

**Guidelines For Reporting and Validating Select Data/Information
Requirements in the Basic Education Information System
for School Year 2025–2026**

A. Structure of the BEIS Data Gathering Forms

The BEIS data gathering forms are structured in such a way that schools shall encode their respective data on the tables and boxes, which are grouped **per category**.

The following are the said categories per school profile:

CATEGORY	SCHOOL PROFILES		
	Government School Profile (GSP)	Private School Profile (PSP)	State and Local Universities and Colleges Profile (SLUCP)
1. School Information	✓	✓	✓
2. Learners	✓	✓	✓
3. Classes	✓		
4. Special Needs Education (SNEd) Learning Resources	✓	✓	✓
5. School Personnel	✓	✓	✓
6. Learner Organizations	✓		
7. ICT Data in Schools	✓	✓	✓
8. Electrical Supply	✓		
9. School Site and Location	✓		
10. School Health and Nutrition	✓	✓	✓
11. Learner Rights and Protection	✓	✓	✓
12. School Sports Programs	✓		
13. Disaster Risk Reduction Management (DRRM)	✓		
14. Indigenous Peoples Education (IPEd)	✓	✓	✓

15. School MOOE	✓		
16. Financial Assistance		✓	
17. Tuition and Other School Fees		✓	
18. School Facilities		✓	✓

B. Data Encoding and Reporting

All concerned personnel in schools shall be guided accordingly of the following procedures in accomplishing the BEIS Data Gathering Forms:

1. Government School Profile (GSP)

- a. The **media (singular: medium) of instruction** shall be provided by schools offering elementary education. Schools shall choose **a maximum of three (3) most frequently used languages** from the options provided in the list of 207 languages succeeding the School Information sheet.
- b. **Shift** refers to time schedules corresponding to different sets of classes with different sets of learners (e.g., morning and afternoon shifts), **excluding night classes**.

The implementation of shifting means that there is an existing shortage on the number of classrooms and/or teachers that resorts them to conduct the classes of different grade levels either in the morning or in the afternoon.

Illustration A:

Due to the limited number of rooms in School A, its school head strategized by scheduling the classes for Grades 7 and 9 in the morning (06:00 AM to 12:00 NN) while classes for Grades 8 and 10 will be in the afternoon (01:00 PM to 07:00 PM).

In this scenario, School A shall report in the School Information that they are implementing shifting under JHS, particularly, two (2) shifts.

Illustration B:

With a very large enrollment and limited number of classrooms, School B implemented the class schedules below.

Grade Level	Class Schedule
Grades 1 to 2	06:00 AM – 10:00 AM
Grades 3 to 4	10:00 AM – 02:00 PM
Grades 5 to 6	02:00 PM – 06:00 PM

Given the circumstances, School B shall report in the School Information that they are implementing shifting three (3) shifts under ES.

c. In reporting teaching, teaching-related, and non-teaching personnel in all levels of education, schools shall ensure the following:

c.1. Personnel whose plantilla position is assigned to Elementary and Senior High Schools **shall be reported according to their assigned level and should reflect where the personnel are actually working.**

Illustration:

Ms. Armada is an elementary school teacher at School A. For the previous school year, she was reported as actually working in School A. However, during the current school year, she was assigned to teach in School B, which is also an Elementary School, due to teacher shortage.

Therefore, School B shall report in the forms that Ms. Armada is part of the *teachers who are actually working* in School B.

Plantilla	Previous SY	Current SY	BEIS Reporting
Teacher I	School A	School B	School B

c.2. Personnel in Elementary and Senior High Schools who are **borrowed** from the Junior High School plantilla **shall be reported to where they are actually working.** Likewise, the borrowed plantilla from the originating junior high schools shall be reported as *detailed to other schools.*

Illustration:

Mr. Cruz is a plantilla junior high school teacher in School C. However, he is actually working in School D, which is a Senior High School.

Therefore, in the forms, School D shall report Mr. Cruz as plantilla personnel *borrowed from the JHS Plantilla*, and School C shall report him as plantilla personnel *detailed to DepEd office(s)/Secondary School(s) within the division.*

c.3. Personnel from Senior High Schools who are detailed to Junior High Schools **shall be reported only by Junior High Schools** under *Plantilla personnel borrowed/detailed from SHS*, since there is no reporting of detailed teachers in Senior High School.

Illustration:

Ms. Eborde is a senior high school teacher originally assigned in School E with excess teachers. As such, her plantilla position is lodged under the Schools Division Office. School F, which is a Junior High School, has a teacher shortage, so the SDO assigned Ms. Eborde to teach in School F.

Therefore, in the forms, School F shall report Ms. Eborde as part of the plantilla personnel *borrowed/detailed from SHS.* In this regard,

School E shall no longer report Ms. Eborde as part of their plantilla personnel.

- c.4. Ideally, teaching personnel whose plantilla position is in Senior High School shall be actually teaching in Senior High Schools. However, there may be cases when such teaching personnel are concurrently teaching in Junior High Schools. In this regard, they shall still be reported under Senior High School.

