NARRATIVE REPORT
Implementation of the SSLG Late Policy Assistance System
Pantay Integrated High School

I. Introduction

In support of the Department of Education's commitment to maintaining discipline, order, and a conducive learning environment pursuant to Republic Act No. 10533 (Enhanced Basic Education Act of 2013), which promotes holistic learner development, and aligned with DepEd Order No. 47, s. 2014, which recognizes student governments as partners in implementing school policies and programs, Pantay Integrated High School implemented a school policy addressing student tardiness with the assistance of the Supreme Secondary Learner Government (SSLG).

As part of the procedure, SSLG officers were tasked to assist in monitoring late students by collecting the identification cards (I.D.) of learners who arrive beyond the prescribed time. An official announcement informed students that those who report late will receive a slip indicating a designated cleaning task. Upon completion of the assigned task, students are required to approach the SSLG Adviser for verification and signature before their I.D. is returned by the SSLG officers. This system ensures proper monitoring while promoting responsibility and accountability among learners.

II. Objectives

- To encourage punctuality and reduce the number of late students;
- To instill discipline and accountability among learners;
- To promote responsibility through assigned cleaning tasks;
- To strengthen coordination among students, SSLG officers, and the SSLG Adviser.

III. Significant Accomplishments

The implementation of this policy proved significant in promoting time management, discipline, and responsibility among students. By assigning cleaning tasks, learners were given the opportunity to reflect on the importance of punctuality while contributing positively to maintaining a clean and orderly school environment.

The involvement of SSLG officers in assisting the implementation process also strengthened their leadership, organizational skills, and sense of accountability. The activity fostered cooperation between student leaders and the school administration, ensuring that procedures were implemented fairly and systematically.

Overall, the initiative supported Pantay Integrated High School's goal of maintaining order, discipline, and a learner-friendly environment conducive to academic success and character development.

IV. Conclusion

The successful implementation of the SSLG Late Policy Assistance System demonstrates the school's commitment to promoting discipline, responsibility, and positive behavior among learners. The program highlights the importance of shared accountability between students, school authorities, and student leaders in upholding school policies.

This initiative further affirms the role of the SSLG as an active partner of the school in implementing programs that support student development, strengthen values formation, and contribute to a respectful and orderly learning community.

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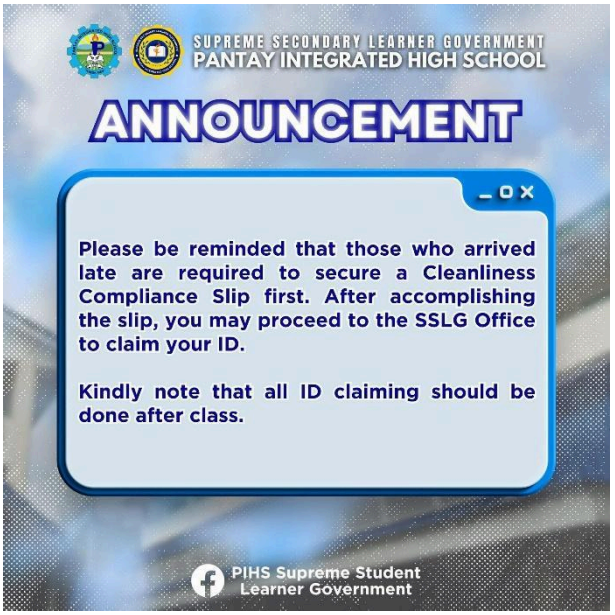
PANTAY INTEGRATED HIGH SCHOOL

PICTORIAL REPORT









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