



# Department of Education

# SOCCSKSARGEN REGION SCHOOLS DIVISION OF SARANGANI

01 Oct 2025

#### **DIVISION MEMORANDUM**

CID-2025-308

ARAL TUTOR TEACHING LOAD SIMULATOR AND MONITORING TOOL FOR S.Y. 2025-2026

To: Public Schools District Supervisors Concerned
Public Elementary and Secondary School Heads Concerned

- 1. In reference to DepEd Memorandum DM-OUHROD-2025-248, and in support of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program for School Year 2025-2026, the Bureau of Human and Organizational Development School Effectiveness Division (BHROD-SED) is releasing the ARAL Tutor Teaching Load Simulator and Monitoring Tool. This tool is designed to assist School Heads in managing tutor-related data, including teaching load assignments, schedules, and training status.
- 2. All school heads, ARAL Coordinators and School ICT Coordinators are enjoined to attend the virtual orientation on October 3, 2025, 1:00- 5:00 pm. Link will be forwarded to the official group chat.
- 3. Enclosed is the DepEd Memorandum for reference.
- 4. Expenses incurred in relation to this activity shall be charged to local funds subject to usual auditing rules and regulations.
- 5. For inquiries, contact John Jerson P. Constantino, EPS at 09285059602.
- 6. Immediate dissemination of this Memorandum is desired.

RUTH L. ESTACIO PhD, CESO V

Schools Division Superintendent

Encl.: As stated Reference: As stated

To be indicated in the <u>Perpetual Index</u> under the following subjects:

**PROGRAMS** 





Address: Capitol Compound, Maribulan, Alabel, Sarangani Province



# Department of Education SOCCSKSARGEN REGION

SOCCSKSARGEN REGION Schools Division of Sarangani

John Jerson P. Constantino/CID/MLA – aral tutor teaching load simulator and monitoring tool for s.y. 2025-2026 0932/October 1, 2025









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#### Republika ng Pilipinas

# Department of Education

OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

#### MEMORANDUM DM-OUHROD-2025-2481

FOR

REGIONAL DIRECTORS

SCHOOLS DIVISION SUPERINTENDENTS

ATTENTION

: ALL PUBLIC SCHOOLS

FROM

WILFREDO E. CABRAL

Undersecretary for Human Resource and

Organizational Development

SUBJECT

ARAL TUTOR TEACHING LOAD SIMULATOR AND MONITORING

TOOL FOR S.Y. 2025-2026

DATE

: September 4, 2025

In support of the implementation of the Academic Recovery and Accessible Learning (ARAL) Program for School Year 2025-2026, the Bureau of Human and Organizational Development – School Effectiveness Division (BHROD-SED) is releasing the ARAL Tutor Teaching Load Simulator and Monitoring Tool. This tool is designed to assist School Heads in managing tutor-related data, including teaching load assignments, schedules, and training status.

The ARAL Simulator tool includes the following functions:

- Determine the number of DepEd teachers required for the ARAL Program based on learner enrollment;
- · Identify the need to engage additional ARAL Program Tutors;
- Compute the total teaching load of tutors;
- · Provide a basis for requesting external ARAL Tutors; and
- Maintain a database of profiles of all engaged ARAL Tutors.

The Simulator Tool and its accompanying user guide can be accessed at <a href="https://bit.ly/ARALSimulator2025">bit.ly/ARALSimulator2025</a>.

Further, to ensure timely and consistent program monitoring, the ARAL Simulator Tool shall be accomplished by the School Head on a quarterly basis. This will facilitate proper monitoring of teaching loads and the provision of support and supervision throughout program implementation. Accordingly, all public schools with ARAL learners are directed to submit the data generated from the Simulator Tool, together with the accomplished ARAL Tutor Teaching Load Simulator and





Room 102, Rizal Building, DepEd Complex, Meralco Ave., Pasig City 1600

Doc. Ref. Code PAWIM-F-018 Rev 00









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Monitoring Tool. The Data Submission Form may be accessed via bit.ly/ARALSimulator-Submit.

To ensure smooth facilitation, effective data management, and to further guide Schools, a General Process Flow for ARAL Tutor Data Gathering and Report Generation for S.Y. 2025-2026 is likewise issued (see Annex A), outlining the detailed procedures and timeline for the collection, analysis, and reporting of data.

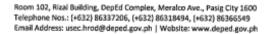
Should there be further concerns/questions, please coordinate with the BHROD-SED via email at bhrod.sed@deped.gov.ph or through landline number: (02) 8633-5397.

For your appropriate action.

cc: Office of the Secretary, Department of Education







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Annex A

#### General Process Flow for ARAL Tutor Data Gathering and Report Generation for S.Y. 2025-2026

1. ACCOMPLISHMENT OF THE ARAL TUTOR SIMULATOR TOOL	2. SUBMISSION OF ARAL TUTOR DATA	3. ANALYSIS AND REPORT GENERATION			
SCHOOL	school	CENTRAL OFFICE			
School Head	School Head	BHROD-SED			
Accomplish the ARAL Tutor Simulator and Monitoring Tool for the corresponding quarter	Submit the ARAL Tutor data together with the accomplished Simulator and Monitoring Tool through the official Data Submission Form: bit.ly/ARALSimulator-Submit	Consolidate, validate, and analyze the ARAL Tutor data submitted by schools to generate official reports			
Prerequisites  DepEd Teacher data ARAL Learner data External Tutor data, if available	Prerequisite  Database extracted directly from the accomplished ARAL Tutor Simulator Tool (in CSV format)	Prerequisite  Complete and timely data submission from schools			
REPORTING	REPORTING PERIODS AND SUBMISSION DEADLINES				
Accomplishment	Submission	Analysis			
Academic Quarter 2					
From September 8, 2025	On or before the end of the Quarter 2 (October 24, 2025)	November 2025			
Academic Quarter 3					
From beginning of Academic Quarter 3 (November 3, 2025)	On or before the end of Quarter 3 (January 23, 2026)	February 2026			
Academic Quarter 4					
From beginning of Academic Quarter 4 (January 26, 2026)	On or before the end of Quarter 4 or closing of the School Year (March 31, 2026)	April 2026			

Access the ARAL Tutor Teaching Load Simulator and Monitoring Tool and its accompanying user guide at <a href="https://doi.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/10.1016/journal.org/







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