Sunhill

[Speaker 2]

Special education?

[Speaker 1]

Just that.

[Speaker 2]

Yes. The other branches have a mix of special education. So it's automatic?

[Speaker 1]

So what can we identify here? Pre-Elem. Permission to record.

Pre-Elem. If we just do Pre-Elem, regardless of age, they are considered as Pre-Elem. Because of the same, like before, Pre-Elem is mixed with older people, but with special.

It's mixed regularly with special children.

[Speaker 2]

Their 1-6th grade has regular students that can attend elementary school. It's mixed with one branch. There's a special education in the regular branch.

Why is it mixed? Because they want to learn special education to socialize.

[Speaker 1]

But if I don't know if other parents Is it said that during admission, your child has a medical assessment? That's what you should know. Because sometimes, it's painful.

I have a nephew who has autism. He's hyper. Sometimes, he becomes hyper.

But sometimes, he's on the other side. But sometimes, it's painful. That's why we ask if it's really mixed.

[Speaker 2]

Can you provide data on the class size of 1-31th grade, 1-6th grade, 3rd grade, students with special needs, and regular students? It's mixed.

[Speaker 4]

In my school, there's a student who's senior high.

[Speaker 2]

It's sped. It's mixed with regular. But if you consider regular, it's sped.

It's sped.

[Speaker 1]

It's like a princess who was delayed for a speech. Now, when she saw that her child is going to be with her, she was a bit off. Maybe the kids with special needs will adapt to the regular kids.

That's why it happens. Maybe it's reversed. But it's true.

[Speaker 2]

If you don't include your client, it's better. Although it's not required anymore. It's better to ask.

[Speaker 1]

Yes. What happened?

[Speaker 3]

I don't know.

[Speaker 2]

Provide to us how many regular students and how many special students. Any term. We don't know the terms.

But that's our point. Okay. Who is the school?

Special education. The identification that we will develop has limitations because the result is an indication that the student has the possibility of manifestation of special needs. The teacher can give and hold a meeting based on the result of the tool with the parents.

After the consultation, the parents will decide. They will consult with the developmental division regarding the result of the identification tool. Next is the diagram.

The first one is the conceptual framework. IOP or input process. Output modeling is used for our development process.

The first one is for input. Input process includes the student data such as scores in their

thesis and exams. Also, those educational content for learning materials.

Also, included special education results. In process, it includes the managing learning materials, administrating the thesis, and the exams, and also the result code. The result of assessment tool regarding the special needs.

Next is for the output. In learning management, we will develop a learning management identification tool for Sanskrit to that data. Next is for our software development model.

In our development process, we use the Agile methodology.

[Speaker 1]

For parents, how many users? Also, with special education only. For example, 300 plus their parents, it will be...

Also, it's not S&G. S&G? B.A. Oh, B.A. Five years. Why did Ma'am get 1,000 plus? Ma'am got a little. It's B.A. It's the same for B.A. 1,000 plus B.A. is needed?

[Speaker 2]

Hello.

[Speaker 1]

How?

[Speaker 5]

As long as there's a client.

[Speaker 2]

For students, the user is with special education and regular.

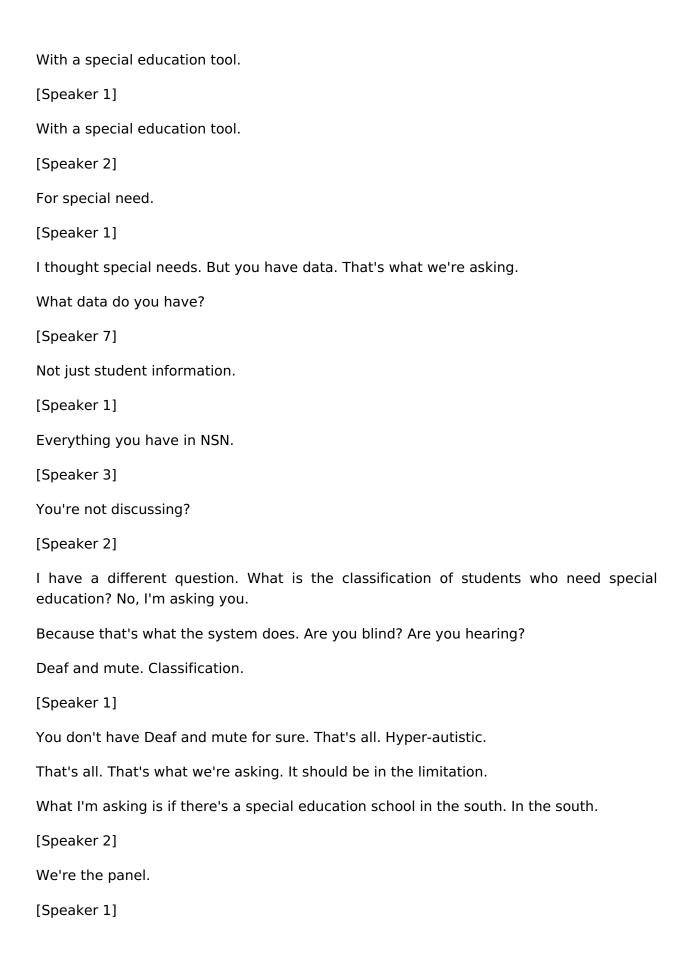[Speaker 6]

