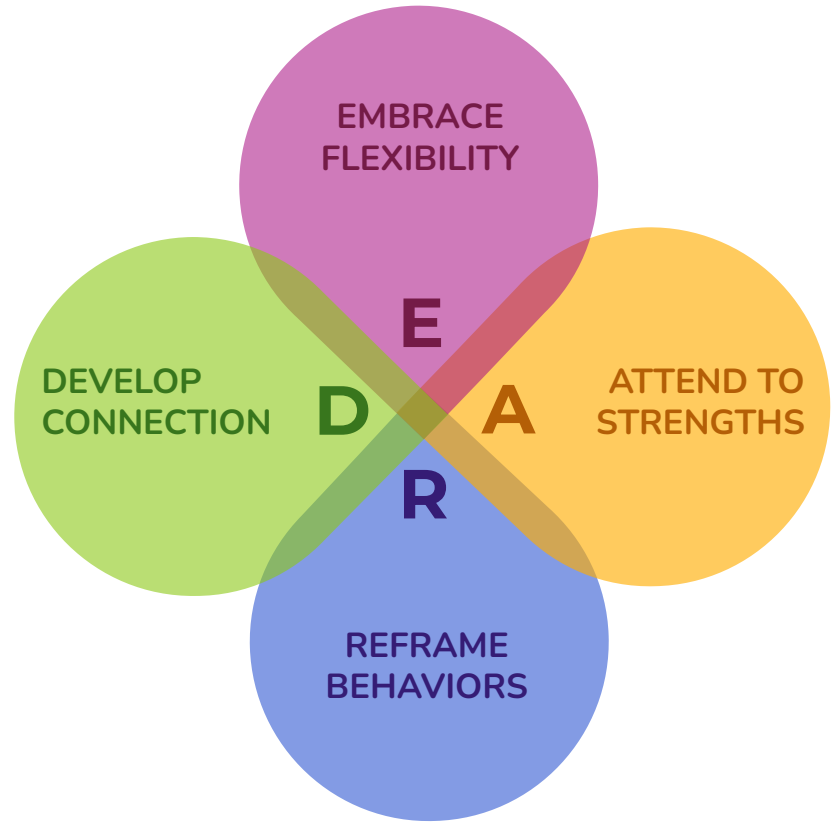




Evaluating Schools for 2e Learners with the DEAR REEL model

September 2026

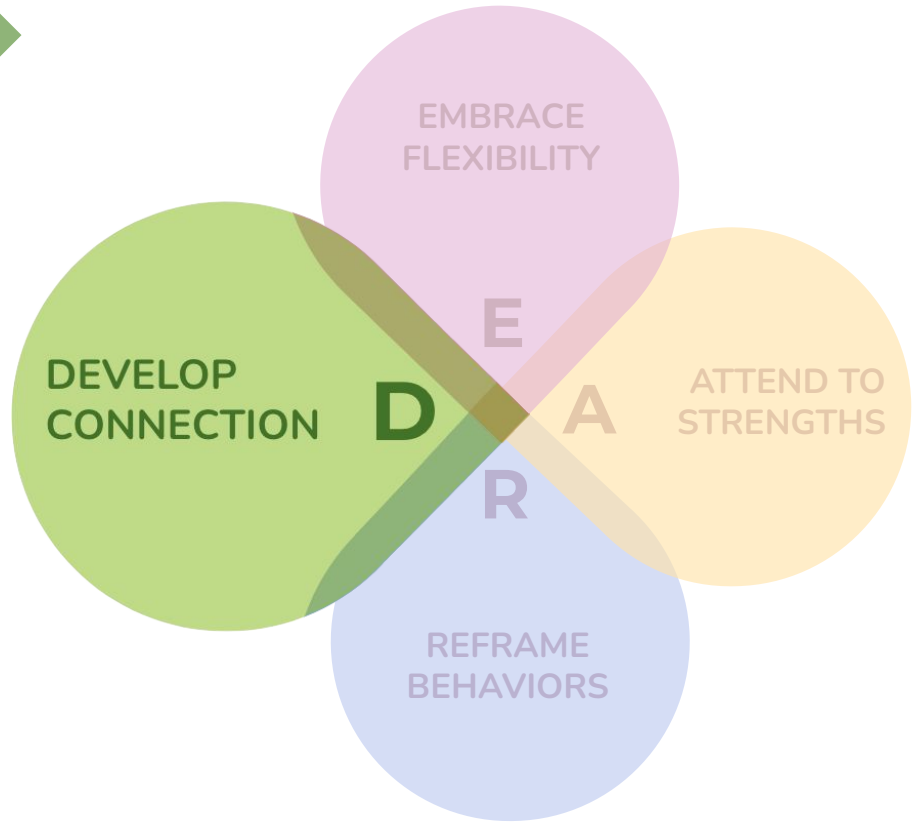
THE DEAR REEL MODEL



Developing Connection

What we ask the teacher...

- How does each kid's battery work?
- Will this activity build or break trust?
- Does each child have a sense of belonging?



