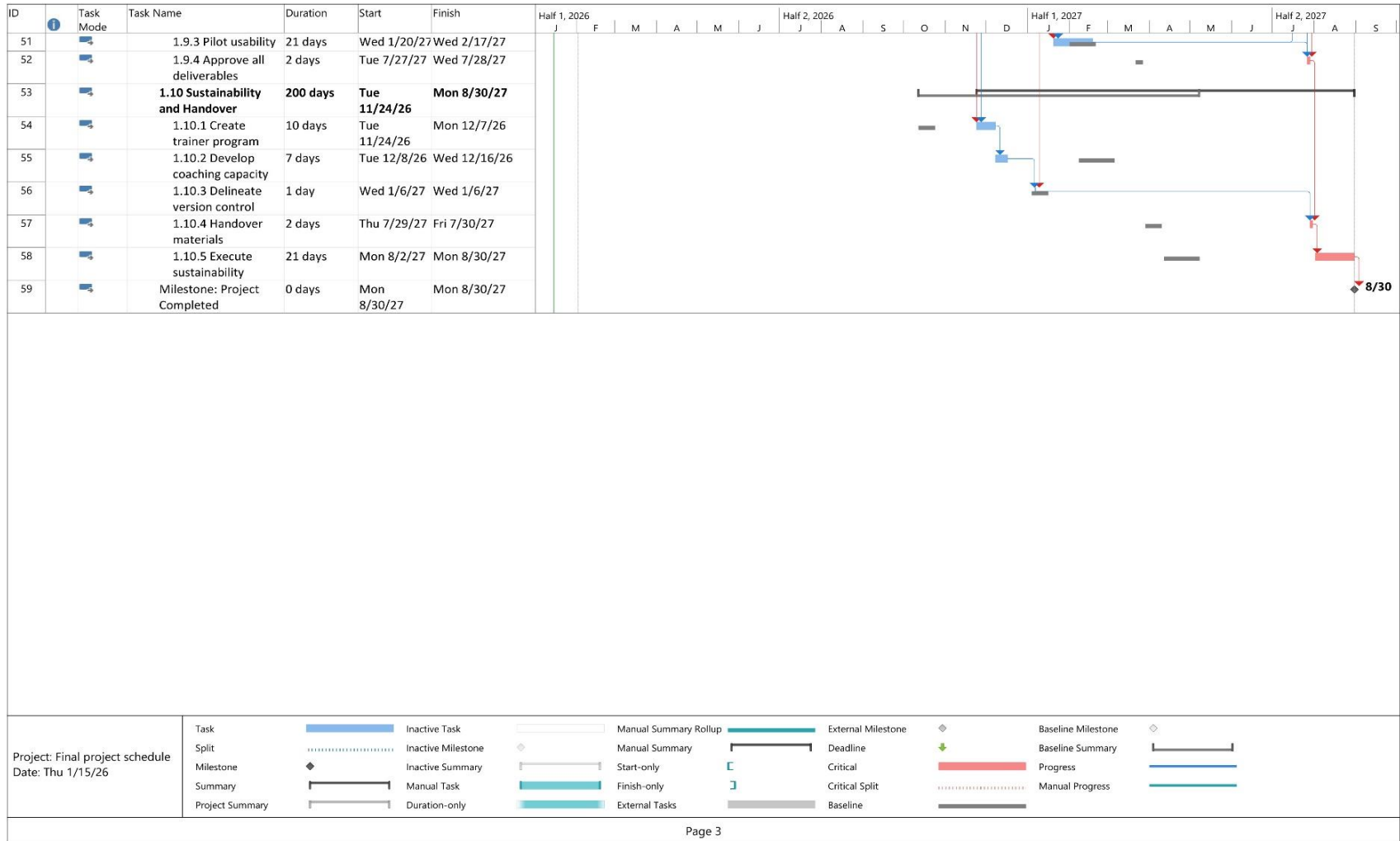
instructional materials must be finalized before the commencement of professional development activities, and that quality assurance and stakeholder validation take place prior to the final handover. Dependencies such as finish-to-start and start-to-start were utilized to guarantee an effective and realistic workflow. This schedule encompasses critical milestones, including project commencement and charter approval, completion of the requirements assessment, curriculum package approval, delivery of professional development sessions, and the final transfer of all deliverables to the leadership of the Babonneau Secondary School (BSS). Each milestone functions as a benchmark for assessing progress and confirming the fulfilment of essential deliverables. Resource availability, academic calendars, and educator workload were evaluated for determining task lengths and synchronizing timelines. Upon completion, the schedule was examined and approved by the Project Sponsor, BSS leadership, and essential stakeholders to confirm its practicality and adherence to institutional limitations. The sanctioned project schedule now functions as the timetable baseline, establishing the reference point for monitoring actual performance. Any modifications or delays recognized during implementation will be addressed through the formal change control procedure to ensure consistency, accountability, and openness throughout the project.

Figure 7

Special Education Curriculum Project Schedule







Note. This chart was created by the author.

Project Activities

Chart 15

Project activities for the Special Education Curriculum

WBS	Task Name	Duration	Start Date	Finish Date	Predecessor(s)
1	Special Education Curriculum and Teacher Capacity	411 days	Mon 2/2/26	Mon 8/30/27	
1.1	Project Management and Governance	146 days	Mon 2/2/26	Mon 8/30/27	
1.1.1	Develop project initiation documents and obtain charter approval	14 days	Mon 2/2/26	Mon 8/24/26	
1.1.2	Create schedules	2 days	Mon 2/2/26	Thu 2/19/26	
1.1.3	Manage budget	40 days	Fri 2/20/26	Mon 2/23/26	3
1.1.4	Implement risk management	40 days	Tue 2/24/26	Mon 4/20/26	4
1.1.5	Control change requests and maintain governance	50 days	Tue 4/21/26	Mon 6/15/26	5
1.2	Needs and Context Analysis	19 days	Tue 6/16/26	Mon 8/24/26	6
1.2.1	Review practices	3 days	Tue 8/25/26	Fri 9/18/26	
1.2.2	Analyze data	5 days	Tue 8/25/26	Thu 8/27/26	7
1.2.3	Engage stakeholders	7 days	Fri 8/28/26	Thu 9/3/26	9
1.2.4	Produce reports	4 days	Fri 9/4/26	Mon 9/14/26	9,10
1.3	Curriculum Development	39 days	Tue 9/15/26	Fri 9/18/26	11
1.3.1	Design scope sequence	1 day	Mon 9/21/26	Thu 11/12/26	
1.3.2	Develop unit plans	10 days	Mon 9/21/26	Mon 9/21/26	12
1.3.3	Create modules	14 days	Tue 9/22/26	Mon 10/5/26	14
1.3.4	Align IEPs	8 days	Tue 10/6/26	Fri 10/23/26	15
1.3.5	Review Framework	14 days	Tue 9/22/26	Thu 10/1/26	14
1.4	Instructional Materials Development	38 days	Mon 10/26/26	Thu 11/12/26	14,15,16,17
1.4.1	Develop guides	14 days	Fri 11/13/26	Tue 1/5/27	
1.4.2	Prepare lessons	14 days	Fri 11/13/26	Wed 12/2/26	18
1.4.3	Design tasks	5 days	Thu 12/3/26	Tue 12/22/26	20
1.4.4	Compile accommodations	5 days	Wed 12/23/26	Tue 12/29/26	21
1.4.5	Format resources	5 days	Thu 12/3/26	Wed 12/9/26	20
1.5	Assessment System Development	76 days	Wed 12/30/26	Tue 1/5/27	20,21,22,23
1.5.1	Develop formatives	10 days	Tue 10/6/26	Tue 1/19/27	
1.5.2	Design summatives	5 days	Tue 10/6/26	Mon 10/19/26	15
1.5.3	Design rubrics	5 days	Fri 11/13/26	Thu 11/19/26	18
1.5.4	Create trackers	5 days	Fri 11/20/26	Thu 11/26/26	26,27
1.5.5	Pilot tools	10 days	Tue 10/20/26	Mon 10/26/26	26
1.6	Professional Development Program	110 days	Wed 1/6/27	Tue 1/19/27	26,27,28,29,24
1.6.1	Design workshops	7 days	Fri 11/13/26	Thu 4/15/27	
1.6.2	Deliver training	25 days	Fri 11/13/26	Mon 11/23/26	18
1.6.3	Conduct coaching	30 days	Wed 1/6/27	Tue 2/9/27	32,24

WBS	Task Name	Duration	Start Date	Finish Date	Predecessor(s)
1.6.4	Create and use checklists	7 days	Wed 2/10/27	Tue 3/23/27	33
1.6.5	Evaluate teachers	10 days	Wed 3/24/27	Thu 4/1/27	34
1.7	Monitoring, Evaluation and Learning	46 days	Fri 4/2/27	Thu 4/15/27	35
1.7.1	Create framework	5 days	Fri 4/16/27	Fri 6/18/27	
1.7.2	Develop tools	7 days	Fri 4/16/27	Thu 4/22/27	36
1.7.3	Design dashboards	14 days	Fri 4/23/27	Mon 5/3/27	38
1.7.4	Evaluate MEL tools	10 days	Tue 5/4/27	Fri 5/21/27	39
1.7.5	Record lessons	10 days	Mon 5/24/27	Fri 6/4/27	40,30
1.8	Stakeholder Engagement	26 days	Mon 6/7/27	Fri 6/18/27	41
1.8.1	Conduct workshops	14 days	Mon 6/21/27	Mon 7/26/27	
1.8.2	Execute review 1	5 days	Mon 6/21/27	Thu 7/8/27	42
1.8.3	Execute review 2	2 days	Fri 7/9/27	Thu 7/15/27	18,24,27,44
1.8.4	Integrate feedback	5 days	Fri 7/16/27	Mon 7/19/27	45,51
1.9	Quality Assurance	146 days	Tue 7/20/27	Mon 7/26/27	46
1.9.1	Conduct reviews	5 days	Wed 1/6/27	Wed 7/28/27	
1.9.2	Perform bias checks	2 days	Wed 1/6/27	Tue 1/12/27	18,24,27
1.9.3	Pilot usability	21 days	Wed 1/13/27	Thu 1/14/27	49
1.9.4	Approve all deliverables	2 days	Wed 1/20/27	Wed 2/17/27	24,30
1.10	Sustainability and Handover	200 days	Tue 7/27/27	Wed 7/28/27	49,50,51,47
1.10.1	Create trainer program	10 days	Tue 11/24/26	Mon 8/30/27	
1.10.2	Develop coaching capacity	7 days	Tue 11/24/26	Mon 12/7/26	18,32
1.10.3	Delineate version control	1 day	Tue 12/8/26	Wed 12/16/26	54
1.10.4	Handover materials	2 days	Wed 1/6/27	Wed 1/6/27	24,55
1.10.5	Execute sustainability	21 days	Thu 7/29/27	Fri 7/30/27	52,56
	Milestone: Project Completed	0 days	Mon 8/2/27	Mon 8/30/27	57
			Mon 8/30/27	Mon 8/30/27	58

Note. This chart was created by the author.

4.3.7 Control Schedule

Efficient schedule management guarantees that project advancement adheres to the approved schedule baseline, with deviations promptly discovered, assessed, and addressed. In the Special Education Curriculum and Teacher Capacity Project, schedule control emphasizes the systematic oversight of job initiation and completion deadlines, evaluating actual performance against the baseline, and executing corrective or preventive measures in response to variances. The Project Manager oversees the master schedule, while team leads provide weekly progress reports through activity updates, milestone tracking, and risk evaluations. Performance will be assessed

utilizing the Schedule Performance Index (SPI) and Variance Analysis methods based on earned value management (EVM). SPI values under 1.0 signify schedule slippage, necessitating an inquiry into underlying issues such as delays in stakeholder evaluations, protracted approval processes, or resource limitations. Deviations over the defined threshold ($\pm 10\%$) will initiate the execution of schedule recovery measures, which may encompass resource reallocation, task resequencing, fast-tracking of simultaneous operations, or sanctioned utilization of contingency reserves. Any delays in fulfilling scheduled activity deadlines will necessitate the submission of a formal change request by the accountable team member. Such requests must specify the corrective measures to be implemented to realign the work with the sanctioned project schedule and Work Breakdown Structure (WBS).

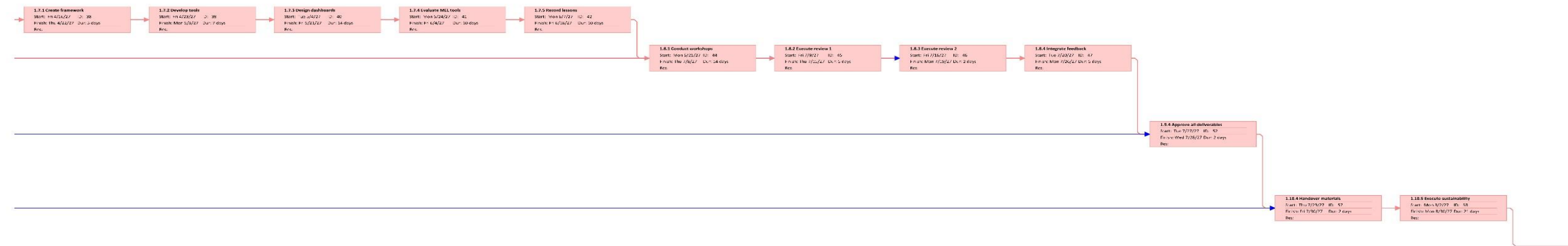
Progress updates will be recorded immediately in Microsoft Project, facilitating real-time monitoring of actual start and finish dates, percentage completion, and projected end dates. Milestone evaluations will take place with the completion of each significant deliverable phase: Needs Assessment, Curriculum Development, Instructional Materials, Professional Development, and Quality Assurance. In these reviews, the Project Manager and stakeholders will evaluate compliance with the timetable, identify necessary schedule modifications, and record authorized changes via the designated Change Control method. Any modification to the schedule will necessitate the re-baselining of the impacted segment of the plan, hence providing traceability and oversight.

4.3.8 Network Diagram

Figure 8

Network Diagram







Note. This chart was created by the author.

4.3.9 Reserve Analysis

The Curriculum for Special Education and Teacher Capacity: - The project schedule includes contingency time to address institutional and environmental issues that may impact the timely execution of project activities. Provisions are established for delays associated with the academic calendar, instructor availability during test periods, and sporadic power or internet disruptions that may impact digital collaboration or the printing of instructional materials. Further buffer days have been incorporated into the development, training, and quality assurance phases to alleviate these anticipated disruptions.

Additionally, attention is paid to the review and approval timelines mandated by the Ministry of Education and the leadership of Babonneau Secondary School, which may fluctuate based on academic calendars and administrative responsibilities. Reserve time guarantees that stakeholder consultations, curriculum validation, and material approvals can take place without constraining later operations. By judiciously allocating these time allowances to essential tasks such as curriculum evaluation, professional development implementation, and quality assurance the project preserves adaptability while ensuring its 411 day completion objective. Consequently, the timetable stays pragmatic and robust, enabling project teams to sustain productivity and quality despite modest delays.

4.4 Cost Management Plan

4.4.1 Introduction

The Cost Management Plan sets forth the processes and procedures for planning, estimating, budgeting, managing, and controlling project costs during the lifespan of the Special Education Curriculum and Teacher Capacity Project at Babonneau Secondary School (BSS). The objective

is to guarantee the project's completion within the sanctioned budgetary resources while adhering to scope, schedule, and quality requirements. Efficient cost management is crucial for this educational effort because of its dependence on constrained institutional and donor funds, the participation of several stakeholders, and the necessity for cost-effectiveness in creating sustainable, inclusive educational resources. This plan offers direction for formulating comprehensive cost estimates, determining the cost baseline, monitoring expenditures, and managing cost deviations via the integrated change control process. All project cost activities will adhere to a systematic methodology that encompasses: Cost Estimation: Formulating approximate expenses for each task package specified in the task Breakdown Structure (WBS). Budgeting: Compiling projected expenses to create an approved cost baseline for performance evaluation. Cost Control: Assessing cost performance, identifying variances from the baseline, and implementing corrective measures as needed to ensure financial consistency. The Project Manager oversees cost planning and management, whereas the Project Sponsor makes significant budget allocations and approves necessary modifications to the cost baseline. Cost tracking will be combined with schedule performance monitoring to guarantee ongoing visibility into the project's financial status. This systematic methodology fosters accountability, transparency, and cost-effectiveness while facilitating the successful completion of all project deliverables within the sanctioned budget and timeline.

4.4.2 Cost Management Approach

The cost management approach for the Special Education Curriculum and Teacher Capacity Project offers a methodical framework for planning, estimating, allocating, and controlling financial resources. This method guarantees that project activities are executed within the sanctioned budget and that expenditures are meticulously linked with scope and schedule

performance. The cost management process will be connected with other essential project management functions, specifically schedule management, procurement, and risk management to ensure consistency and enable precise performance monitoring. All cost planning and control activities will be executed by the Project Manager in collaboration with the bursar and under the supervision of the Project Sponsor. Cost estimation will be based on the comprehensive Work Breakdown Structure (WBS), wherein each work item and activity will have corresponding labour, material, and overhead expenses. Estimates will be formulated by a combination of bottom-up estimating, which involves calculating costs at the most detailed activity level and aggregating them, and analogous estimating, which utilizes historical data from prior educational or curricular development projects in comparable institutional settings.

The sanctioned cost baseline will denote the complete permitted budget for project execution, excluding management reserves. This baseline will function as the standard for monitoring expenditures and evaluating cost performance. The cost baseline will be segmented into phases corresponding to the principal deliverables: project start, curriculum development, instructional materials design, assessment system creation, professional development, quality assurance, and sustainability. Each phase shall possess a distinctly specified budget and control constraint to avert excessive expenditure.

Cost control will be upheld through continual monitoring of actual expenditures relative to the cost baseline, utilizing periodic financial reports, earned value management metrics, and variance analysis. Variances over $\pm 10\%$ from projected expenses may prompt an immediate evaluation and necessitate a corrective action plan, perhaps involving fund reallocation, modification of non-essential operations, or formal change requests for budget adjustment. All budget

modifications must adhere to the Integrated Change Control Process to guarantee transparency and appropriate authorization.

To guarantee accountability and precise record-keeping, all project expenditures including procurement, travel, printing, consultant, and training costs will be documented and reconciled on a regular basis. The Project Manager shall provide quarterly budget performance reports to the Project Sponsor and other stakeholders. This methodical approach to cost management guarantees efficient utilization of financial resources, facilitates prompt decision-making, and upholds financial integrity throughout the project period.

4.4.3 Estimate Costs

The cost estimation method entails ascertaining the approximate financial resources necessary to execute each activity and work package within the Special Education Curriculum and Teacher Capacity Project. It establishes the basis for determining the comprehensive project budget and facilitates efficient financial planning, allocation, and oversight throughout the project lifespan.

Precise cost estimation is essential for achieving project objectives within the sanctioned budgetary constraints. Project estimates derive from a synthesis of bottom-up estimating, which involves calculating expenses at the activity level and aggregating them, alongside expert judgment that includes insights from curriculum specialists, procurement officers, and project finance personnel. Where relevant, parallel estimate methods have been employed by referring previous projects with comparable scopes, such as earlier curriculum development or teacher training programs.

The cost estimates encompass direct expenditures, including human time, materials, training, and procurement of instructional resources, alongside indirect costs associated with administration,

logistics, and quality assurance. A contingency allowance has been allocated for anticipated risks, whilst a distinct management reserve addresses unforeseen expenses. All expenses are denominated in Eastern Caribbean Dollars (XCD) and reflect accurate, sanctioned estimates to be further revised as the project advances through its planning and execution stages.

Chart 16

Cost Estimates

WBS ID	Activity Name	Resources	Amount (XCD)
1.1	Project Management and Governance	Project Manager, Finance Officer, Administrative Support	8,000
1.1.1	Develop project initiation documents & obtain charter approval	Project Manager, Sponsor	1,200
1.1.2	Create schedules	Project Manager	800
1.1.3	Manage budget	Finance Officer	2,500
1.1.4	Implement risk management	Project Manager, Risk Analyst	2,000
1.1.5	Control change requests & maintain governance	Governance Committee	1,500
1.2	Needs and Context Analysis	Curriculum Specialist, Data Analyst, Field Coordinator	9,500
1.2.1	Review practices	Curriculum Specialist	3,200
1.2.2	Analyze data	Data Analyst	1,500
1.2.3	Engage stakeholders	Facilitator, Admin Support	2,000
1.2.4	Produce reports	Research Officer	2,800
1.3	Curriculum Development	Curriculum Team, Subject Experts, Editors	27,000
1.3.1	Design scope and sequence	Curriculum Developer	5,000
1.3.2	Develop unit plans	Curriculum Team	7,000
1.3.3	Create modules	Curriculum Team	7,000
1.3.4	Align with IEPs	SPED Specialist	4,000
1.3.5	Review framework	Curriculum Lead, Review Panel	4,000
1.4	Instructional Materials Development	Instructional Designer, Graphics Artist, Editor	18,000
1.4.1	Develop guides	Content Developer	5,500
1.4.2	Prepare lessons	Instructional Designer	4,000
1.4.3	Design tasks	SPED Specialist	3,500
1.4.4	Compile accommodations	UDL Specialist	2,000
1.4.5	Format resources	Layout Artist, Printer	3,000
1.5	Assessment System Development	Assessment Expert, Data Analyst	12,500
1.5.1	Develop formatives	Assessment Developer	3,800
1.5.2	Design summative	Assessment Team	4,000
1.5.3	Design rubrics	SPED and Assessment Expert	1,500
1.5.4	Create trackers	Data Analyst	1,200
1.5.5	Pilot tools	Field Coordinator, Teachers	2,000

WBS ID	Activity Name	Resources	Amount (XCD)
1.6	Professional Development Program	PD Coordinator, Trainers, Facilitators	28,000
1.6.1	Design workshops	PD Specialist	10,000
1.6.2	Deliver training	Trainers, Venue, Materials	8,000
1.6.3	Conduct coaching	Internal Coaches	6,000
1.6.4	Create and use checklists	QA Specialist	2,000
1.6.5	Evaluate teachers	Observation Team	2,000
1.7	Monitoring, Evaluation and Learning (MEL)	MEL Specialist, Data Analyst	11,000
1.7.1	Create framework	MEL Specialist	3,000
1.7.2	Develop tools	Data Specialist	2,000
1.7.3	Design dashboards	Data Analyst	2,000
1.7.4	Evaluate MEL tools	MEL Specialist	2,500
1.7.5	Record lessons	Documentation Officer	1,500
1.8	Stakeholder Engagement	Communications Officer, Facilitator, Admin	8,000
1.8.1	Conduct workshops	Facilitator, Venue	4,600
1.8.2	Execute review 1	Panel Members	1,200
1.8.3	Execute review 2	Review Team	1,200
1.8.4	Integrate feedback	Curriculum Team	1,000
1.9	Quality Assurance	QA Lead, Editors, Accessibility Specialist	10,000
1.9.1	Conduct reviews	QA Lead	2,700
1.9.2	Perform bias checks	Accessibility Expert	1,800
1.9.3	Pilot usability	Teachers, QA Team	4,000
1.9.4	Approve all deliverables	QA Committee	1,500
1.10	Sustainability and Handover	Internal Trainers, BSS Leadership	7,800
1.10.1	Create trainer program	Trainer & Curriculum Lead	1,500
1.10.2	Develop coaching capacity	PD Team	2,000
1.10.3	Delineate version control	Documentation Officer	1,000
1.10.4	Handover materials	Logistics & Admin	1,200
1.10.5	Execute sustainability	BSS Leadership	2,100
TOTAL			\$139,800

Note. This chart was created by the author.

4.4.4 Determine Budget

The budget estimation procedure aggregates all individual cost estimates from project activities and work packages into an approved overall cost baseline. The anticipated budget for the Special Education Curriculum and Teacher Capacity Project encompasses the overall financial resources necessary to fulfil all project deliverables within the approved schedule.

This procedure consolidates the results of cost estimation, schedule development, and resource planning to create a thorough finance strategy. The budget encompasses all direct and indirect

expenses related to curriculum design, instructional materials development, assessment system establishment, teacher training, monitoring and evaluation, stakeholder involvement, and quality assurance.

Contingency allowances and management reserves are included to address identified risks and unforeseen events. The approved total project budget of XCD \$151,193.70 establishes the financial benchmark for monitoring and controlling all expenditures and cost performance throughout the project lifecycle.

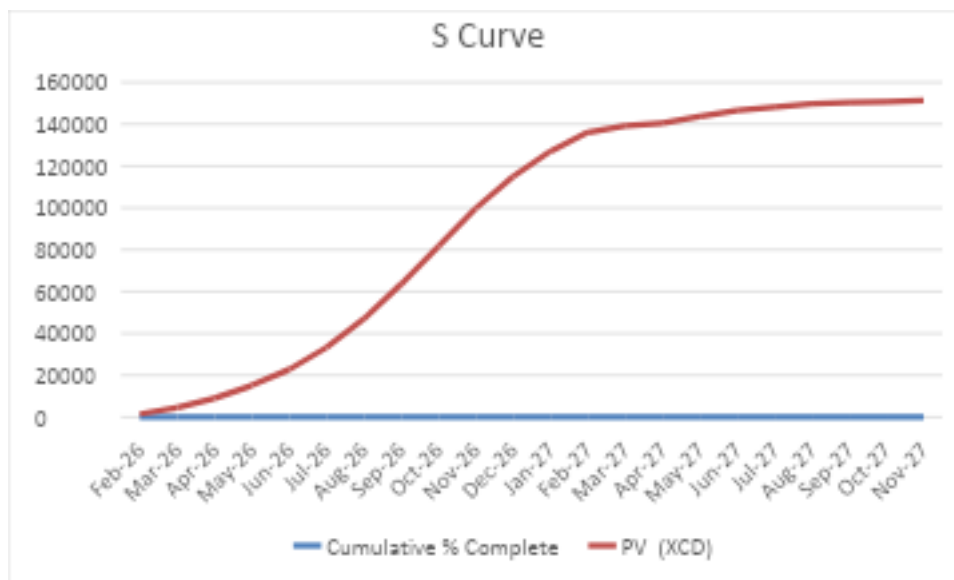
Chart 17

Project's Budget

WBS ID	Activity Name	Resources	Amount (XCD)
1.1	Project Management and Governance	Project Manager, Finance Officer, Administrative Support	8,000
1.1.1	Develop project initiation documents & obtain charter approval	Project Manager, Sponsor	1,200
1.1.2	Create schedules	Project Manager	800
1.1.3	Manage budget	Finance Officer	2,500
1.1.4	Implement risk management	Project Manager, Risk Analyst	2,000
1.1.5	Control change requests & maintain governance	Governance Committee	1,500
1.2	Needs and Context Analysis	Curriculum Specialist, Data Analyst, Field Coordinator	9,500
1.2.1	Review practices	Curriculum Specialist	3,200
1.2.2	Analyze data	Data Analyst	1,500
1.2.3	Engage stakeholders	Facilitator, Admin Support	2,000
1.2.4	Produce reports	Research Officer	2,800
1.3	Curriculum Development	Curriculum Team, Subject Experts, Editors	27,000
1.3.1	Design scope and sequence	Curriculum Developer	5,000
1.3.2	Develop unit plans	Curriculum Team	7,000
1.3.3	Create modules	Curriculum Team	7,000
1.3.4	Align with IEPs	SPED Specialist	4,000
1.3.5	Review framework	Curriculum Lead, Review Panel	4,000
1.4	Instructional Materials Development	Instructional Designer, Graphics Artist, Editor	18,000
1.4.1	Develop guides	Content Developer	5,500
1.4.2	Prepare lessons	Instructional Designer	4,000
1.4.3	Design tasks	SPED Specialist	3,500
1.4.4	Compile accommodations	UDL Specialist	2,000
1.4.5	Format resources	Layout Artist, Printer	3,000

WBS ID	Activity Name	Resources	Amount (XCD)
1.5	Assessment System Development	Assessment Expert, Data Analyst	12,500
1.5.1	Develop formatives	Assessment Developer	3,800
1.5.2	Design summative	Assessment Team	4,000
1.5.3	Design rubrics	SPED and Assessment Expert	1,500
1.5.4	Create trackers	Data Analyst	1,200
1.5.5	Pilot tools	Field Coordinator, Teachers	2,000
1.6	Professional Development Program	PD Coordinator, Trainers, Facilitators	28,000
1.6.1	Design workshops	PD Specialist	10,000
1.6.2	Deliver training	Trainers, Venue, Materials	8,000
1.6.3	Conduct coaching	Internal Coaches	6,000
1.6.4	Create and use checklists	QA Specialist	2,000
1.6.5	Evaluate teachers	Observation Team	2,000
1.7	Monitoring, Evaluation and Learning (MEL)	MEL Specialist, Data Analyst	11,000
1.7.1	Create framework	MEL Specialist	3,000
1.7.2	Develop tools	Data Specialist	2,000
1.7.3	Design dashboards	Data Analyst	2,000
1.7.4	Evaluate MEL tools	MEL Specialist	2,500
1.7.5	Record lessons	Documentation Officer	1,500
1.8	Stakeholder Engagement	Communications Officer, Facilitator, Admin	8,000
1.8.1	Conduct workshops	Facilitator, Venue	4,600
1.8.2	Execute review 1	Panel Members	1,200
1.8.3	Execute review 2	Review Team	1,200
1.8.4	Integrate feedback	Curriculum Team	1,000
1.9	Quality Assurance	QA Lead, Editors, Accessibility Specialist	10,000
1.9.1	Conduct reviews	QA Lead	2,700
1.9.2	Perform bias checks	Accessibility Expert	1,800
1.9.3	Pilot usability	Teachers, QA Team	4,000
1.9.4	Approve all deliverables	QA Committee	1,500
1.10	Sustainability and Handover	Internal Trainers, BSS Leadership	7,800
1.10.1	Create trainer program	Trainer & Curriculum Lead	1,500
1.10.2	Develop coaching capacity	PD Team	2,000
1.10.3	Delineate version control	Documentation Officer	1,000
1.10.4	Handover materials	Logistics & Admin	1,200
1.10.5	Execute sustainability	BSS Leadership	2,100
	Work Package Estimates		\$139,800
	Contingency Reserve (5%)		\$6,990
	Cost Baseline		\$146,790
	Management Reserve (3%)		\$4,403.70
	Total Budget		\$151,193.70

Note. This chart was created by the author.

Figure 9*S Curve*

Note. This chart was created by the author.

4.4.5 Control Costs

Cost control is a vital component of the cost management plan for the Special Education Curriculum and Teacher Capacity Project, ensuring that all expenditures adhere to the approved cost baseline and that any discrepancies are swiftly detected and addressed. The objective of cost control is to oversee actual project expenditures, assess performance relative to the baseline, and execute corrective or preventative measures to realign cost and schedule performance as required.

The Project Manager, in conjunction with the Bursar, shall uphold comprehensive cost monitoring records for all project activities. Cost data will be gathered monthly and compared with the planned values set in the cost baseline. Financial performance will be evaluated by Earned Value Management (EVM) approaches to analyze the interplay between cost, schedule,

and work performance. The key performance indicators (KPIs) will encompass: Cost Variance (CV): Assesses the disparity between earned value (EV) and actual cost (AC) to ascertain if the project is within budget or exceeds it. Formula: $CV = EV - AC$. A favourable CV signifies cost savings; an unfavourable CV denotes overspending. Schedule Variance (SV): Assesses the discrepancy between earned value (EV) and planned value (PV) to determine if the project is progressing ahead of or behind schedule. Formula: $SV = EV - PV$. A positive Schedule Variance (SV) indicates the project is ahead of schedule, whereas a negative SV signifies delays. Cost Performance Index (CPI): Indicates cost effectiveness by juxtaposing realized value with actual cost. Formula: $CPI = EV / AC$. A CPI exceeding 1.0 signifies cost efficiency, while a CPI below 1.0 denotes inefficiency. Schedule Performance Index (SPI): Measures schedule efficiency by contrasting earned value with planned value. Formula: $SPI = \text{Earned Value (EV)} \div \text{Planned Value (PV)}$. A scheduling Performance Index (SPI) exceeding 1.0 signifies scheduling efficiency, but a value below 1.0 denotes delays. These metrics will be assessed at consistent reporting intervals and compiled in monthly performance reports. Variances over $\pm 10\%$ of the baseline will necessitate prompt inquiry and the provision of a documented variance report including causes, consequences, and corrective actions.

Should cost or schedule variances exceed project control limitations, a Change Request will be formulated and presented to the Project Sponsor for evaluation and authorization via the Integrated Change Control Process. Alongside EVM analysis, regular financial audits and spending assessments will be performed to verify that all expenses are valid, well recorded, and consistent with project goals. This systematic method of cost management facilitates the early identification of any overruns, promotes data-informed decision-making, and guarantees that the project stays financially viable and adheres to its authorized budget of XCD \$151,193.70.

4.4.6 Cost Variance Response

The Cost Variance Response Process specifies the control thresholds set for overseeing project financial performance and outlines the actions to be implemented when these thresholds are surpassed. This procedure guarantees the early detection of cost and schedule irregularities, facilitates fast analysis, and implements suitable corrective actions. Upon a deviation, activating a control threshold, the Project Management Team must evaluate the circumstances, ascertain possible causes, and propose appropriate measures to realign with the sanctioned cost baseline.

In the variance response process, the Project Manager will conduct an assessment of performance indicators, including the Cost Performance Index (CPI) and Schedule Performance Index (SPI), to ascertain if the deviation is classified as “Yellow” or “Red.” The team will thereafter formulate and offer corrective action alternatives to the Project Sponsor for evaluation and approval, providing openness, accountability, and informed financial decision-making.

Chart 18

Cost Variance Response Table

Indicator	Green Condition	Yellow Condition	Red Condition
Schedule Performance Index (SPI)	Equal to 1	Between 0.8 and 0.9 or 1.0 and 1.2	Less than 0.8 or Greater than 1.2
Cost Performance Index (CPI)	Equal to 1	Between 0.8 and 0.9 or 1.0 and 1.2	Less than 0.8 or Greater than 1.2
Indicator	Response		
Green	The performance is within the permitted parameters. No remedial action is necessary. The Project Manager will persist in regular oversight and documentation of cost and schedule performance to guarantee the project stays on course.		
Yellow	The Project Manager will perform a comprehensive variance analysis to ascertain relevant reasons and execute internal remedial measures. Modifications may involve resource reallocation, enhancement of cost projections, or interim expenditure restrictions to achieve acceptable performance standards. A concise deviation report will be presented to the Project Sponsor for documentation purposes.		
Red	The Project Manager will conduct a thorough cost review and assemble a meeting with the Project Sponsor. A corrective action plan will be prepared, detailing the financial implications, suggested mitigation techniques, and any required adjustments to the cost		

Indicator	Green Condition	Yellow Condition	Red Condition
Schedule Performance Index (SPI)	Equal to 1	Between 0.8 and 0.9 or 1.0 and 1.2	Less than 0.8 or Greater than 1.2
Cost Performance Index (CPI)	Equal to 1	Between 0.8 and 0.9 or 1.0 and 1.2	Less than 0.8 or Greater than 1.2
	baseline. A formal Change Request must be made and sanctioned prior to executing any budget alterations.		

Note. This chart was created by the author.

4.4.7 Cost Management Plan Cost Control Process

The Cost Management Plan Change Process outlines the formal procedure for overseeing modifications to the project's approved cost baseline. This procedure guarantees that all cost-related modifications are adequately recorded, substantiated, and approved prior to execution. It offers a systematic approach to uphold financial oversight and avert unauthorized budget modifications that may impact project objectives, quality, or schedules. Upon the identification of a potential cost alteration such as an activity overrun, a rise in resource expenses, or the necessity for supplementary funds owing to unforeseen circumstances, the designated team member must promptly inform the Project Manager.

The Project Manager will evaluate the effect of the proposed modification on the project's cost baseline, timeline, scope, and overall performance indicators (including CPI and SPI). Minor changes within the designated contingency reserve may receive approval from the Project Manager and be recorded in the monthly financial report. If the proposed modification surpasses the defined control criteria (exceeding $\pm 10\%$ variation or necessitating the utilization of management reserves), the Project Manager is obligated to produce a formal Change Request.

This request will encompass:

- A concise description of the suggested modification
- The rationale for the modification and its justification

- The projected effects on finances, schedule, and scope
- Proposed remedial measures or options
- Revised cost projections and baseline adjustments.

The Change Request will be presented to the Project Sponsor for evaluation and authorization.

Upon approval, the cost baseline and associated project documents including the schedule, WBS dictionary, and performance reports will be revised accordingly. All sanctioned modifications will be documented in the Change Log and conveyed to pertinent stakeholders through the project's designated reporting channels.

To uphold transparency and auditability, the Project Manager shall guarantee that no modifications to the project budget or expenditure allocations occur without prior authorization.

This methodical methodology protects financial integrity, guarantees uniform decision-making, and fosters responsibility throughout all stages of the \$151,800 project budget.

4.4.8 Roles and Responsibilities

Chart 19

Roles and Responsibilities in the cost management plan

Role	Key Responsibilities
Project Sponsor	<ul style="list-style-type: none"> - Sanctions the overall project budget and significant cost modifications. - Grants permission for the utilization of management reserves. - Oversees and guarantees financial accountability.
Project Manager	<ul style="list-style-type: none"> - Formulates cost estimates and establishes the cost baseline. - Oversees spending and evaluates cost efficiency. - Compiles variance reports and submits change requests as necessary.
Bursar	<ul style="list-style-type: none"> - Monitors real expenses and maintains financial documentation. - Compiles financial summary and assists with cost reporting. - Aids in the verification and reconciliation of project expenditures.

Note. This chart was created by the author.

4.5 Quality Management Plan

4.5.1 Introduction

The Quality Management Plan sets the framework and procedures that will govern the planning, assurance, and control of quality throughout the Special Education Curriculum and Teacher Capacity Project at the Babonneau Secondary School (BSS). The objective is to guarantee that all project deliverables encompassing the curriculum, instructional materials, assessment tools, and professional development programs adhere to the mandated educational standards, accessibility criteria, and stakeholder expectations.