However, if they will no longer teach in Senior High Schools, item c.3. shall apply.

- c.5. The average monthly salary of positions for **locally-funded non-teaching personnel** shall be reported as the average salaries of **all the personnel in the same position**. The basis for data reporting shall be the **respective contracts of the personnel**. The average of the **salaries as stated in their respective contracts** shall be reported as the average monthly salary, **and not the total of all salaries of all the personnel under such position**.

Further, schools shall be reminded that **those serving two or more schools simultaneously shall be counted only in the school (a) where the non-teaching personnel have longer reporting hours as identified by the SDO, or (b) where the non-teaching personnel is originally intended to be deployed.**

Illustration:

School G, which is a Junior High School, has five (5) Learning Support Aides (LSAs) for remediation of their Grade 7 students at risk. Three of the five LSAs are hired by the provincial government with a monthly salary of ₱10,500, and the other two are hired by the municipal government with a monthly salary of ₱8,000. With this, the average monthly salary of the five LSAs are computed as follows:

$$\begin{aligned}
 \text{Average Monthly Salary} &= \frac{\text{Total of all salaries}}{\text{Total number of personnel}} \\
 &= \frac{(3 \times \text{₱}10,500) + (2 \times \text{₱}8,000)}{5} \\
 &= \frac{(\text{₱}31,500) + (\text{₱}16,000)}{5} \\
 &= \frac{\text{₱}47,500}{5} = \text{₱}9,500
 \end{aligned}$$

The table below summarizes the preceding illustration:

Personnel	Salary Source	Salary
LSA 1	Provincial	₱10,500
LSA 2	Provincial	₱10,500
LSA 3	Provincial	₱10,500
LSA 4	Municipal	₱8,000
LSA 5	Municipal	₱8,000
Total	5	₱47,500

Average	---	₱9,500
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Therefore, School G shall report the LSAs (3 from Provincial, 2 from Municipal, for a total of 5 LSAs) with an average monthly salary of ₱9,500.

- d. **Only functional computers and other ICT equipment such as televisions, printers, etc.**, shall be recorded in the inventory. A given unit, whether a computer or any other ICT equipment, is considered functional if and only if such unit is **operational, serviceable, and usable** for classroom instruction and/or administrative use. Thus, units that are defective, under repair, obsolete, or non-operational **shall not be included** in the data reporting.
- e. For integrated schools, each computer unit shall be encoded under the level of education that uses such unit **for the longest duration or with the highest frequency of usage**, in that order. If usage is equal across multiple levels, the School Head shall assign the computer unit to the level with the highest scheduling priority or instructional significance. Further, a computer unit shall not be counted more than one section in the forms.
- f. The number of functional computers used by teaching, teaching-related, and non-teaching personnel shall be counted according to units as used by respective personnel **regardless of the purpose of use, whether classroom instruction or administrative**.
- g. For internet connectivity, schools shall determine **all internet service providers (ISPs)** available in their area. Then, schools shall list all the ISPs they subscribed. For each ISP, schools shall account the following, among others:
 - g.1. **Level of education**, whether ES only, JHS only, SHS only, or shared across levels;
 - g.2. **Purpose**, whether classroom instruction, administrative, or both; and
 - g.3. **Funding source**, whether DepEd DICP, MOOE, School Funds, LGU/SEF, PTA/Private Donations, Other Government Agencies, or Others.

Illustration:

School H, being an integrated school, offers all three levels of education (ES, JHS, SHS) and uses three ISPs—1, 2, and 3—throughout the school for various purposes.

- ISP #1 is jointly used by ES and JHS for classroom instruction use, so ISP #1 shall be reported as **Shared** and the purpose is for **classroom instruction** use.
- ISP #2 is solely used by SHS for both classroom instruction and administrative uses, so ISP #2 shall be reported as being used by **SHS** and the purpose is for **both**.
- ISP #3 is used by ES (including the different offices and the Principal's Office) for administrative use, so ISP#3 shall be reported as being used by **ES** and the purpose is for **administrative** use.

- h. Electrical supply used in schools shall be determined **by level of education, whether grid or off-grid supply, or both.**

However, the school's electrical bill shall be reported collectively as one school. As such, there is no need to determine the average cost per level of education, as in the case of integrated schools.

- i. The reporting of the ownership of school sites shall be based on the relevant legal documents supporting it. For available school land titles or ownership documents, schools shall submit a **clear scanned copy** of these documents to the DepEd Central Office's Sites Titling Office (STO) through email at sto.ssodms@deped.gov.ph. All documents shall be contained **within one single file in PDF format and such file shall be named following this convention:**

[REGION] [SDO] [SCHOOL NAME] [SCHOOL ID NUMBER]

For example: REGION XX_SDO XX_XX ES_123456

- j. Schools shall update the status of the ownership alongside the submission of relevant legal documents, depending on whether the school is situated within one single lot or multiple lots.
- If the school is situated **within one single lot**, the school shall encode the details as required in the forms.
 - If the school is situated **within multiple lots**, the school shall check first the lot numbers and the corresponding land areas before encoding the details. To align the details of each specific legal document, **schools shall encode the information chronologically, separated by comma** to enumerate the details. A sample is given below:

(1) Lot Information Number 1, (2), Lot Information Number 2, (3) Lot Information Number 3, (4) Lot Information Number 4, and so on.