For regular, to monitor, to identify.

[Speaker 2]

For regular students, they only have a tool to identify if the student has special needs.

[Speaker 1]

Learning management system for San Gil, Montessori, Plaza, Batangas.

[Speaker 2]

With a special education tool.

[Speaker 1]

With a special education tool.

[Speaker 2]

For special need.

[Speaker 1]

I thought special needs. But you have data. That's what we're asking.

What data do you have?

[Speaker 7]

Not just student information.

[Speaker 1]

Everything you have in NSN.

[Speaker 3]

You're not discussing?

[Speaker 2]

I have a different question. What is the classification of students who need special education? No, I'm asking you.

Because that's what the system does. Are you blind? Are you hearing?

Deaf and mute. Classification.

[Speaker 1]

You don't have Deaf and mute for sure. That's all. Hyper-autistic.

That's all. That's what we're asking. It should be in the limitation.

What I'm asking is if there's a special education school in the south. In the south.

[Speaker 2]

We're the panel.

[Speaker 1]

Let's direct it. For example, if there's no princess because there's a 1,000. Let's change it.

I don't know why they're late. But there's a 1,000.

[Speaker 2]

Their students are 317.

[Speaker 1]

Their parents are 600.

[Speaker 2]

Maybe it's because they're 317.

[Speaker 1]

That's not all.

[Speaker 2]

Both parents use the system.

[Speaker 1]

It's minus. Because when the child has special needs, the child won't use it. The parents will use it.

That's all. Their system is like that. But they have an identification tool for special needs.

It's like LNS. They can also use it for special needs.

[Speaker 2]

I know there's an existing because it's in their parents' left head. When they have special needs. They have modules.

In South, they have modules for hard copy. That's what we're using. For example, speech recognition, shapes, things like that.

[Speaker 1]

They already have it? No. How do they teach in Pre-LNS?

[Speaker 6]

I know that they're using a computer. Because they don't have control.

[Speaker 1]

Maybe it's because of the pandemic. For me, I haven't seen them using it. But it's high school, not special needs.

That's it.

[Speaker 5]

That's my special needs.

[Speaker 1]

You already have a panel. A panel. You already have a panel of DAs less than 1,000.

I'm not sure what kind of panel.

[Speaker 2]

When it comes to net tech, it's just that. Because they have prototypes. They have prototypes.

[Speaker 1]

Not for DAs.

[Speaker 2]

Not for DAs. 1,000.

[Speaker 1]

It's really 1,000. But yesterday, it wasn't 1,000. But because of Juan Carlos.

Juan Carlos He's a client. He's a client.

[Speaker 2]

He's in service management.

[Speaker 1]

But he's a DA.

[Speaker 2]

But in those cases, it's predetermined. That's a DA.

[Speaker 1]

They can get 1,000 clients out of the blue. And it's 100 people. It's like that.

For me, because of what happened, let's continue. Let's see what content Let's see what content we can make. What we're saying, with education.

Let's continue. I have a question. Sorry.

What data can you get from them? Because it's business analytics. What data do they have that they can use for insights?

Let's go straight to his GUI.

[Speaker 3]

I have a couple of pieces.

[Speaker 1]

There's a picture. Picture.

[Speaker 5]

Student.

[Speaker 2]

Templated. It's like a can.

[Speaker 7]

It's like a can.

[Speaker 2]

It's like a can.

[Speaker 3]

It's okay.

[Speaker 1]

We'll look at it.

[Speaker 3]

Next slide.

[Speaker 5]

Student handled a really low performance in the engagement level.

[Speaker 2]

It's a typical dashboard for faculty. Let's look at the students. Because that's what we'll give as a service.

[Speaker 3]

Student.

[Speaker 2]

Subjects enrolled by the student.

[Speaker 1]

Grade 4.