This plan sets forth the quality objectives, principal responsibilities, and methodologies for monitoring and validating quality performance. It specifies the methodology for attaining continuous improvement by systematic feedback, evaluations, and validation procedures. By adopting consistent quality methods, the project will ensure that outputs are dependable, inclusive, and pedagogically robust, therefore fostering sustainable enhancement in teaching and learning outcomes for children with special educational needs.

4.5.2 Quality Management Approach

The project's quality management strategy prioritizes prevention over correction, concentrating on integrating quality at every phase of the project lifecycle, from design to delivery. Quality will be governed through three interconnected processes: Quality Planning, Quality Assurance, and Quality Control.

1. **Quality Planning:** In the planning phase, the project team will establish explicit quality standards and acceptance criteria for each output. These standards will conform to

national educational regulations, Universal Design for Learning (UDL) principles, and empirically supported instructional approaches.

2. **Quality Assurance (QA):** Will encompass regular evaluations, pilot testing, and validation of preliminary materials to ensure conformity with defined standards and stakeholder expectations. The QA Lead and Curriculum Team will perform internal audits to guarantee consistency, accessibility, and instructional fidelity.
3. **Quality Control (QC):** QC will encompass the examination and validation of finalized outputs. All outputs will undergo evaluation against established checklists and acceptance criteria prior to final approval. Any deviations will initiate rework or revision processes to ensure adherence to project and institutional standards.

Consistent stakeholder evaluations, incorporating feedback from educators, parents, and the Ministry of Education, will establish mechanisms for ongoing enhancement. The project's quality strategy emphasizes cooperation, inclusivity, and iterative refinement to guarantee that all materials and training components adhere to the highest standards of usability and educational efficacy.

4.5.3 Roles and Responsibilities

Chart 20

Roles and Responsibilities in the quality management plan

Roles	Responsibilities
Project Manager	<ul style="list-style-type: none"> - Supervises the execution of the Quality Management Plan. - Guarantees the incorporation of quality standards into all work packages. - Evaluates quality reports and authorizes corrective measures.
Quality Assurance Lead	<ul style="list-style-type: none"> Formulates quality checklists, standards, and assessment instruments. - Performs regular quality assessments and audits. - Organizes pilot testing and evaluates usability.
Curriculum Development Team	<ul style="list-style-type: none"> - Guarantees that curriculum and instructional materials adhere to defined quality and accessibility criteria.

Roles	Responsibilities
	- Executes modifications in accordance with QA observations and stakeholder input.
Project Sponsors	- Evaluates and endorses essential deliverables. - Guarantees compliance with institutional quality standards and financial requirements.
Stakeholders (MOE, parents)	Offer input regarding content usefulness, clarity, and accessibility. - Engage in validation sessions and pilot evaluations.

Note. This chart was created by the author.

4.5.4 Customer Prioritization

Chart 21

L Shaped Matrix for Customer Prioritization

Customer Prioritization	MOE	BSS Leaders	Teachers	Parents	Students	Row Total	Relative Dec. Value
MOE		1	5	5	5	16	0.16
BSS Leaders	1		5	5	10	21	0.20
Teachers	5	10		5	10	25	0.24
Parents	0.1	0.2	0.1		5	5.4	0.05
Students	10	5	0.2	10		25.2	0.25
Grand Total						102.6	

Note. This chart was created by the author.

Based on the L shaped Matrix for customer prioritization, the level of importance is as follows:

1. Students
2. Teachers
3. Babonneau Secondary School (BSS) Leaders
4. Ministry of Education (MOE)
5. Parents

4.5.5 Quality Requirements

1. Curricular Alignment and Academic Standards
2. Accessibility and Universal Design for Learning (UDL) Compliance
3. Validity and Reliability of Assessment
4. Teacher Capability and Instructional Integrity
5. Continuous Improvement and Stakeholder Validation

Chart 22

L-shaped Matrix for Requirements Prioritization (Students)

Requirements Prioritization , Students View	Curricular Alignment and Academic Standards	Accessibility and Universal Design for Learning (UDL) Compliance	Validity and Reliability of Assessment	Teacher Capability and Instructional Integrity	Continuous Improvement and Stakeholder Validation	Row Total	Relative Dec. Value
Curricular Alignment and Academic Standards		10	0.2	0.1	0.1	10.4	0.14
Accessibility and Universal Design for Learning (UDL) Compliance	0.2		0.2	0.1	0.2	0.7	0.00
Validity and Reliability of Assessment	10	10		5	10	35	0.46
Teacher Capability and Instructional Integrity	10	10	0.2		10	30.2	0.39
Continuous Improvement and Stakeholder Validation	0.1	0.1	0.1	0.1		0.4	0.01
					Grand Total	76.7	

Note. This chart was created by the author.

Chart 23

L-shaped Matrix for Requirements Prioritization (Teachers)

Requirements Prioritization , Teachers View	Curricular Alignment and Academic Standards	Accessibility and Universal Design for Learning (UDL) Compliance	Validity and Reliability of Assessment	Teacher Capability and Instructional Integrity	Continuous Improvement and Stakeholder Validation	Row Total	Relative Dec. Value
Curricular Alignment and Academic Standards		10	10	10	5	35	0.31

Requirements Prioritization , Teachers View	Curricular Alignment and Academic Standards	Accessibility and Universal Design for Learning (UDL) Compliance	Validity and Reliability of Assessment	Teacher Capability and Instructional Integrity	Continuous Improvement and Stakeholder Validation	Row Total	Relative Dec. Value
Accessibility and Universal Design for Learning (UDL) Compliance	0.2		0.1	0.1	0.2	0.6	0.01
Validity and Reliability of Assessment	10	10		10	10	40	0.36
Teacher Capability and Instructional Integrity	5	10	5		5	25	0.23
Continuous Improvement and Stakeholder Validation	5	0.2	0.1	5		10.3	0.10
						Grand Total	110.9

Note. This chart was created by the author.

Chart 24

L-shaped Matrix for Requirements Prioritization (BSS Leaders)

Requirements Prioritization , BSS Leaders View	Curricular Alignment and Academic Standards	Accessibility and Universal Design for Learning (UDL) Compliance	Validity and Reliability of Assessment	Teacher Capability and Instructional Integrity	Continuous Improvement and Stakeholder Validation	Row Total	Relative Dec. Value
Curricular Alignment and Academic Standards		10	10	10	5	35	0.40
Accessibility and Universal Design for Learning (UDL) Compliance	0.2		0.2	0.1	0.1	0.6	0.00
Validity and Reliability of Assessment	10	10		10	0.2	30.2	0.33
Teacher Capability and Instructional Integrity	10	10	0.2		5	25.2	0.28
Continuous Improvement and Stakeholder Validation	0.2	0.2	0.1	0.1		0.6	0.00
						Grand Total	91.6

Note. This chart was created by the author.

Chart 25

L-shaped Matrix for Requirements Prioritization (MOE)

Requirements Prioritization , MOE View	Curricular Alignment and Academic Standards	Accessibility and Universal Design for Learning (UDL) Compliance	Validity and Reliability of Assessment	Teacher Capability and Instructional Integrity	Continuous Improvement and Stakeholder Validation	Row Total	Relative Dec. Value
Curricular Alignment and Academic Standards		10	1	5	10	26	0.53
Accessibility and Universal Design for Learning (UDL) Compliance	0.1		0.1	0.1	0.2	0.5	0.01
Validity and Reliability of Assessment	1	10		5	5	21	0.43
Teacher Capability and Instructional Integrity	0.2	0.2	0.2		0.2	0.8	0.02
Continuous Improvement and Stakeholder Validation	0.2	0.1	0.2	0.2		0.7	0.01
					Grand Total	49	

Note. This chart was created by the author.

Chart 26

L-shaped Matrix for Requirements Prioritization (Parents)

Requirements Prioritization , Parents View	Curricular Alignment and Academic Standards	Accessibility and Universal Design for Learning (UDL) Compliance	Validity and Reliability of Assessment	Teacher Capability and Instructional Integrity	Continuous Improvement and Stakeholder Validation	Row Total	Relative Dec. Value
Curricular Alignment and Academic Standards		5	10	10	5	30	0.33
Accessibility and Universal Design for Learning (UDL) Compliance	1		5	0.2	0.1	6.3	0.07

Requirements Prioritization , Parents View	Curricular Alignment and Academic Standards	Accessibility and Universal Design for Learning (UDL) Compliance	Validity and Reliability of Assessment	Teacher Capability and Instructional Integrity	Continuous Improvement and Stakeholder Validation	Row Total	Relative Dec. Value
Validity and Reliability of Assessment	10	10		5	5	30	0.33
Teacher Capability and Instructional Integrity	5	10	0.2		10	25.2	0.27
Continuous Improvement and Stakeholder Validation	0.2	0.2	0.1	0.1		0.6	0.01
					Grand Total	92.1	

Note. This chart was created by the author.

Chart 27

Customer Weighted Requirement Prioritization

Customer-Weighted Requirements Prioritization	Students (0.25)	Teachers (0.24)	BSS Leaders (0.20)	MOE (0.16)	Parents (0.05)	Row Total	Relative Dec. Value
Curricular Alignment and Academic Standards	0.035	0.07	0.08	0.1	0.02	0.305	0.305
Accessibility and Universal Design for Learning (UDL) Compliance	0.00	0.00	0.00	0.02	0.00	0.02	0.02
Validity and Reliability of Assessment	0.12	0.1	0.1	0.1	0.2	0.62	0.62
Teacher Capability and Instructional Integrity	0.1	0.1	0.1	0.00	0.01	0.31	0.31
Continuous Improvement and Stakeholder Validation	0.00	0.02	0.00	0.00	0.00	0.02	0.02
					Grand Total	1	

Note. This chart was created by the author.

Based on the requirements prioritization, the level of importance is as follows:

1. Validity and Reliability of Assessment
2. Teacher Capability and Instructional Integrity
3. Curricular Alignment and Academic Standards
4. Accessibility and Universal Design for Learning (UDL) Compliance
5. Continuous Improvement and Stakeholder Validation

4.5.6 Factors Relating to Quality

Chart 28

Factors Related to Quality

Factor	Factor Definition
Alignment with Standards and Policy	The extent to which all curriculum content, instructional methods, and assessments align with national education standards, inclusive education policy, and the Universal Design for Learning (UDL) framework. This guarantees that project outcomes are both compliant and contextually pertinent.
Pedagogical Integrity	Denotes the validity of instructional design, ensuring that all curricular materials and teacher training modules are based on evidence-based techniques, including differentiated instruction, formative assessment, and learner-centered methodologies.
Accessibility and Equity	Guarantees that resources, evaluations, and instructional approaches cater to a variety of learners, including individuals with impairments or learning challenges. This aspect incorporates accessibility principles, cultural sensitivity, and linguistic inclusivity to ensure fair access to education.
Assessment Validity and Reliability	The degree to which the assessment instruments effectively gauge the specified learning outcomes (validity) and yield consistent results across diverse learners and situations (reliability), hence facilitating equitable and significant evaluation.
Adherence to Instructional Protocols	Assesses the degree of fidelity with which educators execute the curriculum and pedagogical practices as intended. High instructional fidelity indicates successful professional development and the efficient application of training in classroom practice.
Engagement of Stakeholders and Feedback Integration	Evaluates the extent of stakeholder engagement (MOE, school leadership, teachers, parents, and students) in the assessment and enhancement of deliverables.

Factor	Factor Definition
	Ongoing interaction guarantees responsiveness, pertinence, and user contentment.
Sustainability and Capacity Maintenance	Evaluates the project's capacity to sustain quality practices and outcomes post-implementation. This encompasses the efficacy of the "train-the-trainer" paradigm, resource upkeep, and the institutionalization of novel methods at BSS.
Continuous Improvement Processes	Denotes the continuous use of data, evaluative findings, and insights gained to enhance processes and outcomes. It demonstrates the project's flexibility and dedication to continuous quality improvement throughout time.

Note. This chart was created by the author.

4.5.7 Metrics and Quality Baseline

Chart 29

Metrics and Quality Baseline

Quality Objective	Metric	Metric Definition	Baseline	Expected outcome	Measurement Method	Measurement Frequency	Responsible
Guarantee curricular conformity with standards and inclusion frameworks	Rate of curriculum adherence	Percentage of curricular modules conforming to national education standards and Universal Design for Learning criteria	Curriculum draft is 70% aligned.	All modules are aligned with national and UDL standards	Checklist for curriculum evaluation and content analysis	At the end of each development phase	QA Lead, Curriculum Lead
Ensure the accessibility and usability of educational resources.	Accessibility Compliance Index	Extent to which materials conform to accessibility and low-tech usability criteria (as determined by checklist score)	60% compliance with initial draft	At least 95% adherence to accessibility and usability standards	Accessibility evaluation checklist and usability assessment reports	Quarterly	QA Lead
Enhance instructional quality of educators through professional development.	Teacher performance improvement rate	Percentage of educators exhibiting enhanced instructional practices following professional development, as assessed by the	Average baseline classroom observation: 60%	At least 85% of educators demonstrate improvement following training.	Classroom observations and rubric-based assessments	End of each term and during clinical sessions	QA Lead, PD Coordinator

Quality Objective	Metric	Metric Definition	Baseline	Expected outcome	Measurement Method	Measurement Frequency	Responsible
		observation rubric.					
Guarantee the validity and reliability of the assessment	Validity and reliability assessment score	Percentage of verified assessment instruments exhibiting consistent outcomes	Half of tools validated.	90% of tools validated	Validation workshops, pilot testing, and item analysis.	Subsequent to each pilot testing phase	MEL Officer
Improve stakeholder satisfaction and engagement	Index of stakeholder satisfaction	Aggregate score derived from stakeholder feedback surveys and focus group discussions	70% average satisfaction	Stakeholder satisfaction of at least 90% in evaluations	Feedback forms, focus group analyses, and stakeholder evaluation reports	Biannually	Project Manager
Advocate for instructional accuracy and uniform implementation	Rate of instructional dedication	Percentage of observed lessons conforming to the established curricular framework	Baseline remains to be established following the pilot phase.	At least 85% compliance with curriculum criteria during classroom execution	Fidelity checklists and educator observation records	Peer term	PD Coordinator, Project Manager
Ensure perpetual improvement by lessons learned.	Incorporation of enhancement measures	Proportion of recognized lessons integrated into next project cycles	0 (First cycle)	All reported lessons incorporated in the next phase.	QA review reports, lessons learned log	At the end of each phase	Project Manager, QA Lead

Note. This chart was created by the author.

4.5.8 Control Quality

Quality control is assessing project deliverables to make sure they adhere to established standards, requirements, and quality criteria and figuring out whether any deviations call for remedial action (Project Management Institute [PMI], 2021).

The Special Education Curriculum and Teacher Capacity Project guarantees that all deliverables comprising the Special Education curriculum, instructional materials, assessment tools, and professional development programs align with the standards set by the Ministry of Education, Babonneau Secondary School (BSS) leadership, and other stakeholders.

Quality control will be implemented from the project's inception phase and sustained throughout the whole project lifecycle. The Project Manager is accountable for executing the quality control process, guaranteeing that all tasks, outputs, and deliverables meet the project's quality standards and acceptance criteria. The Project Manager, assisted by the Quality Assurance Lead and pertinent team members, will ensure that all materials and services generated under the project are precise, accessible, and compliant with established standards, including the Universal Design for Learning (UDL) framework and national inclusive education policies.

Upon detection of any incident of non-compliance such as instructional materials not meeting accessibility standards or assessments misaligned with learning objectives, the Project Manager will promptly implement corrective steps. This may encompass task revisions, supplementary review phases, or supplier/vendor input to guarantee adherence prior to final approval.

To ensure constant quality control, the Project Manager and technical team will do systematic inspections and evaluations of deliverables, including draft curricular modules, teacher manuals, and assessment tools. Inspections will be placed at critical milestones and will be supplemented

by daily or weekly coordination meetings. These meetings will record quality advancements, pinpoint discrepancies, and provide summary reports for dissemination to key stakeholders, including the Project Sponsor and the Ministry of Education.

Cost and schedule performance will be assessed in conjunction with quality indicators to guarantee comprehensive project oversight. Regular comparisons will be made between planned and actual results to discover discrepancies and ascertain required corrective actions. The inputs to this process comprise the Scope Baseline, Schedule Management Plan, and Project Budget, which will function as benchmarks for confirming that deliverables are achieved punctually, within the defined scope, and at the anticipated quality level.

Through ongoing supervision and corrective measures, the project guarantees that all outputs ranging from curriculum content to professional development results comply with the highest educational and technical standards, thereby fostering sustainable enhancements in teaching and learning outcomes for students with special education needs.

4.5.9 Quality Activities

Quality activities are intentional, structured actions and assessments integrated throughout the project lifecycle to guarantee that all outputs and processes adhere to defined quality standards and stakeholder expectations. These tasks connect Quality Assurance (ensuring adherence to proper processes) and Quality Control (validating the quality of outputs). In the Special Education Curriculum and Teacher Capacity Project, high-quality activities function as both preventive and remedial strategies, guaranteeing that every element from curriculum development to teacher professional growth is stringent, inclusive, and contextually pertinent. These actions adhere to the quality management principles of PMBOK 7th Edition and the

Universal Design for Learning (UDL) framework, ensuring coherence among process integrity, content accessibility, and quantifiable educational outcomes. Quality is regarded not as a discrete phase but as a continuous, integrated endeavour throughout all project stages planning, design, development, validation, implementation, and review. Consequently, each quality action enhances institutional responsibility, facilitates data-informed decision-making, and fosters the sustainability of best practices at Babonneau Secondary School (BSS).

Chart 30

Quality Activities Matrix

Deliverable	Requirement	Manage and Control Activities	Frequency	Responsible
Special Education Curriculum Framework (Grades 7–11)	Must completely conform to national curricular requirements, inclusive education regulations, and Universal Design for Learning criteria.	<ul style="list-style-type: none"> - Perform systematic curriculum audits, policy alignment assessments, and expert validations in collaboration with Ministry of Education curriculum officials. - Evaluate the content progression, educational objectives, and inclusion metrics. 	At every curriculum design milestone and before submission for approval.	Project Manager, QA Lead
Instructional and Teacher Support Materials	Must exhibit pedagogical precision, accessibility, and practical applicability in the classroom.	<ul style="list-style-type: none"> - Conduct multi-tiered peer evaluations, assess readability and accessibility, and implement classroom pilot studies. - Implement iterative revision cycles informed by feedback. 	At initial draft, post-pilot phase, and pre-printing.	QA Lead, Instructional Designer, Teacher Review Committee

Deliverable	Requirement	Manage and Control Activities	Frequency	Responsible
Assessment Framework and Rubrics	Tools must be valid, credible, and consistent with both the curriculum and IEP objectives.	Conduct item validation, inter-rater reliability assessments, and statistical analysis of pilot test outcomes. - Record findings for quality traceability.	Subsequent to pilot testing and each cycle of assessment development.	Assessments Specialist, Monitoring, Evaluation, and Learning Officer, Quality Assurance Lead
Professional Development and Coaching Program	It is essential to guarantee quantifiable enhancement in pedagogical methods and educator confidence.	- Execute pre- and post-training assessments, observation-driven performance evaluations, and participant satisfaction questionnaires. - Modify training modules as necessary.	For every training batch and throughout designated coaching	Project Manager, QA Lead
Monitoring, Evaluation, and Learning (MEL) System	It is imperative to guarantee precise, ethical, and actionable data collection and reporting.	- Authenticate data gathering instruments, verify indications, and assess dashboards for precision. - Execute quarterly Monitoring, Evaluation, and Learning performance assessments	Baseline, mid-term, and final project phases.	Project Manager, MEL Officer
Stakeholder Feedback and Validation Reports	Must exhibit the incorporation of stakeholder ideas and input into project outputs.	Conduct organized review sessions with educators, parents, and Ministry of Education representatives; capture comments and document implemented adjustments.	Upon the completion of significant deliverables and the mid-project evaluation.	Project Manager, QA Lead
Final Curriculum Package and Implementation Toolkit	Achieve complete compliance with accessibility, alignment, and instructional quality standards.	- Execute the final quality audit, assemble compliance documentation, and validate remedial measures.	Upon project completion and during the handover phase.	Project Manager, QA Lead

Deliverable	Requirement	Manage and Control Activities	Frequency	Responsible
		- Secure formal approval and endorsement from the Ministry of Education.		

Note. This chart was created by the author.

4.5.10 Quality Documents

Quality documents are official records that provide evidence of adherence to defined quality standards, procedures, and results. They guarantee that quality operations are traceable and verifiable, hence facilitating accountability and ongoing enhancement. These documents demonstrate that the project team has methodically implemented quality assurance and control procedures throughout each phase of the project lifecycle.

In the Special Education Curriculum and Teacher Capacity Project, high-quality documentation is essential as it offers quantifiable proof that curriculum materials, assessments, and training programs comply with educational, accessibility, and policy standards. It guarantees that quality enhancements are founded on documented evidence rather than conjectures. The two critical quality papers for this project are the Quality Checklist and the Quality Audit Report.

Collectively, these instruments facilitate systematic monitoring, evaluation, and reporting of quality outcomes across all principal deliverables.

Chart 31

Curriculum Quality Checklist

Project Name: Special Education Curriculum and Teacher Capacity Strengthening for the Babonneau Secondary School.
Prepared by: QA Lead

Date:			
Version:			
Checklist Criteria			
Quality Criteria	Description	Compliant (√)	Non-Compliant (X)
1. Alignment with the National Standards	Content is adequately aligned with the MOE and education standards of the island of Saint Lucia		
2. UDL Principles	Integrates accessibility features, diverse representation modalities, and flexible learning methodologies.		
3. Pedagogical Accuracy	Lessons adhere to evidence-based educational methodologies.		
4. Cultural and Contextual Relevance	Examples and language are appropriate for local learners.		
5. Assessment Consistency	Rubrics and tasks are valid, dependable, and connected with Individualized Education Programs (IEPs).		
6. Print Readability	The arrangement and design improve readability and understanding.		
7. Accessibility	Resources are applicable in both print and non-digital contexts.		
8. Feedback	Stakeholder feedback integrated following review sessions		
9. Quality Approval	Deliverable has been reviewed and sanctioned by the QA Lead and Project Manager.		
Review's Signature:		Date:	

Note. This chart was created by the author.

Chart 32

Quality Audit Report

Project Name: Special Education Curriculum and Teacher Capacity Strengthening for the Babonneau Secondary School.						
Audit Type: Internal Quality Audit		Audited Area: Curriculum Development			Professional Development	Assessment
Audit Date:		Auditors:				
Version:						
Audit Summary						
Audit Criteria	Findings	Compliant	Non-Compliant	Corrective Action	Responsible	Completion Date:
1. Compliance with the quality plan	Quality assurance protocols implemented in curriculum creation and validation					
2. Accessibility and Universal Design for Learning Compliance	Uniform application of accessibility requirements to materials					
3. Verification of Accuracy and Content	All modules have been examined and confirmed for precision.					
4. Integration of stakeholder review	Feedback from the Ministry of Education and educators has been recorded and integrated.					
5. Documentation and version control	All deliverables have been duly versioned and archived.					

Project Name: Special Education Curriculum and Teacher Capacity Strengthening for the Babonneau Secondary School.						
Audit Type: Internal Quality Audit		Audited Area: Curriculum Development			Professional Development	Assessment
Audit Date:		Auditors:				
Version:						
Audit Summary						
Audit Criteria	Findings	Compliant	Non-Compliant	Corrective Action	Responsible	Completion Date:
6. Implementation of corrective actions	Corrective measures from the previous audit have been addressed and resolved.					
Summary Statement:						
Auditor's Signature:				Date:		
Project Manager's Signature:				Date:		

Note. This chart was created by the author.

4.5.11 Continuous Improvement Plan

The Continuous Development Plan stipulates the methods by which quality performance and learning outcomes from the Special Education Curriculum and Teacher Capacity Project will be maintained, enhanced, and broadened beyond the initial implementation phase. Continuous improvement is fundamental to project quality management, since it guarantees that lessons learned, stakeholder comments, and performance data are methodically studied and converted into practical enhancements.

This plan adheres to the PMBOK's idea of continuous improvement and the educational philosophy of reflective practice, guaranteeing that Babonneau Secondary School (BSS) transforms into a learning organization that sustains and elevates the quality of its Special Education program. Through continuous assessment, mentorship, and stakeholder involvement, the project will cultivate a culture of excellence, responsibility, and adaptive learning that persists beyond its conclusion.

Chart 33

Continuous Development Plan

Focus Area	Objective	Continuous Development Action	Frequency	Responsible
Curriculum Enhancement	To ensure conformity with national standards and progressive best practices.	Perform yearly curriculum evaluations to include recent pedagogical research, stakeholder feedback, and modifications in Ministry of Education policies.	Annually	Project Manager, Curriculum Lead
Teacher Capacity Building	To guarantee ongoing educational enhancement and	Establish a “train-the-trainer” strategy in which designated	Every school term	BSS Administration, Professional

Focus Area	Objective	Continuous Development Action	Frequency	Responsible
	professional development.	teacher advocates facilitate peer learning sessions and refresher workshops.		Development Coordinator
Assessment System Improvement	To improve the validity, reliability, and usability of student evaluations.	Regularly evaluate assessment instruments, scrutinize student performance data, and amend rubrics in accordance with observed results and feedback.	Semi-annually	MEL Officer, Assessment Specialist
Stakeholder Feedback Integration	To sustain robust collaboration among educators, students, and parents.	Administer organized feedback surveys, focus groups, and reflection meetings; integrate feedback into iterative enhancement processes.	Bi-annually	QA Lead, Project Manager
Monitoring, Evaluation and Learning (MEL)	To facilitate data-informed decision-making and ensure accountability.	Consistently evaluate monitoring data, assess quality metrics, and disseminate reports on lessons gained to facilitate ongoing enhancement.	Quarterly	MEL Officer, QA Lead
Sustainability and Institutionalization	To integrate quality practices into the school's operational processes.	Formulate Standard Operating Procedures (SOPs) and revise school policy documents to institutionalize quality standards for inclusive education.	At the end of each academic year.	BSS Administration, Project Manager
Knowledge Sharing and Innovation	To promote innovation and the dissemination of information within the education system.	Catalog effective tactics and disseminate them through MOE workshops, conferences, and internal training sessions.	Annually	MOE Representative, Project Manager

Note. This chart was created by the author.

4.6 Resource Management Plan

4.6.1 Introduction

The Resource Management Plan defines the identification, acquisition, development, and management of human, material, and financial resources throughout the Special Education Curriculum and Teacher Capacity Project. The objective of this plan is to guarantee the availability of appropriate resources at the optimal time and in the requisite amounts to accomplish the project's goals efficiently and effectively. The initiative emphasizes curriculum creation and enhancing teacher capacity, utilizing resources such as specialized personnel, instructional materials, learning aids, and logistical support for workshops and classroom implementation. Efficient resource management is crucial for balancing workload, facilitating collaboration, and sustaining cost-effectiveness while fulfilling quality and scheduling demands.

This plan establishes the structure for resource allocation, team coordination, capacity development, and performance evaluation, ensuring that Babonneau Secondary School's personnel and partners are adequately prepared to maintain the project's outcomes post-implementation.

4.6.2 Resource Management Approach

The project's resource management employs an integrated and adaptive methodology that includes planning, estimating, acquisition, development, management, and control activities. In the Plan Resource Management phase, the project team determines the human and material resources necessary for curriculum development, training, and implementation, following the Work Breakdown Structure (WBS) and schedule dependencies. In the Estimate Activity Resources phase, quantitative assessments of time, expertise, and materials for each work

package are derived by expert opinion and comparable estimation methods. In Acquire Resources, qualified individuals, including curriculum writers, instructional designers, and special education coaches, are identified and contracted, while teaching aids, printed materials, and assistive tools are bought in accordance with the procurement plan. The Develop Team process enhances team performance through capacity-building workshops, collaborative design sessions, and coaching to promote cohesion and professional development. Team management entails ongoing interaction, evaluation, and feedback to guarantee alignment with project objectives, constructively resolve problems, and maintain motivation. Finally, Control Resources guarantees the effective exploitation of human and physical assets by monitoring availability, usage, and discrepancies relative to the resource baseline. Routine evaluations, thorough documentation, and remedial measures will guarantee the efficient management, optimization, and alignment of all resources with the project's quality and cost goals.

4.6.3 Project Roles and Responsibilities

Chart 34

Roles and Responsibilities in the Resource Management Plan

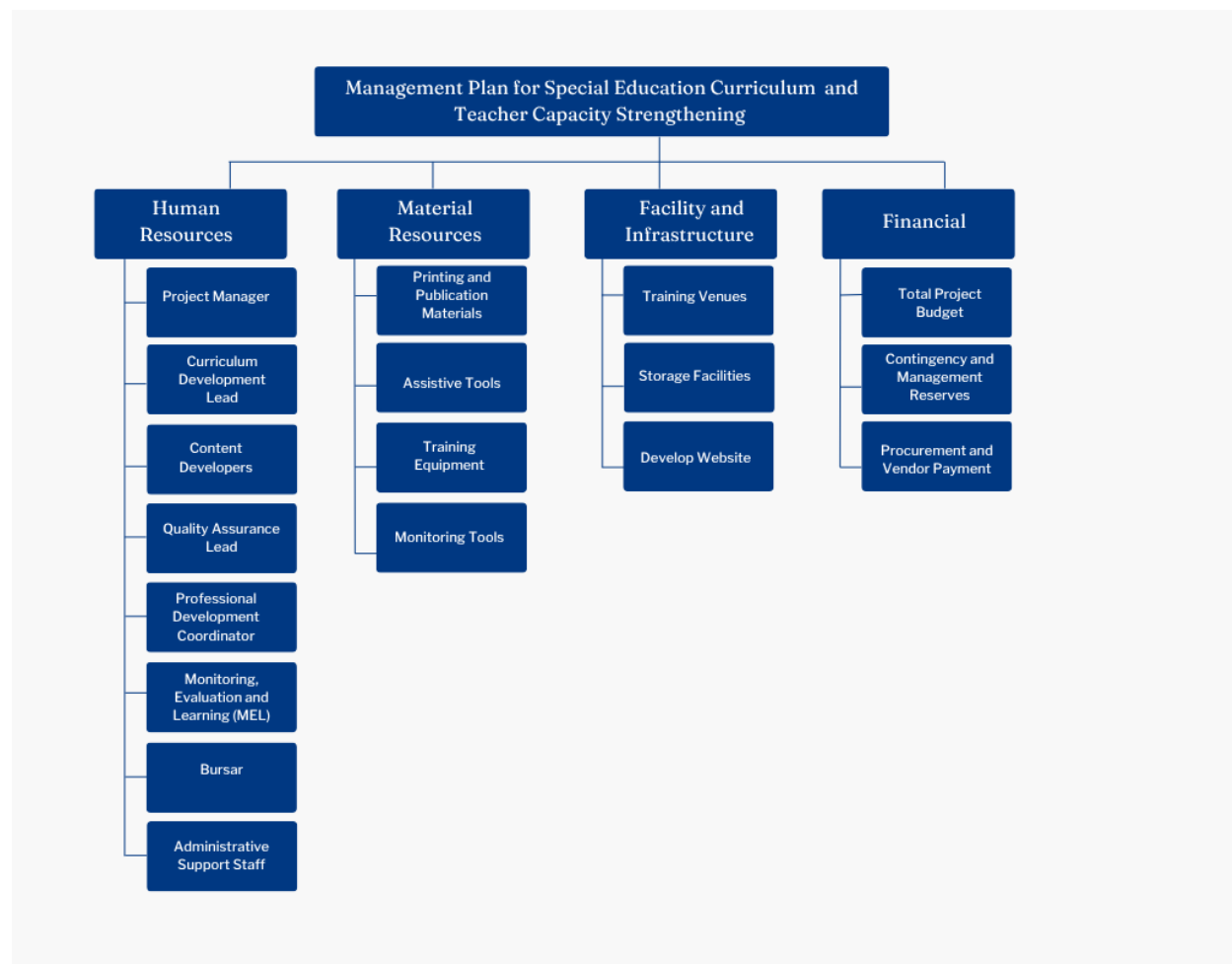
Role	Responsibilities
Project Manager	Supervises all resource management procedures, guarantees appropriate distribution of staff and materials, monitors usage, and authorizes modifications.
Curriculum Development Lead	Oversees curriculum designers and content specialists; guarantees that deliverables satisfy quality and scope criteria.
Quality Assurance Lead	Oversees the assessment and validation of outputs; guarantees that resources comply with accessibility and quality criteria.
Professional Development Coordinator	Organizes and conducts teacher training sessions; guarantees an appropriate trainer-to-participant ratio and resource availability.
Bursar	Supervises material acquisition, administers vendor contracts, and guarantees economical and prompt procurement.

Role	Responsibilities
Monitoring, Evaluation, and Learning (MEL) Officer	Monitors resource efficiency and performance metrics, facilitating optimization via data-driven reporting.
Administrative Support Staff	Oversees logistical support, scheduling, document management, and communication among project participants.

Note. This chart was created by the author.

4.6.4 Resource Breakdown Structure

The Resource Breakdown Structure (RBS) offers a hierarchical depiction of all resources necessary for the completion of the Special Education Curriculum and Teacher Capacity Project. It classifies people, material, financial, and facility resources, demonstrating how each underpins certain project components and outcomes. The RBS functions as an essential planning and control instrument, connecting resource needs to the Work Breakdown Structure (WBS) and guaranteeing that each activity receives sufficient support for implementation. The RBS facilitates efficient estimation, allocation, and monitoring across the project lifecycle by visually categorizing resources according to kind and function. This systematic method improves transparency, reduces redundancy, and fosters accountability in resource allocation. The RBS promotes coherence among the project's scope, schedule, and cost baselines by explicitly delineating resource dependencies and availability.

Figure 10*Resource Breakdown Structure*

Note. This chart was created by the author.

4.6.5 Responsibility Assignment Matrix (RACI Matrix)

The RACI Matrix establishes and allocates roles and responsibilities for each significant task package inside the project's task Breakdown Structure (WBS). Directly associating activities with WBS elements guarantees that accountability and decision-making are distinctly allocated among the project team. This alignment facilitates effective collaboration, avoids role duplication, and guarantees that every output from curriculum development to monitoring and evaluation is owned, managed, and quality-controlled by the appropriate stakeholders.

Chart 35

RACI Matrix

WBS	Task Name	Roles							
1	Special Education Curriculum and Teacher Capacity	Project Manager	Curriculum Lead	QA Lead	PD Coordinator	Bursar	MEL Officer	BSS Leadership	MOE Representative
1.1	Project Management and Governance								
1.1.1	Develop project initiation documents and obtain charter approval	A	C	C	I	I	I	C	R
1.1.2	Create schedules	A	C	I	I	I	C	I	I
1.1.3	Manage budget	A	I	I	I	R	I	I	I
1.1.4	Implement risk management	A	C	C	I	C	C	I	I
1.1.4	Control change requests and maintain governance	A	C	C	I	I	C	I	I
1.2	Needs and Context Analysis								
1.2.1	Review practices	A	R	C	I	I	C	I	C
1.2.2	Analyze data	C	R	I	I	I	A	I	I
1.2.3	Engage stakeholders	A	C	I	C	I	C	R	A
1.2.4	Produce reports	A	R	C	I	I	C	C	I
1.3	Curriculum Development								
1.3.1	Design scope sequence	C	R	C	I	I	I	C	C
1.3.2	Develop unit plans	C	R	C	I	I	I	C	C
1.3.3	Create modules	A	R	C	I	I	C	I	C
1.3.4	Align IEPs	C	R	C	I	I	C	C	A
1.3.5	Review Framework	A	C	R	I	I	C	I	A
1.4	Instructional Materials Development								
1.4.1	Develop guides	C	R	C	I	I	I	C	C
1.4.2	Prepare lessons	C	R	C	I	I	I	C	C
1.4.3	Design tasks	C	R	C	I	I	I	C	C
1.4.4	Compile accommodations	C	R	C	I	I	I	C	C
1.4.5	Format resources	A	C	R	I	R	I	I	I

WBS	Task Name	Roles							
1	Special Education Curriculum and Teacher Capacity	Project Manager	Curriculum Lead	QA Lead	PD Coordinator	Bursar	MEL Officer	BSS Leadership	MOE Representative
1.5	Assessment System Development								
1.5.1	Develop formatives	A	R	C	I	I	C	I	C
1.5.2	Design summatives	A	R	C	I	I	C	I	C
1.5.3	Design rubrics	A	C	R	I	I	C	C	A
1.5.4	Create trackers	A	C	C	I	I	R	C	I
1.5.5	Pilot tools	A	R	C	I	I	R	C	A
1.6	Professional Development Program								
1.6.1	Design workshops	C	C	C	R	I	I	C	I
1.6.2	Deliver training	C	I	C	R	I	I	A	I
1.6.3	Conduct coaching	C	I	I	R	I	C	A	I
1.6.4	Create and use checklists	C	I	R	C	I	I	I	I
1.6.5	Evaluate teachers	A	I	C	R	I	R	C	I
1.7	Monitoring, Evaluation and Learning								
1.7.1	Create framework	A	C	C	I	I	R	C	I
1.7.2	Develop tools	C	C	C	I	I	R	C	I
1.7.3	Design dashboards	C	C	C	I	I	R	I	I
1.7.4	Evaluate MEL tools	A	C	C	I	I	R	C	A
1.7.5	Record lessons	A	I	C	I	I	R	C	C
1.8	Stakeholder Engagement								
1.8.1	Conduct workshops	A	C	C	R	I	I	C	A
1.8.2	Execute review 1	A	C	R	C	I	C	R	A
1.8.3	Execute review 2	A	C	R	C	I	C	R	A
1.8.4	Integrate feedback	A	R	C	I	I	C	C	A
1.9	Quality Assurance								
1.9.1	Conduct reviews	A	C	R	C	I	I	C	A
1.9.2	Perform bias checks	A	C	R	I	I	I	I	I
1.9.3	Pilot usability	A	C	R	I	I	I	C	I
1.9.4	Approve all deliverables	A	C	R	I	I	I	C	A

WBS	Task Name	Roles							
1	Special Education Curriculum and Teacher Capacity	Project Manager	Curriculum Lead	QA Lead	PD Coordinator	Bursar	MEL Officer	BSS Leadership	MOE Representative
1.10	Sustainability and Handover								
1.10.1	Create trainer program	C	C	I	R	I	I	A	C
1.10.2	Develop coaching capacity	C	I	I	R	I	C	A	I
1.10.3	Delineate version control	A	C	R	I	I	I	I	I
1.10.4	Handover materials	A	R	C	I	I	I	A	A
1.10.5	Execute sustainability	A	C	C	R	I	C	A	C
	Milestone: Project Completed								

Note. This chart was created by the author.