Illustration A:

School I possesses several ownership documents, e.g., Original Certificate of Title (OCT), Deed of Donation (DOD), and Tax Declaration (TD), all under the name of the school or DepEd. After comparing the lot numbers and the land areas stated in each legal document, they found out that they all have the same lot number and land area. Thus, they referred to the legal document that provides granting DepEd full legal rights and ownership over the parcel of land where the school is situated, which is the OCT.

Therefore, in the forms, School I shall report only the OCT in the forms, including the required details.

In the event that School I's legal documents show different lot numbers and land areas, they shall encode the legal documents **separately** in the forms, as these documents imply ownership of multiple lots.

In the illustration above, if the OCT, the DOD, and the TD show different lot numbers, School I shall enter under the *Lot Number* box the following entry:

(1) T-25748, (2) T-254364, (3) NA

Illustration B:

School J holds three (3) Tax Declarations (TD) under the name of the school or DepEd, but the TDs show different lot numbers and land areas. To report these information, School J shall encode these documents within the same row and column, indicating multiple ownership of lots.

- k. In reporting data regarding Oplan Kalusugan Sa DepEd (OKD) and Learners Health Assessment and Screening (LHAS), schools shall ensure that the **number of learners masterlisted** are properly encoded. Learners masterlisted refer to the **list of learners who have consent provided by parents/parent-substitutes/legal guardians to be administered components of LHAS**.
- l. For data on attempted and committed suicide, as stipulated in **Annex A, Section III of OUOPS No. 2023-06-7518**, cases shall only be counted **if and only if there are supporting documents** such as, but not limited to, the following:
 - Police reports
 - Case notes prepared or conformed by registered guidance counselors or social workers
 - Psychological reports prepared by registered psychometricians or psychologists, and noted by psychologists
 - Incident reports prepared by school coordinators and reviewed by school heads
- m. For data on cases of bullying, schools shall only account the case and the learner-victim **if the perpetrator is also a learner**. On the other hand, for cases of child abuse, schools shall only account the case and the learner-victim **if the perpetrator is DepEd personnel**, whether teaching, teaching-related, or non-teaching.
- n. To support and certify the correctness and the accuracy of reported data relative to learner rights and protection (LRP), schools shall create a Google Drive or Microsoft OneDrive folder containing all means of verification (MOVs). The link to the folder shall be provided in the last item of the LRP box (*Submission of MOVs*) and access to the link shall be granted to weprotectlearners@deped.gov.ph.

In accordance with the Data Privacy Act of 2012, schools shall ensure that the provided link shall be accessed only by the authorized school personnel, LRP Focal Persons, and the Learner Rights and Protection Division (LRPD) of the DepEd Central Office.

2. Private School Profile (PSP); and State and Local Universities and Colleges Profile (SLUCP)

The guidelines specified in the Government School Profile may also apply to select data elements in the PSP and SLUCP. Further, the following guidelines exclusively apply to the two school profiles:

- a. Schools shall report the number of **licensed teachers** from their respective teacher rosters for School Year 2025–2026.

- b. Schools shall encode **the number of classroom seats per grade level**, regardless whether the classroom seat is actually used.
- c. In reporting data on handwashing facilities, existing facilities designed for **group handwashing** shall meet the standards of accommodating at least ten (10) learners for Elementary and at least four (4) learners for Junior High School and Senior High School. Otherwise, it shall be reported under the facilities for **individual handwashing**.
- d. In reporting data on learners seeking guidance counseling or life coaching from the school's guidance counselor or guidance advocate, schools shall ensure to **encode the number of learners by level of education and sex**. Further, from the total number of learners, **the number of Muslim, IP, and SNEd learners shall be separately counted** in the succeeding table or box.

The following guidelines shall be exclusively followed in the **PSP**:

- a. Private schools shall provide their tuition and miscellaneous fees **by grade level**. Schools shall **separately encode the exact amount of tuition and miscellaneous fees in Philippine pesos**. Also, schools shall ensure to encode the total amount **on a yearly basis**, even if schools offer semestral, quarterly, or monthly payment options.

For Philippine School Overseas (PSOs), their offered tuition and miscellaneous fees **shall be converted to Philippine pesos** before encoding in the forms.

- b. Private schools shall encode the data on the number of Grade 11 learners who are Senior High School Voucher Program (SHS VP) beneficiaries for the current school year.

C. Data Validation

Data validation shall be conducted to ensure that the reported data are accurate, valid, and reliable.

The **Program Focal Persons in the Schools Division Office** shall conduct validation of all the data gathering forms submitted by schools. Actual field validation or other applicable strategies may be done as deemed necessary to countercheck the accuracy of information with the accomplished data gathering forms.

The **Division Planning Officers (DPOs)** shall validate the submissions in the system. In case there are errors or discrepancies in the data, the DPOs shall inform the School Heads about the findings and request them to rectify such errors.