[Speaker 2]

They have sample modules. This is what the professor will do. Since you don't have the data yet, what does he do?

Submits to the classroom. That's his basis. Of course, it's different from elementary.

[Speaker 1]

My question is, what are the IAS being monitored for children with special needs?

[Speaker 2]

Even for normal students, the dashboard and the design is not that complicated. For grade 4 students, they don't understand. Even the design, for elementary, for grade 4, it's like YouTube.

[Speaker 1]

For grade 4, they want to enter to increase the number of clients.

[Speaker 2]

The module will be submitted, the quiz will be answered, and so on. That's the design. Another consideration is for students with special needs.

There should be no login. Just click and choose the five boxes. Which one is red?

Just click it. In the past, there was audio.

[Speaker 3]

The approach you want to do is for regular students.

[Speaker 2]

We answered that. That's the target. Our problem is for students with special needs.

That's the focus. That's our problem. Regarding the education focus, I have six teachers.

They have questions regarding post-observation.

[Speaker 1]

Where are you from?

[Speaker 2]

We're from the Department of Education. We're a consul.

[Speaker 1]

You're a consul there. Where did you see the identification? Where did you see the questions?

[Speaker 2]

We searched on the internet. I prepared for the Department of Education to be more accurate. I didn't mean the use of piece.

It's just an indication. It's just a suggestion to the teachers. They can hold meetings with the students.

Before they enter the school, there's an assessment. For example, it's clinically diagnosed that the child has special needs. For example, it's clinically diagnosed that the child has special needs.

Before they enter the school, the parent has a paper. This is the proof from the doctor that the child has autism. Maybe it's a progress monitoring.

Maybe it's a progress monitoring.

[Speaker 1]

Can I add something? Yes, you can. I also thought for more people to have a simple area because not everyone can do it.

If you can consult the Developmental Media, you don't have a public free of service you

don't have a public free of service to the parents who really want to be determined or have a fear. Just think of it as an assessment. You can require them the answer will be observed for a month.

You can ask them. Then you can have a suggestion. But let us make this like it's not outside of the SMC of SUNIL.

The question is who can be the admin if that's the case? That's what the doctor said. Or it's just one area.

But that's what the doctor said. It's like monitoring. Because what Sir Jepoy by Ma'am Princess is educational analytics.

That's what you said more on that is monitoring. Then he will say if there is progress like this, the idea you will do is for the Developmental Media to be your client. That's it.

Can you talk to the Developmental Media?

[Speaker 2]

That's their partner. Of course, their teachers also have training. No training about special education.

[Speaker 1]

That's what they do. But you can also go to SUNIL. That's their specialty.

[Speaker 2]

You can do one objective.

[Speaker 1]

Possibly, I will look into it. But we require them to create an account. Possibly, if we can see that why not enroll your kids to us because we can see the development that is more likely because that is your observation, we can enroll them.

That's also one way to check what really will happen to them. For example, there are parents who are interested but they will look at their children first. But you will be required to log in.

When you log in, there are data privacy like consent. All the data can be checked by the SUNIL. After that, they can be invited to try at SUNIL.

It's like that. In a way, what is it called? Social Responsibility, CSR. Customer Social Responsibility. Is that right? SMC. Corporate Social Responsibility.

[Speaker 2]

There are a lot of systems. There are public.

[Speaker 1]

But the account is still creating.

[Speaker 3]

Yes. For example, there are parents who can use it.

[Speaker 1]

But it is also necessary and they will not use it anymore.

[Speaker 2]

Or they will still put it in the LMS. It is still needed because it is part of the monitoring of the children.

[Speaker 1]

It is part of that.

[Speaker 2]

It is just for the infants.

[Speaker 1]

Let's go. Let's go straight. Let's go straight to the service.

Let's go so we can see that part.

[Speaker 4]

045 Let's go to LMS. LMS of graders. ...

[Speaker 2]

... ...

[Speaker 1]

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[Speaker 2]

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It will be easy to manage materials. My teacher, my teacher is not just a section teacher. Why don't they just give you a classroom and you will develop your own?

[Speaker 1]

They want to maintain that.

[Speaker 3]

That's for kids.

[Speaker 2]

Because you don't have a copy yet, you don't have modules yet.

[Speaker 1]

How will they grade that? How will they grade the kid? In the picture again, for example, I checked, I did, I answered the math.

How can I see that? It should be like a class record. Yes, that's right.

Because it's like, they will still check that. It's like there will be a score, LF, LMS. That's it. Okay then, that's why you went out.

That's why you went out. Because we need to finalize it.