4.6.6 Estimate Activity Resources

As to PMI (2017), Estimating Activity Resources involves identifying the type and number of personnel, materials, equipment, and supplies necessary to execute each activity within the project. Upon completion of the activity sequencing, the requisite human and material resources were identified to guarantee the efficient execution of each component of the Special Education Curriculum and Teacher Capacity Project within the established schedule and budgetary restrictions.

To enhance project efficiency, specific focus was directed towards the optimal allocation and usage of staff, educational resources, and low-tech instructional instruments. Human resources, including the Project Manager, Curriculum Development Lead, Quality Assurance Lead, MEL Officer, and Professional Development Coordinator, were allocated according to their skills and the specific requirements of each work package. Material resources comprised instructional design software, printed materials for curriculum documentation, visual aids, and assistive learning tools appropriate for inclusive educational settings. Projectors, laptops, and training kits were assessed and scheduled to facilitate the execution of teacher seminars and classroom coaching sessions.

The resource estimating approach guaranteed the availability of human, material, and financial inputs in appropriate quantities and timely manner. Activity scheduling and control mechanisms were implemented in Microsoft Project to monitor progress, manage dependencies, and oversee resource allocation across tasks. Weekly coordination meetings were held to evaluate material availability, examine workload distribution, and identify potential bottlenecks. Progress updates and meeting minutes were disseminated to principal stakeholders, including the Ministry of

Education (MOE) and the leadership of Babonneau Secondary School (BSS), to uphold transparency and facilitate prompt decision-making.

The inputs utilized for this procedure comprised the Resource Management Plan, Scope Baseline, Activity List, and Cost Estimates. The employed tools and approaches included expert judgment, data analysis, and consultations with specialists in curriculum design and special education. Ongoing communication via emails and progress meetings facilitated the timely identification of resource limitations and aided in swift remedial measures.

The project achieved an optimal balance between efficiency and quality, ensuring that all requisite personnel, materials, and tools were adequately allocated for successful curriculum creation, training implementation, and project sustainability.

Chart 36

Resource Calendar

WBS	Task Name	Duration (Days)	Start Date	Finish Date	Assigned Resources
1	Special Education Curriculum and Teacher Capacity	411 days	Mon 2/2/26	Mon 8/30/27	
1.1	Project Management and Governance	146 days	Mon 2/2/26	Mon 8/30/27	
1.1.1	Develop project initiation documents and obtain charter approval	14 days	Mon 2/2/26	Mon 8/24/26	Project Manager
1.1.2	Create schedules	2 days	Mon 2/2/26	Thu 2/19/26	Project Manager, MEL Officer
1.1.3	Manage budget	40 days	Fri 2/20/26	Mon 2/23/26	Project Manager, Bursar
1.1.4	Implement risk management	40 days	Tue 2/24/26	Mon 4/20/26	Project Manager, QA Lead, MEL Officer
1.1.4	Control change requests and maintain governance	50 days	Tue 4/21/26	Mon 6/15/26	Project Manager, QA Lead, Admin
1.2	Needs and Context Analysis	19 days	Tue 6/16/26	Mon 8/24/26	
1.2.1	Review practices	3 days	Tue 8/25/26	Fri 9/18/26	Curriculum Lead
1.2.2	Analyze data	5 days	Tue 8/25/26	Thu 8/27/26	Data Analyst, MEL Officer

WBS	Task Name	Duration (Days)	Start Date	Finish Date	Assigned Resources
1.2.3	Engage stakeholders	7 days	Fri 8/28/26	Thu 9/3/26	BSS Leadership, Project Manager
1.2.4	Produce reports	4 days	Fri 9/4/26	Mon 9/14/26	MEL Officer, QA Lead
1.3	Curriculum Development	39 days	Tue 9/15/26	Fri 9/18/26	
1.3.1	Design scope sequence	1 day	Mon 9/21/26	Thu 11/12/26	Content Developer, Curriculum Lead, QA Lead
1.3.2	Develop unit plans	10 days	Mon 9/21/26	Mon 9/21/26	Curriculum Lead
1.3.3	Create modules	14 days	Tue 9/22/26	Mon 10/5/26	Curriculum Lead, Content Developers
1.3.4	Align IEPs	8 days	Tue 10/6/26	Fri 10/23/26	Curriculum Lead, Content Developers
1.3.5	Review Framework	14 days	Tue 9/22/26	Thu 10/1/26	SPED Specialist
1.4	Instructional Materials Development	38 days	Mon 10/26/26	Thu 11/12/26	
1.4.1	Develop guides	14 days	Fri 11/13/26	Tue 1/5/27	Content Developer
1.4.2	Prepare lessons	14 days	Fri 11/13/26	Wed 12/2/26	Content Developer
1.4.3	Design tasks	5 days	Thu 12/3/26	Tue 12/22/26	Content Developer
1.4.4	Compile accommodations	5 days	Wed 12/23/26	Tue 12/29/26	SPED Specialist
1.4.5	Format resources	5 days	Thu 12/3/26	Wed 12/9/26	Admin
1.5	Assessment System Development	76 days	Wed 12/30/26	Tue 1/5/27	
1.5.1	Develop formatives	10 days	Tue 10/6/26	Tue 1/19/27	Assessment Specialist
1.5.2	Design summatives	5 days	Tue 10/6/26	Mon 10/19/26	Assessment Specialist, QA Lead
1.5.3	Design rubrics	5 days	Fri 11/13/26	Thu 11/19/26	Assessment Specialist, QA Lead
1.5.4	Create trackers	5 days	Fri 11/20/26	Thu 11/26/26	MEL Officer
1.5.5	Pilot tools	10 days	Tue 10/20/26	Mon 10/26/26	Assessment Specialist, MEL Officer
1.6	Professional Development Program	110 days	Wed 1/6/27	Tue 1/19/27	
1.6.1	Design workshops	7 days	Fri 11/13/26	Thu 4/15/27	PD Coordinator
1.6.2	Deliver training	25 days	Fri 11/13/26	Mon 11/23/26	Trainers, PD Coordinator
1.6.3	Conduct coaching	30 days	Wed 1/6/27	Tue 2/9/27	Coaches, PD Coordinator
1.6.4	Create and use checklists	7 days	Wed 2/10/27	Tue 3/23/27	QA Lead
1.6.5	Evaluate teachers	10 days	Wed 3/24/27	Thu 4/1/27	PD Coordinator, MEL Officer
1.7	Monitoring, Evaluation and Learning	46 days	Fri 4/2/27	Thu 4/15/27	
1.7.1	Create framework	5 days	Fri 4/16/27	Fri 6/18/27	MEL Officer

WBS	Task Name	Duration (Days)	Start Date	Finish Date	Assigned Resources
1.7.2	Develop tools	7 days	Fri 4/16/27	Thu 4/22/27	MEL Officer, QA Lead
1.7.3	Design dashboards	14 days	Fri 4/23/27	Mon 5/3/27	MEL Officer
1.7.4	Evaluate MEL tools	10 days	Tue 5/4/27	Fri 5/21/27	MEL Officer, QA Lead
1.7.5	Record lessons	10 days	Mon 5/24/27	Fri 6/4/27	Project Manager, MEL Officer
1.8	Stakeholder Engagement	26 days	Mon 6/7/27	Fri 6/18/27	
1.8.1	Conduct workshops	14 days	Mon 6/21/27	Mon 7/26/27	Project Manager
1.8.2	Execute review 1	5 days	Mon 6/21/27	Thu 7/8/27	MOE Representative, QA Lead
1.8.3	Execute review 2	2 days	Fri 7/9/27	Thu 7/15/27	MOE Representative
1.8.4	Integrate feedback	5 days	Fri 7/16/27	Mon 7/19/27	Curriculum Lead, QA Lead
1.9	Quality Assurance	146 days	Tue 7/20/27	Mon 7/26/27	
1.9.1	Conduct reviews	5 days	Wed 1/6/27	Wed 7/28/27	QA Lead
1.9.2	Perform bias checks	2 days	Wed 1/6/27	Tue 1/12/27	MOE Representative, QA Lead
1.9.3	Pilot usability	21 days	Wed 1/13/27	Thu 1/14/27	QA Lead, MOE Representative
1.9.4	Approve all deliverables	2 days	Wed 1/20/27	Wed 2/17/27	MOE representative, BSS Leadership
1.10	Sustainability and Handover	200 days	Tue 7/27/27	Wed 7/28/27	
1.10.1	Create trainer program	10 days	Tue 11/24/26	Mon 8/30/27	PD Coordinator
1.10.2	Develop coaching capacity	7 days	Tue 11/24/26	Mon 12/7/26	PD Coordinator
1.10.3	Delineate version control	1 day	Tue 12/8/26	Wed 12/16/26	Project Manager
1.10.4	Handover materials	2 days	Wed 1/6/27	Wed 1/6/27	Project Manager
1.10.5	Execute sustainability	21 days	Thu 7/29/27	Fri 7/30/27	BSS Leadership
	Milestone: Project Completed	0 days	Mon 8/2/27	Mon 8/30/27	
			Mon 8/30/27	Mon 8/30/27	

Note. This chart was created by the author.

4.6.7 Acquire Resources

This project's resource acquisition integrates internal allocation, external procurement, and strategic alliances to achieve a balance of efficiency, quality, and cost-effectiveness. Human

Resources will be obtained from both the internal personnel of Babonneau Secondary School (BSS) and external professionals. Essential positions, including the Project Manager, Curriculum Development Lead, and MEL Officer, will be seconded from the Ministry of Education and school leadership, whereas technical specialists, such as the Instructional Designer, Assessment Specialist, and Quality Assurance Lead, will be externally contracted based on proven expertise in Special Education, Universal Design for Learning (UDL), and curriculum alignment. Material resources, encompassing instructional aids, printed materials, assistive equipment, and training supplies, will be acquired from local or regional vendors in compliance with the Ministry of Education's procurement protocols. Preference shall be accorded to economical and locally sourced resources to reduce lead time and guarantee supply continuity. Facility and infrastructure resources, including classrooms, the resource centre, and training locations, will be accessible through internal scheduling at BSS. A systematic reservation system will be implemented to avoid conflicts with academic activities, allowing the seamless execution of project workshops, stakeholder consultations, and training sessions. Information and Communication Technology (ICT) and low-tech instruments, such laptops, projectors, and printers, will be procured from the school's resource inventory or hired temporarily for training sessions. In light of possible power or connectivity disruptions, low-tech alternatives (such as printed materials and offline tools) will be acquired as contingency measures. All acquisitions will conform to the project's sanctioned budget of XCD \$151,193.70 and adhere to governmental financial restrictions and ethical procurement standards. A Procurement Register will monitor purchase requests, vendor quotations, delivery timelines, and payment milestones to ensure transparency.

4.6.8 Team Development

The Development Team process emphasizes the enhancement of capabilities, collaboration, and morale within the project team to elevate performance and guarantee effective project delivery.

The PMBOK asserts that cultivating the project team is vital for fostering synergy, sustaining motivation, and successfully leveraging individual capabilities. In the Special Education Curriculum and Teacher Capacity Project, team development is essential due to the necessity of cross-functional collaboration among educators, curriculum specialists, trainers, and ministry officials, all of whom must operate cohesively towards a unified vision of inclusive, high-quality education.

4.6.8.1 Team Development Approach

The development of the team in this project will adhere to the values of collaboration, empowerment, and ongoing professional advancement. The Project Manager will function as the team leader and facilitator, guaranteeing that team members receive support, communication is efficient, and difficulties are proactively managed.

1. **Team Formation & Orientation** - At the project's inception, a formal induction and orientation event will familiarize all team members with the project's objectives, roles, deliverables, timetables, and ethical standards. The session will elucidate communication methods and conflict-resolution mechanisms.
2. **Capacity Building and Knowledge Sharing** - Continuous professional development opportunities will be provided to team members through organized seminars and mentoring sessions. This encompasses training in curriculum development, Universal Design for Learning (UDL), differentiated instruction, data analysis, and monitoring and evaluation (MEL).

3. Motivation and Recognition - To maintain engagement, individual and team accomplishments will be acknowledged through expressions of appreciation, milestone celebrations, and performance evaluations. Motivational tactics will prioritize intrinsic benefits, including professional development, contributions to national educational objectives, and peer acknowledgment.
4. Performance Management - Regular evaluations will be undertaken to analyze progress, identify developmental requirements, and furnish feedback. Constructive coaching will be administered upon the identification of skill deficiencies.
5. Team Cohesion and Collaboration - Team-building activities, collaborative work sessions, and reflective meetings will fortify trust, develop problem-solving capabilities, and promote collaboration among varied specialists.
6. Leadership Development - Designated team members, namely teacher champions and coordinators, will undergo coaching to enhance leadership capabilities for maintaining project outcomes post-closure.

These activities will guarantee that the project team develops into a high-performing, self-sustaining entity capable of upholding curriculum quality and instructional excellence beyond the project's duration.

Chart 37

Team Development Matrix

Area of Focus	Description of Activity	Frequency	Responsible	Expected Outcome
Orientation and Induction	Facilitate team orientation meetings to ensure comprehension of objectives, roles, and ethical standards.	Project initiation phase	Project Manager, QA Lead	Collective vision, unambiguous expectations, and cohesive teamwork.
Technical Capacity Building	Deliver specialized training in Universal Design for Learning (UDL), Special	Quarterly during implementation of the project	PD Coordinator, Curriculum Lead	Improved technical competencies and

Area of Focus	Description of Activity	Frequency	Responsible	Expected Outcome
	Education (SPED) curriculum development, differentiated instruction, and Multi-Element Learning (MEL) tools.			pedagogical excellence.
Mentorship and Coaching	Facilitate coaching for educators, trainers, and experts to enhance teaching and leadership competencies.	Mid-implementation and ongoing	PD Coordinator, QA Lead	Enhanced self-assurance and career advancement.
Performance Feedback and Evaluation	Execute performance evaluations and feedback sessions bi-monthly.	Every two months	Project Manager, MEL Officer	Continuous improvement and prompt resolution of issues.
Motivation and Recognition	Commemorate milestones and acknowledge outstanding accomplishments (certificates, commendations).	At each major milestones	Project Manager, BSS Leadership	Elevated morale and enhanced team dedication.
Team-Building Activities	Organize collaborative retreats, problem-solving sessions, and reflective workshops.	Semi-annually	Project Manager, QA Lead	Enhanced collaboration, communication, and trust.
Leadership Development	Guide teacher leaders and coordinators to maintain project outcomes after completion.	Final 6 months	Project Manager, PD Coordinator	Developed a leadership pipeline for sustainability.

Note. This chart was created by the author.

4.6.9 Manage Team

The Manage Team approach emphasizes monitoring team performance, addressing challenges, and enhancing interactions to guarantee the attainment of project objectives. The PMBOK Guide states that managing the project team entails monitoring team dynamics, delivering feedback, resolving disagreements, and administering adjustments to enhance project results. Within the framework of the Special Education Curriculum and Teacher Capacity Project, proficient team management is crucial for fostering collaboration among various specialists such as curriculum designers, educators, ministry representatives, and support personnel while guaranteeing that deliverables adhere to scope, timeline, and quality standards.

4.6.9.1 Team Management Approach

The Project Manager will implement a participatory leadership approach to enhance openness, accountability, and collective ownership among all team members. Team management actions shall adhere to concepts of inclusivity, empowerment, and ongoing communication. The strategy combines formal performance management tools with informal relationship-building techniques to maintain motivation and productivity during the 651-day implementation phase.

Key tactics include:

1. Performance Monitoring

- The performance of team members will be monitored in accordance with the project's Work Breakdown Structure (WBS) and activity schedule.
- The MEL Officer will aid in collecting data regarding work completion, participation, and quality benchmarks.
- Discrepancies in performance or unmet deliverables will be addressed quickly in weekly progress meetings.

2. Feedback and Mentorship

- Consistent feedback will be delivered via organized bi-monthly evaluations.
- The Project Manager and technical leads will provide constructive coaching to rectify deficiencies or improve performance.
- Outstanding performance will be publicly recognized to reinforce commendable conduct.

3. Conflict Resolution

- The initiative will have an open-door communication approach to facilitate the early identification of concerns.

- The Project Manager will employ collaborative and analytical conflict resolution strategies.
- Conflicts pertaining to institutional policies or persons will be raised to BSS Leadership or the MOE Representative as needed.

4. Communication and Team Meetings

- Weekly coordination meetings will assess progress, address issues, and refocus objectives.
- Monthly stakeholder briefings will guarantee that leadership and partners stay aware and involved.
- Digital collaboration technologies (email groups, shared files, and WhatsApp teams) will facilitate real-time communication and documentation.

5. Change Management for Personnel

- Modifications in team composition (e.g., substitution of specialists or reassignment of educators) will adhere to the Change Control Process.
- The responsibilities of the departing member will be transferred via a systematic handover checklist, guaranteeing knowledge retention.

6. Motivation and Team Cohesion

- The Project Manager will bolster intrinsic motivation by linking tasks to the overarching objective of improving educational parity.
- Team-building events and reflective seminars will be employed to sustain morale and cohesion.
- Recognition programs will acknowledge commitment, creativity, and teamwork.

Chart 38*Team Management Monitoring Table*

Focus Area	Monitoring Mechanism	Frequency	Responsible	Expected Outcome
Performance Tracking	Examine WBS task completion reports and activity records.	Weekly	Project Manager, MEL Officer	Revised progress reports and variance documentation.
Feedback & Coaching	Facilitate individual and collective feedback sessions.	Bi-monthly	Project Manager, QA Lead	Enhanced performance and motivation.
Conflict Resolution	Record and resolve conflicts with an issue log.	As needed	Project Manager, BSS Leadership	Addressed disputes, enhanced cooperation.
Communication	Weekly coordination and monthly stakeholder meetings.	Weekly, Monthly	Project Manager, Admin	Disseminated updates, continual alignment.
Personnel Change Management	Facilitate the transition and integration process for team modifications.	As required	Project Manager, QA Lead	Continuity of project information and responsibilities.
Motivation and Recognition	Recognize milestones and personal accomplishments.	At milestones	Project Manager, BSS Leadership	Increased morale and dedication.

Note. This chart was created by the author.

Performance Evaluation

The Project Manager, assisted by the MEL Officer, will assess performance utilizing both qualitative and quantitative metrics, which encompass:

1. Prompt fulfilment of designated responsibilities.
2. Output quality relative to established norms.
3. Effectiveness of collaboration and communication.
4. Compliance with project principles, ethics, and timelines.

Performance data will be evaluated quarterly and recorded in the Team Performance Register, contributing to the comprehensive project progress reporting process.

4.6.10 Control Resources

The Control Resources procedure guarantees the efficient and effective utilization of all physical, human, and material resources allocated to the project, in accordance with the sanctioned timeline and budget. This process entails overseeing the comparison of planned and actual resource consumption, detecting and rectifying discrepancies, and executing corrective measures to ensure conformity with project objectives. In the Special Education Curriculum and Teacher Capacity Project, resource management is essential due to the scarcity of specialized human expertise, reliance on local procurement systems, and the necessity to equilibrate low-tech and digital instructional resources within the limitations of the Babonneau Secondary School setting.

During the project, the Project Manager, with assistance from the Finance Officer, MEL Officer, and Quality Assurance Lead, will methodically monitor resource utilization via timesheets, procurement documentation, and progress reports. Each work package specified in the WBS will be evaluated against its resource baseline to confirm that human resources, materials, and facilities are being employed as intended. Any deviations from the plan, like trainer underutilization, excessive printing material usage, or delayed instructional tool delivery, will prompt an immediate variance analysis to ascertain the reason and consequence.

Should variations beyond permissible limits, the Project Manager will commence a formal change request, detailing the necessary corrective actions to realign resources with project baselines. Corrective measures may involve reallocating personnel to high-priority jobs, rescheduling activities to address material delays, or modifying procurement procedures to get

locally accessible alternatives. All modifications will be documented in the Resource Utilization Log and conveyed during weekly coordination meetings to ensure transparency among stakeholders.

Performance indicators, including Schedule Performance Index (SPI), and Cost Performance Index (CPI), will be employed to assess efficiency and maintain cost discipline. The MEL Officer will furnish the Project Manager with regular reports on resource efficiency trends, facilitating data-informed decision-making. Moreover, ongoing communication with vendors, school administration, and ministry partners will mitigate bottlenecks and maintain a consistent workflow.

Through the implementation of stringent resource management protocols, the project will reduce waste, avert over-allocation or exhaustion of team members, and guarantee the optimal utilization of all educational resources, training equipment, and facilities. This method enhances both schedule and cost efficiency while promoting project sustainability through the reinforcement of responsibility and judicious resource management during the implementation phase.

4.6.11 Resource Management Documents

Chart 39

Issue Log Template

Project: Special Education Curriculum and Teacher Capacity Strengthening for the Babonneau Secondary School.								
Issue ID	Date of Issue	Description of Issue	Impact Level	Proposed Resolution	Target Resolution Date	Actual Resolution Date	Status	Comments
ISS-01								
ISS-02								
ISS-03								

Note. This chart was created by the author.

Chart 40

Lessons Learned Register

Project: Special Education Curriculum and Teacher Capacity Strengthening for the Babonneau Secondary School.										
Lesson ID	Date Recorded	Phase of Project	Lesson Category	Lesson Description	Positive or Negative Impact	Area Impacted	Preventative Action	Responsible (Individual or Department)	Status	Comments
LL-001										
LL-002										
LL-003										

Note. This chart was created by the author.

4.7 Communications Management Plan

4.7.1 Introduction

The Communications Management Plan specifies the framework and methodologies for the collection, management, and dissemination of information within the Special Education Curriculum and Teacher Capacity Project. Effective communication is essential for the project's success, considering the diverse stakeholders, including the Ministry of Education (MOE), Babonneau Secondary School (BSS) leadership, educators, curriculum specialists, parents, and external partners.

This approach guarantees the dissemination of precise, prompt, and pertinent information among all participants, facilitating informed decision-making, transparency, and stakeholder involvement. It offers a systematic method for overseeing internal and external communication, reducing misconceptions, and unifying all stakeholders towards the common objective of executing a comprehensive Special Education Curriculum and enhancing teacher ability.

4.7.2 Communications Management Approach

The project's communication strategy prioritizes clarity, inclusivity, and accessibility, guaranteeing that all stakeholders obtain necessary information promptly and comprehensibly.

The Project Manager will supervise all communication operations, ensuring alignment with the project's scope, timeline, and reporting obligations. Essential elements of this methodology encompass.

1. Structured information dissemination: All project updates, reports, and notifications shall adhere to established forms and approval processes.

2. Multi-channel dissemination: Communication will employ several platforms including email, printed briefings, WhatsApp groups, and in-person meetings to address differing levels of digital accessibility.
3. Consistent feedback mechanisms: Bidirectional communication will be promoted via consultation sessions, educator evaluation forms, and stakeholder review assemblies.
4. Confidentiality and professionalism: Sensitive information (e.g., student data, budget details) shall be disclosed exclusively to authorized individuals in accordance with MOE data protection policies.
5. Documentation and archiving: All communication records, encompassing reports, minutes, and correspondence, shall be preserved in a secure digital and physical repository to guarantee transparency and auditability.

This systematic strategy seeks to improve collaboration, uphold accountability, and cultivate trust among all parties engaged in the curriculum reform process.

4.7.3 Roles and Responsibilities

Chart 41

Roles and responsibilities in Communication Management Plan

Role	Responsibilities
Project Manager	Supervises the communication process; endorses essential messages; guarantees precise, prompt, and uniform distribution of project information.
Curriculum Lead	Conveys advancements in curriculum design; offers updates to educators, QA Lead, and officials from the Ministry of Education.
QA Lead	Documentation of quality standards, evaluation of documents, and assessment of accessibility compliance; aids in the preparation of periodic reports.
PD Coordinator	Facilitate communication concerning training dates, participation, and feedback with educators and facilitators.
MEL Officer	Compiles performance summaries, evaluation reports, and data dashboards for project management and stakeholder assessment.
Bursar	Delivers regular reports on procurement schedules, expenditures, and financial outcomes.

Role	Responsibilities
BSS Leadership	Conveys institutional updates, staff schedules, and policy compliance with project objectives.
MOE Representative	Ensures policy oversight and conveys project advancements to Ministry-level stakeholders and external collaborators.
Administrative Support	Oversees meeting logistics, distributes agendas and minutes, preserves communication records, and facilitates correspondence.

Note. This chart was created by the author.

4.7.4 Main audiences for this project

The main audiences for this project are:

1. Ministry of Education (MOE)
2. BSS Leadership
3. Teachers
4. Parents and Guardians
5. Students
6. External Consultants and Vendors

4.7.5 Stakeholder and Communications Requirements

Effective communication with stakeholders is crucial for the success of the Special Education Curriculum and Teacher Capacity Project. This section delineates the distinct information requirements of each stakeholder group, the communication channels to be employed, and the frequency and responsibility for those conversations. By explicitly delineating these requirements, the initiative guarantees that all stakeholders encompassing school administrators, educators, ministry officials, and parents obtain precise, timely, and pertinent information. This systematic methodology enhances transparency, fortifies collaboration, and facilitates informed decision-making across the project lifetime.

Chart 42

Stakeholder and Communications Requirements

Stakeholder	Information Needs	Channel	Frequency	Owner
Ministry of Education (MOE)	Comprehensive project status, financial summary, obstacles, and authorizations.	Executive report, presentation slides.	Quarterly	Project Manager
BSS Principal and Leadership	Updates on implementation, educator involvement, and curriculum evaluations.	Meeting brief, progress summary, email.	Bi-weekly	Project Manager, PD Coordinator
Teachers, SPED Staff	Schedules for workshops, curriculum frameworks, and evaluation instruments.	Printed guides, training sessions, and memos.	Monthly	PD Coordinator, Curriculum Lead
Students and Parents	Updates on progress, modifications in the classroom, evaluation outcomes.	Newsletters, parent meetings.	Termly	BSS Leadership
Curriculum Development Team	Technological advancement, quality assurance outcomes, document evaluations.	Shared drive, online meetings, and review notes.	Weekly	Curriculum Lead, QA Lead
Bursar	Approval of purchases, payment timelines, and cost discrepancies.	Email, procurement register.	As needed	Project Manager
Monitoring, Evaluation & Learning (MEL) Officer	Data reports, metrics, insights gained.	Dashboard updates, MEL reports.	Monthly	MEL Officer
External Vendors	Delivery schedules, service standards, performance evaluations.	Email, vendor meetings.	As needed	Bursar

Note. This chart was created by the author.

4.7.6 Communication Methods

The Communication Methods section outlines the means by which information will be transmitted among project stakeholders during the execution of the Special Education Curriculum and Teacher Capacity Project. It sets out the types of communication, objectives, channels, frequency, target audiences, and accountable entities to guarantee that all stakeholders

obtain precise and timely information pertinent to their responsibilities. The initiative utilizes a combination of formal and informal, synchronous and asynchronous communication channels, considering the varied stakeholders, such as school administrators, instructors, ministry officials, and curriculum specialists.

These approaches are chosen according to the message's nature, stakeholder interests, and the technological circumstances of Babonneau Secondary School. Communication will adhere to the values of clarity, consistency, confidentiality, and accessibility. Both digital and low-tech formats will be utilized to address diverse degrees of ICT access, guaranteeing inclusivity and continuity despite potential connectivity issues.

Chart 43

Communications Matrix

Communication Type	Description	Medium	Frequency	Audience	Responsible Individual	Mode (Formal/Informal)
Project Kick-off Meeting	Present the project's objectives, framework, roles, and expectations.	Face-to-face meeting,	Once (Initiation phase)	All project stakeholders	Project Manager	Formal
Weekly Team Meetings	Evaluate progress, address concerns, and strategize weekly tasks.	In-person or virtual meeting	Weekly	Project team members	Project Manager	Informal / Semi-formal
Bi-weekly Progress Updates	Summarize the advancement of tasks and identify potential hazards or discrepancies.	Email summary, shared drive report	Every two weeks	Project Sponsor, MOE, BSS Leadership	Project Manager, MEL Officer	Formal
Monthly Stakeholder Briefing	Provide an overview of the current status, achievements, and forthcoming actions.	Reports	Monthly	MOE, BSS Leadership, Curriculum Team	Project Manager	Formal
Teacher Workshops and PD Sessions	Instruct educators on special education curriculum,	Face-to-face workshop	As scheduled per PD plan	Teachers, Coaches	PD Coordinator	Formal

Communication Type	Description	Medium	Frequency	Audience	Responsible Individual	Mode (Formal/Informal)
	Universal Design for Learning, and assessment instruments.	s, training kits				
Parent and Guardian Consultations	Deliver information regarding the execution of the curriculum and the advancement of students.	Printed letters, meetings, newsletters	Once per term	Parents, Guardians	BSS Leadership	Informal / Formal
Quality Assurance Reports	Convey outcomes of assessments, evaluations, and lessons learned.	Written reports, QA checklists	As required per deliverable	Project Manager, Curriculum Lead	QA Lead	Formal
Procurement and Financial Updates	Monitor acquisitions, financial plans, and supplier efficacy.	Email, procurement register, meeting	Monthly, As required	Project Manager, Bursar	Bursar	Formal
Monitoring and Evaluation Reports	Present data findings, progress metrics, and lessons learned.	Dashboard reports, summary briefs	Monthly, Quarterly	MOE, BSS Leadership, MEL Officer	MEL Officer	Formal
Risk and Issue Notifications	Identify and report emerging hazards or project issues that necessitate attention.	Email and issue log update	As required	Project Manager, QA Lead, MOE	Project Manager	Formal
Team Recognition Messages	Recognize accomplishments and performance.	Email, group message, meeting shout-outs	Monthly, Milestone completion	Project Team	Project Manager, BSS Leadership	Informal
Project Close-out Report	Present the end results, lessons learned, and sustainability strategy.	Final report, presentation	End of project	MOE, BSS Leadership, Project Sponsor	Project Manager, MEL Officer	Formal

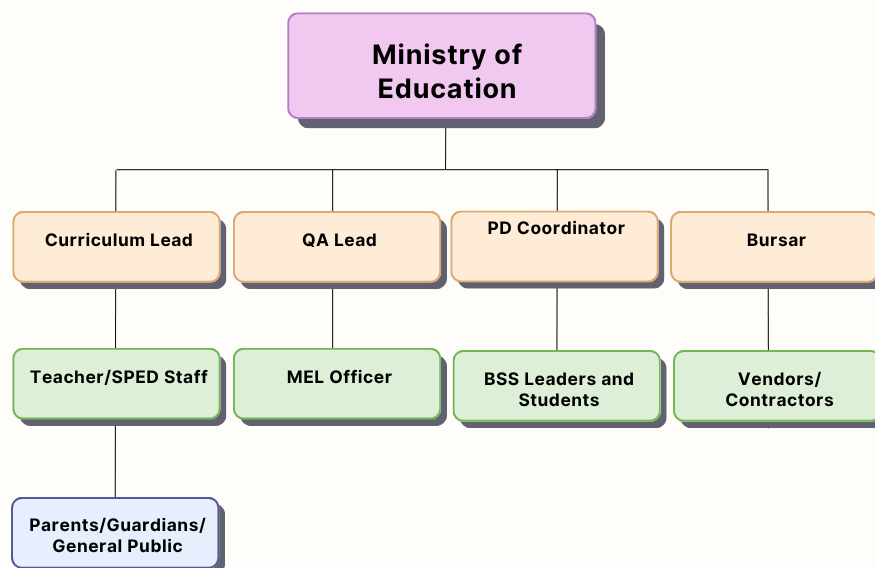
Note. This chart was created by the author.

4.7.7 Communications Flow Chart

The Communication Flow Chart illustrates the channels through which information circulates among parties engaged in the Special Education Curriculum and Teacher Capacity Project. It depicts the organized hierarchy of communication, demonstrating the vertical flow of information between the Ministry of Education, project management, and implementation teams, as well as the horizontal exchange among functional leads and school-based personnel. This explicit depiction guarantees consistent, transparent, and efficient communication, facilitating prompt decision-making and participation at all project tiers.

Figure 11

Communications Flow Chart



Note. This chart was created by the author.

4.7.8 Manage Communications

The Manage Communications process guarantees that information pertaining to the Special Education Curriculum and Teacher Capacity Project is efficiently gathered, created, disseminated, saved, and retrieved by all authorized stakeholders. It emphasizes facilitating prompt and suitable communication during the project lifecycle, guaranteeing that all stakeholders from the Ministry of Education (MOE) to classroom educators obtain the essential information for informed decision-making, collaboration, and accountability. This method facilitates the attainment of project objectives by fostering transparency, sustaining involvement, and mitigating misunderstandings that may impact schedule, cost, or quality performance.

4.7.8.1 Communication Management Process

The Project Manager is accountable for overseeing project communications and ensuring that all communication activities conform to the Communication Management Plan. The procedure is conducted in five primary stages:

- 1. Data Acquisition and Organization**

Project information is collected from team members, reports, and monitoring data.

Inputs comprise progress updates, budget summaries, quality assessments, and risk registers.

The Project Manager guarantees that all information is precise, comprehensive, and consistent with project baselines prior to distribution.

- 2. Dissemination of Information**

Communication is customized to meet the audience's requirements, employing the techniques outlined in the Communication Matrix.

Internal communications, such as team meetings and activity updates, are disseminated

regularly, and official reports, including progress reports and financial summaries, are circulated monthly or quarterly.

Communication with external stakeholders (MOE, parents, and suppliers) adheres to established approved mechanisms to guarantee compliance with confidentiality and data protection standards.

3. Management of Feedback and Responses

Bidirectional communication is emphasized. Stakeholders are invited to submit comments, which is evaluated during coordination meetings.

Feedback mechanisms encompass surveys, consultation sessions, and workshop assessments.

All feedback and action items are recorded in the Communication Register to monitor concerns and answers.

4. Monitoring of Communication Performance

The Project Manager, with assistance from the MEL Officer, evaluates communication efficacy by assessing timeliness, completeness, and stakeholder satisfaction.

Key performance indicators encompass issue response time, update frequency, and stakeholder participation rates.

All disruptions or obstructions are promptly detected and rectified.

5. Documentation and Archiving

All official correspondence are archived in the project's document management system and are backed up both electronically and in print, when necessary.

Version control guarantees that all stakeholders are using the most current documents.

Archived communication records function as references for monitoring, evaluation, and deriving lessons learned.

4.7.8.2 Tools and Techniques

To guarantee communication efficacy, the subsequent instruments and methodologies are employed:

Coordination Meetings and Briefings - Weekly coordination sessions and monthly evaluations.

1. Email and Shared Drives - For formal communication and document dissemination.
2. Project Dashboards - For monitoring, evaluation, and learning data visualization and progress reporting.
3. Workshops and Consultations - For participatory input and collaborative design.
4. Progress Reports and Issue Logs - For the formal documenting of project performance.

4.7.8.3 Outputs for Managing Communications

The proficient administration of communication will yield:

1. Steady and dependable dissemination of information throughout all project tiers.
2. Enhanced stakeholder comprehension and involvement.
3. Precise and prompt documentation of project determinations and activities.
4. Mitigation of communication-related risks or conflicts.
5. Enhanced trust and collaboration among the project team, school administration, and the Ministry of Education.

4.7.8.4 Monitoring and Continuous Improvement

The efficacy of communication management will be evaluated at quarterly performance reviews and modified according to stakeholder feedback. Any delays or difficulties in communication will prompt corrective measures, like adjusting communication frequency, reallocating responsibilities, or improving data-sharing systems. By sustaining transparent and organized communication channels, the project guarantees that all team members and partners collaborate effectively to fulfil the objectives of providing a comprehensive, accessible, and sustainable Special Education Curriculum for BSS.

4.7.9 Monitor Communications

The Monitor Communications method guarantees that information disseminated within the Special Education Curriculum and Teacher Capacity Project is prompt, precise, and satisfies the requirements of all stakeholders. This procedure assesses the efficacy of the communication strategies outlined in the Communication Management Plan and ascertains whether they fulfil their intended objectives. In a project with various stakeholders such as educators, curriculum designers, school administrators, Ministry of Education representatives, and parents monitoring communication is essential for sustaining engagement, trust, and collaboration throughout the project duration.

The primary objective of this process is to ascertain that communication activities are operating as intended and to detect any deficiencies or vulnerabilities in the information flow. It guarantees that communications are heard, comprehended, and acted upon by the target audience, while also integrating stakeholder feedback into continuous communication initiatives. The initiative seeks to enhance transparency, reduce misunderstandings, and guarantee alignment among all

participants regarding the project's objectives, timeline, and quality standards through active monitoring.

Monitoring communications initiates with the systematic examination and tracking of all project-related correspondence, reports, and meeting documentation. The Project Manager, with assistance from the MEL Officer, assesses the timely distribution of information in alignment with the communication matrix. Input from several stakeholder groups including educators, Ministry of Education officials, and parents is gathered through formal surveys, meeting assessments, and informal dialogues. This feedback assesses the efficacy of communication channels and the relevance and accessibility of the delivered content.

Performance measurement is essential for assessing communication efficacy. Key performance indicators (KPIs) encompass the promptness of communication, precision of disseminated information, stakeholder engagement, and responsiveness to inquiries or issues. Communication is deemed timely when updates and reports are distributed within specified deadlines; accuracy is evaluated by contrasting shared information with verified project data; and responsiveness is measured by the promptness of addressing stakeholder inquiries. The MEL Officer consolidates these findings into quarterly performance reports, which are examined by the Project Manager and disseminated to the MOE, Babonneau Secondary School (BSS) leadership, and the Project Steering Committee.

Upon identifying weaknesses or delays in communication, the Project Manager implements corrective measures. This may involve altering communication frequencies, changing the structure or medium of reports, adjusting distribution lists, or offering further clarification to stakeholders. Every corrective action is recorded in the Communication Register to guarantee

responsibility and monitor progress over time. The approach entails evaluating the alignment of communication practices with quality and accessibility requirements, incorporating feedback from the Quality Assurance (QA) Lead and BSS Leadership.

Monitoring communications entails maintaining accurate documentation and record-keeping. All correspondence, meeting minutes, progress updates, and performance reports are stored in the project's shared digital workspace and safely backed up. This record constitutes a component of the project's audit trail, and aids in deriving lessons for future educational initiatives.

In conclusion, overseeing communications guarantees that all information circulated during the project is pertinent, timely, and efficient in fulfilling its objectives. It enhances transparency and collaboration among project stakeholders and facilitates evidence-based decision-making.

Through consistent monitoring of communication efficacy and the implementation of ongoing enhancement strategies, the Special Education Curriculum and Teacher Capacity Project will uphold stakeholder trust and ensure alignment with its goals, thereby guaranteeing that communication remains a fundamental aspect of project success.

4.8 Risk Management Plan

4.8.1 Introduction

The Risk Management Plan articulates the methodical approach for identifying, assessing, responding to, and monitoring risks during the entirety of the Special Education Curriculum and Teacher Capacity Project lifetime. It guarantees that uncertainties potentially impacting the project's scope, timeline, budget, quality, or stakeholder satisfaction are proactively managed and regulated. Effective risk management in this project is crucial due to the intricate cooperation among several stakeholders, reliance on few educational resources, and sensitivity to scheduling

and quality results. The plan aims to reduce the probability and consequences of potential hazards while leveraging opportunities that can improve project success.

The risk management process adheres to the principles outlined in the PMBOK Guide, guaranteeing that risk actions are ongoing, transparent, and included into all project management processes. Risks will be assessed at both strategic and operational levels, with an emphasis on maintaining the integrity of project deliverables and ensuring consistent communication of risk status across all key stakeholders.

4.8.2 Risk Management Approach

This project's risk management strategy is proactive and collaborative. Risk management will commence during the commencement phase and persist through planning, execution, monitoring, and closure. The procedure will encompass five primary phases: risk identification, qualitative and quantitative risk analysis, risk response planning, risk monitoring, and risk communication. Every risk will be recorded in the Risk Register, including its origin, potential consequences, probability, mitigation approach, and designated owner.

During project commencement and preparation, potential risks will be identified by document analysis, stakeholder discussions, brainstorming sessions, and insights gained from previous analogous educational projects. The risks will be classified based on their possible effects on scope, schedule, cost, quality, or stakeholder engagement. The Project Manager, assisted by the Monitoring, Evaluation, and Learning (MEL) Officer, will oversee this process with contributions from the BSS Leadership, Curriculum Team, and MOE Representatives.

Risk analysis will employ qualitative methods, prioritizing hazards according to their probability of occurrence and potential consequences. A risk probability and impact matrix will categorize risks as high, medium, or low, enabling the project team to allocate resources to the most critical

threats. Quantitative analysis can be utilized for significant financial or schedule-related hazards provided adequate data is accessible.

Risk response planning entails formulating methods to avoid, transfer, minimize, or accept each risk, contingent upon its characteristics and potential impact on project objectives. Schedule delays resulting from procurement constraints can be alleviated by early vendor interaction and the inclusion of contingency time, whereas data privacy issues can be addressed by stringent compliance with institutional protecting standards. Each risk will have a designated risk owner accountable for executing and overseeing the selected response.

Risk monitoring and control will be conducted continually during project execution. Periodic risk review meetings will be conducted to evaluate the efficacy of executed initiatives and to recognize new or emerging risks. Any substantial alterations in risk status will prompt revisions to the Risk Register and may necessitate approval via the project's Change Control Process. Risk management efficacy will be evaluated at monthly and quarterly project review meetings to ensure that risk exposure stays within the project's tolerance limits.

Ultimately, risk communication will be integrated into the comprehensive communication framework of the project. Critical risks and their statuses will be documented in progress reports and addressed in weekly team meetings. This transparent communication guarantees that all stakeholders recognize potential issues and that choices are founded on precise, up-to-date information.

The Risk Management Plan offers a comprehensive framework for anticipating uncertainties, enhancing readiness, and facilitating informed decision-making throughout the duration of the

Special Education Curriculum and Teacher Capacity Project through a structured and integrated approach.

4.8.3 Roles and Responsibilities

Chart 44

Roles and Responsibilities in Risk Management Plan

Role	Responsibilities
Project Manager	Supervises the comprehensive risk management process; guarantees risks are identified, assessed, documented, and monitored; authorizes risk responses; conveys critical risks to stakeholders; sustains the Risk Register.
Monitoring, Evaluation, and Learning (MEL) Officer	Facilitates the identification, monitoring, and analysis of risks; observes indicators that may indicate new issues; revises the Risk Register and compiles regular risk performance summaries.
Quality Assurance (QA) Lead	Assesses risks associated with content quality, accessibility, and compliance; proposes mitigation strategies for instructional and material development risks.
Curriculum Development Lead	Identifies risks related to curriculum design, content alignment, and implementation preparedness; collaborates with subject matter experts to mitigate design-related risks.
Professional Development (PD) Coordinator	Oversees risks impacting instructor involvement, training efficacy, and coaching proficiency; guarantees contingency strategies are established for workshop schedule and attendance issues.
Bursar	Manages financial and procurement-related risks, including cost overruns, vendor delays, and compliance violations; enacts mitigation techniques such as budgetary controls and vendor evaluation.
Babonneau Secondary School (BSS) Leadership	Identifies institutional risks associated with personnel, scheduling, and stakeholder collaboration; assists the Project Manager in executing and communicating risk responses.
Ministry of Education (MOE) Representative	Offers policy direction and supervision; endorses significant risk management techniques and budget adjustments; guarantees compliance with national educational standards and safeguarding legislation.
Project Team Members	Identify potential hazards encountered during task execution; facilitate the implementation of mitigation strategies; engage in risk review sessions.

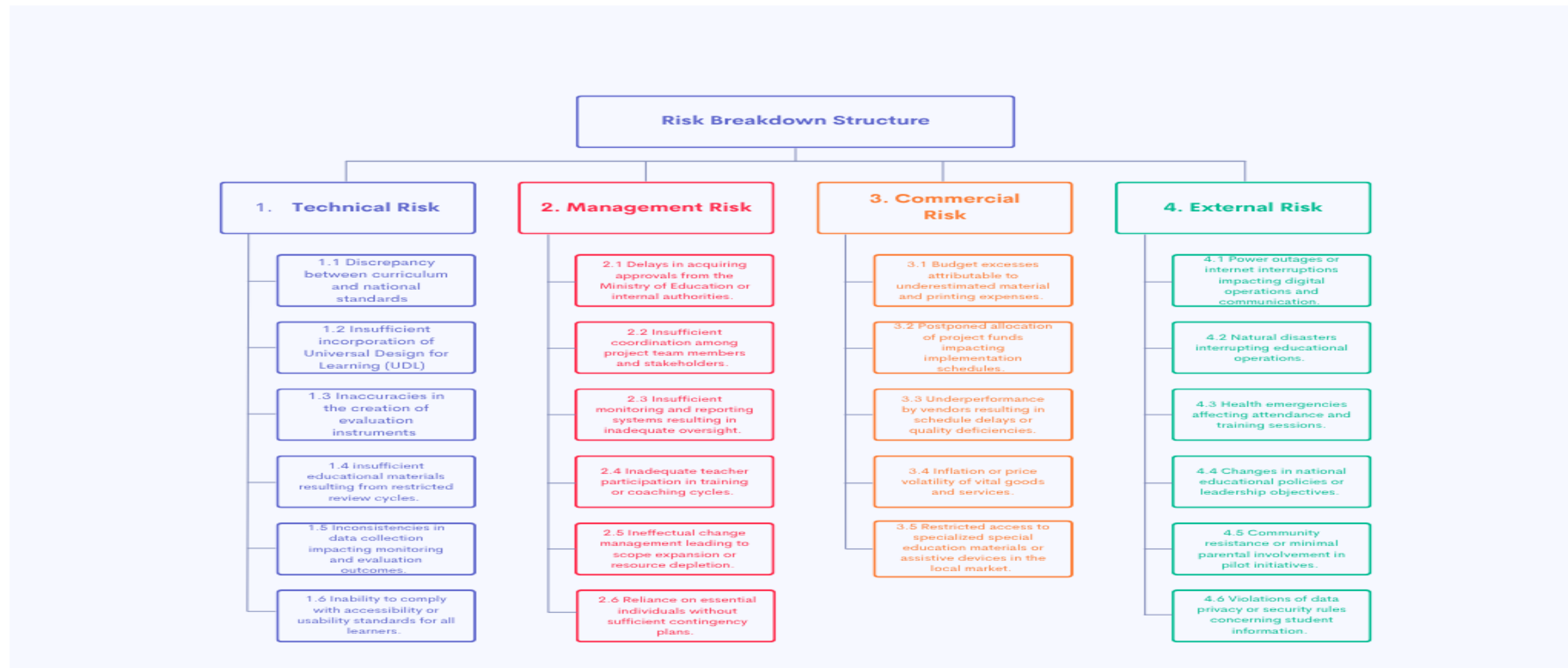
Note. This chart was created by the author.

4.8.4 Risk Breakdown Structure

The Risk Breakdown Structure (RBS) is a hierarchical depiction of potential risk sources that could impact the Special Education Curriculum and Teacher Capacity Project. It categorizes risks according to their source, namely technical, organizational, external, or project management factors enabling the project team to systematically identify, analyze, and mitigate risks. The RBS facilitates efficient risk assessment by categorizing analogous hazards and assisting the team in prioritizing those that present the greatest dangers to project success. This framework guarantees that all significant areas of uncertainty are addressed and that mitigation strategies are consistent with the project's scope, timeline, budget, and quality goals.

Figure 12

Risk Breakdown Structure



Note. This chart was created by the author.

4.8.5 Probability and Impact Scales

The Probability and Impact Scales provide a systematic approach for assessing the importance of each identified risk in the Special Education Curriculum and Teacher Capacity Project. These scales assist the project team in regularly evaluating the probability of risk occurrence and its possible impact on the project's primary objectives time, cost, and quality. This dual-measure methodology guarantees that all risks are assessed impartially and ranked according to their aggregated likelihood and impact scores. The scales will be utilized during the qualitative risk analysis phase to ascertain which risks necessitate urgent mitigation and which may be monitored throughout the project duration.

Probability denotes the possibility of a specific risk event occurring, whereas impact indicates the degree to which the event may influence the project's performance upon realization.

Collectively, these measures constitute the basis for the Risk Matrix, which facilitates decision-making, prioritization, and resource allocation.

Chart 45

Probability and Impact Scales

Scale	Probability	-/+ Impact on Project Objectives		
		Time	Cost	Quality
Very High (VH)	>70% likelihood	>1 Year	>\$25,000	Significant disruption to curriculum development, educator training, or project results.
High (H)	51–70% likelihood	9 Months -1 Year	\$15,000-\$25,000	Substantial influence on curriculum quality, delivery schedules, or training completion rates.
Medium (M)	31–50% likelihood	6-9 Months	\$7,000 – \$15,000	Moderate interruption impacting particular deliverables, such materials or professional development sessions.
Low (L)	11–30% likelihood	3-6 Months	\$2,000 – \$7,000	Marginal decline in the quality or efficiency of project deliverables.
Very Low (LW)	1–10% likelihood	1-3 Months	\$2,000	Insignificant effect; readily rectifiable without rewrite.

Nil (N)	<1% likelihood	No impact on schedule	No impact on cost	No noticeable impact on quality or project efficacy.
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Note. This chart was created by the author

4.8.6 Probability and Impact Matrix

The Probability and influence Matrix visually represents the prioritization of identified risks based on their evaluated likelihood of occurrence and their possible influence on the project's objectives. This technique enables the project team to identify risks necessitating immediate intervention and those that may be monitored intermittently. The matrix facilitates the Project Manager, Monitoring, Evaluation and Learning (MEL) Officer, and other stakeholders in evaluating the overall severity of risks by intersecting probability (rows) with impact (columns). It also facilitates consistent decision-making about resource allocation and mitigation planning. This matrix for the Special Education Curriculum and Teacher Capacity Project guarantees the early identification and mitigation of risks impacting essential deliverables, including curriculum development, teacher professional development, and assessment system design. It advocates for a systematic, data-informed methodology to navigate uncertainty during the project lifecycle.

Figure 13*Probability Impact Matrix*

		Impact				
		Trivial	Minor	Moderate	Major	Extreme
Probability	Rare	Low	Low	Low	Medium	Medium
	Unlikely	Low	Low	Medium	Medium	Medium
	Moderate	Low	Medium	Medium	Medium	High
	Likely	Medium	Medium	Medium	High	High
	Very likely	Medium	Medium	High	High	High

Note. Copied from Kanban Drill. (2019, November 14). Probability and impact matrix [Still image, 6:52]. YouTube. <https://www.youtube.com/watch?v=FJo7dH2iqc0>

Chart 46*Probability and Impact Matrix for Special Education Curriculum*

Risk Description	Risk Category	Probability	Impact	Risk Rating	Response
1.1 Discrepancy between curriculum and national standards	Technical	Medium	High	High	Manage
1.2 Insufficient incorporation of Universal Design for Learning (UDL)	Technical	Medium	High	High	Manage
1.3 Inaccuracies in the creation of evaluation instruments	Technical	Low	Medium	Medium	Monitor
1.4 Insufficient educational materials due to limited review cycles	Technical	Medium	Medium	Medium	Attention
1.5 Inconsistencies in data collection affecting monitoring outcomes	Technical	High	High	Very High	Manage
1.6 Inability to comply with accessibility or usability standards	Technical	Low	High	Medium	Monitor
2.1 Delays in obtaining approvals from MOE or internal authorities	Management	High	High	Very High	Manage
2.2 Insufficient coordination among project team members	Management	Medium	Medium	Medium	Attention

Risk Description	Risk Category	Probability	Impact	Risk Rating	Response
2.3 Weak monitoring and reporting systems	Management	Medium	High	High	Manage
2.4 Inadequate teacher participation in training or coaching	Management	High	High	Very High	Manage
2.5 Ineffective change management causing scope or resource strain	Management	Medium	High	High	Manage
2.6 Dependence on key personnel without backup	Management	Medium	Medium	Medium	Attention
3.1 Budget overruns due to underestimated materials	Commercial	Medium	High	High	Manage
3.2 Delayed disbursement of project funds	Commercial	High	High	Very High	Manage
3.3 Vendor underperformance causing quality delays	Commercial	Medium	High	High	Manage
3.4 Inflation or cost fluctuation of vital supplies	Commercial	Medium	Medium	Medium	Attention
3.5 Limited access to SPED materials or assistive devices	Commercial	Low	Medium	Medium	Monitor
4.1 Power outages or internet interruptions	External	High	Medium	High	Manage
4.2 Natural disasters disrupting school operations	External	Low	High	Medium	Monitor
4.3 Health emergencies affecting attendance	External	Medium	High	High	Manage
4.4 Changes in national education policy	External	Low	High	Medium	Attention
4.5 Community resistance or low parental involvement	External	Medium	Medium	Medium	Attention
4.6 Violations of data privacy or safeguarding rules	External	Low	Very High	High	Manage

Note. This chart was created by the author

4.8.7 Identify Risks

The Identify Risks methodology implements a systematic method for identifying uncertainties that could impact the performance of the Special Education Curriculum and Teacher Capacity Project. This procedure guarantees the early identification, documentation, and analysis of all

prospective threats and opportunities, regarding their probability and impact. Risk identification is an ongoing process throughout the project's lifecycle, requiring input from all principal stakeholders, including the Project Manager, Monitoring, Evaluation and Learning (MEL) Officer, Babonneau Secondary School (BSS) leadership, educators, Ministry of Education (MOE) representatives, and curriculum design specialists.

The team carefully identifies risks across all project dimensions: technical, management, commercial, and external to build proactive solutions that mitigate negative impacts and optimize possibilities. Methods include brainstorming sessions, stakeholder workshops, document reviews, and study of historical data from analogous educational initiatives have been employed to identify risks that could impact project cost, quality, timeline, and stakeholder satisfaction.

4.8.7.1 Qualitative Risk Analysis

The Qualitative Risk Analysis approach evaluates the likelihood and consequences of identified hazards to establish their relative importance for response planning. This research uses qualitative analysis as the principal method for risk prioritization, as it offers a systematic, experience-driven approach appropriate for an educational context where quantitative modelling data may be scarce. Each risk was evaluated according to its probability of occurrence and potential effect on the project's objectives, utilizing the defined Probability and Impact Scales. The classification Very High, High, Medium, or Low was established by expert evaluation at team review sessions led by the Project Manager and MEL Officer.

This analysis identified the primary risks for the project as delays in Ministry clearances, insufficient teacher participation in training, data inconsistencies impacting monitoring

outcomes, and delays in budget disbursement. These risks are classified as High to Very High and hence necessitate ongoing monitoring and prompt mitigation strategies. Concurrently, lower-level risks, such as power disruptions and minor vendor delays, are classified under the monitor category, subject to frequent evaluation without necessitating immediate action. The results of the qualitative risk analysis inform the Risk Register, which records all identified hazards and directs subsequent planning and control efforts.

4.8.7.2 Quantitative Risk Analysis

The Quantitative Risk Analysis approach emphasizes the numerical estimation of the potential impacts of identified risks on the project's overarching objectives. This project predominantly employs qualitative analysis owing to its educational and operational characteristics; nevertheless, selective quantitative methods were utilized to evaluate financial and schedule-related risks where sufficient data was available. The Project Manager employed cost modelling and sensitivity analysis to assess the potential effects of budget overruns and delays in fund release. Given the entire project budget of XCD \$151,193.70, significant financial risks, such as procurement delays, may elevate project costs by about 10–15%, whilst substantial scheduling risks, such as delayed approvals, could prolong the project timeline by up to four months. By evaluating these risks, the project team may establish suitable contingency reserves and uphold realistic expectations concerning cost and schedule performance. Quantitative data were verified against qualitative findings to guarantee consistency and deliver a balanced, evidence-based comprehension of project vulnerabilities.

4.8.8 Risk Register

The Risk Register is a fundamental product of the risk identification and analysis process. It functions as a consolidated document that records all detected hazards, their classifications,

probability, impacts, and designated reaction activities. The registry will be preserved and revised throughout the project lifecycle to indicate new hazards or alterations in risk status. This dynamic document offers a concise summary of the project's uncertainties, the measures implemented to mitigate those risks, and the individuals accountable for each mitigation effort. It will be evaluated in project status meetings and revised as part of continuous risk assessment and management.

Chart 47

Risk Register

Risk Code	Risk Description	Cause	Risk	Consequence	Probability	Impact	PxL	Priority	Risk Trigger	Risk Response Strategy	Risk Owner
R1	Discrepancy between curriculum and national standards	Discrepancy between project design and MOE standards	Curriculum unapproved or postponed	Prolonged project schedule and rework	Medium	High	0.6	High	Delays or lack of consent from the Ministry of Education	1. Facilitate collaborative curriculum alignment sessions with the Ministry of Education. 2. Verify all outputs against national standards. 3. Incorporate a MOE officer into the review team to guarantee compliance.	Curriculum Lead
R2	Insufficient incorporation of Universal Design for Learning (UDL)	Insufficient specialist involvement or inadequate training	Absence of UDL concepts in design	Curriculum unsuitable for different learners	Medium	High	0.6	High	Complaints from educators or parents regarding accessibility	1. Involve UDL consultants during the design phase. 2. Implement staff training on inclusive design principles. 3. Utilize the accessibility checklist throughout the quality assurance assessment.	Curriculum Team
R3	Inaccuracies in evaluation instruments	Insufficient review cycles	Defective evaluation instruments	Erroneous evaluation outcomes	Low	Medium	0.3	Medium	Discrepant evaluation results among classes	1. Implement tools and optimize based on outcomes. Establish a review committee for validation purposes. 3. Implement a verification method prior to release.	QA Lead
R4	Inconsistencies in data collection affecting MEL	Inexperienced personnel and inadequate systems	Erroneous data entries	Deficient progress reporting	High	High	0.9	Very High	Inconsistencies in surveillance reports	1. Standardize data templates and educate users. 2. Perform random data audits. 3. Digitize the MEL process for the identification of errors.	MEL Officer
R5	Delays in obtaining MOE or internal approvals	Bureaucratic procedures and administrative delays	Delayed authorization	Delay in the schedule	High	High	0.9	Very High	Delays due to pending signatures or MOE contact	1. Establish early submission deadlines. 2. Sustain direct liaison contact with the Ministry of Education. 3. Elevate delays administration	Project Manager
R6	Inadequate teacher participation in PD and coaching	Temporal limitations and diminished motivation	Low PD turnout	Decreased instructional quality	High	High	0.9	Very High	Inadequate attendance records in professional development sessions	1. Arrange adaptable sessions. 2. Offer incentives for fulfilment. 3. Monitor attendance and swiftly handle absenteeism.	PD Coordinator
R7	Ineffective change management	Inadequate communication and ambiguous scope management	Expansion of scope and ambiguity	Escalated expenses and postponements	Medium	High	0.6	High	Repeated requests for modification	Utilize the official change request form. Conduct monthly change control board meetings. 3. Convey the ramifications of change promptly.	Project Manager

Risk Code	Risk Description	Cause	Risk	Consequence	Probability	Impact	PxL	Priority	Risk Trigger	Risk Response Strategy	Risk Owner
R8	Dependence on key personnel without backup	Inadequate staffing and excessive dependence	Delays resulting from personnel leave	Disruption of schedule	Medium	Medium	0.4	Medium	Employee resignation or prolonged absence	1. Implement cross-training for project personnel. 2. Sustain the documentation repository. 3. Compile handover documentation for essential positions.	BSS Leadership
R9	Budget overruns due to underestimated material costs	Material and printing costs were underestimated.	Cost inflation	Reallocation of resources	Medium	High	0.6	High	Procurement quotations surpassing estimates	Incorporate a 10% contingency cushion. Revise cost projections on a quarterly basis. Acquire numerous supplier quotations.	Finance Officer
R10	Delayed disbursement of project funds	Bureaucratic impediments or financial constraints	Delayed fund accessibility	Suspended project operations	High	High	0.9	Very High	Delayed budget release or payment disbursements	1. Ensure regular updates for sponsors. 2. Solicit partial disbursements. 3. Modify the schedule in accordance with the disbursement of funds.	Project Sponsor
R11	Vendor underperformance	Inadequate vendor capacity	Delayed or substandard deliverables	Postponement or revision of the schedule	Medium	High	0.6	High	Persistent vendor grievances or delayed filings	1. Evaluate vendors before to contracting. 2. Oversee through service-level agreements (SLAs). Implement penalty provisions for subpar performance.	Procurement Officer
R12	Inflation or cost fluctuation of supplies	Market fluctuations	Price escalation	Financial strain	Medium	Medium	0.4	Medium	Notifications of price fluctuations	1. Secure long-term supply agreements. Utilize bulk procurement. Conduct a semi-annual review of cost baselines.	Finance Officer
R13	Power outages or internet interruptions	Erratic utilities	Disrupted operation	Postponements in training	High	Medium	0.6	High	Disruptions in connectivity during activities	1. Compile offline instructional resources. 2. Reliable portable power backup. 3. Modify schedules for digital sessions.	ICT Officer
R14	Natural disasters disrupting operations	Flooding, hurricanes or infrastructure damage	Provisional suspension of educational institution	Failed to meet project milestones	Low	High	0.3	Medium	Meteorological warnings or structural damage	1. Establish schedule adaptability. Safeguard essential goods securely. 3. Implement the continuity plan if necessary.	Project Manager
R15	Health emergencies affecting attendance	Incidents of disease	Absenteeism among staff and students	Cancellation of training sessions or classes	Medium	High	0.6	High	Documented illnesses or health warnings	1. Shift to hybrid sessions. 2. Implement hygiene and safety protocols. 3. Sustain the virtual backup system.	Project Manager
R16	Policy or leadership changes	Changes in MOE priorities	Amended project trajectory	Discrepancy in scope	Low	High	0.3	Medium	Alterations in leadership or new mandates	1. Sustain vigilant policy monitoring. 2. Synchronize project reports with the updated leadership priorities. 3. Routinely present project advantages.	MOE Representative

Risk Code	Risk Description	Cause	Risk	Consequence	Probability	Impact	PxL	Priority	Risk Trigger	Risk Response Strategy	Risk Owner
R17	Community resistance or low parental involvement	Insufficient awareness	Resistance to the program	Insufficient community support	Medium	Medium	0.4	Medium	Adverse criticism or inadequate meeting attendance	1. Implement preliminary awareness initiatives. Incorporate parents into pilot sessions. 3. Disseminate progress through newsletters.	Stakeholder Engagement Lead
R18	Violations of data privacy and safeguarding	Insufficient compliance or lack of awareness	Confidential data compromise	Erosion of stakeholder confidence	Low	Very High	0.45	High	Absence of permission papers or reported violations	1. Implement staff training on data protection. Implement stringent access constraints. Conduct regular data audits.	MEL Officer

Note. This chart was created by the author

4.8.9 Plan Risk Response

The Plan Risk Responses method specifies the measures to be implemented for each identified risk to mitigate adverse effects or capitalize on beneficial opportunities. In the Special Education Curriculum and Teacher Capacity Project, the formulation of risk responses is a crucial component of the whole project strategy, guaranteeing that any risks to the timeline, budget, and quality are alleviated through anticipatory actions. Every risk documented in the Risk Register has been evaluated to ascertain the most suitable response strategy to avoid, transfer, minimize, or accept. Strategies for avoidance will be implemented for high-probability risks that can be mitigated through design or procedural modifications, such as early alignment with the Ministry of Education (MOE) to reduce approval delays. Transfer tactics will be employed in situations where risk can be allocated to a third party, such as using performance-based vendor contracts to alleviate underperformance. Mitigation tactics will be predominantly employed, concentrating on diminishing either the likelihood or the consequences of risks through preventive measures, such as standardizing data gathering protocols, cross-training personnel, and incorporating contingency reserves within the project budget.

Acceptance will be applied to minor risks, such as sporadic power or internet disruptions, where the expense of mitigation surpasses the possible consequences. In such instances, the team will establish contingency preparations, like the preparation of printed educational materials or the use of scheduling flexibility. Every response plan is designated a Risk Owner; the person accountable for executing and overseeing the response. This guarantees responsibility and ongoing risk management during the project lifecycle. The Project Manager, with assistance from the Monitoring, Evaluation, and Learning (MEL) Officer and other leaders, will guarantee the integration of reaction plans into pertinent management plans (schedule, procurement, and

quality). This integrated strategy guarantees that risk responses are not isolated acts but integral to the project's operational framework, ensuring consistency across processes and enhancing project resilience.

4.8.10 Implement Risk

The Implement Risk Responses process entails performing the steps outlined in the risk response plan to mitigate recognized risks and diminish their potential impact on project performance.

This project's implementation phase emphasizes converting planned strategies into concrete activities through the coordination of the project team, Babonneau Secondary School leadership, and the Ministry of Education. The Project Manager initiates implementation by documenting all risk response actions in the project schedule and monitoring them in the Risk Register. Critical risks, including delays in MOE approval, insufficient teacher participation, and budget disbursement challenges, are mitigated through prompt actions. For example, preliminary engagement meetings with the Ministry are arranged to accelerate approvals, while adaptable training schedules and participation incentives are implemented to guarantee teacher involvement. Likewise, financial coordination meetings between the Project Sponsor and Finance Officer are conducted to avert funding delays.

Each risk owner is accountable for implementing the designated response methods and delivering status reports during weekly and monthly project review meetings. The MEL Officer facilitates implementation by tracking essential metrics of response efficacy, whilst the Quality Assurance Lead guarantees that risk responses do not undermine the quality of project deliverables. Newly identified hazards are recorded in the Risk Register, evaluated, and allocated suitable remedies in accordance with established protocols. Communication throughout this

stage is essential. The Project Manager communicates updates on risk response progress to stakeholders through regular reports, facilitating transparency and prompt corrective measures where required. Integrating response implementation into the project's standard workflow fosters a culture of proactive problem-solving and ongoing enhancement.

4.8.11 Monitor Risks

The Monitor Risk Responses procedure guarantees the efficacy of all executed risk responses and the management of residual risks throughout the project lifespan. In the Special Education Curriculum and Teacher Capacity Project, monitoring is an ongoing process integrated into standard project management tasks. The purpose is to verify that risk responses are effective and to detect any emerging or evolving hazards as the project advances. Monitoring commences with systematic evaluations of the Risk Register in team meetings, during which each Risk Owner presents updates on the progress and outcomes of executed mitigation strategies. The Project Manager and MEL Officer evaluate any alterations in the probability or impact of each risk and determine if any residual risks continue to be substantial. Should a response be ineffective evidenced by persistent inconsistencies in data collection despite training the team may escalate the matter, amend the response, or implement supplementary controls. Key performance indicators (KPIs) include schedule deviation, cost variance, and quality compliance rates are monitored to assess if the project stays within acceptable risk parameters. When a risk response creates new obstacles or dependencies, the project team assesses secondary risks and revises the Risk Register accordingly.

The Monitor Risk Responses process guarantees openness with stakeholders. Monthly progress updates to the Project Steering Committee and Ministry of Education incorporate summary risk

reports, providing decision-makers with insight into emerging risks and the status of mitigation efforts.

The project sustains effective control over uncertainties through a continuous cycle of monitoring, analysis, and reporting, thereby managing risks proactively rather than reactively. This continuous oversight ensures the project adheres to its timeline, budget, and quality standards while retaining the adaptability to respond to changing circumstances.

4.9 Procurement Management Plan

4.9.1 Introduction

The Procurement Management Plan sets forth the framework and procedures to be adhered to when procuring products and services essential for the successful implementation of the Special Education Curriculum and Teacher Capacity Project. This document defines the methodology for planning, executing, regulating, and concluding procurement processes to guarantee the efficient, economical acquisition of materials, equipment, and external expertise, in strict adherence to the procurement policies of the Ministry of Education (MOE) and Babonneau Secondary School (BSS).

Procurement is essential to the project's success, encompassing the acquisition of specialized materials, including instructional resources, assistive learning technologies, printing services, and professional development facilitation. Considering the constrained budget of XCD \$151,193.70 and the project's stringent timetable of 411 days, all procurement operations must adhere to the principles of transparency, value for money, equity, and accountability. This plan functions as a framework for the project team, vendors, and stakeholders to guarantee that all

procurement activities from needs identification to final delivery are methodically managed and comprehensively documented.

4.9.2 Procurement Management Approach

The procurement management strategy for this project aims to harmonize efficiency, compliance, and quality assurance. The Project Manager, in collaboration with the Procurement Officer and the Bursar, will guarantee that all procurement activities adhere to established protocols and schedules. Procurement planning will commence in the project's initiation phase with the development of a procurement requirements schedule, delineating all items and services to be sourced externally. Priority will be given to items like printing services for curricular materials, workshop supplies, assistive learning devices, and specialist consultant services. Each procurement item will encompass specified requirements, projected costs, quality benchmarks, and anticipated delivery timelines to correspond with the project work breakdown structure (WBS) and schedule.

A competitive bidding method shall be employed whenever feasible to guarantee equitable vendor selection and optimal value. Quotations will be solicited from a minimum of three qualified suppliers, and the Procurement Committee consisting of the Project Manager, the Bursar, and BSS Representative will assess bids based on cost, technical quality, delivery capability, and adherence to local procurement norms. Upon vendor selection, official purchase orders or contracts will be issued, detailing deliverables, performance dates, payment schedules, and penalty clauses for non-compliance. Vendor performance will be perpetually assessed by progress reports, evaluation of goods and services, and quality assurance inspections. All procurement documentation including vendor quotations, evaluation outcomes, contracts, and

delivery receipts will be preserved in a single procurement file. This will guarantee transparency and auditability during the project lifespan.

Contingency steps will be implemented to mitigate risks associated with potential concerns, such as vendor delays, inflation, or supply shortages. Local and regional suppliers shall be chosen when feasible to minimize lead times and enhance local economic involvement. The final procurement step will entail the formal acceptance of deliverables, financial reconciliation, and vendor performance evaluation to confirm that all commitments have been met prior to contract closing.

4.9.3 Roles and Responsibilities

Chart 48

Procurement Roles and Responsibilities

Role	Responsibilities
Project Manager	Supervises the comprehensive procurement process; guarantees that all procurement operations conform to project scope, timeline, and budget; endorses procurement documents and authorizes purchase orders.
Procurement Officer	Oversees the procurement process; formulates requests for quotations (RFQs), assesses vendor proposals, composes contracts, and guarantees compliance with procurement legislation and standards.
Bursar	Oversees procurement budgeting, payment processing, and financial reporting; confirms fund availability and assures adherence to cost control protocols.
Procurement Committee	Assesses and critiques vendor proposals; guarantees transparency and equity in the selection process; offers recommendations for contract allocation.
Quality Assurance Lead	Evaluates goods and services upon receipt to verify compliance with established quality and technical standards; documents discrepancies.
Vendor / Supplier	Delivers products and services in alignment with contractual terms and specifications; guarantees punctual delivery and adherence to quality standards.
Monitoring, Evaluation, and Learning (MEL) Officer	Monitors procurement performance metrics and guarantees data accuracy in procurement documents; aids in risk assessment about vendor performance.
Project Sponsor	Exercises oversight and grants final approval for substantial procurement deals; guarantees compliance with institutional rules and funding regulations.

Note. This chart was created by the author

4.9.4 Procurement Definition

Procurement in the Special Education Curriculum and Teacher Capacity Project denotes the systematic acquisition of all external goods, services, and works necessary to effectively, transparently, and within the sanctioned budget, fulfil the project's goals. It includes the complete acquisition lifecycle from needs assessment and vendor selection to contract awarding, supplier relationship management, and ensuring that all goods and services conform to specified standards and are delivered punctually.

Procurement is crucial in this project, as numerous components cannot be developed or sourced domestically by Babonneau Secondary School. This encompasses the printing and manufacturing of curricular materials, purchase of instructional and assistive aids for Special Education, development of training materials for teacher capacity-building, and advisory services from experts in Universal Design for Learning (UDL) and differentiated teaching. Every procurement activity is closely linked to the project deliverables specified in the Work Breakdown Structure (WBS) and plays a crucial role in ensuring the effective and sustainable implementation of project outcomes curriculum design, teacher training, and assessment system development.

The procurement process will adhere to the principles of fairness, openness, competition, accountability, and value for money, as mandated by the Ministry of Education (MOE) and local procurement regulations. All procurement activities will be regulated by defined protocols, including:

1. Procurement Planning - Identifying what to acquire, the timing, and the methodology.

2. Vendor Selection - Requesting and assessing bids or proposals from competent suppliers. Contracting involves the issuance of written agreements that delineate terms, conditions, quality requirements, and payment schedules.
3. Contract Administration - Overseeing supplier performance and guaranteeing punctual delivery.
4. Procurement Closure - Confirming the receipt of all products and services, completion of payments, and archiving of records. This description positions procurement in the BSS project not just as a purchasing function but as a strategic facilitator that guarantees timely access to quality input while upholding financial discipline and adherence to national education and financial rules.

4.9.5 Procurement Terms of Reference

The Terms of Reference (TOR) is the primary document that stipulates the scope, objectives, deliverables, and obligations of external suppliers, consultants, or service providers involved in the Special Education Curriculum and Teacher Capacity Project. The Terms of Reference sets a definitive framework for procurement activities by specifying expectations for vendors or consultants, ensuring conformity with the project's quality standards, timelines, and budgetary constraints.

Each TOR will be developed in compliance with the project's procurement policies and the procurement legislation of the Ministry of Education (MOE). The document will explicitly outline the engagement's objective, the nature of required services or items, anticipated outputs, dates, reporting obligations, evaluation criteria, and payment terms. A TOR for curriculum consultation services will specify the requirement for specialists proficient in Universal Design for Learning (UDL), differentiated instruction, and special education pedagogy. The anticipated

outputs will include a verified curricular structure, training modules, and instructional manuals for educators. A TOR for printing services will have technical criteria regarding print quality, material kinds, volumes, and delivery timelines. The TOR functions as a procurement and performance management instrument, facilitating mutual comprehension between the project and providers. Upon approval by the Project Manager and Procurement Committee, the TOR becomes a fundamental component of the procurement package utilized to solicit bids or proposals from eligible vendors.

4.9.6 Contracts

Contracts are legally binding agreements that codify the connection between the project and its chosen vendors, consultants, or service providers. This project will utilize contracts to establish the obligations, rights, and responsibilities of both parties, ensuring that goods and services are provided in accordance with the authorized Terms of Reference, schedule, and quality standards. The Project Manager, in conjunction with the Procurement Officer and Bursar, will supervise the development, examination, and execution of all contracts. Contracts will have comprehensive clauses regarding the scope of work, delivery timelines, price and payment schedules, quality assurance, confidentiality, termination circumstances, and dispute resolution mechanisms. Various contract types will be utilized based on the nature of the purchase.

1. Fixed-Price Contracts - Employed for precisely specified deliverables, such as the production of curricular materials or the provision of classroom aids, when both cost and scope are distinctly established.
2. Time and Materials (T&M) Contracts - Utilized for services like teacher training facilitation or short-term technical help, where compensation is determined by the duration of labour and materials expended.

3. Consultancy Service Agreements - Employed for specialized tasks such as curriculum design, accessibility evaluation, or quality assurance, typically organized around milestone-based compensation contingent upon the acceptance of deliverables.

All contracts will incorporate performance clauses specifying service standards and essential deliverables, accompanied by fines for delays or poor outputs and incentives for early or outstanding delivery. Periodic contract evaluations will be performed to ensure compliance, supplemented by delivery inspections and supplier performance assessments undertaken by the Quality Assurance Lead and Procurement Committee. Upon the completion of each contract, the Close Procurement process will be implemented, guaranteeing that all contractual commitments are met, payments are reconciled, and lessons learned are documented in the procurement records for future reference.

Figure 14

Consultancy Service Agreement Template

SPECIAL EDUCATION CURRICULUM AND TEACH CAPACITY PROJECT
BABONNEAU SECONDARY SCHOOL

CONSULTANCY SERVICE AGREEMENT

THIS AGREEMENT is made this _____ day of _____, 2025

BETWEEN: The Special Education Curriculum and Teacher Capacity Project – Babonneau Secondary School (the Client)

AND: _____ (the Consultant), collectively referred to as “the Parties”.

1. SERVICES

1.1 The Consultant agree to provide the following services to the client:

2. PAYMENT

2.1 Based on the services to be performed by the Consultant, the Client agrees to pay the Consultant the sum of _____.

3. TERM

3.1 This Agreement shall commence on the _____ day of _____, 2025 and shall continue until _____.

Client Signature

Consultant Signature

Note. This chart was created by the author

4.9.7 Control Procurement Management

The Control Procurement Management process guarantees that all procurement activities within the Special Education Curriculum and Teacher Capacity Project are conducted in accordance with contractual stipulations, project specifications, and approved procurement regulations. The emphasis is on overseeing vendor performance, guaranteeing prompt delivery of goods and services, validating payment schedules, and managing relationships with external suppliers and consultants. This process entails assessing the quality, cost, and timeliness of all contracted outputs to ensure compliance with the standards and deliverables specified in the TOR and contractual agreements.

Procurement oversight for this project will be conducted under the direct supervision of the Project Manager and Procurement Officer, with additional monitoring from the Procurement Committee and Bursar. Vendor performance will be monitored via regular progress evaluations, delivery inspection reports, and quality assurance assessments executed by the Quality Assurance Lead. All suppliers or consultants must provide progress proof, including invoices, delivery receipts, or status updates, prior to the processing of any payments. The Control Procurement process guarantees that all financial transactions comply with the sanctioned project budget of XCD \$151,193.70. The Finance Officer will reconcile expenditures with contract milestones and confirm that payments align with accepted deliverables. Any deviation in cost, time, or performance will need a review meeting between the vendor and project leadership to ascertain corrective measures.

Ongoing engagement with vendors will be sustained to mitigate potential risks, such as procurement delays, price inflation, or quality concerns. Performance measures, including

supplier reliability, delivery punctuality, and product compliance, will be documented and assessed. These indicators facilitate the identification of high-performing vendors and highlight those necessitating intervention or contract renegotiation. The Monitoring, Evaluation, and Learning (MEL) Officer will record procurement-related insights to enhance future acquisition efficacy and accountability. The project guarantees openness, fairness, and compliance in its implementation by employing a systematic approach to procurement control. Consistent supervision, along with robust documentation and performance evaluation, ensures compliance with all contractual requirements and that procurement effectively supports the attainment of the project's educational goals.

4.9.8 Procurement Change Control Process

The Procurement Change Control Process regulates the request, review, approval, and implementation of alterations to procurement activities, contracts, or vendor agreements within the project. It guarantees that modifications to scope, cost, or schedule are meticulously assessed for their impact prior to authorization, hence preserving alignment with the comprehensive project management plan and financial constraints. All changes pertaining to procurement such as changes in delivery schedules, budget reallocations, material substitutes, or contract extensions must be launched via a written change request submitted by the appropriate party (either the contractor, procurement officer, or project team). Every change request will encompass a detailed description of the proposed modification, the justification for the alteration, the anticipated effects on cost and timeline, and any related risks.

Upon submission, the Procurement Officer will evaluate the request for completeness and forward it to the Project Manager for first assessment. Should the alteration include financial consequences, it will be assessed by the Bursar to guarantee adherence to funding constraints.

Approval for high-value or strategic adjustments must be obtained from the representative of the Ministry of Education (MOE).

Upon approval of a modification, it will be officially documented and entered into the Procurement modification Log, with all impacted contracts, budgets, and schedules amended accordingly. The Project Manager will inform all stakeholders of the authorized change and ensure that the vendor or consultant is notified in writing via a formal contract amendment.

Unauthorized changes to contract terms or deliverables will constitute a breach of contract and may lead to remedial actions, including suspension of payments or termination, contingent upon the gravity of the breach. To ensure transparency, all change requests whether allowed, refused, or pending will be recorded for audit purposes and incorporated into the procurement closure documents. This organized change management procedure guarantees that procurement alterations are managed methodically, reducing disruptions, protecting project integrity, and ensuring that all acquisitions adhere to the project's timeline, budget, and quality criteria.

4.10 Stakeholder Management Plan

4.10.1 Introduction

The Stakeholder Management Plan describes the tactics and processes employed to identify, analyze, engage, and manage the expectations of all stakeholders involved in the Special Education Curriculum and Teacher Capacity Project at Babonneau Secondary School (BSS). Effective stakeholder management guarantees that all individuals and groups who impact or are impacted by the project are adequately informed, consulted, and engaged throughout the project lifespan.

This plan establishes a structure for sustaining positive connections among the project team,

instructors, students, parents, and institutional partners, thereby promoting collaboration and reducing resistance. The plan fosters openness, inclusion, and ownership by aligning stakeholder expectations with the project's objectives, so assuring the sustainable implementation of the special education curriculum and teacher capacity program.

4.10.2 Stakeholder Management Approach

The stakeholder management approach of the project is based on the concepts of transparency, inclusion, involvement, and constant communication. It aims to actively include stakeholders from inception to completion to ensure their contributions significantly enhance project success.

The methodology comprises four primary stages:

1. Identification: Ascertain all individuals, groups, and institutions impacted by or capable of affecting the project.
2. Evaluation: Examine the degree of influence, interest, and possible effect of each stakeholder on project success through a stakeholder matrix.
3. Engagement Planning: Formulate engagement strategies and communication techniques customized to stakeholder requirements and anticipations.
4. Assessment and Evaluation: Continuously assess the efficacy of stakeholder involvement by feedback, participation metrics, and communication results.

Engagement with stakeholders will be conducted via organized meetings, seminars, training sessions, progress updates, and review discussions. These activities facilitate bidirectional communication, enabling stakeholders to offer input and recommendations at pivotal project milestones.

Significant focus will be placed on the involvement of educators, students with special educational needs, and parents, as their engagement is essential for the development of an inclusive, effective, and sustainable special education system at BSS.

4.10.3 Roles and Responsibilities

Chart 49

Roles and Responsibilities for Stakeholder Management Plan

Role	Responsibilities
Project Manager	Supervises all stakeholder management activities, guarantees alignment of stakeholder participation with project objectives, and supports issue resolution.
Project Sponsor	Delivers executive assistance, obtains permissions, and guarantees compliance with Ministry of Education (MOE) policies and priorities.
Procurement Officer	Facilitates clear communication with vendors and consultants while delivering updates on procurement schedules.
Quality Assurance Lead	Articulates quality standards and ensures stakeholder input is incorporated into the evaluation of curriculum and materials.
Monitoring, Evaluation, and Learning (MEL) Officer	Gathers and evaluates stakeholder feedback while assessing engagement efficacy.
Teacher Champions	Act as an intermediary among instructors, the project team, and school administration to facilitate curriculum acceptance.
Special Education Coordinator	Facilitates internal communication among educators, students, and parents; guarantees adherence to inclusion ideals.
Parents/Guardians	Offer evaluations on student advancement, engage in assessment meetings, and facilitate curriculum application at home.
Students	Engage in pilot testing, feedback initiatives, and classroom assessments to guide curricular modifications.
Ministry of Education Representative	Guarantees adherence to national educational standards, inclusive education policies, and data protection rules within the project.

Note. This chart was created by the author

4.10.4 Identifying Stakeholders

As per PMI (2021), Identify Stakeholders is the process of methodically determining all individuals, groups, and organizations that may influence or be influenced by the project, while evaluating their interests, influence, and possible impact on project success. Stakeholder identification for the Special Education Curriculum and Teacher Capacity Project commenced at the planning phases to guarantee the early inclusion of all pertinent internal and external parties.

The Project Manager, in conjunction with the Project Sponsor and Special Education Coordinator, facilitated organized brainstorming and consultation sessions with essential officials from the Ministry of Education (MOE) and Babonneau Secondary School (BSS). The discussions occurred regularly to identify possible stakeholders, elucidate their roles and duties, and assess their authority and interest in the project's outcomes.

The process involved an examination of organizational records, policy documents, and prior project reports to identify consistent stakeholders in curriculum and teacher development programs. Engagement with seasoned special education specialists and curriculum advisors guaranteed the inclusion of all essential contributors and influencers. The expectations, communication requirements, and influence of each identified stakeholder at different project stages were recorded to facilitate effective engagement planning. The Project Manager engaged in direct communication with each stakeholder group to verify their participation and ascertain preferred methods of interaction.

Essential inputs to this process were the Project Charter, organizational process assets, and enterprise environmental elements, which facilitated the identification and categorization of stakeholders in accordance with institutional procedures. The findings were recorded in an exhaustive Stakeholder Register Matrix, outlining each stakeholder's degree of interest, influence, classification, and engagement approach. This method guarantees that all project stakeholders are adequately represented, informed, and involved in decision-making, thus fostering collaboration and accountability during the project lifetime.

4.10.5 Stakeholder Analysis

Effective stakeholder involvement commences with a comprehensive examination of each stakeholder's impact, interest, and relationship to the project. The Stakeholder Analysis and Engagement Strategy for the Special Education Curriculum and Teacher Capacity Project seeks to identify how various stakeholders can optimally contribute to project success and how their needs, expectations, and influence will be addressed throughout the project lifespan. By categorizing stakeholders based on their power and interest, the project team may formulate specific communication and engagement strategies that promote collaboration, reduce opposition, and guarantee inclusive participation. This process facilitates informed decision-making and fosters transparency and collective ownership, which are crucial elements for the successful execution of the special education curriculum and teacher capacity programs at BSS.

Chart 50

Stakeholder Analysis Matrix

Stakeholder	Category	Project Involvement	Interest	Rationale
Ministry of Education (MOE)	Government Agency	Grants project authorization, endorses curriculum and funding, and oversees progress and adherence to national standard	Guarantees curriculum conformity with national educational standards and special education policy.	The Ministry of Education's support and regulatory power are crucial for curriculum validation and nationwide implementation.
Babonneau Secondary School Administration	Institutional Management	Supervises implementation, assigns educational resources, and oversees pilot initiatives.	Attaining enhanced educational results and organizational efficacy.	The administration, as the executing entity, guarantees project coordination and compliance with policies at the school level.
Special Education Coordinator (BSS)	Internal Project Leadership	Facilitates curriculum modification, training workshops, and pilot implementation.	Guarantees accessibility, inclusivity, and effective classroom integration.	Delivers specialized knowledge and consistency in special education procedures

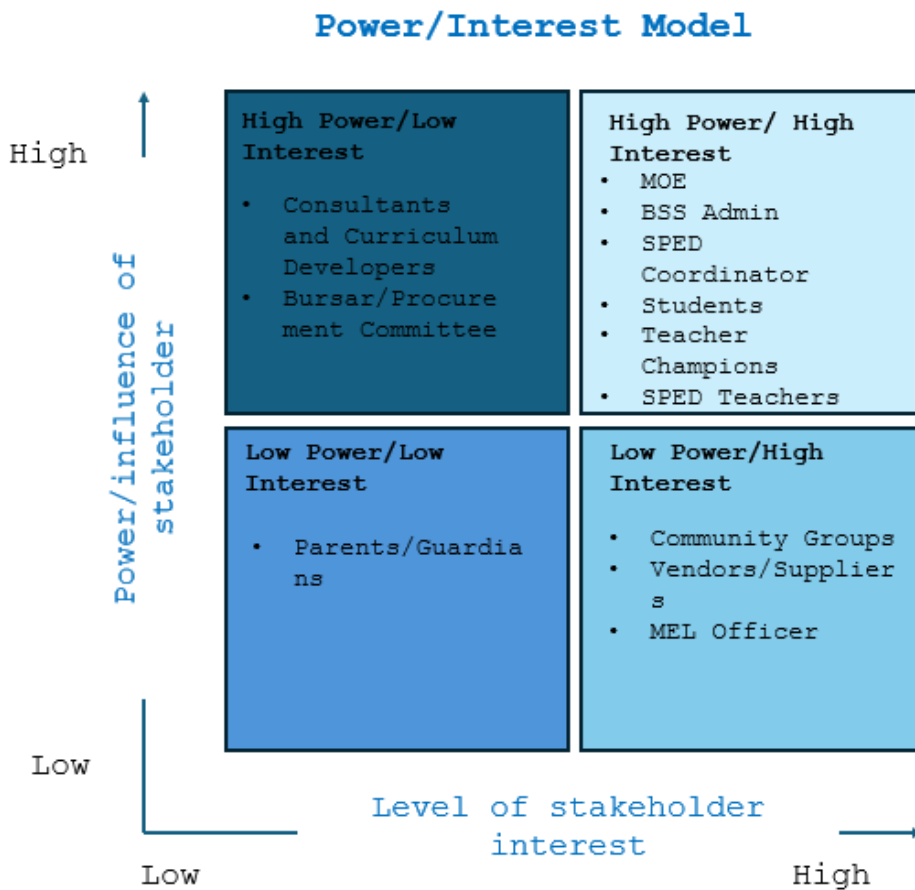
Stakeholder	Category	Project Involvement	Interest	Rationale
				throughout the project.
Teachers (SPED and Mainstream)	Internal Stakeholders	Engage in curriculum development workshops, training sessions, and classroom trials.	Enhanced instructional proficiency and availability of organized special education resources.	Educators are the principal executors whose competence dictates project success.
Teacher Champions	Internal Change Agents	Oversee peer mentoring, provide classroom coaching, and promote sustainability initiatives.	Improving professional collaboration and leadership in inclusive education.	These educators serve as internal proponents, endorsing curriculum implementation and adherence.
Students (Grades 7–11)	Primary Beneficiaries	Participate in pilot lessons and offer feedback via evaluations and surveys.	Access to fair, stimulating, and inclusive educational opportunities.	Student engagement substantiates the efficacy of the program and the achievement of learner-centered objectives.
Parents/Guardians	Community Stakeholders	Engage in feedback consultations and progress evaluation sessions.	Facilitate children's education and promote inclusive learning environments.	Their involvement enhances home-school cooperation and fosters community support.
Consultants and Curriculum Developers	External Experts	Develop curriculum, evaluations, and educator training programs.	Provide professional services effectively and uphold project reputation.	Offer expertise in Universal Design for Learning (UDL) and differentiated education.
Procurement Committee/ Bursar	Oversight Body/ Financial Oversight	Evaluates supplier proposals, oversees procurement procedures, and authorizes acquisitions. Monitors spending, oversees payments, and compiles budget reports.	Guarantees equity, clarity, and adherence to procurement regulations. Guarantees appropriate allocation of funds and expenditure management.	Ensures resource efficiency and accountability in procurement execution. Plays an essential function in guaranteeing financial compliance and value optimization.
Monitoring, Evaluation and Learning (MEL) Officer	Quality Assurance	Oversees project performance, gathers data, and assembles evaluation reports.	Delivers precise performance analytics to	Facilitates adaptive management and ongoing enhancement via

Stakeholder	Category	Project Involvement	Interest	Rationale
			enhance project results.	data-informed decision-making.
Community and Civil Society Groups	External Supporters	Promote inclusive education and assess community requirements.	Foster awareness, inclusivity, and community engagement.	Their lobbying promotes sustainability and societal support for the SPED effort.
Vendors/Suppliers	Commercial Partners	Supply educational resources, supportive instruments, and printing services.	Guarantee prompt delivery and adherence to quality standards.	Provide vital resources that facilitate curriculum implementation and classroom operations.

Note. This chart was created by the author

Figure 15

Power/Interest Model



Note. This chart was created by the author

Chart 51

Stakeholder Register

ID	Stakeholder	Power/Influence Low-High	Interest	Requirements	Expectations	Engagement Strategy	Preferred Communication Method	Engagement Frequency
1	Ministry of Education (MOE)	High	High	Adherence to national standards, comprehensive progress reports, and clear financial monitoring.	A standards-compliant special education program that promotes inclusion in secondary education.	Manage closely – engage in decision-making and evaluations.	Formal reports, official correspondence, review meetings.	Quarterly or as needed.
2	Babonneau Secondary School Administration	High	High	Consistent progress reports, compliance with schedules, and resource management plans.	Enhanced pedagogical standards, uniformity across the institution, and improved student performance.	Manage closely – continual collaboration.	Meetings, written summaries, and memos.	Biweekly
3	Special Education Coordinator (BSS)	High	High	Access to educational materials, timetable organization, and assessment information.	Efficient incorporation of UDL-oriented curriculum and pedagogical methods.	Manage closely – active involvement in daily coordination.	Weekly meetings, shared documents.	Weekly
4	Teachers (SPED and Mainstream)	Medium	High	Explicit instructional manuals, professional advancement resources, and educational support items.	Enhanced pedagogical confidence and enhanced educational outcomes for learners.	Keep informed and engage through feedback cycles.	Seminars, group chats, bi-weekly check-ins.	Biweekly
5	Teacher Champions	Medium	High	Availability of coaching resources, collaborative periods, and peer observation timetables.	Enhanced leadership and sustained teacher mentorship frameworks.	Engage actively – acknowledge contributions and promote teamwork.	Peer sessions, briefings, and emails.	Weekly
6	Students (Grades 7–11)	Medium	High	Compelling, comprehensible educational materials and equitable assessment standards.	Improved scholarly participation and inclusive educational experiences.	Keep informed and motivated through feedback mechanisms.	Classroom interactions, Google classroom.	Monthly
7	Parents/Guardians	Low	Low	Progress updates on children and curricular objectives.	Assurance in the institution's ability to accommodate specific educational requirements.	Monitor – engage in regular feedback opportunities.	Parent meetings (in-person and online), school newsletters.	Per term
8	Consultants and Curriculum Developers	High	Low	Explicit deliverables, technical cooperation, and stakeholder feedback.	Prompt project fulfilment and professional acknowledgment.	Maintain satisfaction – consult on technical deliverables.	TORs, progress reports and meetings, digital collaboration.	Per milestone
9	Procurement Committee/Bursar	High	Low	Transparent documentation, precise procurement schedules, and vendor adherence.	Optimal resource distribution and adherence to regulations.	Maintain satisfaction - ensure reviews periodically	Procurement updates, financial reports.	Monthly
10	Monitoring, Evaluation and Learning (MEL) Officer	Low	High	Prompt data submission, standardized indicators, and availability of reports.	Precise analysis helps guide decision-making and facilitate ongoing enhancement.	Keep informed – engage in assessment and documentation collaboration.	Google classroom, progress reviews.	Monthly
11	Community Groups	Low	High	Consistent communication and community engagement materials.	Enhanced awareness and advocacy for special education inclusion.	Keep informed – participate in community events.	Social media, community meetings.	Quarterly

ID	Stakeholder	Power/Influence Low-High	Interest	Requirements	Expectations	Engagement Strategy	Preferred Communication Method	Engagement Frequency
12	Vendors/Suppliers (Printing and Materials)	Low	High	Explicit specifications, prompt approvals, and efficient payment processing.	Favourable commercial relationships and recurring contracts achieved by exemplary performance.	Keep informed - oversee delivery schedules and quality requirements.	Procurement reports, meetings, and delivery checklists.	As needed

Note. This chart was created by the author

4.10.6 Plan Stakeholder Engagement

The Plan Stakeholder Engagement method defines the strategies and actions necessary for the effective engagement of stakeholders throughout the project lifetime. The Special Education Curriculum and Teacher Capacity Project ensures that the needs, expectations, and impacts of each stakeholder group are comprehended and addressed to facilitate project success. The project team utilizes stakeholder analysis data to develop focused engagement strategies that promote collaboration, transparency, and ongoing input.

Stakeholder involvement planning commences during the project initiation and planning phases, directed by the Project Manager and assisted by the Special Education Coordinator. Stakeholders are classified based on their influence and interest, enabling the team to formulate tailored communication strategies for each group. Key stakeholders, including the Ministry of Education and School Administration, are actively involved in decision-making forums and progress evaluations. Simultaneously, educators, learners, and guardians, participate in consultative activities, training sessions, and feedback mechanisms to foster ownership and inclusivity.

Every engagement activity is synchronized with the project's communication strategy to guarantee that information is conveyed in the appropriate format, at the optimal moment, and to the correct audience. Digital tools, face-to-face meetings, and printed reports are integrated to cater to diverse access levels and preferences among stakeholders. Consistent engagement monitoring, surveys, and evaluation sessions are employed to gauge stakeholder satisfaction and responsiveness, facilitating prompt modifications when required.

The Plan Stakeholder Engagement process prioritizes proactive communication and adaptability to evolving requirements. It guarantees that all project stakeholders, government entities,

educational personnel, community participants, and service providers stay informed, supportive, and dedicated. This strategy not only alleviates opposition but also enhances accountability, guaranteeing that stakeholder participation aids in the establishment of a sustainable and inclusive Special Education framework for Babonneau Secondary School.

4.10.7 Stakeholder Engagement Matrix

Chart 52

Stakeholder Engagement Matrix

ID	Stakeholder	Unaware	Resistant	Neutral	Supportive	Leading
1	Ministry of Education (MOE)			C		D
2	Babonneau Secondary School Administration				C	D
3	Special Education Coordinator (BSS)				C	D
4	Teachers (SPED and Mainstream)			C	D	
5	Teacher Champions				C	D
6	Students (Grades 7–11)			C	D	
7	Parents/Guardians	C			D	
8	Consultants and Curriculum Developers				C	D
9	Procurement Committee/Bursar			C	D	
10	Monitoring, Evaluation and Learning (MEL) Officer			C	D	
11	Community and Civil Society Groups	C			D	
12	Vendors/Suppliers (Printing and Materials)			C	D	

Note. This chart was created by the author

4.10.8 Analysis of Stakeholder Engagement Matrix

The Stakeholder Engagement Matrix is a tool utilized to evaluate and strategize the existing involvement of stakeholders in the project and the level of engagement required to guarantee project success. It offers a visual depiction of each stakeholder's present (C) and desired (D) engagement levels across five principal categories: Unaware, Resistant, Neutral, Supportive, and Leading.

Unaware: Stakeholders in this group possess minimal or no understanding of the project's aims, purpose, or activities. The objective is to enhance their awareness through communication and orientation initiatives.

Resistant: These stakeholders recognize the project but may harbour worries or opposition stemming from conflicting priorities, misconceptions, or limitations in resources. Focused participation and transparent information dissemination are essential to mitigate resistance.

Neutral: Stakeholders acknowledge the project but exhibit limited interest or engagement. They neither endorse nor contest the project. Strategic engagement must concentrate on incentivizing their participation and elucidating the advantages of their involvement.

Supportive: These stakeholders comprehend and endorse the project objectives. They offer active collaboration and constructive contributions but may not assume leadership positions. Efforts must be undertaken to sustain their excitement and ensure their inclusion in ongoing communication.

Leading: Stakeholders in this group are advocates of the initiative. They vigorously advocate for its objectives, favourably impact others, and engage in critical decision-making processes. The project team should persist in empowering and engaging these persons in leadership and advocacy positions.

The matrix assists the project team in formulating targeted tactics to reconcile the disparity between the present (C) and desired (D) levels of participation. For instance, educators and coordinators are anticipated to transition from a supportive role to a leadership position, whereas parents and community members ought to progress from a state of unawareness to one of support through focused communication and awareness initiatives.

This matrix functions as a diagnostic and planning instrument, ensuring that all stakeholders are systematically directed towards enhanced involvement, commitment, and collaboration in fulfilling the objectives of the Special Education Curriculum and Teacher Capacity Project at Babonneau Secondary School.

4.10.9 Manage Stakeholders

The Manage Stakeholder Engagement process emphasizes the active involvement of stakeholders throughout the project's life cycle to enhance their support and reduce potential opposition. The Special Education Curriculum and Teacher Capacity Project entails fostering clear communication, promoting collaboration, and ensuring that the expectations of all stakeholders are recognized and addressed. Engagement is attained through organized meetings, feedback sessions, workshops, and periodic progress updates intended to keep all stakeholders informed and engaged.

The Project Manager, with the assistance of the Special Education Coordinator and the School Administration, directs stakeholder engagement initiatives. Principal stakeholders, including the Ministry of Education (MOE) and the Administration of Babonneau Secondary School, are consistently engaged to guarantee that project outcomes match with national and institutional priorities. Educators, learners, and guardians participate in workshops, classroom observations,

and progress consultations to promote inclusion and collective responsibility for curricular achievements.

Consistent communication channels are upheld via digital updates, written reports, and in-person interactions. Every message is customized according to the stakeholder's level of influence and interest, as specified in the Stakeholder Engagement Matrix. The Project Team routinely records stakeholder feedback to guide modifications in planning and execution. When problems occur such as schedule conflicts, resource delays, or instructional difficulties they are swiftly resolved through consultation and collaborative problem-solving.

Effectively managing stakeholder involvement guarantees that all participants stay dedicated, informed, and synchronized with the project's objective. It fosters transparency, accountability, and trust, diminishing the probability of conflict while enhancing involvement and support. This proactive engagement technique substantially enhances the effective execution and longevity of the Special Education Curriculum and Teacher Capacity program at Babonneau Secondary School.

4.10.10 Monitor Stakeholder Engagement

The Monitor Stakeholder Engagement process entails monitoring, assessing, and refining stakeholder strategies to guarantee efficient collaboration and communication during the project lifecycle. This process for the Special Education Curriculum and Teacher Capacity Project aims to assess if stakeholder engagement strategies are yielding the intended levels of participation, satisfaction, and support. Monitoring guarantees the ongoing fulfilment of stakeholder requirements and the sustained efficacy and relevance of communication techniques.

The Project Manager, in conjunction with the Monitoring, Evaluation, and Learning (MEL) Officer, is tasked with gathering feedback and analyzing engagement data. This includes

assessing attendance at stakeholder meetings, analyzing responsiveness to communication initiatives, and recording feedback from teachers, parents, and administrators. Periodic surveys, consultation reports, and review sessions are employed to assess stakeholder satisfaction and identify early indicators of disengagement or resistance.

Results from engagement monitoring are evaluated at project coordination meetings, enabling the team to modify communication plans and engagement techniques as needed. If teacher engagement in professional development sessions diminishes, supplementary support or adaptable scheduling may be implemented. If parents exhibit confusion regarding curricular changes, tailored communication tools and informational meetings might be arranged.

Monitoring stakeholder engagement guarantees that the project remains inclusive, adaptable, and responsive to the requirements of its varied participants. This proactive strategy enhances confidence and collaboration while ensuring alignment with project objectives. Through ongoing assessment and enhancement of engagement strategies, the project team fosters enduring participation and collective dedication, guaranteeing the continuing success of the curriculum and capacity-building effort at Babonneau Secondary School.

4.11 Professional Development Program Plan for Enhancing Educators' Pedagogical Competencies in Special Education

4.11.1 Introduction

The Specialized Professional Development Program aims to enhance the instructional capabilities of educators serving different learners at Babonneau Secondary School. The program, founded on adult learning principles, Universal Design for Learning (UDL), differentiated instruction, and evidence-based instructional coaching, directly addresses the deficiencies identified in the needs assessment specifically inconsistent pedagogical practices,

uneven accommodation usage, limited differentiation, and differing levels of teacher preparedness to assist exceptional learners.

This strategy creates a systematic, thorough, and sustainable professional development model that transitions educators from knowledge acquisition to proficient application through workshops, practical labs, coaching cycles, classroom demonstrations, reflection, and structured assessment. The program operates not merely as a training endeavour, but as a mechanism for institutional capacity building aimed at transforming instructional culture and sustaining inclusive education practices long after the project's conclusion.

4.11.2 Program Purpose

This program aims to systematically enhance teachers' competencies in providing high-quality, accessible, and individualized instruction for special education students. The program enhances instructional equality, improves student outcomes, and ensures integrity of curriculum implementation by providing educators with evidence-based techniques and a comprehensive understanding of learner variability.

4.11.3 Program Philosophical Foundation

Attaining the program's goal necessitates a comprehensive professional development framework grounded in adult learning principles, instructional coaching, and Universal Design for Learning (UDL). The curriculum aims to rectify instructional deficiencies, accommodate learner diversity, and standardize special education teaching methodologies by directing educators through a systematic learning trajectory. Educators progress from awareness to skill acquisition, then to applied practice, culminating in profound implementation bolstered by feedback and reflection.

The curriculum prioritizes both pedagogical expertise and actual classroom implementation.

Educators cultivate the ability to:

1. Assess personalized educational requirements
2. Consistently implement accommodation paths
3. Develop multimodal instructional lessons
4. Alter instruction in real time
5. Administer formative evaluations
6. Utilize data for pedagogical decision-making
7. Create circumstances conducive to supporting conduct in learning.

Continuous coaching and systematic reflection guarantee skill transfer and adherence to implementation standards. Instruments such as observation rubrics, reflection logs, fidelity checklists, and peer cooperation frameworks enhance ongoing professional development.

The program ultimately seeks to foster a secure, egalitarian, and inclusive educational culture that addresses the needs of all learners.

4.11.4 Program Objectives

1. Enhance instructor proficiency in the design and implementation of lessons aligned with Universal Design for Learning (UDL) principles.
2. Enhance proficiency in differentiating content, method, and product for diverse learners.
3. Enhance the standardized implementation of adjustments and modifications based on Individualized Education Programs (IEPs).
4. Improve the ability to utilize data and formative evaluations to inform education.
5. Enhance instructor proficiency in behaviourally supportive and socially responsive methodologies.

6. Implement enduring coaching and peer collaboration systems.
7. Enhance the integrity of curriculum and assessment execution.
8. Instil a sustainable, institution-wide ethos of inclusive pedagogy and ongoing enhancement.

4.11.5 Program Structure

The program is structured around a multi-phase paradigm that guarantees teachers advance from fundamental knowledge to practical expertise. Each step focuses on a distinct layer of competency development and is deliberately arranged to facilitate skill internalization, practice, reflection, and enduring implementation.

Chart 53

Phased Program Structure

Program Phase	Brief Introduction	Key Activities
Phase 1 Foundational Knowledge Workshops	This phase familiarizes educators with fundamental theories, frameworks, and critical concepts of special education instruction. It fosters a collective comprehension of learner variability, Universal Design for Learning (UDL), differentiated instruction, and accommodations led by Individualized Education Programs (IEPs).	<ul style="list-style-type: none"> • Training on the UDL framework • Foundations of Differentiated Instruction • Overview of exceptionalities and learner profiles • Accommodations and modifications • Formative assessment for special education learners • Establishing inclusive educational settings
Phase 2 Practical Laboratories and Applied Learning	This phase shifts educators from theoretical understanding to practical application via organized practice. Educators formulate lesson plans, develop diverse resources, and evaluate pedagogical approaches.	<ul style="list-style-type: none"> • UDL-compliant lesson design workshops • Creation of differentiated tasks • Conducting peer micro-teaching sessions • Development of visual aids, manipulatives, and low-tech supports • Formulation of functional learning outcomes matched with IEPs
Phase 3 Classroom-Centric Coaching Cycles	This phase offers personalized coaching to facilitate immediate classroom application. Educators obtain feedback, exemplification, and supervised practice to enhance instructional fidelity.	<ul style="list-style-type: none"> • Pre-conference sessions • Classroom observations utilizing fidelity rubrics • Coaching through modelling and co-teaching

Program Phase	Brief Introduction	Key Activities
		<ul style="list-style-type: none"> • Post-conference reflection and strategic action planning • Focused assistance for educational deficiencies
Phase 4 Adherence to Implementation, Oversight & Enhancement	This phase guarantees that instructional methods conform to UDL principles, SPED mandates, and curricular standards. Monitoring instruments are employed to enhance pedagogical methods grounded in empirical evidence.	<ul style="list-style-type: none"> • Fidelity checklists • Progress monitoring instruments • Assessment audits • Educator self-evaluation records • MEL officer data assimilation • Instructional enhancement cycles
Phase 5 Sustainability and Teacher-Leader Development	The concluding phase emphasizes the integration of the program within the educational system via teacher leadership, peer collaboration, and sustainable capacity-building strategies.	<ul style="list-style-type: none"> • Training of Teacher Champions • Formalization of peer Professional Learning Communities • Establishment of internal coaching cycles • Integration of professional development manuals and observation tools into school systems • Development of an annual professional development calendar

Note. This chart was created by the author

4.11.6 Resources Needed

The successful execution of the Specialized Professional Development Program necessitates a thorough array of human, material, and organizational resources. Competent professionals, such as SPED specialists, curriculum developers, instructional coaches, and teacher advocates, are vital for facilitating workshops, assisting practice labs, and providing ongoing classroom coaching. Access to classrooms for observations, meeting spaces for workshops, and collaborative places for practice laboratories is essential for the effective implementation of program activities. Material resources include written guides, training manuals, differentiated instructional tools, manipulatives, visual supports, and low-tech learning aids are necessary to facilitate instructional design and classroom implementation.

Despite local limitations, technology will nonetheless contribute to the facilitation of training sessions, the storage of instructional resources, and the assistance of data gathering for

monitoring and assessment. Institutional resources, such as administrative assistance, scheduling adjustments, and teacher release time, are essential for facilitating teacher engagement and coaching accessibility. The program necessitates specific monitoring and assessment tools, such as observation rubrics, fidelity checklists, progress-tracking templates, and feedback instruments. Collectively, these materials facilitate continuous teacher growth, enhance program implementation, and guarantee that the professional development project achieves its specified instructional and organizational objectives.

4.11.7 Expected Outputs and Outcomes

The Specialized Professional Development Program is anticipated to produce numerous concrete outcomes that directly enhance instructional practices and curriculum implementation at the Babonneau Secondary School. Key outputs comprise a comprehensive set of foundational workshops, practice lab artefacts, differentiated lesson examples, and UDL-aligned instructional tools created by educators. Supplementary outputs including coaching logs, classroom observation reports, fidelity checklists, teacher reflection diaries, and revised progress-monitoring instruments that document variations in learner performance. These artifacts collectively demonstrate skill gain, instructional development, and compliance with SPED best practices.

In addition to these outputs, the program seeks to attain substantial instructional and institutional results. As educators assimilate the tenets of UDL, differentiated instruction, and data-informed decision-making, they will exhibit enhanced competence in designing and executing courses that cater to diverse student requirements. Educators will implement a more uniform application of accommodations and modifications in accordance with IEP objectives, thereby enhancing

instructional equity throughout classes. Over time, improved teacher proficiency and greater adherence to curriculum implementation are anticipated to yield quantifiable advancements in academic, functional, and socio-emotional outcomes for special education children. Moreover, the creation of teacher champions, peer learning communities, and enduring coaching frameworks will enhance the school's long-term instructional stability and inclusive educational reform, thereby augmenting Babonneau Secondary School's overall ability to assist learners with exceptionalities.

4.11.8 Program Evaluation Indicators

Chart 54

Program Evaluation Indicators

Indicator	Measurement Method	Success Benchmark
Development of teacher proficiency Participation rate in professional development	Preliminary and subsequent observation scores Attendance records	40% improvement
Adherence to instructional protocols	Rubric evaluation	95% of teachers complete all sessions
Academic advancement	Evaluation comparisons	90% fidelity to UDL-aligned practices
Educator satisfaction	Survey outcomes	Improvement across three data points
		90% positive rating

Note. This chart was created by the author

4.11.9 Conclusion of Program Plan

The Specialized Professional Development Program creates a systematic, evidence-based framework to enhance instructional capacity at Babonneau Secondary School. It incorporates structured training, practical application, coaching, oversight, and sustainability strategies to ensure educators can proficiently address the varied learning requirements of SPED pupils. The

program's architecture ensures scalability, relevance, and sustained instructional enhancement, establishing it as a fundamental component of the broader SPED curriculum reform initiative.

4.12 Special Education Curriculum Plan

4.12.1 Introduction

The creation and implementation of a Special Education curriculum for grades 7–11 at the Babonneau Secondary School necessitates a systematic, research-based, and contextually adaptive methodology. The curriculum must conform to national standards, reflect current educational requirements, and accommodate the distinct learning characteristics of special education pupils. This plan presents a thorough framework for creating a curriculum that is inclusive, accessible, developmentally suitable, future-focused, and sustainable. It incorporates Universal Design for Learning (UDL), differentiated instruction, formative assessment, and contextually pertinent competencies, guaranteeing that all students irrespective of disabilities, socio-emotional difficulties, or functional constraints have significant access to challenging, high-quality educational experiences. The implementation approach underscores instructional fidelity, teacher preparedness, stakeholder involvement, and ongoing assessment to facilitate enduring curricular stability and systemic enhancement.

4.12.2 Curriculum Development Philosophy

The idea of curriculum development for the Special Education program is based on the conviction that all learners, irrespective of their abilities, may attain significant academic and functional success when instruction is tailored to accommodate learner diversity. This ideology incorporates Universal Design for Learning (UDL), individualized instruction, and evidence-based special education pedagogy to guarantee that learning experiences are accessible,

equitable, and developmentally suitable. The curriculum prioritizes adaptability in content presentation, student involvement, and evidence of learning, guaranteeing the reduction of obstacles and the enhancement of participation. It integrates modern competencies such as communication, teamwork, digital literacy, civic duty, and principles of sustainable development to equip learners for enhanced social involvement and autonomy. Moreover, the philosophy recognizes the contextual reality of Babonneau Secondary School by including culturally pertinent examples, low-tech solutions, and practical life skills to link education with students' actual experiences. Through the integration of continuous reflection, data-driven decision-making, and a dedication to inclusive practices, the concept guarantees that the curriculum operates not as a fixed entity but as a dynamic, responsive framework capable of evolving with shifting student needs and educational priorities.

4.12.3 Curriculum Design Framework

The Curriculum Design Framework delineates the organized, sequential elements necessary for the creation of a thorough Special Education curriculum for grades 7–11. It guarantees that curriculum development is methodical, evidence-driven, inclusive, and congruent with national standards as well as the unique needs revealed in the contextual analysis. Every component of the framework enhances the coherence, relevance, and accessibility of the final curriculum package, directing the creation of learning progressions, instructional materials, assessments, and implementation protocols.

Chart 55*Curriculum Design Framework*

Component	Brief Introduction	Key Activities	Outputs
Requirements and Contextual Analysis	Establishes a fundamental comprehension of learner profiles, educational context, and instructional deficiencies.	Examine IEPs, perform classroom observations, evaluate assessments, interview educators and children, and identify gaps.	Needs Analysis Report; Summary of Learner Profiles.
Curriculum Construction and Structure	Establishes the comprehensive framework for content, skills, and grade-level advancements.	Formulate scope-and-sequence, content strands, vertical alignment, interdisciplinary connections, and IEP alignment matrices.	Curriculum Architecture Document; Vertical Progression Diagrams.
Module and Unit Design	Converts architectural concepts into educational units and modules suitable for classroom use.	Create unit maps, module plans, instructional exemplars, accommodation guides, and student materials.	Comprehensive collection of Unit Maps, Modules, and Educator Guides.
Development of the Assessment Suite	Facilitates coherence among curriculum, IEP objectives, and progress assessment.	Design formative instruments, establish performance assessments, develop evaluation rubrics, and construct progress-monitoring templates.	Comprehensive Evaluation Suite; Adapted Assessment Repository.
Implementation and Fidelity Framework	Implements systems to facilitate, oversee, and enhance curriculum execution.	Educator preparation, coaching sequences, pacing frameworks, fidelity assessment tools, data acquisition systems.	Implementation Manual; Fidelity Instruments; Revision Procedures.

Note. This chart was created by the author

4.12.4 Implementation Plan

The staged strategy needed to implement, test, improve, and institutionalize the SPED curriculum at Babonneau Secondary School is described in the Implementation Plan. Teachers are guaranteed to be well-prepared, implementation is checked for fidelity, and ongoing improvement takes place based on actual classroom data thanks to this planned rollout. While guaranteeing that children receive excellent, inclusive instruction during the transition, each

phase aims to progressively increase educators' competence, confidence, proficiency and consistency.

Chart 56

Implementation Plan

Phase	Brief Introduction	Key Activities	Expected Deliverables
Preparation Prior to Implementation	Guarantees that the resources, teachers, and school are prepared for the curriculum launch.	Finish the curriculum package, print materials for teachers and students, have orientations, modify schedules, and set up classrooms.	Training materials, curriculum packets, and an implementation readiness report.
Pilot Project Execution	Evaluates the curriculum in a few chosen classes at three different grade levels.	Module delivery in the classroom, coaching cycles, fidelity observations, baseline and midterm evaluations, and feedback from teachers and students.	Fidelity Observation Logs; Pilot Evaluation Report; Updated Materials.
Evaluation and Improvement	Makes use of pilot data to improve the quality of the curriculum.	Examine fidelity and assessment data, conduct review workshops, update modules and tests, and improve pacing guidelines.	Revised curriculum version, revised synopsis, and enhanced implementation resources.
Complete Execution	Broadens the curriculum to include all SPED classrooms in grades 7 through 11.	Conduct formal assessments, carry out coaching cycles, deliver training utilizing completed materials, and keep an eye on consistency.	Updated Assessment Records; School-Wide Implementation Report.
Sustainability and Extended Monitoring	Guarantees the curriculum's continued relevance, quality, and institutionalization	Version control, teacher champion leadership, integration within the school's professional development and induction procedures, and yearly curriculum reviews.	Version-Control Archive; Sustainability Framework; Annual Review Reports.

Note. This chart was created by the author

4.12.5 Expected Outputs and Outcomes

A comprehensive and fully contextualized curriculum package comprising a comprehensive scope and sequence, unit maps, lesson modules, teacher guides, differentiated learning tasks, and an assessment suite in line with learner needs and IEP objectives is anticipated to result from the implementation of the SPED curriculum. Stakeholder feedback reports, fidelity checklists, implementation manuals, pacing guides, and monitoring tools that promote instructional

consistency and ongoing development are other outputs. When combined, these results produce a strong educational framework that can assist educators and learners in grades 7–11.

This curricular initiative's expected results go beyond just creating materials. Instructors will show increased proficiency in differentiated instruction, behaviour-supportive techniques, assessment design, and UDL-based lesson planning. Through progress-monitoring data and classroom evaluations, learners should demonstrate quantifiable development in the academic, functional, and socioemotional domains. Stronger instructional coherence, more open assessment procedures, and a long-term internal capacity for continuous curriculum development and revision will all be advantageous to the school. The ultimate goal of this curriculum effort is to establish an inclusive learning environment where learner potential is maximized, instructional barriers are methodically reduced, and the school-wide culture supports equitable, responsive teaching methods for all children with exceptionalities.

5 CONCLUSIONS

The conclusions below encapsulate the insights acquired from formulating the project management elements necessary for the design and execution of the Special Education Curriculum and Teacher Capacity Project for Babonneau Secondary School. Each conclusion aligns with one of the specific objectives and demonstrates a thorough comprehension of project processes, tools, and techniques. These conclusions underscore the pragmatic application of project management theory within an educational development framework, illustrating how systematic planning, stakeholder collaboration, and rigorous management bolster institutional capacity, enhance governance, and improve preparedness for curriculum implementation.

1. The creation of the Project Charter highlighted the essential function of early project approval in setting strategic direction, legitimacy, and stakeholder alignment. The construction of a well-formulated charter clearly roots the entire project by delineating objectives, restrictions, governance structures, and expectations. This approach reinforced the notion that in the absence of an officially ratified charter, educational projects are susceptible to misalignment, disjointed coordination, and diminished accountability. The charter functioned as the initial integrative instrument, guaranteeing that the curriculum development project was aligned with institutional aims and rooted in policy mandates.
2. The Scope Management Plan emphasized the necessity of transforming intricate educational requirements into a distinctly defined and managed array of deliverables. This method underscored that large-scale projects encompassing curriculum development, training initiatives, stakeholder engagement, and implementation phases necessitate meticulous scoping to avert budget overruns and misdirection. Formulating the WBS and delineating exclusions showed the scope clarity enhances team

coordination, resource allocation, and quality control. This exercise underscored that scope discipline is essential for preventing mission drift and ensuring the project aligns with the specific needs of SPED learners.

3. Developing the Schedule Management Plan offered profound understanding of work interdependencies and the limitations set by academic calendars, instructor availability, procurement timelines, and stakeholder review periods. The procedure illustrated the significance of effective scheduling methods, including critical-path analysis, activity sequencing, and time estimation. It emphasized that schedule planning in educational settings requires meticulous coordination of instructional sessions, holidays, and assessment cycles. Ultimately, the schedule management process affirmed that realistic timetables, continuous monitoring, and contingency provisions are crucial for timely delivery and overall project coherence.
4. The formulation of the Cost Management Plan underscored the imperative of rigorous financial planning within an environment limited by fixed budgets and regulatory constraints. The estimation method underscored the importance of cost baselines, reserves, and monitoring metrics such as CPI and SPI in providing critical insight into financial health. The strategy highlighted that educational initiatives, particularly those related to curriculum development and professional training, necessitate careful financial management to prevent deficits that could threaten execution. This experience illustrated that proficient cost governance mitigates uncertainty, safeguards project continuity, and bolsters trust with financing entities.
5. The Quality Management Plan emphasized the essential function of organized quality frameworks in guaranteeing that curriculum materials, examinations, and professional

development content adhere to pedagogical, accessible, and contextual criteria.

Establishing quality measures, baselines, and assurance activities emphasized that quality is a continuous process influenced by stakeholder feedback, iterative evaluations, and adherence to SPED best practices. The experiment reinforced the notion that quality management guarantees coherence, instructional relevance, and usability, hence facilitating the sustained acceptance and integration of the curriculum at Babonneau Secondary School.

6. The formulation of the Resource Management Plan demonstrated the complex interplay among human resource planning, workload allocation, and project outcomes. It disclosed that the acquisition and coordination of professionals, teacher advocates, consultants, classroom materials, and administrative assistance are essential for successful implementation. The strategy illustrated the need for early team creation, explicit role descriptions, and capacity development techniques in averting bottlenecks. Resource planning in SPED-focused programs must include local limits, teacher availability, and professional development requirements to sustain momentum and operational efficiency.
7. The Communication Management Plan demonstrated that structured communication techniques diminish ambiguity, promote involvement, and enhance project ownership. The approach demonstrated that communication in educational transformation programs must be deliberate, timely, and tailored to various audiences, including teachers, parents, and ministry officials. The creation of communication matrices, flowcharts, and engagement protocols revealed that communication transcends simply information conveyance; it is a strategic function that influences engagement quality, stakeholder perceptions, and project legitimacy.

8. The formulation of the Risk Management Plan emphasized the need for proactive risk identification, qualitative and quantitative analysis, and prompt reaction planning in protecting project objectives. The exercise exposed the intricate hazards linked to curriculum development, including permission delays, data deficiencies, resource limitations, and scheduling interruptions. The plan enhanced the comprehension that risk management must be ongoing, flexible, and integrated into every stage of project execution through the incorporation of structured risk assessment and documented mitigation techniques.
9. The formulation of the Procurement Management Plan revealed the significant impact of procurement efficiency on project schedules, material quality, and fiscal compliance. It illustrated that procurement in educational initiatives necessitates a balance among regulatory compliance, cost-effectiveness, and operational efficiency. The examination of contract types, vendor performance evaluations, and procurement cycles elucidated that delays or suboptimal procurement choices might substantially impede curriculum development and material delivery. The plan reinforced the understanding that transparent, evidence-based procurement methods enhance credibility, efficiency, and successful implementation.
10. The Stakeholder Management Plan established that significant engagement is crucial for curriculum acceptance, instructional fidelity, and sustainable capacity development. The process illustrated that stakeholder involvement must be strategic, inclusive, and ongoing through stakeholder analysis, engagement matrices, and customized communication strategies. The strategy emphasized that systematically managing influence, expectations, and feedback enhances collaboration, diminishes resistance, and promotes collective

ownership of project outcomes. Ultimately, stakeholder management became a fundamental component facilitating institutional and instructional reform.

11. The Professional Development Program's creation demonstrated the critical role that organized, sequential, and pedagogically based training plays in enhancing Special Education. The approach showed that professional growth occurs when learning is scaffolded through cycles of coaching, guided practice, modelling, and reflective evaluation. Ad hoc seminars or standalone training events cannot increase teacher capacity. The development of practice-lab structures, competency frameworks, and observation rubrics emphasized the need for teacher education to align with the same tenets promoted in the SPED curriculum: data-driven instruction, differentiation, and Universal Design for Learning. This experience also demonstrated the importance of ongoing coaching in maintaining instructional fidelity, especially in settings where inconsistent learner results have historically been hampered by minimal SPED training and variations in teaching practices. During this process, the project reaffirmed the idea that professional development is a fundamental component of long-term educational change rather than an add-on activity.
12. A methodical, evidence-based design process that explicitly addresses learner diversity, contextual realities, and institutional capability is necessary for significant curriculum reform, as the development of the grades 7–11 Special Education Curriculum has confirmed. In order to meet the diverse readiness levels of SPED students, curricular architecture needs to be both rigorous and adaptable, as demonstrated by the combination of UDL, differentiated teaching, functional academics, multimodal learning, and developmental progressions. Aligning academic objectives with the development of

functional, social-emotional, and adaptive skills became evident when the scope and sequencing, unit maps, instructional structures, assessment tools, and accommodation paths were constructed. Furthermore, the iterative pilot testing and stakeholder discussions showed that curriculum design is reinforced by ongoing improvement, guaranteeing usability and relevance. This experience showed that attaining equal educational outcomes and building long-term institutional capacity in inclusive education require a well-governed curriculum backed by organized implementation guidelines and continuous teacher preparation.

6 RECOMMENDATIONS

The following recommendations offer strategic direction to bolster future project implementation and improve institutional preparedness for curricular integration and teacher capacity-building efforts. Each proposal corresponds to one of the 12 specific objectives and is aimed at the individual or organizational body most capable of implementation. These recommendations are based on insights gained throughout the FGP and embody best practices in educational project management, governance, and operational sustainability.

1. The Project Sponsor must guarantee that all forthcoming educational initiatives commence with a formally sanctioned and cooperatively crafted Project Charter. This will enhance initial governance, elucidate decision-making authority, and diminish the ambiguity that sometimes plagues educational programs with various stakeholders.
2. The Project Manager must establish regular scope verification workshops to maintain deliverable alignment and mitigate scope creep. These meetings must take place at critical milestones and include curriculum specialists, educators, and administrative personnel to ensure clarity and concentration.
3. The scheduling team must employ continuous schedule monitoring utilizing technologies like MS Project to revise baselines, assess alterations in the critical path, and identify delays promptly. This method will facilitate prompt remedial measures and guarantee synchronization with the academic calendar and training cycles.
4. The Bursar must implement a monthly cost performance analysis routine, encompassing CPI, SPI, and reserve monitoring, to enhance financial oversight. This method will improve fiscal accountability and protect the project from financial challenges during its mid-cycle phase.

5. The Quality Assurance Lead must establish mid-development quality checkpoints to guarantee that curriculum and training materials receive iterative evaluation prior to finalization. This will avert rework, improve content precision, and guarantee compliance with SPED accessibility criteria.
6. The School Administration must emphasize the prompt identification and training of teacher champions to guarantee sufficient human resource support during implementation. Enhancing internal capabilities early diminishes reliance on external consultants and fosters long-term project sustainability.
7. The Communication Coordinator must uphold current, stakeholder-specific communication strategies that specify explicit messaging channels, frequency, and feedback systems. Such plans will guarantee that essential stakeholders receive prompt updates and that communication remains agile throughout the project lifespan.
8. The MEL Officer has to maintain the risk register monthly and facilitate quarterly risk review sessions with the project team to guarantee ongoing adaptation. This strategy will strengthen a risk-conscious culture and guarantee that mitigation tactics stay pertinent and executable.
9. The Bursar needs to establish uniform criteria for supplier evaluation, encompassing performance history, delivery accuracy, and compliance, to enhance procurement decision-making. These criteria will enhance accountability and facilitate the provision of high-quality instructional resources.
10. All stakeholders must dedicate themselves to ongoing involvement and communication as specified in the Stakeholder Management Plan. Their active involvement is crucial for

ensuring alignment, facilitating implementation fidelity, and promoting the enduring adoption of the curriculum and training program.

11. To guarantee consistency and steady instructional progress, it is advised that Babonneau Secondary School administration codify and incorporate the professional development program into the school's yearly operating plan with assistance from the Ministry of Education. Establishing required competency benchmarks for SPED instruction, planning quarterly coaching cycles, and upholding organized professional learning communities that support reflective practice and cooperative problem-solving are all necessary steps in this process. To increase the program's lifespan, the administration should also commit consistent financial and human resources, such as training materials, coaching support, and release time. This model should be considered by the Ministry as a uniformed national framework for SPED professional development, especially in schools that exhibit capacity gaps or inconsistent instruction.
12. It is recommended that the Babonneau Secondary School Administration formally create and manage structured curriculum governance mechanisms, such as yearly curriculum review committees, regular instructional fidelity monitoring processes, and methodical alignment checks with national education standards, in coordination with the Curriculum Development and Special Education Units of the Ministry of Education. Together, these organizations should carry out a systematic cycle of curriculum review and updating that is influenced by student performance trends, teacher input, Monitoring, Evaluation, and Learning (MEL) data, and changing policy or developmental needs. In order to support its larger inclusive education reform objective and promote cross-school knowledge sharing, the Ministry of Education should also designate Babonneau Secondary School as

a demonstration and pilot site. The Ministry should assist the School Administration in creating peer-support networks, structured teacher on-boarding packages, and centralized resource repositories to improve sustainability and scalability. When taken as a whole, these steps will strengthen curriculum governance, institutionalize continuous improvement techniques, and guarantee that kids with exceptionalities receive responsive, learner-centered education over the long term.

7 VALIDATION OF THE FGP IN THE FIELD OF REGENERATIVE AND SUSTAINABLE DEVELOPMENT

7.1 Introduction

For the past few decades, sustainable development (SD) has guided policymaking, organizational strategy, and project management globally. The Brundtland Commission's report, *Our Common Future*, defined SD as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (WCED, 1987, p. 43). Because it considers economic, environmental, and social factors the “triple bottom line” this concept is widely used (Elkington, 1997). Decision-makers must balance immediate performance expectations with resource preservation and augmentation for future use in sustainable development. Sustainability in project management requires integrating environmental and social responsibility from start to finish (Silvius & Schipper, 2014).

The Project Management Institute (PMI) recognizes sustainability's importance in project governance, especially when stakeholders scrutinize enterprises' social and environmental implications. PMI (2021) emphasizes that project success is not exclusively judged by satisfying scope, time, and budget restrictions but also by generating long-term value and limiting negative impacts in its *PMBOK Guide, 7th Ed.* This change transforms the iron triangle view of project performance into a multidimensional framework that integrates sustainability and benefits realization management. This includes creating interventions to improve learning circumstances while assuring systemic capacity to sustain them in educational programs, especially those involving vulnerable populations like special needs kids.

Sustainable development maintains systems and reduces harm, but regenerative development (RD) actively restores and enhances project systems (Mang & Haggard, 2016). Living-systems theory, which views human, natural, and institutional systems as linked, self-renewing organisms, underpins RD (Reed, 2007). Regenerative development asks, “How can we leave the system better than we found it?” In education, this may involve enhancing instructional methods and resources and building institutional resilience, teacher adaptation, and student agency beyond the official project.

The difference between Sustainable Development (SD) and Regenerative Development (RD) is significant for project managers. A sustainable curriculum might meet national criteria and provide consistent delivery across time. A regenerative approach would also empower instructors, students, and the community to adapt the curriculum to changing requirements, boosting the system's ability to provide value beyond the project's goals. PMBOK emphasizes continuous improvement, knowledge management, and stakeholder interaction to create ongoing benefits (PMI, 2021).

These two methodologies are combined in Babonneau Secondary School's Final Graduation Project (FGP). The initiative addresses a current educational need and provides a framework for long-term institutional change by designing and implementing a school-specific Special Education curriculum. The project directly supports the UN Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities), which aim to eliminate educational disparities (United Nations, 2015). FGP aligns the curriculum with evidence-based pedagogical practices and national policy frameworks to sustain teaching and learning improvements after the project.

The FGP enhances the school's adaptive capacity for regenerative development. Professional development programs under the project will teach instructors differentiated instruction, collaborative planning, and data-informed decision-making. These competences increase education and the school's ability to adapt to policy, demographic, and community changes. Through stakeholder consultations, the project engages parents, local organizations, and education officials in designing a curriculum that reflects shared values and priorities.

This project will have several benefits. The curriculum can incorporate sustainability themes into learning modules to encourage students to be environmental stewards, supporting SDG 13 (Climate Action) and SDG 15 (Life on Land). Quality special education will help individuals with learning challenges integrate into society and reduce long-term economic dependence. Project governance structures like the Scope Management Plan and Quality Management Plan will institutionalize continual monitoring and improvement, fostering responsibility and evidence-based practice.

However, poor project management could have negative impacts. Resource demands and rigorous teacher preparation may temporarily strain instructional schedules and redirect cash from other school priorities. Without policy support, project momentum may fade. PMBOK's risk management techniques help mitigate these challenges by phasing training schedules, securing multi-year funding, and defining post-project curriculum maintenance ownership.

In conclusion, integrating sustainable and regenerative development ideas into the FGP addresses urgent instructional and resource shortfalls and establishes systemic change. The Babonneau Secondary School program will advance national education priorities and global development

goals by incorporating these ideas into its start, planning, implementation, and monitoring phases.

7.2 Relationship of the project to the Sustainable Development Goals.

Recognizing that global development requires a balanced and integrated approach to economic growth, environmental protection, and social fairness led to the Sustainable Development Goals (SDGs). The UN General Assembly adopted the SDGs in September 2015, replacing the Millennium Development Goals (MDGs), which directed development priorities from 2000 to 2015. The MDGs focused on extreme poverty, health, and education in developing nations, whereas the SDGs established a global framework. The SDGs aim to end poverty, safeguard the planet, and promote prosperity for all by 2030 with 17 objectives and 169 targets. These aims are interconnected and indivisible, requiring coordinated policy, institutional capacity, and grassroots engagement to meet existing needs without compromising future demands (WCED, 1987).

This Final Graduation Project (FGP) supports multiple SDGs, including inclusive education, inequality reduction, and multi-stakeholder partnerships. The FGP's main goal is to create a grades 7–11 Special Education curriculum for 31% of the school's students with unique learning characteristics. The project aims to increase the number of students with Individualized Education Plans (IEPs) meeting their targets from 40% to 75% in 12 months through curriculum design, teacher capacity-building, and structured governance (Project Management Institute [PMI], 2021). Universal Design for Learning (UDL) principles, differentiated instruction, and formal accommodations allow the FGP to significantly and sustainably contribute to SDG 4

(Quality Education) and SDG 10 (Reduced Inequalities) by giving special needs students equal academic opportunities.

The FGP centers on SDG 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nations, 2015, p. 19). The project's curricular modules, e-books, and assessment rubrics follow national standards and evidence-based teaching. At least four teachers will learn how to deliver and adjust the curriculum in 40-hour professional development courses. Audits, performance tracking dashboards, and annual curriculum reviews will help the school sustain quality. This method embeds quality and inclusivity into the school's operations even beyond the project's termination.

The project's inclusive structure addresses SDG 10, which reduces inequality within and between countries. The FGP removes systemic barriers to education for special needs students by institutionalizing accessibility features, assuring uniform accommodation application, and promoting inclusion. These approaches are perpetuated by operational policy, stakeholder participation, and student outcome tracking outside the curriculum.

The FGP integrates mental health literacy, social-emotional learning (SEL), and adaptive physical education into the curriculum to support SDG 3 (Good Health and Well-being). Students will learn self-care, assistance, and adaptive physical exercises. Pastoral care, counselor referral, and wellness-focused school events reinforce these health-promoting features. Remove gender bias in curriculum materials, provide equal access to special education services, and include gender-sensitive training in professional development to achieve SDG 5 (Gender Equality).

The FGP also promotes economic empowerment, aligned with SDG 8. Vocational preparation and occupational skills training prepare students for employment or further study. To continue collaboration after the project, memoranda of understanding with local enterprises and the Ministry of Education support these efforts. The project's innovation supports SDG 9 (Industry, Innovation, and Infrastructure). Adoption of assistive technologies, digital literacy programs, and improved IEP documentation processes are supported by governance frameworks that enable continuous improvement and adaptive planning (PMI, 2021).

The project's community involvement strategies promote civic responsibility and stakeholder connections, supporting SDG 11 (Sustainable Cities and Communities). Environmental stewardship and community participation curriculum encourages pupils to participate in their communities. This is maintained through parent training, community events, and local organization partnerships. Resource stewardship, waste reduction, and sustainable procurement are also integrated into teaching and school operations to achieve SDG 12 (Responsible Consumption and Production). Durable, inclusive learning materials are preferred by the school's procurement plan, lowering costs and environmental effect.

The FGP emphasizes environmental education to assist SDG 13 (Climate Action) and SDG 15 (Life on Land). Climate literacy, biodiversity conservation, and environmental stewardship are taught, and students plant trees and maintain school gardens. Annual environmental initiatives and the school's quality and risk management cycles institutionalize these activities, assuring continuity. Curriculum on conflict resolution, rights awareness, and inclusive governance supports SDG 16 (Peace, Justice, and Strong Institutions). Governance, protection, and transparent decision-making at the school are designed to last beyond the initiative.

FGP structural strength is SDG 17 (Partnerships for the Goals). The Ministry of Education, parents, NGOs, and donors collaborate to provide resources, expertise, and policy alignment for the initiative. A stakeholder engagement plan and communication strategy maintain these connections over time.

Some SDGs are indirectly addressed yet nonetheless relevant to the FGP. Enhancing special needs graduates' employability reduces long-term economic dependency, supporting SDG 1 (No Poverty). Nutrition literacy, hygiene education, and school sanitation facility maintenance integrate SDG 2 (Zero Hunger) and SDG 6 (Clean Water and Sanitation). Science and technology lessons promote energy efficiency and resource sustainability for SDG 7 (Affordable and Clean Energy). Environmental science lessons that target marine conservation in Saint Lucia's coastal environment incorporate SDG 14 (Life Below Water). The project's contributions are made through curriculum content, co-curricular activities, and operational rules, not infrastructure investment, in line with its mandate as a curriculum and capacity-building program.

The FGP strongly aligns with SDGs 4, 10, and 17; strongly aligns with SDGs 3, 5, 8, 9, 11, 12, 13, 15, and 16; and has credible indirect ties to SDGs 1, 2, 6, 7, and 14. The FGP tackles educational inequities and improves the school's ability to respond to changing needs and opportunities by incorporating sustainable and regenerative development principles into project design, implementation, and monitoring. It supports national education agendas and numerous global development goals, showing how localized, well-governed projects may have a lasting influence (Mang & Haggard, 2016; Reed, 2007; United Nations, 2015).

7.3 Analysis of the project according to Standard P5

GPM Global's P5 Standard for Sustainability in Project Management evaluates a project's sustainability performance across five dimensions: People, Planet, Prosperity, Processes, and Products (GPM Global, 2021). Sustainability concepts are integrated into project governance, delivery, and post-completion activities, transcending scope, time, and cost. Projects should satisfy immediate goals and benefit social, environmental, and economic systems throughout their lifespan. This framework follows the “triple bottom line” concept (Elkington, 1997) and the UN Sustainable Development Goals (SDGs), requiring project managers to evaluate impacts holistically and measure both intended and unintended effects (Silvius & Schipper, 2014).

The P5 Standard impact analysis begins with a baseline assessment—the “before score” to determine each sustainability element's state before project start. A project-related change projection follows. The “after score” measures changes following implementation. This before-and-after method lets project teams measure sustainability performance improvement, stagnation, or decline. Each of the P5 dimensions and their subcategories is assessed, such as employment and staffing, labour relations, human rights, and community engagement under People and energy consumption, emissions, biodiversity impact, and waste management under Planet. Thus, the procedure evaluates and scores all project influences, direct and indirect.

Before-and-after scores are based on qualitative and quantitative factors. Scores range from -3 to +3, reflecting change degree and direction. The magnitude of impact (minor versus substantial), direction of change (beneficial, neutral, or harmful), duration of effects (short-term versus long-term), scope of influence (localized or wide-reaching), and reversibility of impacts affect the score. In the Babonneau Secondary School Final Graduation Project (FGP), teacher training

completions, retention rates, and instructional ability would support “Employment and Staffing” improvements. Evidence-based scoring is necessary. Project implementation may result in a negative environmental score if it increases resource use without mitigation. This systematic rating method enables credible, transparent, and comparable project analysis.

A P5 impact analysis can shift project evaluation from a performance check to a comprehensive sustainability assessment. First, it directly maps project outcomes to international sustainability targets like the SDGs, strengthening alignment (United Nations, 2015). Second, it helps evidence-based decision-making by showing where resources are most effective and where changes are needed. Third, it fosters stakeholder openness by providing explicit and measurable project impacts on people, the environment, and the economy. Fourth, early detection and mitigation of unfavorable outcomes enable proactive risk management. Finally, analytical insights inform future initiative development and governance, promoting organizational learning and continuous improvement (PMI, 2021).

The Babonneau Secondary School FGP uses the P5 framework to define success as both the production of a Special Education curriculum and its larger value creation. Teacher training, inclusive education, and parent and community engagement would be examined in the People dimension. The Planet dimension could include environmental stewardship in the curriculum and sustainable school operations. Success would evaluate the curriculum delivery's cost efficiency, and students' long-term socioeconomic gains from better employability. The school's governance, risk management, and procurement procedures would be assessed for sustainability. Finally, Products would evaluate curriculum quality, accessibility, adaptation, and lifecycle impacts.

The P5 impact study shows the project's net sustainability value by recording before-and-after conditions for each dimension. Project managers can celebrate successes, mitigate negative effects, and show stakeholders that the effort is yielding academic, social, environmental, and economic advantages. The P5 Standard is a strategic management framework for incorporating sustainability throughout the project lifecycle, and should not be considered as only a reporting tool.

Chart 57

P5 Analysis for the Special Education Curriculum

Organization: Babonneau Secondary School

Project: Special Education Curriculum

People Impacts

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Employment and Staffing	Employment and staffing is the process of obtaining the personnel needed to carry out the project. It includes identifying the skills required for successful completion of the project, recruiting potential individuals (internally or externally), managing their time and performance, training them when needed,	Lifespan	Yes	Due to low pay and career advancement, special education instructors leave often.	Long-term staffing instability could hinder curriculum delivery.	2	Introduce mentorship programs and structured career paths.	4	2	
		Servicing	Yes	Few skilled staff for curriculum modification and student support.	May hinder student needs response.	2	Implement regular professional development.	4	2	
		Effectiveness	Yes	Staff skills not meeting specialized curriculum needs.	Could hinder student performance and delay IEP goals.	2	Sync recruitment needs with curriculum competencies	4	2	
		Efficiency	Yes	Uneven staff distribution and overloaded	Promotes instructor exhaustion and	2	Balance tasks and optimize deployment	4	2	

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	and compensating them accordingly.			instructional schedules.	productivity loss.		with workload analysis.			
		Fairness	Yes	Unreliable hiring transparency and selection bias.	Inequities and distrust in staffing decisions may result.	2	Standardize recruitment and conduct equity audits.	4	2	
Labor Management Relations	Labor/management relations in the project context means building trust, understanding, and cooperation among project and other managers, organizational staff, and project team members. It involves respecting each other's opinions, resolving conflicts proactively, communicating clearly, and ensuring that everyone is aware of their	Lifespan	Yes	Lack of collaborative decision making between school administration and teaching staff	Possibility of undermining trust which could harm the sustainability of curriculum initiatives long term.	2	Encourage joint policy reviews and frequent teacher-administration meetings.	4	2	
		Servicing	Yes	Lack of communication between administration and teaching staff during curriculum updates	Delays due to slow feedback loops in resolving implementation issues.	2	Develop a system of regular update meetings and Structured communication protocols	4	2	
		Effectiveness	Yes	Unresolved conflicts between administration and teaching staff could escalate without	There can be loss of focus on the quality of instruction and reduced staff morale.	2	Prioritize training selected staff members as mediators and implement mandatory conflict	4	2	

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	roles and responsibilities.			immediate mediation.			resolution protocols.			
		Efficiency	Yes	Poor clarity in the definitions of roles between administrative and teaching responsibilities.	Leads to wasted time and work done twice.	2	Develop a clear responsibility matrix and hold role clarity training.	4	2	
		Fairness	Yes	Belief that some employees are preferred over others.	Can diminish collaborative spirit and ultimately foster resentment among staff members.	2	Rotate responsibilities and make all staff members aware of opportunities.	4	2	
Project Health and Safety	Project health and safety is the practice of creating safe working conditions for personnel involved in the project. It involves implementing measures such as hazard assessment, risk	Lifespan	Yes	Lack of enforcement of school protocols during in classroom modifications and classroom activities.	increased risk of accidents which can cause delayed project outcomes.	2	Mandatory safety training must be implemented.	4	2	
		Servicing	Yes	Lack of first aid and safety gear during curriculum-	Slow responses to incidents can result in long	1	All first aid kits must be fully stocked and refilled	4	3	

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	management, training, enforcement, and investigation. Its main goal is to ensure that workers are not exposed to any unnecessary risks while performing their work.			related activities.	term harm to staff members and students.		when used. Also all staff should be trained in first aid.			
		Effectiveness	Yes	Failure to consider hazards before changing teaching methods or classroom layouts	The quality of learning can be reduced when unsafe environments are created.	2	Take into considerations safety in lesson planning and conduct pre-activity risk assessments for each activity.	4	2	
		Efficiency	Yes	Avoidable safety mishaps cause frequent disruptions.	Instructional time is wasted as well as a disruption in planned schedules can occur.	2	schedule proactive hazard reporting and maintenance	4	2	
		Fairness	Yes	Safety training is not available to all staff members	Creates increased risk for some groups	2	Safety training must be mandatory for all staff members.	4	2	
Training and Qualifications	Training and qualifications is the process of ensuring that project team members have	Lifespan	Yes	Lack or limited professional development in Special Education	Curriculum's effectiveness can be shortened long time as a	2	Mandatory continuous professional development.	4	2	

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	the necessary skills to effectively complete their work. It involves providing instruction, assessing proficiency, monitoring performance, and offering guidance.			diminishes the capacity of the staff to maintain curriculum quality.	result of skill gaps.					
		Servicing	Yes	Poor training on troubleshooting curriculum resources can affect curriculum implementation.	May reduce the quality of service delivered.	2	Train staff members, including administration in basic troubleshooting and resource adaptation.	4	2	
		Effectiveness	Yes	Teachers lack proper training in differentiated instruction methods for special education students.	Significantly diminishes the curriculum's ability to meet the learning needs of all students.	1	Provide training in differentiated strategies and inclusive pedagogy.	4	3	
		Efficiency	Yes	Time is lost during instruction because of unfamiliarity with the technology.	Lesson delivery becomes slow, and all objectives may not be achieved in that lesson.	2	Provide hands-on training sessions before curriculum rollout.	4	2	

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
		Fairness	Yes	Unequal access to professional development training workshops among educators.	Creates a disparity in student experiences and teacher quality.	2	Provide all staff with access to professional development programs.	4	2	
Organizational Learning	Organizational learning is a form of knowledge management in which organizational components and individual employees are encouraged to capture, share, and apply their knowledge. This enables the organization to adapt and improve its processes, products, and services over time.	Lifespan	Yes	Lack of curriculum implementation on lesson capture and sharing mechanisms lowers institutional memory.	Causes recurrent blunders and missed improvement opportunities.	2	Create a formal knowledge management system to document and share implementation insights.	4	2	
		Servicing	Yes	No organized feedback-based curriculum resource update procedure.	Reduces curriculum responsiveness to student demands and technology.	2	Periodically review instructors and support workers.	4	2	
		Effectiveness	Yes	Lack of best practice exchange among educators lowers teaching quality.	Student experiences and outcomes vary.	2	Facilitate regular peer-learning and observation sessions.	4	2	

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
		Efficiency	Yes	Teachers who work alone without preceding work duplicate efforts.	Reinventing solutions wastes time and money.	2	Share lesson ideas, activities, and materials online.	4	2	
		Fairness	Yes	Some teachers have better informal knowledge networks.	Creates professional growth disparities.	2	Make shared resources and knowledge exchange sessions public.	4	2	
Equal Opportunity	Equal opportunity is the practice of providing individuals with access to jobs, opportunities, and responsibilities based on their qualifications regardless of gender, race, age, or other characteristics. It seeks to eliminate any type of discrimination	Lifespan	Yes	No explicit recruitment or duty assignment equal opportunity policy.	Over time, may underrepresent qualified marginalized people.	2	Write and adopt an equal opportunity and diversity policy.	4	2	
		Servicing	No							
		Effectiveness	Yes	Biased hiring and promotion can disqualify talented individuals.	Lowers project quality by reducing talent.	2	Use standardized evaluation rubrics and blind applicant reviews.	4	2	
		Efficiency	Yes	Unequal leadership and training opportunities.	Limits human capital utilization.	2	Training and advancement standards should be clear.	4	2	

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	and the sharing of resources between the project organization and local organizations or local individuals.									
Work-Life Harmony and Mental Health	Work-life harmony and mental health refers to the ability of individuals to strike a balance between their professional goals and commitments within their personal lives. This involves taking regular breaks from work, developing healthy work habits, and engaging in activities that bring a sense of	Lifespan	Yes	Extra work hours for Special Education teachers without proper rest.	This leads to teacher burnout, which can overtime lead to high staff turnover.	2	Implement and encourage workload balancing.	4	2	
		Servicing	No							
		Effectiveness	Yes	High stress levels and fatigue reduce the teacher's ability to deliver quality instruction.	Poor student achievement and slow progress to meeting outcomes.	2	Encourage teachers to use mental health support services.	4	2	
		Efficiency	Yes	Teachers taking sick leave due to high stress related illnesses.	Teaching continuity gets disrupted.	2	Develop strategies for stress management.	4	2	
		Fairness	No							

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)	
	joy and contentment.										
Community Engagement	Community engagement is the practice of treating local residents as stakeholders in the project. This is essential as it ensures that local needs and perspectives are taken into consideration when taking any action that affects the community. It also requires a two-way exchange of information and ideas between the project team and the community to make the project more effective, efficient, and	Lifespan	Yes	Little to no collaboration with stakeholders during curriculum development.	Weakens relevance in the long term.	2	Host frequent (quarterly) consultation sessions with stakeholders.	4	2		
		Servicing	Yes	Poor /Lack of proper feedback channels for stakeholders and the community after curriculum implementati on.	Missed opportunities to refine the content in the curriculum.	2	Develop continuous feedback loops through meetings and surveys.	4	2		
		Effectiveness	Yes	Lack of integration of local cultural context and experiences into lesson plans.	Results in reduced student engagement and beliefs on the importance of learning.	2	Include community- based learning projects with the involvement of community leaders.	4	2		
		Efficiency	No								
		Fairness	Yes	Not all community groups can engage (e.g.,	Excludes certain groups in the decision-	2	Offer engagement options such as in-person	4	2		

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	beneficial for all involved.			parents with limited mobility or internet).	making process.		and online sessions.			
Public Policy and Compliance	Public policy and compliance includes the steps taken by the project team to ensure that the project complies with all relevant laws and regulations. This involves researching relevant laws and regulations, understanding their implications for the project, and taking necessary steps to make sure these laws and regulations are respected throughout the project's duration.	Lifespan	Yes	Curriculum design may not align with the Ministry of Education's changing policies.	Could result in a discontinuation of curriculum overtime.	1	Establish a compliance committee to monitor and adapt to policy changes.	4	3	
		Servicing	Yes	No regulatory audits after implementation.	Delays affecting service delivery.	2	Conduct quarterly policy checks.	4	2	
		Effectiveness	No			2				
		Efficiency	Yes	Slow project rollout because of complex approval processes.	Reduce benefits to students and increase costs.	2	Create a liaison role to speed up communication and approvals between the Ministry of Education and the school.	4	2	
		Fairness	No			2				
		Lifespan	No							

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Protection for Indigenous and Tribal Peoples	Protection for indigenous and tribal peoples includes the measures taken to ensure the rights and wellbeing of affected populations over the course of the project. This includes protection of their culture, land use rights, language, religion, and other forms of recognition.	Servicing	No							
		Effectiveness	No							
		Efficiency	No							
		Fairness	No							
Customer Health and Safety	Customer health and safety includes the measures taken to ensure the physical and mental wellbeing of the end users of the project's results. This includes	Lifespan	No							
		Servicing	No							
		Effectiveness	No							
		Efficiency	No							
		Fairness	No							

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	providing information about risks and hazards, proper customer handling during the project, and adherence to relevant safety standards, protocols, laws, and regulations.									
Product and Service Labeling	Product and service labeling includes procedures used to ensure that goods and services are accurately labeled according to legal and ethical standards. This includes properly disclosing potential risks, hazards, and side effects associated with the use of	Lifespan	Yes	Special education teaching aids and resources are not always labeled with usage guidelines or learning objectives.	Long-term instructional inconsistency and resource inefficiency may occur.	2	Label all educational resources with usage instructions, learning objectives, and accessibility notes.	4	2	
		Servicing	Yes	Over time, no system reviews and updates resource labeling.	Uses old or inaccurate educational material.	2	Schedule regular reviews of material labeling for relevance and correctness.	4	2	
		Effectiveness	Yes	Lack of labeling may induce	Lowers instruction	2	Train teachers to understand and use	4	2	

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	products and services as well as providing appropriate information about the origins of these products and services.			educators to misuse or underuse supplies.	and student learning.		designated resources.			
		Efficiency	No							
		Fairness	Yes	Visual and hearing-impaired pupils may not find accessibility labels on some learning materials.	Inequitable resource access for special needs students	1	Check accessibility compliance and select universal design materials.	4	3	
Customer Privacy and Data Protection	Customer privacy and data protection encompasses the measures taken to safeguard customer data such as personal information or financial details. It includes providing secure storage facilities and encryption technologies,	Lifespan	Yes	IEP and student records are stored in antiquated forms without adequate backups.	Loss or compromise of critical educational data over time.	2	Start using a cloud-based data management system with encrypted backups.			
		Servicing	Yes	Audits and maintenance of student data security systems are not scheduled.	Data breach risk increases over time.	2	Perform periodic security audits and updates to comply with privacy laws.			
		Effectiveness	Yes	Staff delays or miscommunication occur	Effective instructional planning and	1	Standardize secure, role-based student record access.			

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	implementing appropriate access controls and authentication procedures, and ensuring compliance with relevant laws and regulations.			from inconsistent student data access policies.	intervention are reduced.					
		Efficiency	No							
		Fairness	Yes	Lack of clear privacy policies for parents and students may lead to mistrust or unfair data processing.	Reduces stakeholder trust and seems biased in data handling.	2	Create and share accessible privacy policies with stakeholders.			
Harassment and Discrimination	Harassment and discrimination involve the measures adopted to ensure a safe, respectful, and non-discriminatory workplace environment. This includes developing policies that protect employees from unjust treatment,	Lifespan	No							
		Servicing	No							
		Effectiveness	No							
		Efficiency	No							
	Fairness	No								

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	creating an inclusive environment, implementing effective reporting procedures for instances of inappropriate behavior, and providing sufficient training for management on how to handle such issues.									
Age-Appropriate Labor	Age-appropriate labor means ensuring that children are not put in dangerous or exploitative situations while still allowing them to develop essential job skills. It is used to describe work suitable for a person's	Lifespan	No							
		Servicing	No							
		Effectiveness	No							
		Fairness	No							

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	skill level and maturity.									
Force and Involuntary Labor	Forced and involuntary labor means any work or service that is extracted from a person under the menace of punitive action against themselves or their families. It includes work where the payment is below subsistence levels, or where the payment is in goods which are not desirable. Forced and involuntary labor can take many forms including human trafficking, debt bondage, enslavement,	Lifespan	No							
		Servicing	No							
		Effectiveness	No							
		Efficiency	No							
		Fairness	No							

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	and unjustly long working hours.									
Dignity, Diversity, Equity and Inclusion	Talent acquisition, retention, and empowerment is the commitment to attracting, developing, and retaining needed talent while fostering a workplace that adapts to evolving needs, encourages collaboration, and provides access to growth opportunities.	Lifespan	Yes	High special education worker turnover due to poor career advancement and incentives.	Reduces special education program stability and institutional knowledge.	2	Encourage long-term staff commitment using retention incentives, career development, and reward programs.	4	2	
		Servicing	Yes	Ineffective recruitment techniques lead to workforce shortages, increased workloads, and lower service quality.	Reduced special education support consistency and quality.	2	Reach out to specialized teacher training colleges and foreign recruitment fairs.	4	2	
		Effectiveness	Yes	Teacher innovation and effectiveness are limited by a lack of continual professional development.	Limits student learning and educational adaptation.	2	Provide ongoing professional development on inclusive pedagogy, adaptive technologies, and emerging best practices.	4	2	

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
		Efficiency	Yes	High staff turnover increases recruitment and onboarding costs and disrupts student learning.	Inefficient money and time use.	2	Develop new hire mentorship and support initiatives to boost worker retention and reduce recruitment cycles.	4	2	
		Fairness	Yes	Unfair professional development for special education teachers compared to regular instructors.	Maintains structural inequalities and lowers special education worker morale.	1	All educators should have equal access to promotions, training, and leadership responsibilities .	4	3	
Sustainable Procurement and Contracts	Sustainable procurement and contracts include practices for obtaining goods, raw materials, and services that take into account environmental, economic, and social impacts.	Lifespan	Yes	Procurement decisions prioritize short-term cost savings over instructional material and technological reliability.	Causes frequent replacements, waste, and greater lifespan costs.	2	Prioritize renewable/recyclable materials and durable, high-quality resources in lifespan cost analysis.	4	2	
		Servicing	Yes	Supplier contracts lack continuing support,	Repair or replacement delays impair	2	All procurement contracts should include	4	2	

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	It means contracting for resources in an ethical manner. It requires establishing agreements which adhere to environmental, social, and human rights standards.			maintenance, and timely replacement of damaged equipment.	teaching efficacy.		servicing and maintenance clauses for supplier responsibility.			
		Effectiveness	Yes	The school chooses vendors without considering their inclusive and sustainable ideals.	Could lead to curriculum- or accessibility-incompatible resources.	2	Verify vendors' accessibility, sustainability, and ethical sourcing.	4	2	
		Efficiency	Yes	Multi-supplier purchases raise costs and logistical inefficiencies.	Increases administrative costs and inefficiency.	2	Strategic agreements with approved suppliers enable volume discounts and streamlined logistics.	4	2	
		Fairness	No					4	4	
Anti-Corruption	Anti-corruption is the practice of rejecting both offers of and requests for gifts, payments, or other forms of benefits in order to influence the	Lifespan	Yes	Informal procurement and hiring decisions may allow bias or bribery, resulting in poor hires or resources.	Shortens curriculum effectiveness and harms school reputation.	2	Create clear, documented decision-making processes and a Ministry of Education-compliant anti-corruption policy.	4	2	

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	activities, results, or outcomes of the project. It involves making sure that the project is free of unethical practices such as bribery, money laundering, fraud, and embezzlement.	Servicing	Yes	Service contracts may be allocated on personal ties, not quality or value.	Poor service, delays, and resource waste are more likely.	1	Use objective performance measures and value for money to evaluate service providers.	4	3	
		Effectiveness	Yes	Lack of budget supervision might lead to misuse of special education monies.	Reduces student learning resources.	1	Internal audits, dual sign-off for big spending, and stakeholder monitoring groups are recommended.	4	3	
		Efficiency	Yes	Bribery or informal payments may speed up processes but compromise fairness and efficiency.	Systemically relies on immoral shortcuts.	2	Standardize timelines and track procurement online to eliminate informal influence.	4	2	
		Fairness	Yes	Corruption might prohibit qualified vendors, instructors, and trainers from the project.	Less diverse, innovative, and fair project implementation.	1	Open calls for applications and supplier bids should evaluate individuals on merit.	4	3	

Subcategory	Labor Practices and Decent Work	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Definition									
Fair Competition	Fair competition is the practice of ensuring that all parties wanting to provide products or services to the project have an equal opportunity to compete and win. It requires taking measures to ensure that no individual party has an unfair advantage due to size, wealth, influence, or any other factor. This includes enforcing laws and regulations against anticompetitive behavior such as price-fixing and market manipulation. Additionally,	Lifespan	No							
		Servicing	No							
		Effectiveness	Yes	Contractors, trainers, and suppliers may be favoured, limiting access to high-quality expertise and materials.	Hurts learning and teacher development	1	Document bid and applicant evaluation score using multi-person review committees.	5	4	
		Efficiency	No							
		Fairness	Yes	Excluding competent candidates from procurement or employment weakens equity and diversity.	Forms systemic impediments for underrepresented populations.	1	Publicize opportunities through multiple media and apply similar criteria.	4	3	

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	fair competition calls for creating transparent processes for bidding and contract awards to ensure fair opportunities for businesses of all sizes and types.									
Responsible Technology	Responsible technology is the practice of considering ethical, legal, and social implications when running projects that involve new or emerging technologies. This includes developing and adhering to frameworks and policies related to data privacy, intellectual property rights, environmental	Lifespan	Yes	Insufficient planning for assistive technology maintenance, software upgrades, or hardware replacement could reduce usability.	Premature obsolescence, greater replacement costs, and limited student access.	2	Create a technology lifecycle plan with budgets for updates, repairs, and phased replacements.	4	3	
		Servicing	Yes	Specialized equipment without technical support or service agreements may be inoperable for long periods.	Reduces student engagement and learning continuity.	1	Set vendor Service Level Agreements (SLAs) and train workers in basic troubleshooting.	4	2	

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	impact, diversity, and inclusion. Responsible technology also requires ensuring that technology is used in a safe and responsible manner.	Effectiveness	Yes	Failure to assess new technology compatibility with current infrastructure may impair functionality.	Restricts technology-based learning approaches.	1	Complete compatibility and pilot testing before deployment.	4	3	
		Efficiency	Yes	Poor technology integration in lesson planning may underutilize expensive technologies.	Wastes money and limits learning.	2	Train teachers to use technology in pedagogy.	4	3	
		Fairness	Yes	Some pupils may be disadvantaged by cost or availability of assistive technology.	Causes learning disparities.	1	Ensure equitable distribution of a shared resource pool for eligible pupils.	4	2	
Green Claims and Greenwashing	Green claims are statements made by an organization to indicate that a product or service has been designed and produced in a manner that is	Lifespan	No							
		Servicing	No							
		Effectiveness	No							
		Efficiency	No							
		Fairness	No							

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	<p>considered environmentally responsible. These claims typically relate to the organization's efforts to reduce its environmental impact such as using recycled materials, renewable energy sources, and efficient production processes.</p> <p>Greenwashing is the practice of making false or misleading claims to mislead consumers into believing that a product or service is more environmentally friendly than it actually is. This can be</p>									

Subcategory Element	Labor Practices and Decent Work Definition	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
	done through deceptive language, exaggerations, or omitting relevant information about an organization's true environmental practices.									

Organization: Babonneau Secondary School
Project: Special Education Curriculum

Planet Impacts

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)	
Element	Description										
Local Procurement	Local procurement is the practice of purchasing products and services from local suppliers.	Lifespan	Yes	Imported instructional supplies and equipment increase transportation and carbon footprint.	Higher emissions and less local economic resilience.	2	Choose local producers and craftspeople for instructional materials, printing, and small equipment.	4	2		
		Servicing	Yes	International shipping of specialist learning tool parts delays and emits.	Educational downtime and environmental impact increase.	2	Find area suppliers and stock common spare parts.	4	2		
		Effectiveness	No								
		Efficiency	Yes	Higher offshore supplier lead times delay schedules.	Reduces project implementation and adaptation efficiency.	2	Create pre-approved local vendor lists to shorten supply chains.	4	2		
		Fairness	Yes	Local firms lose out from	Limits community economic	2	Guarantee a percentage of purchases	4	2		

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
				overreliance on external suppliers.	participation equality.		from local businesses.			
Digital Communication	Digital communication is the use of digital tools and platforms to communicate about the project. These tools can include websites, email newsletters, social media accounts, messaging applications, and other digital communication channels.	Lifespan	Yes	A reliance on printed stakeholder updates wastes paper.	Threatens resource conservation and project material longevity.	2	Use digital media for most communications and paper for accessibility.	4	2	
		Servicing	Yes	Poor school IT upkeep limits stakeholder's digital updates.	Communication and engagement suffer.	2	Schedule quarterly IT system maintenance and staff training.	4	2	
		Effectiveness	Yes	Stakeholder confusion and missed updates result from inconsistent digital tool utilization.	Reduces project openness and confidence.	2	Establish clear update schedules and communication channels.	4	2	
		Efficiency	Yes	Overuse of in-person meetings for routine updates raises transport emissions.	Pointless time and environmental damage.	2	Replace most routine updates with online meetings.	4	2	

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
		Fairness	Yes	Project updates are not equal for some parents and community stakeholders due to internet access	Creates information access and engagement disparities.	2	Offer low-tech communication options like SMS and printed bulletins alongside digital channels.	4	2	
Traveling and Commuting	Traveling and commuting is the movement of project-related personnel between different locations. Traveling and commuting may include getting to the project site, attending off-site meetings, conducting off-site presentations, collecting data, and providing off-site support.	Lifespan	Yes	Visits to the Ministry for authorization increase fuel and vehicle wear.	Ends vehicle life and increases environmental impact	2	Consolidate visits by batching duties and using virtual approval systems			
		Servicing	No			2				
		Effectiveness	Yes	Traffic delays to stakeholder meetings limit curricular work time.	Delayed deliverables	2	Prioritize virtual meetings and optimize in-person scheduling to minimize high traffic	4	2	
		Efficiency	No			2				
		Fairness	No			2				

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
Logistics	Logistics is the planning and execution of activities related to transporting goods, raw materials, and services for use by the project. Logistics includes activities such as scheduling transportation, estimating costs, coordinating personnel, and making sure that all necessary procedures are completed on time.	Lifespan	Yes	Poor transit storage damages educational materials and reduces usability.	Reduces teaching aid and resource lifespan.	2	Use protective packing and shipping containers.	4	2	
		Servicing	No							
		Effectiveness	Yes	Multiple, uncoordinated delivery increase the chance of lost items.	Reduces resource allocation efficiency.	2	Assign a logistics coordinator to oversee inventory and delivery timetables.	4	2	
		Efficiency	Yes	Fuel and costs increase when minor supplies are transported separately.	Costlier operations and carbon footprint.	2	Consolidate and negotiate bundled deliveries with suppliers.	4	2	
		Fairness	No							
Energy Consumption	Energy consumption is the amount of energy used by the project throughout its duration. It encompasses	Lifespan	Yes	Overheating and usage degrade the lifespan of obsolete, non-energy-efficient	Higher replacement and waste rates.	2	Reduce negative impact by switching to LED lights and energy-efficient equipment.	4	2	

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	all aspects of energy use from office lighting to the energy required for transportation.			lighting and equipment.						
		Servicing	Yes	Electrical systems without periodic maintenance go down more often and create harmful working conditions.	Operations are less reliable and safe.	2	Schedule electrical inspections and preventative maintenance.	4	2	
		Effectiveness	Yes	High energy use during non-operational hours wastes resources and hinders learning	Lowers overall project impact efficiency.	2	Install automated shut-offs and educate personnel on energy efficiency.	4	2	
		Efficiency	Yes	Old, high-consumption equipment raise costs and pollution.	Project cost-effectiveness decreases.	2	Upgrade appliances with high energy ratings after energy audits.	4	2	
		Fairness	No			2		4	2	
GHG Emissions	GHG emissions are	Lifespan	No							
		Servicing	No							

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	gases (mostly carbon dioxide and methane) released into the atmosphere as a direct result of activities associated with the project. This includes emissions as a direct result of project energy consumption as well as emissions from transport of procured goods, raw materials, and services. It also includes GHG emissions caused by the distribution, operation, and disposal of the project product.	Effectiveness	No							
		Efficiency	No							
		Fairness	No							

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	returned to the grid to be used by others.									
Biological Diversity	Biological diversity, also known as biodiversity, refers to the variety of life forms on Earth. It includes all ecosystems and all species of plants, animals, bacteria, fungi, and microorganisms that make up a particular environment or habitat. It also includes all genetic variations of those species.	Lifespan	No							
		Servicing	No							
		Effectiveness	No							
		Efficiency	No							
		Fairness	No							
Air and Water Quality	Air and water quality involves measures of contamination in air and water sources.	Lifespan	No							
		Servicing	No							
		Effectiveness	No							
		Efficiency	No							
		Fairness	No							

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
Water Consumption	Water consumption is the usage of water during project activities. Although construction, manufacturing, and agricultural projects are probably the major users of water, all projects use water to some extent.	Lifespan	No							
		Servicing	Yes	Poor plumbing and ventilation maintenance can cause mold development and water leakage, contaminating indoor air and wasting water.	Higher resource waste and poor indoor air quality.	2	Establish preventive maintenance programs and install moisture-control devices	4	2	
		Effectiveness	Yes	Lack of water or ventilation filtration can hinder a healthy learning environment	Harms student health, concentration, and learning.	2	Consider installing water filters and air purifiers in high-use learning areas to reduce negative impact.	4	2	
		Efficiency	Yes	Inefficient cleaning and maintenance water use wastes	Increases operational expenses and environmental impact.	2	Install low-flow fixtures and train custodial personnel in water-	4	2	

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
				resources and promotes pollution.			efficient cleaning practices.			
		Fairness	No							
Water Displacement	Water displacement is the practice of diverting water sources that have been disrupted by the project away from areas that are prone to flooding and contamination . Methods include dam construction, rerouting flowing water, building artificial wetlands, landscaping with rain gardens, and installing flood barriers. Water displacement is mostly an	Lifespan	No							
		Servicing	No							
		Effectiveness	No							
		Efficiency	No							
		Fairness	No							

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	issue with construction, manufacturing , and agricultural projects.									
Soil Erosion and Regeneration	Soil erosion is the loss of topsoil due to human activities such as construction, road building, or agricultural practices. It can be exacerbated by changes in the natural land cover and can have significant negative effects on local ecosystems. As with water displacement, soil erosion is mostly an issue with construction, manufacturing	Lifespan	No							
		Servicing	No							
		Effectiveness	No							
		Efficiency	No							
		Fairness	No							

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	, and agricultural projects. Regenerative design is a practice that draws on an understanding of how ecosystems function so that the project will regenerate resources rather than depleting them.									
Noise Pollution	Noise pollution is the creation of excessive, unpleasant, or disruptive sounds that can diminish quality of life. Noise pollution can be caused by activities such as blasting, heavy vehicle	Lifespan	No							
		Servicing	No							
		Effectiveness	No							
		Efficiency	No							
		Fairness	No							

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	traffic, traffic jams, and operation of machinery or equipment.									
Recycling and Reuse	<p>Recycling involves transforming a waste item into a useful one. Items that can be recycled run the gamut from plastic water bottles to computers to electrical generators.</p> <p>Reuse involves using the same item again and again or finding a new purpose for it.</p>	Lifespan	No							
		Servicing	No							
		Effectiveness	No							
		Efficiency	No							
		Fairness	Yes	Not recycling hinders student engagement in sustainability programs, especially for special education students who could benefit from hands-on environmental projects.	Unrealized inclusive involvement and skill-building.	2	Address negative impact by creating inclusive recycling programs that involve children in sorting, collection, and creative reuse projects.	4	2	
Disposal	Disposal of assets is the process of getting rid of an item which	Lifespan	Yes	Outdated teaching aids, gadgets, and	Pollutes and depletes resources over time.	2	Address negative impact by creating an end-of-life	4	2	

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	non-hazardous waste in accordance with relevant laws and regulations.									
Contamination and Pollution	Contamination and pollution is the release of waste materials or hazardous substances into the environment. It will almost always have a negative impact on ecosystems and human health. Contamination and pollution most often occurs due to neglectful practices in manufacturing , construction, agriculture, and related industries that generate waste	Lifespan	No							
		Servicing	No							
		Effectiveness	No							
		Efficiency	No							
		Fairness	No							

Subcategory	Transport	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	materials or hazardous chemicals, but it can also occur in other projects that do a poor job of disposal.									
Waste Generation	is the creation of any excess or unneeded materials or by-products during the project. This includes everything from leftover supplies and materials to wasted energy.	Lifespan	No							
		Servicing	No							
		Effectiveness	No							
		Efficiency	No							
		Fairness	No							

Organization: Babonneau Secondary School
Project: Special Education Curriculum

Prosperity Impacts

Subcategory	Project Feasibility	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
Business Case Analysis	Business case analysis is the process of developing a business case that provides justification for the initiation or continuation of the project. It involves analyzing the underpinning logic of funding the project. This requires identifying the expected benefits and dis-benefits, likely costs and revenues, staffing requirements, major risks, schedule alternatives,	Lifespan	Yes	Strategic alignment and project durability suffer without a long-term commercial case.	May prematurely end the project owing to unknown value.	2	Develop a 5–10-year business case matched with national education goals.	4	2	
		Servicing	No							
		Effectiveness	Yes	Weak project financial rationale hinders target achievement.	Execution delays and scope reduction.	2	Link business case advantages to measurable student results.	4	2	
		Efficiency	Yes	Uncertain cost-benefits lead to wasteful resource deployment.	Wasted money and time.	2	The business case should include Return On Investment (ROI) and efficiency indicators.	4	2	
		Fairness	Yes	his business case does not consider equal resource distribution for all special	Possible uneven benefits.	2	Incorporate equity goals into the business case.	4	2	

Subcategory	Project Feasibility	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	and stakeholder impacts associated with a proposed project.			education students.						
Financial Analysis	Financial analysis is the process of evaluating the project from a monetary perspective. Typically, it is used to analyze whether the project warrants initial or additional funding.	Lifespan	Yes	No long-term budget projection threatens financial sustainability beyond initial investment.	Possible funding shortfalls later.	2	Implement multi-year budget planning	4	2	
		Servicing	No							
		Effectiveness	Yes	Insufficient financial analysis hinders project execution.	Risk of incomplete curriculum.	2	Incorporate contingency funds and phased spending plans.	4	2	
		Efficiency	Yes	Poor financial control leads to expenditure on non-priority sectors, resulting in efficiency	Reduced budget for essentials.	2	Monthly expense tracking and variation reporting	4	2	
		Fairness	Yes	Insufficient financial transparency can result in unequal fund allocation.	Certain groups may be neglected.	2	Provide stakeholder financial summaries	4	2	

Subcategory	Project Feasibility	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
Social Return on Investment	Social return on investment (SROI) is a framework for measuring and accounting for project results and outcomes by including social and environmental costs and benefits along with the traditional economic ones. It is based on the idea that projects create value in ways other than just financial returns. For example, a community development project may create value by improving the health and	Lifespan	Yes	No tracking of SROI reduces visibility of long-term community benefits.	Stakeholder and donor support may decrease.	2	Measure ongoing impact via SROI indicators.	4	2	
		Servicing	Yes	Social impact data cannot be used to adjust services without SROI reporting.	Reduction in community response.	2	Review SROI annually for improvement guidance.	4	2	
		Effectiveness	Yes	Without SROI, program success cannot be fully shown.	Issues getting future funding	2	Annual evaluation reports should include SROI	4	2	
		Efficiency	No			2		4	2	
		Fairness	Yes	Without SROI, equitable outcomes for disadvantaged populations are unmeasurable	Unfair benefit distribution	2	Disaggregate SROI by student demographics	4	2	

Subcategory	Project Feasibility	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	well-being of residents, reducing crime, and increasing social cohesion.									
Modelling and Simulation	Modelling is the creation of a physical, mathematical, or logical representation of the project using representative characteristics of the project.	Lifespan	Yes	No simulation of long-term threats hinders curriculum sustainability.	Brief project benefits.	2	Forecast staff and resource needs using models.	4	2	
		Servicing	Yes	Lack of operational modelling hinders adaptability of support services over time.	Less relevant curriculum.	2	Simulate service delivery before launch.	4	2	
		Effectiveness	Yes	Lack of simulations results in unproven delivery strategies.	Higher failure risk	2	Test curriculum delivery in small groups first.	4	2	
		Efficiency	Yes	Process modelling absence causes inefficient scheduling.	Wasted time and resources.	2	Use simulation to improve workflows.	4	2	
		Fairness	No					4	4	
Flexibility/Optionality	Flexibility is the ability to adjust to	Lifespan	Yes	Current project design lacks flexibility for	Inability to adapt may limit	2	Integrate adaptive and scenario	4	2	

Subcategory	Project Feasibility	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	changing circumstances or situations. It requires the capacity to modify plans or approaches when faced with unexpected challenges.			Ministry of Education policy or resource adjustments.	curriculum lifespan		planning into the Project Management Plan.			
		Servicing	Yes	Limited flexibility in servicing models may delay curriculum updates to meet student demands.	Student involvement and outcomes may decrease.	2	Implement regular service evaluations and agile updates.	4	2	
	Optionality means having multiple solutions or choices available. It means the project is not constrained by a single approach. Optionality means that the project is capable of supporting different outcomes with different results without	Effectiveness	Yes	Rigid implementation hinders capacity to use lessons learnt during execution.	Reduced project efficiency.	2	Incorporate feedback loops from teachers, students, and parents.	4	2	
		Efficiency	Yes	Inefficient resource utilization owing to inability to pivot when cost-effective alternatives are available.	Higher operational costs with time.	2	Implement agile procurement and resource allocation methodologies.	4	2	
		Fairness	No					4	4	

Subcategory	Project Feasibility	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	having to start over.									
Resiliency	Resiliency is the ability of the project to recover from or adjust easily to adverse conditions such as extreme market fluctuations, political or economic instability, natural disasters, or health emergencies. Resiliency does not make problems go away: it means having the ability to cope with them despite the unexpected stress.	Lifespan	Yes	Failure to implement formal resilience techniques can make the curriculum susceptible to shocks like teacher turnover or financial cuts	A stressed program may fail early.	2	Integrate risk mitigation and resilience planning into governance.	4	2	
		Servicing	Yes	No formal strategy for emergency service delivery (e.g., natural disasters)	Service interruptions may disrupt learning.	2	Plan for emergency service and remote learning.5. + 3 Effectiveness	4	2	
		Effectiveness	Yes	Poor adaptability to harsh conditions can diminish program impact.	Lower learning outcomes.	2	Develop adaptable instructional methodologies and diverse delivery modalities.	4	2	
		Efficiency	Yes	Unpreparedness wastes resources during interruption recovery.	Increased costs and time delays.	2	Develop quick recovery methods and keep emergency supplies	4	2	

Subcategory	Project Feasibility	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
		Fairness	No					4	4	
Local Economic Impact	Local economic impact includes the direct and indirect effects the project has on the economy of its local area. This can include job creation, increased spending in the local economy, or increased regional development.	Lifespan	Yes	Minimal involvement with local suppliers and service providers for curriculum and training resources.	Missed opportunity for sustained local economic growth linked to the project.	2	"Prioritize local procurement policies and partnerships to support small businesses.	"	4	2
		Servicing	Yes	The use of external vendors for educational equipment maintenance might lead to higher prices and delays.	Less responsive curriculum revisions and resource replenishment.	2	Implement supplier capacity-building programs and local servicing agreements.	4	2	
		Effectiveness	Yes	Lack of local supplier connection reduces material contextual relevance.	Curriculum and resources may not meet local needs.	2	Work with local experts and suppliers to tailor materials to community needs.	4	2	
		Efficiency	Yes	Long external supply chains increase transportation costs and delivery times.	Less efficient project resource utilization raises financial and environmental expenses.	2	Reduce delays and expenses by streamlining procurement with local vendors.	4	2	

Subcategory	Project Feasibility	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
		Fairness	Yes	Limited procurement opportunities for local firms and craftspeople.	Economic inequality in project benefits.	2	Prioritize qualified local providers through fair and transparent bidding processes.	4	2	
Indirect Benefits	Indirect benefits are the positive impacts that go beyond the immediate outcomes of the project and may not always be immediately visible. These benefits can include improved quality of life, increased economic activity in the local area, and environmental improvements such as	Lifespan	Yes	Failure to recognize long-term social benefits like increased student employability and decreased dropout rates.	Long-term community uplift lost.	2	Implement post-graduation tracking and skills development .	4	2	
		Servicing	Yes	There are no processes in place to measure or support project benefits after implementation.	Without maintenance or assistance, benefits vanish fast.	2	Develop a community-partner post-implementation support and monitoring system.	4	2	
		Effectiveness	Yes	Prioritize academic outputs over community impacts.	Missed opportunity to improve socioeconomic conditions.	2	Evaluate community well-being, employability, and life skills, including metrics.	4	2	

Subcategory	Project Feasibility	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	cleaner air or water.	Efficiency	Yes	Duplicated efforts due to lack of coordination with local NGOs and organizations.	Inefficient resource use limits indirect benefits.	2	Create official ties with local organizations to align initiatives.	4	2	
		Fairness	Yes	Unequal access to program components like internships and extracurriculars.	Isolating disadvantaged students from project benefits.	2	Implement fair access policies for all extended program opportunities.	4	2	
ESG Disclosures and Sustainability Reporting	ESG disclosures are information about an organization's performance and practices related to environmental, social, and governance issues. Information from the project is used as input to the ESG disclosures of the	Lifespan	Yes	There is no systematic ESG and sustainability reporting for project outcomes.	The project's long-term sustainability contributions are unknown to stakeholders.	2	Create a consistent ESG reporting structure that aligns with school SDGs.	4	2	
		Servicing	Yes	There is no ongoing procedure to update ESG data after first reporting.	Outdated sustainability records hurt project credibility.	2	Conduct annual ESG evaluations and provide performance updates.	4	2	
		Effectiveness	Yes	Inconsistent environmental, social, and governance data collecting.	Reporting may miss important sustainability challenges.	2	Train staff in ESG monitoring and implement consistent	4	2	

Subcategory	Project Feasibility	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	sponsoring organization(s)).						data gathering systems.			
	Sustainability reporting provides information about an organization's policies, practices, and performance related to sustainability. It covers a wide range of topics such as energy efficiency, carbon emissions, resource conservation, human rights, labour practices, and community engagement. Information from the project is used as input to the sustainability	Efficiency	Yes	Annual, uncoordinated reporting methods strain time and resources.	Hurts other project efforts.	2	Implement digital reporting solutions to improve data management.	4	2	
		Fairness	Yes	Limited stakeholder access to ESG results.	Reduces project governance transparency and inclusivity.	2	Make ESG and sustainability reports available for community access.	4	2	

Subcategory	Project Feasibility	Lens	Scored?	Description (Cause)	Potential Sustainability Impact	Initial Impact Score	Proposed Response	New Impact Score	Change	Comments (optional)
Element	Description									
	reporting of the sponsoring organization(s).									

Note. This chart was created by the author

The Babonneau Secondary School Special Education Curriculum project's P5 study shows significant increases in People, Planet, and Prosperity after the recommended adjustments. In the People dimension, Labor Practices and Decent Work, Society and Customers, Human Rights, and Ethical Behavior all improved from 1.5 to 1.94, indicating moderate sustainability performance, to 4.0 or higher. These achievements are the result of comprehensive teacher professional development, inclusive education, human rights and ethics in governance and curriculum, and community engagement. These adjustments raised the People score to 4.01, indicating good social sustainability.

The Planet dimension also improved. The baseline scores for Transport, Energy, Land, Air, Water, and Consumption were 2.0 and climbed to 4.0 after improvements. These results demonstrate the success of teaching environmental stewardship, fostering sustainable transportation for school events, using energy-efficient techniques, and reducing trash. The Planet score of 4.0 shows favorable environmental impact in educational content and institutional activities.

Project Feasibility, Business Agility, and Local Economic Impact improved from 2.0 to 4.0 in Prosperity. Sustainable resource allocation strengthens the business case, flexible curriculum design improves adaptation, and community partnerships and local procurement boosts the local economy. With a Prosperity score of 4.0, the project benefits the school and community by improving economic sustainability.

All in all, these outcomes offer a 4.01 project score, up from baseline values near 2.0. This improvement shows that human capital development, curriculum and governance changes,

environmental accountability, and economic resilience, will bring balanced and long-term sustainability advantages. The analysis shows that the project has lasting social, environmental, and economic benefits beyond schooling.

7.4 Relationship of the Project to the Dimensions of Regenerative Development

Regenerative Development (RD) actively restores, renews, and improves human, natural, and institutional systems (Mang & Haggard, 2016; Reed, 2007). It is based on the premise that projects should improve systems and create value for future generations. The Babonneau Secondary School's Final Graduation Project (FGP), which designed and implemented a Special Education curriculum, incorporates long-term initiatives to foster resilience, inclusivity, and the school's role as a change agent. The RD dimensions and P5 analysis show how the initiative supports social, environmental, economic, political, cultural, and spiritual renewal.

RD's environmental component restores and improves life-sustaining natural systems. The FGP encourages environmental stewardship, sustainable resource use, and biodiversity awareness through curriculum and school operations that reduce waste and enhance energy efficiency. These actions match the P5 Planet category, which rose from 2.0 to 4.0 across all subcategories. Prioritizing digital resources and using recycled paper for unavoidable print needs might reduce negative impacts like increasing paper use.

The social dimension promotes inclusive, equitable, and resilient communities. Through focused teacher training, family and community participation, and curriculum adjustments for varied learning needs, the FGP increases this component. P5 People scores, which

reached 4.01 overall, show the project's achievement in improving labor, human rights, and ethics. The school's governance will include continual feedback and stakeholder input to preserve these gains and ensure all voices are heard in decision-making.

The economic aspect of RD promotes fair prosperity and communal vibrancy. In this project, promoting special needs students' employability and sourcing goods and services locally reduces long-term dependency, thus boosting economic regeneration. P5 Prosperity scored 4.0, indicating improvements in project feasibility, company agility, and local economic effect maintaining local supplier relationships and developing student-run businesses can help sustain these benefits.

Policy addresses governance, leadership, and decision-making for systemic regeneration. Transparent governance, accountability, and coordination with national education policy encourage political regeneration in the FGP. These practices ensure that the curriculum is institutionally authorized and integrated into policy frameworks, boosting its legitimacy and longevity. This field requires ongoing policy advocacy and compliance with changing educational requirements to mitigate dangers.

The cultural dimension preserves and revitalizes local traditions, values, and identity while adapting to current needs. Saint Lucian culture, language, and community narratives are included into the Special Education curriculum to make it relevant and bring children together. This strategy reduces cultural dilution by integrating local educators, elders, and cultural practitioners in content creation and revision, following RD place-based design principles.

Spirituality in RD fosters meaning, purpose, and fellowship in the learning community.

This is shown in the FGP's school culture of empathy, respect, and service to others and its reflective activities that enable students and teachers to see their work as contributing to something greater. In the P5 paradigm, spiritual regeneration is less clearly measurable, but the ethical behavior subcategory improved dramatically, aligning with values-based education. Mentoring and character education in the curriculum can prevent this dimension from eroding.

Linking the RD aspects to the P5 analysis shows that the Babonneau Secondary School FGP can sustain current capabilities and regenerate and strengthen systems. The project promotes a comprehensive transformation that meets community needs and worldwide best practices through environmental stewardship, social inclusion, economic vitality, political responsibility, cultural authenticity, and spiritual purpose.

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APPENDICES**Appendix 1: FGP Charter****CHARTER OF THE PROPOSED
FINAL GRADUATION PROJECT (FGP)**

1. Student name

Kimisha Ashah Mathurin

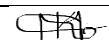
2. FGP name

A PROJECT MANAGEMENT PLAN TO DEVELOP A SPECIAL EDUCATION CURRICULUM AND ENHANCING TEACHER CAPACITY AT THE BABONNEAU SECONDARY SCHOOL IN SAINT LUCIA.
--

3. Application Area (Sector or activity)

Education

4. Student signature



5. Name of the Graduation Seminar facilitator

Carlos Brenes

6. Signature of the facilitator

--

7. Date of charter approval

--

8. Project start and finish date

2/2/26

8/30/27

9. Research question

Can the components of a project management plan contribute to the successful implementation of a special education curriculum, and how can teacher capacity be enhanced to deliver and evaluate this curriculum at the Babonneau Secondary School in Saint Lucia?

10. Research hypothesis

The integration of the components in a structured project management plan will significantly improve the successful execution of the Special Education curriculum, while focused capacity-building initiatives for educators will significantly improve their proficiency in delivering and evaluating this curriculum efficiently at the Babonneau Secondary School.

11. General objective

To investigate the impact of each element of a project management plan on the successful implementation of a Special Education curriculum and to establish and evaluate teacher capacity-building initiatives that enhance curriculum delivery and assessment at Babonneau Secondary School in Saint Lucia.

12. Specific objectives

1. To create a project charter that will facilitate the formulation of the project deliverables.
2. To design a scope management plan to establish the tasks required for project execution and ensure project completion.
3. To develop a schedule management plan to ascertain the project life cycle and ensure effective completion of the project within the designated time frame.
4. To formulate a cost management plan to oversee the budget and finances of the project.
5. To design a quality management plan to oversee and regulate the project in order to fulfill the expectations of the stakeholders.
6. To design a resource management plan that determines the necessary resource acquisition methods and management strategies that reduce inefficiencies.
7. To develop a communication management plan that guarantees timely and adequate access to information for key stakeholders during the project design and implementation phases.

8. To create a risk management plan to mitigate and respond promptly to risks that exist and may arise within the project life cycle.
9. To develop a procurement management plan for acquiring resources necessary for project implementation.
10. To develop a stakeholder management plan for the monitoring and engagement of stakeholders within the project.
11. To develop and execute a specialized professional development program to enhance educators' pedagogical competencies in special education.
12. To design and implement a Special Education curriculum that seamlessly incorporates the principles of regenerative and sustainable development, aligns with the contemporary issues facing the Babonneau Secondary School, and embodies a Grades 7 to 11 program while enhancing teaching and learning outcomes with the aim of preparing students for the future.

13. FGP Purpose or Justification

The Babonneau Secondary School presently accommodates 525 students, of whom 160 (31%) have been designated for Special Education assistance, a 10% increase over the last two academic years according to new Ministry of Education zoning requirements. Notwithstanding the increasing demand, merely 40% of these students are achieving their individualized learning objectives, and only one out of eight educators had formal training in special education.

Furthermore, the institution designates under EC\$1,000 (1.7% of its EC\$60,000 yearly budget) for Special Education resources. In the absence of a formal Project Management Plan, the curriculum development process is haphazard, exacerbates resource constraints, and does not guarantee fair learning outcomes for all students.

By implementing a complete Project Management Plan, this program will establish clear governance and accountability for Special Education curriculum

creation. The project quantitatively seeks to elevate the percentage of Special Education students achieving learning objectives from 40% (64 students) to 75% (120 students) within the initial 12 months. We want to enhance teacher capacity by training four educators, implementing a 40-hour professional development program, and obtaining an allocation of EC\$30,000 (5% of the school's budget) for instructional materials and assessment tools.

This project fully corresponds with Saint Lucia's national mandate for inclusive education and Babonneau Secondary's strategic aims to deliver quality learning for all students. Anticipated advantages encompass enhanced academic achievement and involvement among Special Education students, bolstered teacher proficiency and retention, and increased assurance from parents and the broader community. The methods and resources set up will create a model that other secondary schools facing similar changes can follow, helping them to keep improving their curriculum and making ongoing progress.

14. Work Breakdown Structure (WBS).

1. FGP
 - 1.1 FGP profile
 - 1.1.1 Introduction
 - 1.1.2 Theoretical framework
 - 1.1.3 Methodological framework
 - 1.1.4 Preliminary bibliographical research
 - 1.1.5 Annexes (FGP schedule, FGP WBS, FGP Charter)
 - 1.2 FGP development
 - 1.2.1 Project Charter Creation
 - 1.2.1.1 Draft Project Charter document
 - 1.2.1.2 Review and validation with tutor
 - 1.2.1.3 Finalized Project Charter
 - 1.2.2 Baseline Effectiveness Assessment
 - 1.2.2.1 Data collection for current curriculum
 - 1.2.2.2 Baseline data report
 - 1.2.3 Scope Management Plan
 - 1.2.3.1 Draft of Work Breakdown Structure
 - 1.2.3.2 Scope statement and WBS dictionary
 - 1.2.4 Schedule Management Plan
 - 1.2.4.1 Activity list and sequencing diagram
 - 1.2.4.2 Project schedule
 - 1.2.4.3 Schedule control and monitoring procedures
 - 1.2.5 Cost Management Plan
 - 1.2.5.1 Cost estimation
 - 1.2.5.2 Budget baseline document
 - 1.2.5.3 Cost control procedures report
 - 1.2.6 Quality Management Plan
 - 1.2.6.1 Quality metrics and standards document
 - 1.2.6.2 Quality assurance schedule
 - 1.2.6.3 Quality control reports and checklists
 - 1.2.7 Resource Management Plan
 - 1.2.7.1 Resource requirement matrix
 - 1.2.7.2 Strategy for resource acquisition
 - 1.2.7.3 Resource assignment report
 - 1.2.8 Communication Management Plan
 - 1.2.8.1 Communications requirement document
 - 1.2.8.2 Communications matrix
 - 1.2.8.3 Communications schedule log

- 1.2.9 Risk Management Plan
 - 1.2.9.1 Risk register
 - 1.2.9.2 Risk analysis report
 - 1.2.9.3 Risk response mitigation plans
- 1.2.10 Procurement Management Plan
 - 1.2.10.1 Procurement requirements document
 - 1.2.10.2 Vendor selection criteria
 - 1.2.10.3 Contract award and procurement register
- 1.2.11 Stakeholder Management Plan
 - 1.2.11 Stakeholder register
 - 1.2.11.2 Stakeholder engagement schedule
- 1.2.12 Professional Development Program
 - 1.2.12.1 Training needs analysis report
 - 1.2.12.2 40-hour professional development curriculum and materials
 - 1.2.12.3 Professional development evaluation and certification records
- 1.2.13 Curriculum Design & Implementation
 - 1.2.13.1 Draft Special Education curriculum
 - 1.2.13.2 Integration of regenerative principles
 - 1.2.13.3 Pilot implementation report
 - 1.2.13.4 Final curriculum and assessment toolset
- 1.2.14 Conclusions
- 1.2.15 Recommendations
- 1.2.16 Reference lists
- 1.2.17 Annexes
- 1.2.18 Tutor approval for reading.
- 1.3 Reader's review.
- 1.4 Board of Examiners evaluation.

15. FGP Budget

Expenses	XCD Dollars
Software Licensing (Microsoft Project)	\$200
Printing	\$100

Binding	\$50
Shipping	\$150
Internet Service Provider	\$50
Total	\$550

16. FGP Planning and Development Assumptions

The FGP planning and development was based on the following assumptions:

1. The principal of the Babonneau Secondary School will grant access to all student records, assessment reports, and curriculum documents without delay.
2. All key stakeholders will be readily available for interviews, training, and reviews throughout the duration of the project.
3. All hardware and software will be installed and functional on the researcher's workstation before the commencement of the project.
4. The weekly research time will be at least 20 hours per week during the FGP development process.

17. FGP Constraints

There are several factors that may impact the successful completion of the project. These constraints include:

1. The constrained duration of twelve (12) weeks allocated for the completion of the FGP.
2. The project manager does not have a team to carry out all project management plans.
3. The quality of work is contingent upon the time constraints and the accessibility of available materials.
4. The possible increase of cost, which can impact the FGP project.

18. FGP Development Risks

There are several risk factors that may affect the project. They are as follows:

1. The researcher's illness may impede the task's completion.
2. A severe hurricane season could postpone work trips and field data collection, thereby delaying the production of deliverables.
3. Intensive teaching responsibilities and committee obligations may render essential stakeholders inaccessible for interviews and evaluations, resulting in postponed vital contributions and deferred draft submissions.
4. Intermittent power outages and inadequate on-site IT support may lead to the loss of unsaved work during writing or data processing, necessitating a redo and jeopardizing the 12-week timeline.

19. FGP Main Milestones

Deliverable	Finish estimated date
1.1 FGP profile	July 1, 2025
1.1.1 Introduction	July 7, 2025
1.1.2 Theoretical framework	July 28, 2025
1.1.3 Methodological framework	August 4, 2025
1.1.4 Preliminary bibliographical research	July 7, 2025
1.1.5 Annexes (FGP schedule, FGP WBS, FGP Charter)	July 7, 2025
1.2 FGP development	January 1, 2026
1.2.1 Project Charter Creation	September 1, 2025
1.2.1.1 Draft Project Charter document	September 1, 2025
1.2.1.2 Review and validation with tutor	September 5, 2025
1.2.1.3 Finalized Project Charter	September 7, 2025
1.2.2 Baseline Effectiveness Assessment	September 10, 2025
1.2.2.1 Data collection for current curriculum	September 10, 2025
1.2.2.2 Baseline data report	September 21, 2025
1.2.3 Scope Management Plan	September 28, 2025
1.2.3.1 Draft of Work Breakdown Structure	September 28, 2025
1.2.3.2 Scope statement and WBS dictionary	September 30, 2025
1.2.4 Schedule Management Plan	October 4, 2025
1.2.4.1 Activity list and sequencing diagram	October 4, 2025
1.2.4.2 Project schedule	October 7, 2025
1.2.4.3 Schedule control and monitoring procedure	October 7, 2025
1.2.5 Cost Management Plan	October 10, 2025
1.2.5.1 Cost estimation	October 10, 2025
1.2.5.2 Budget baseline document	October 10, 2025
1.2.5.3 Cost control procedures report	October 11, 2025
1.2.6 Quality Management Plan	October 13, 2025
1.2.6.1 Quality metrics and standards document	October 13, 2025
1.2.6.2 Quality assurance schedule	October 15, 2025
1.2.6.3 Quality control reports and checklists	October 17, 2025
1.2.7 Resource Management Plan	October 18, 2025
1.2.7.1 Resource requirement matrix	October 18, 2025
1.2.7.2 Strategy for resource acquisition	October 18, 2025
1.2.7.3 Resource assignment report	October 20, 2025
1.2.8 Communications Management Plan	October 22, 2025

1.2.8.1 Communications requirement document	October 22, 2025
1.2.8.2 Communications matrix	October 22, 2025
1.2.8.3 Communications schedule log	October 24, 2025
1.2.9 Risk Management Plan	October 27, 2025
1.2.9.1 Risk register	October 27, 2025
1.2.9.2 Risk analysis report	October 27, 2025
1.2.9.3 Risk response mitigation plans	October 27, 2025
1.2.10 Procurement Management Plan	October 30, 2025
1.2.10.1 Procurement requirement document	November 1, 2025
1.2.10.2 Vendor selection criteria	November 1, 2025
1.2.10.3 Contract award and procurement register	November 3, 2025
1.2.11 Stakeholder Management Plan	November 6, 2025
1.2.11.1 Stakeholder register	November 6, 2025
1.2.11.2 Stakeholder engagement schedule	November 6, 2025
1.2.12 Professional Development Program	November 10, 2025
1.2.12.1 Training needs analysis report	November 10, 2025
1.2.12.2 40-hour professional development curriculum and materials	November 13, 2025
1.2.12.3 Professional development evaluation and certification records	November 14, 2025
1.2.13 Curriculum Design & Implementation	November 20, 2025
1.2.13.1 Draft Special Education curriculum	November 21, 2025
1.2.13.2 Integration of regenerative principles	November 23, 2025
1.2.13.4: Final curriculum and assessment toolset	November 25, 2025
1.2.14 Conclusions	November 30, 2025
1.2.15 Recommendations	November 30, 2025
1.2.16 Reference lists	December 1, 2025
1.2.17 Annexes	December 2, 2025
1.2.18T utor approval for reading.	December 7, 2025
1.3 Reader's review.	December 14, 2025
1.4 Board of Examiners evaluation.	December 20, 2025

20. Theoretical Framework

20.1 Estate of the “matter”

Babonneau Secondary School presently accommodates 160 students with recognized special needs, constituting 31% of total enrollment; nevertheless, only 40% of these students achieve their Individualized Education Program (IEP) objectives. Thus far, assistance has been ad hoc—restricted to occasional literacy initiatives and singular teacher workshops—lacking a cohesive framework (Haile & Mekonnen, 2024).

Proposed enhancements in the national dialogue encompass the establishment of cohesive Special Education guidelines and augmented teacher training; nonetheless, execution has been inconsistent in rural schools (Pijl, Frostad, & Flem, 2008). Studies on Caribbean inclusive education initiatives emphasize that ongoing professional development and stakeholder involvement are essential for enhancing outcomes (Alqarni, 2021; Florian & Black-Hawkins, 2011). Thus far, no studies have investigated the effectiveness of a formal project management plan implemented for the distribution of the special education curriculum in Saint Lucia. Supplementary factors, such as inadequate digital documentation of IEPs and erratic IT support, exacerbate the difficulty, highlighting the necessity for a systematic, evidence-based methodology for curriculum design, implementation, and assessment.

20.2 Basic Conceptual Framework

The basic concepts to be included in the document are:

1. Curriculum development
2. Inclusive pedagogy
3. Project management plan
4. Professional development/Training for teachers
5. Individualized Education Program (IEP)

Objective	Name of deliverable	Information sources	Research method	Tools	Restrictions
To design a scope management plan to establish the tasks required for project execution and ensure project completion.	the project's scope statement, Work Breakdown Structure (WBS), and methods for scope validation and control.	Project Charter Interview MOU Secondary A Guide to the Project Management Body of Knowledge PMBOK Guide.		Meetings, alternate analysis, expert judgement, multicriteria decision analysis	adjustments may be required due to shifting institutional goals or education policies.
To develop a schedule management plan to ascertain the project life cycle and ensure effective completion of the project within the designated time frame.	The schedule management plan which links each task's resource allocation, milestones, critical path, and project timetable (Gantt chart).	Primary Project Charter Calendar Secondary A Guide to the Project Management Body of Knowledge PMBOK Guide.	Mixed method	Expert judgement, meetings, Project Management Information System (PMIS)	Activity sequencing may be hampered by exam times, school calendar restrictions, and other academic concerns.
To formulate a cost management plan to oversee the budget and finances of the project.	A cost management plan outlines budget estimates, financing sources, cost baselines, and systems for tracking costs with variation criteria.	Primary Budget Project Charter Interview Secondary A Guide to the Project Management Body of	Mixed method	Expert judgement, meetings, analogous estimating, reserve analysis	Delays or restrictions in funding, along with fluctuating prices for services, create significant challenges.

Objective	Name of deliverable	Information sources	Research method	Tools	Restrictions
To design a quality management plan to oversee and regulate the project in order to fulfill the expectations of the stakeholders.	A quality management plan that outlines performance metrics, control procedures, quality standards, and strategies for stakeholder satisfaction and ongoing improvement.	Knowledge PMBOK Guide. Expenditure Records Primary Project Charter Acceptance Criteria Secondary A Guide to the Project Management Body of Knowledge PMBOK Guide. MOE Guidelines for Inclusive Education Quality Audit Reports	Mixed method	Expert judgement, benchmarking, interviews, meetings, cause-and-effect diagrams.	Stakeholders' inconsistent comprehension of quality standards and restricted availability of resources for quality assurance or support personnel.
To design a resource management plan that determines the necessary resource acquisition methods and management strategies that reduce inefficiencies.	A resource management plan that outlines the facilities, materials, and human resources needed, along with an acquisition timetable and matrix for assigning responsibilities. A communication management plan outlines the requirements for	Primary Project Charter Work Breakdown Structure Secondary A Guide to the Project Management Body of	Mixed method	Responsibility Assignment Matrix (RACI), pre-assignment, expert judgement, PMIS	Conflicts over resource allocation brought on by concurrent school programs; unable to acquire experts or specialized training

Objective	Name of deliverable	Information sources	Research method	Tools	Restrictions
To develop a communication management plan that guarantees timely and adequate access to information for key stakeholders during the project design and implementation phases.	stakeholder communication, its frequency, techniques (such as reports and meetings), and documentation procedures. A thorough risk management plan that includes responsibilities for risk monitoring and response, a risk register, a likelihood and impact matrix, and mitigation techniques.	Knowledge PMBOK Guide. Lessons Learned Primary Project Charter Interviews Focus Groups Secondary A Guide to the Project Management Body of Knowledge PMBOK Guide.	Mixed method	Meetings, Communication requirement analysis, feedback mechanisms, communication technology	ICT infrastructure limitations, inconsistent stakeholder responsiveness, and comprehension obstacles.
To create a risk management plan to mitigate and respond promptly to risks that exist and may arise within the project life cycle.	Procurement management plans outline contract management protocols, procurement schedules, and the necessary goods and services.	Primary Project Charter Risk Register Secondary A Guide to the Project Management Body of Knowledge PMBOK Guide. Lessons Learned	Mixed method	SWOT analysis, expert judgement, risk register, risk probability and impact matrix, meetings	Unexpected interruptions, such as staff turnover, regulatory changes, or natural disasters, along with a lack of experience in risk monitoring, can pose significant challenges.
To develop a procurement management plan for acquiring resources		Primary Project Charter	Mixed method		Rigid Ministry approval chains and bureaucratic procedures are

Objective	Name of deliverable	Information sources	Research method	Tools	Restrictions
<p>necessary for project implementation.</p> <p>To develop a stakeholder management plan for the monitoring and engagement of stakeholders within the project.</p>	<p>An engagement strategy, communication tactics, monitoring tools (such as feedback surveys), and stakeholder influence and interest are all mapped out in a stakeholder management plan.</p> <p>A professional development program portfolio that includes training manuals, evaluation questionnaires, a training schedule, and instruments for follow-up coaching.</p>	<p>Requirements Documentation</p> <p>Secondary A Guide to the Project Management Body of Knowledge PMBOK Guide. Lessons Learned</p> <p>Primary Project Charter Interviews Stakeholder Register</p> <p>Secondary A Guide to Project Management Body of Knowledge PMBOK Guide.</p>	<p>Mixed method</p>	<p>Bid documents, market research</p> <p>Stakeholder mapping, focus groups, expert judgement, surveys</p>	<p>causing delays in procurement.</p> <p>There may be differences in the availability and desire of stakeholders to participate; some may feel excluded or oppose change.</p>
<p>To develop and execute a specialized professional development program to enhance educators' pedagogical competencies in special education.</p>	<p>A comprehensive special education curriculum package that includes teaching manuals, digital learning resources, assessment tools, instructional modules for grades 7–11, and maps</p>	<p>Primary Project Charter Needs Assessment Reports Interview</p> <p>Secondary A Guide to the Project Management Body of</p>	<p>Mixed method</p>	<p>Expert judgement, performance</p>	<p>Conflicts in scheduling during the academic term; financial limitations for follow-up; and the logistics of professional development.</p>

Objective	Name of deliverable	Information sources	Research method	Tools	Restrictions
<p>To design and implement a Special Education curriculum that seamlessly incorporates the principles of regenerative and sustainable development, aligns with the contemporary issues facing the Babonneau Secondary School, and embodies a Grades 7 to 11 program while enhancing teaching and learning outcomes with the aim of preparing students for the future.</p>	<p>that match with regenerative development concepts and IEP goals.</p>	<p>Knowledge PMBOK Guide. Requirements Documentation Lessons Learned</p> <p>Primary Project Charter Education Needs Assessment Students' Diagnostic Reports</p> <p>Secondary A Guide to the Project Management Body of Knowledge PMBOK Guide. National Curriculum Guidelines IEPs Scholarly Journals</p>	<p>Mixed method</p>	<p>assessments, observations, and coaching, training workshops</p> <p>Document analysis, lesson learned register, prototyping, facilitation workshops</p>	<p>Policy reviews may cause delays in curriculum adoption timelines; teaching personnel may need more training to successfully apply regenerative approaches.</p>

Note. This chart was created by the author

22. Validation of the work in the field of regenerative and sustainable development.

The Final Graduation Project (FGP) at Babonneau Secondary School, which will develop and implement a Special Education curriculum, is designed to follow sustainable and regenerative development principles. The project follows the Brundtland Commission's (WCED, 1987) definition of sustainable development as meeting present needs without compromising future needs and Elkington's (1997) triple bottom line framework that balances social, environmental, and economic priorities. The P5 analysis shows considerable improvements in People, Planet, and Prosperity after proposed actions. This shows that the initiative aims for long-term social equality, environmental stewardship, and economic feasibility as well as short-term educational goals.

Regenerative development views the FGP as actively increasing systems' ability to adapt, evolve, and thrive (Mang & Haggard, 2016; Reed, 2007).

Environmental, social, economic, political, cultural, and spiritual regenerative regeneration are addressed in the curriculum. By teaching environmental literacy, supporting low-waste operations, and using resources efficiently, the project improves natural systems. Teacher training, parental engagement, and curriculum modification for multiple learning needs create inclusive community partnerships. Increasing special needs students' employment and promoting local procurement boosts community prosperity. It promotes political transparency, policy congruence, and stakeholder representation in decision-making. To retain

relevance and cultural pride, it incorporates Saint Lucian traditions, language, and history into the curriculum. By incorporating ethics, empathy, and community service into learning, it fosters spirituality and shared ideals.

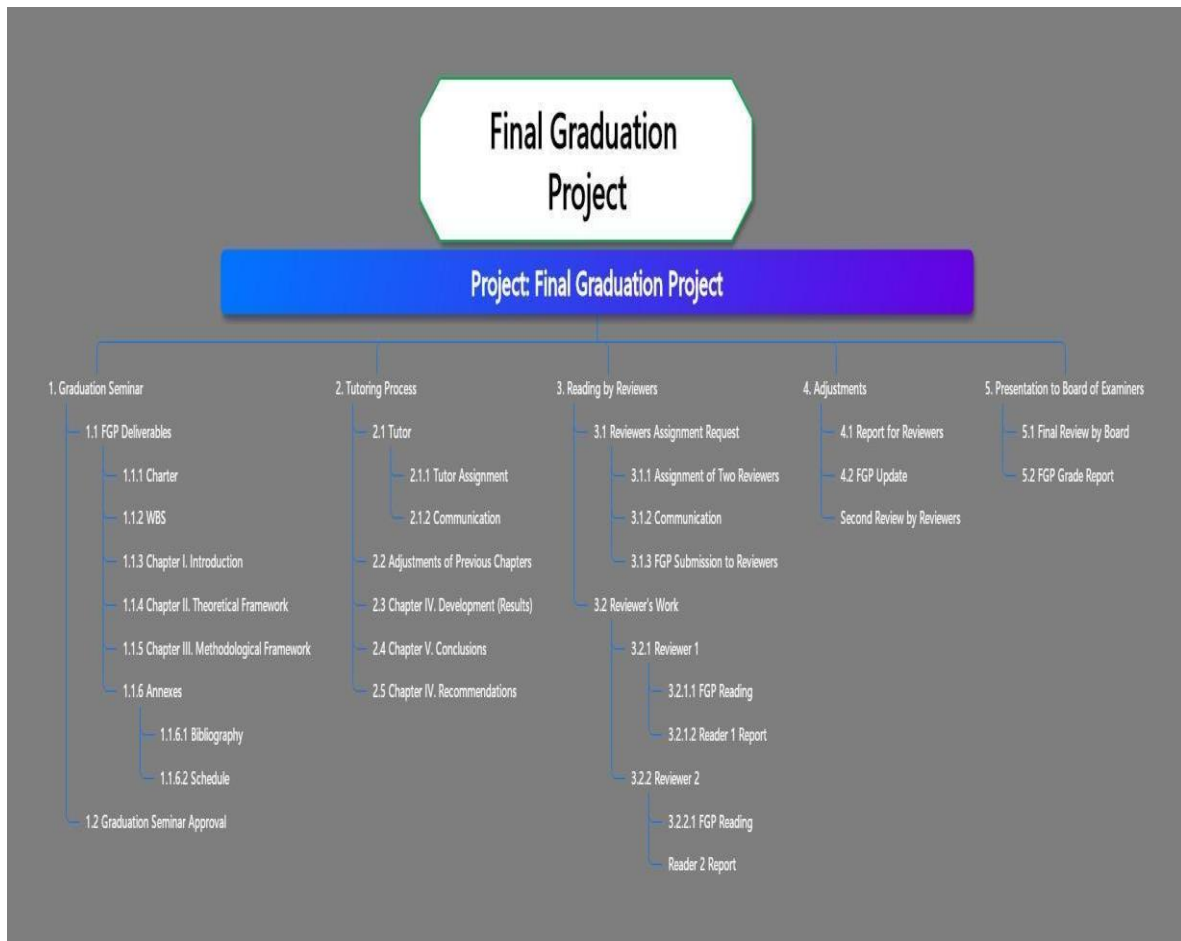
The project addresses global frameworks while addressing local needs, contributing to sustainable and regenerative development. The FGP strongly promotes SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities) and indirectly helps SDG 13 (Climate Action) through curriculum-based environmental awareness. The P5 Planet category's increase from 2.0 to 4.0, indicating environmental responsibility, and the Prosperity dimension's increase to 4.0, indicating economic resilience, support these relationships. The regenerative method embeds these advancements in adaptive systems that can adjust to policy, demographic, and community needs.

Potential indicators and assessment procedures for each regenerative development dimension have been established to preserve these outcomes. Use utility bills, digital resource audits, and curriculum mapping tools to track paper usage, electricity and water consumption, and the percentage of classes that include environmental subjects. Inclusive education teacher training, IEP completion rates, and stakeholder satisfaction surveys can track social progress. Economic contributions can be quantified by local budget spending, graduate employment or further education rates, and efficiency initiative cost reductions through procurement records and alumni tracking. Governance meeting

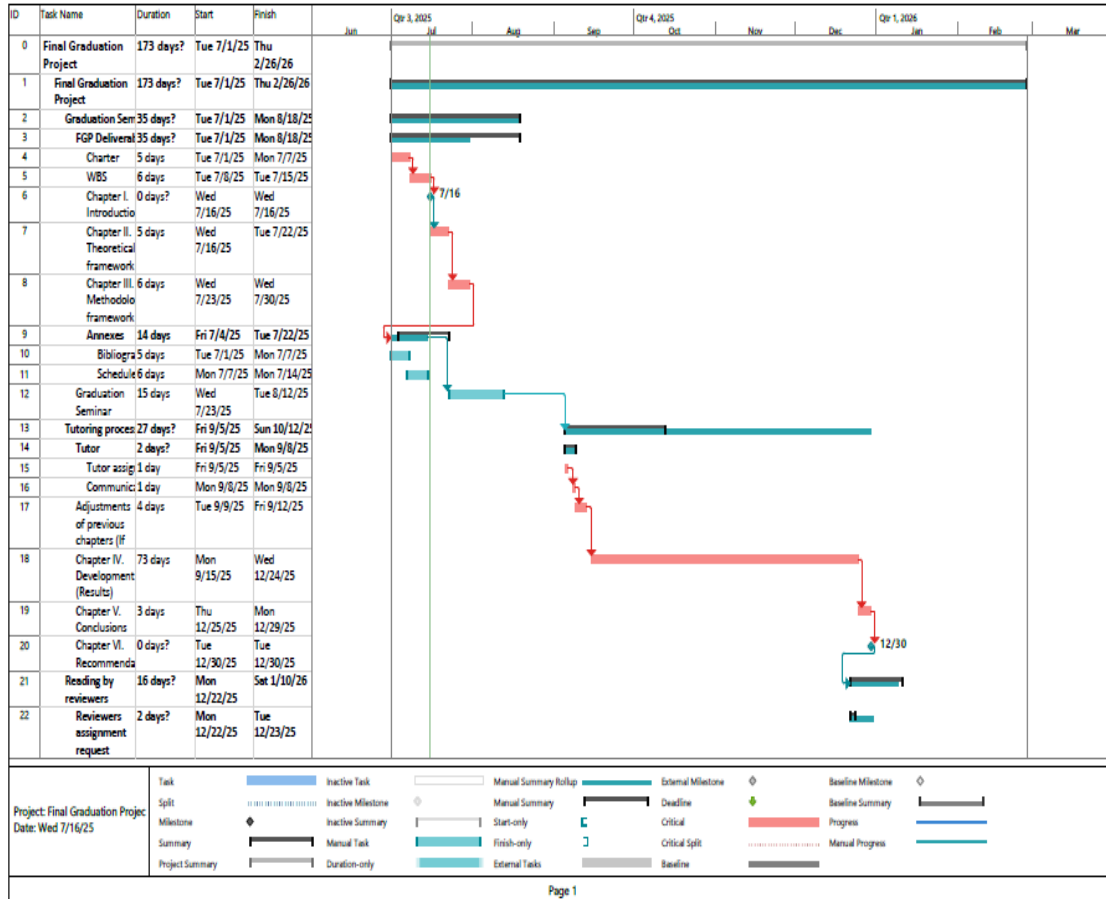
attendance, stakeholder diversity, and policy alignment might indicate political engagement. Teachers and students' qualitative input, the proportion of curricular content reflecting local customs, and the frequency of cultural events in school can indicate cultural vitality. Spiritual development can be tracked through mentoring program participation, values-based learning modules, and student self-reported belonging and purpose.

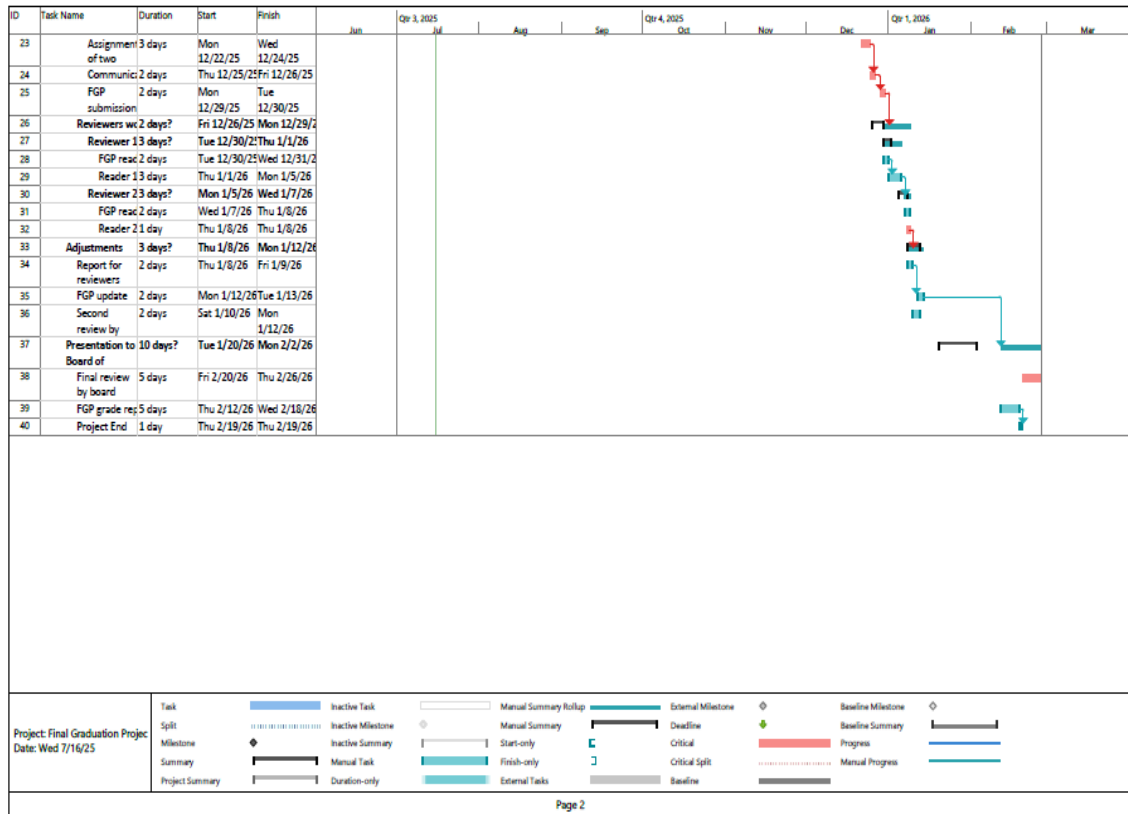
The FGP guarantees that sustainable and regenerative goals are ingrained in the school's operational and cultural fabric by integrating these indicators into a continuous monitoring process supported by the Quality Management Plan. The project will meet its immediate goals and improve the school's ability to provide inclusive, adaptive, and resilient education for years to come, leaving the system better than it was found and benefiting present and future generations.

Appendix 2: FGP WBS



Appendix 3: FGP Schedule





Note. This chart was created by the author

Appendix 4: Preliminary Bibliographical Research

Alqarni, M. M. A. (2021). *Stakeholder engagement in curriculum development: Lessons from Caribbean secondary schools*. *Caribbean Journal of Education*, 43(2), 45–62.

Dixon, F. A., Yssel, N., McConnell, J. M., & Hardin, T. (2024). Differentiated instruction, professional development, and teacher efficacy: A longitudinal study. *Journal for the Education of the Gifted*, 37(2), 111–127.

<https://doi.org/10.1177/0162353214529042>

This longitudinal study demonstrates that continuous, focused training in differentiated instruction markedly enhances teachers' self-efficacy and instructional practices. The approved evaluation techniques will guide the FGP's pre- and post-PD assessments.

Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), 813–828.

<https://doi.org/10.1080/01411926.2010.501096>

Haile, T. M., & Mekonnen, E. A. (2024). Impacts of stakeholder engagement on curriculum implementation in Ethiopian Defense University. *Pedagogical Research*, 9(2), em0201. <https://doi.org/10.29333/pr/14369>

Kishi, A., & Leachman. (2024). Non-Teaching Stakeholders' Experiences with Inclusive Education in a Private School in Jamaica. *International Journal for Talent Development and Creativity*, 12(1), 2023.

<https://files.eric.ed.gov/fulltext/EJ1436928.pdf>

This qualitative case study examines the perspectives of principals, deans, and parents regarding inclusive education in Jamaica, providing valuable insights into the problems of stakeholder engagement and best practices that directly influence the development of our stakeholder management and communication strategies.

Malsam, W. (2019, December 30). *What is an Implementation Plan & How Do I Create One?* ProjectManager.com.

This practitioner-oriented paper delineates the fundamental elements of a successful implementation plan, highlighting its function as the link between strategy and execution. Malsam delineates the process into distinct stages—articulating objectives, pinpointing deliverables, arranging tasks sequentially, distributing resources, establishing timelines, and instituting monitoring mechanisms—and offers pragmatic advice for employing templates and visual tools (e.g., Gantt charts) to augment clarity and accountability.

Ministry of Education, Sustainable Development, Innovation, Science, Technology and Vocational Training. (2015). *Saint Lucia education sector development plan 2015–2020*. Government of Saint Lucia.

Patton, M. Q. (2018). *Utilization-Focused Evaluation* (4th ed.). SAGE

Patton's user-centered assessment approach directs the creation of the Baseline Effectiveness Assessment and professional development evaluation to guarantee that findings facilitate practical curriculum enhancements.

Pijl, S. J., Frostad, P., & Flem, A. (2008). The social position of pupils with special needs in regular schools. *Scandinavian Journal of Educational Research*, 52(4), 387–405.
<https://doi.org/10.1080/00313830802184558>

This study investigates the social integration of kids with special needs in normal classrooms, emphasizing elements that facilitate peer acceptance and inclusion. The insights guide the Curriculum Design work packages by highlighting the necessity for learning activities that promote social belonging in conjunction with academic achievements.

Project Management Institute. (2017). *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)* (6th ed.). Project Management Institute.

The sixth edition presents a process-oriented framework encompassing comprehensive knowledge areas and process groups, which supports the FGP's structure for Scope,

Schedule, Cost, Quality, and Risk Management deliverables through standardized procedures and terminology.

Project Management Institute. (2021). A Guide to the Project Management Body of

Knowledge, (*PMBOK*[®] Guide) - Seventh Edition, Project Management Institute, Inc., 2021.

The 7th edition transitions to a principle-based framework that highlights performance domains and customization, guiding the FGP's requirement for flexible, context-specific Plans (e.g., Communications and Stakeholder Management) that correspond with Babonneau's distinctive educational setting.

Sands, D. L., & deBettencourt, L. U. (2019). Using data-driven decision making to improve special education outcomes. *The Journal of Special Education Leadership*, 32(1), 3–16.

The methodologies outlined in this article for systematic data analysis will be employed in the Baseline Data Analysis and continuous monitoring deliverables to enhance instructional strategies.

Tesema Mamo Haile, & Enguday Ademe Mekonnen. (2024). Impacts of stakeholder engagement on curriculum implementation in Ethiopian Defense

University. *Pedagogical Research*, 9(2), em0201–em0201.

<https://doi.org/10.29333/pr/14369>

This study empirically investigates the impact of structured stakeholder engagement—comprising teachers, military trainers, and administrative staff—on the integrity and durability of a new curriculum implementation. The findings regarding engagement mechanisms (e.g., regular feedback loops, joint planning workshops) offer specific strategies for our stakeholder management and communications work packages, guaranteeing that Babonneau's curriculum design is enhanced by inclusive, iterative input and increased implementation buy-in.

UNESCO. (2017). *A guide for ensuring inclusion and equity in education*. UNESCO.

<https://unesdoc.unesco.org/ark:/48223/pf0000248254>

This global policy framework delineates parameters and evaluative instruments for equity and inclusion within educational institutions. It supports the project's equality objectives and guides both the Quality Management Plan and stakeholder engagement methods by offering internationally recognized criteria and best practices.

UNESCO. (2021). *Teachers and school leaders as lifelong learners: Learning to become*.

<https://unesdoc.unesco.org/ark:/48223/pf0000380475>

This report's focus on continuous learning justifies the necessity for sustained teacher capacity development beyond the initial professional development cycle, hence facilitating long-term professional progress.

Appendix 5: Other Relevant Information**MACIAN M. LLOYD-JUSTIN
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January 1, 2026

Academic Advisor
Masters Degree in Project Management
Universidad para la Cooperacion International (UCI)

Dear Academic Advisor:

RE: Thorough Review and Proofreading of Final Graduation Project Submitted by Kimisha Ashah Mathurin in Partial Fulfilment of the Requirement for the Masters in Project Management (MPM) Degree

I hereby confirm that KIMISHA ASHAH MATHURIN has made all the corrections to the Final Graduation Project document, as I have advised. In my opinion, the document now meets the literary and linguistic standards expected of a student for a degree at the Masters level.

Respectfully,

Macian Lloyd-Justin (Mrs.)
English Language and Literature Teacher
Former Head of English Department
St. Joseph's Convent Secondary School