Developing Connection

Things you can look for:

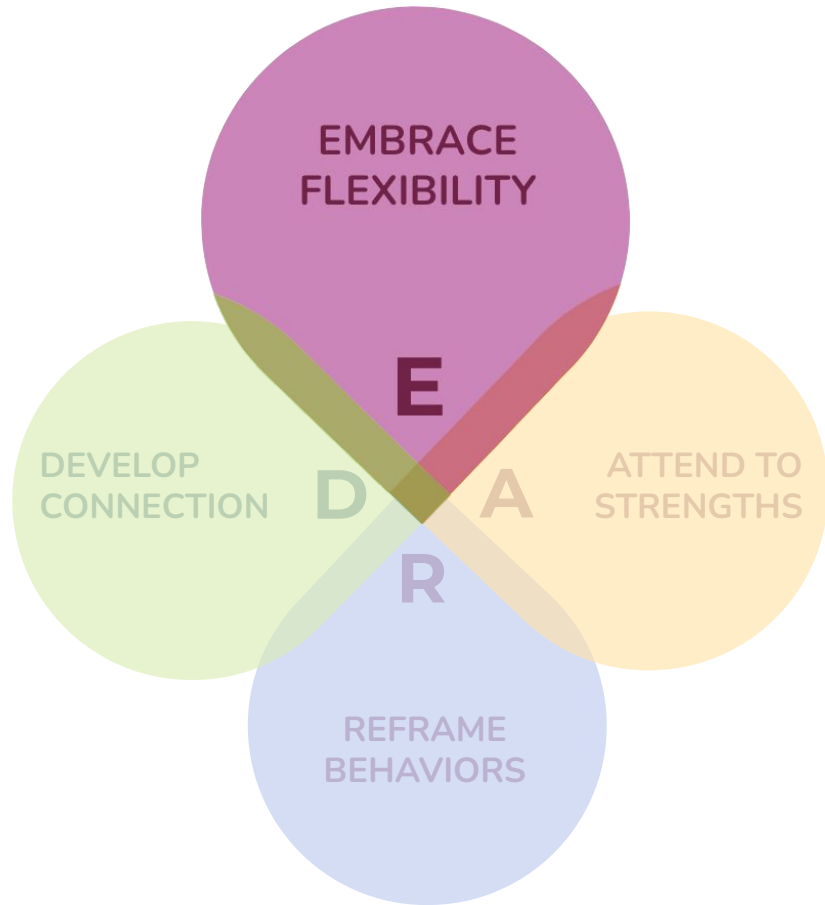
- Do all students feel safe to participate in the classroom in a way that is comfortable for them?
- Do students display care for one another?
- Do the teachers and administrators speak about the students as whole children, or as success metrics and statistics?
- Do students seem confident enough to express their individuality?
- How is social-emotional learning integrated throughout the students' day?
- Do teachers and administrators demonstrate a willingness to learn, grow, and change?



Embracing Flexibility

What we ask of the teacher...

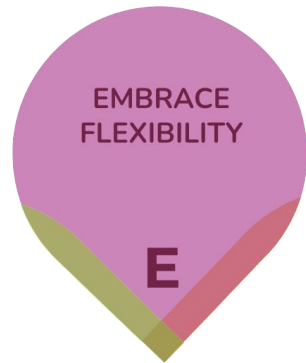
- What is the core goal of each assignment, and where can you offer flexibility?
- What accommodations are you offering so that all students can be successful?



Embracing Flexibility

Things you can look for:

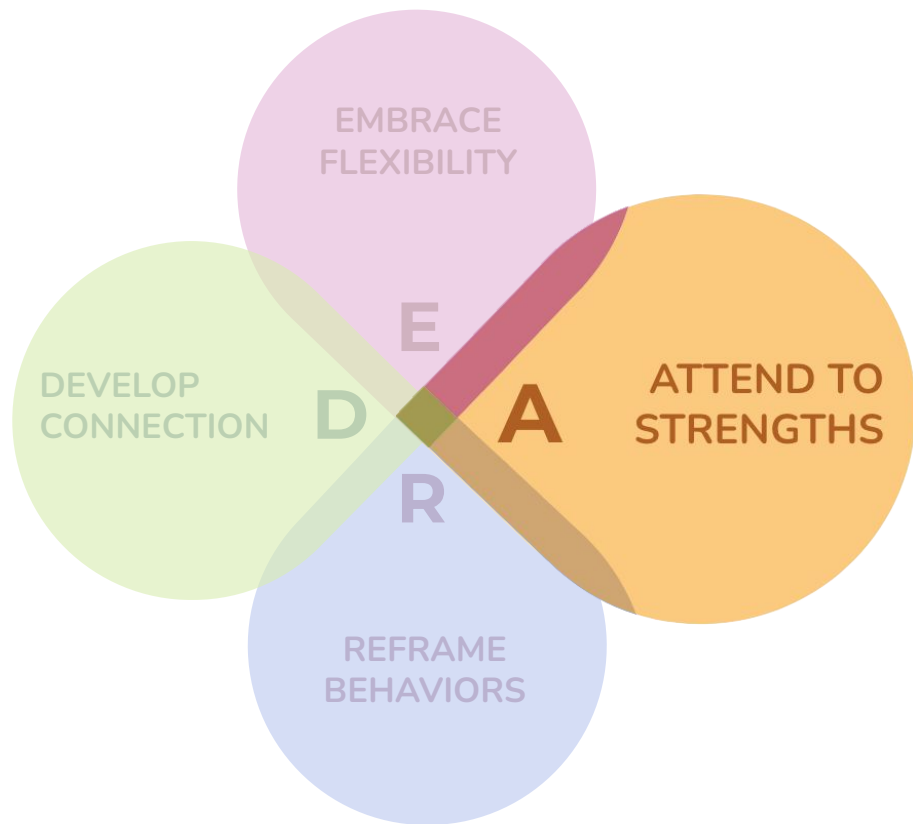
- Do students have choices in how they learn the material and show what they know?
- Does the teacher seem to encourage creative solutions to projects and problems?
- Does the teacher invite students to give their perspectives on topics?
- Does the classroom itself inspire a creative mindset, including art, desk arrangement, color, etc.?
- Is there a maker space on campus? How frequently do children have an opportunity to use it?



Attending to Strengths

What we ask of the teacher...

- How can you shift energy towards being a talent scout?
- Are you creating time and space for students to work on strengths and interests?



Attending to Strengths

Things you can look for:

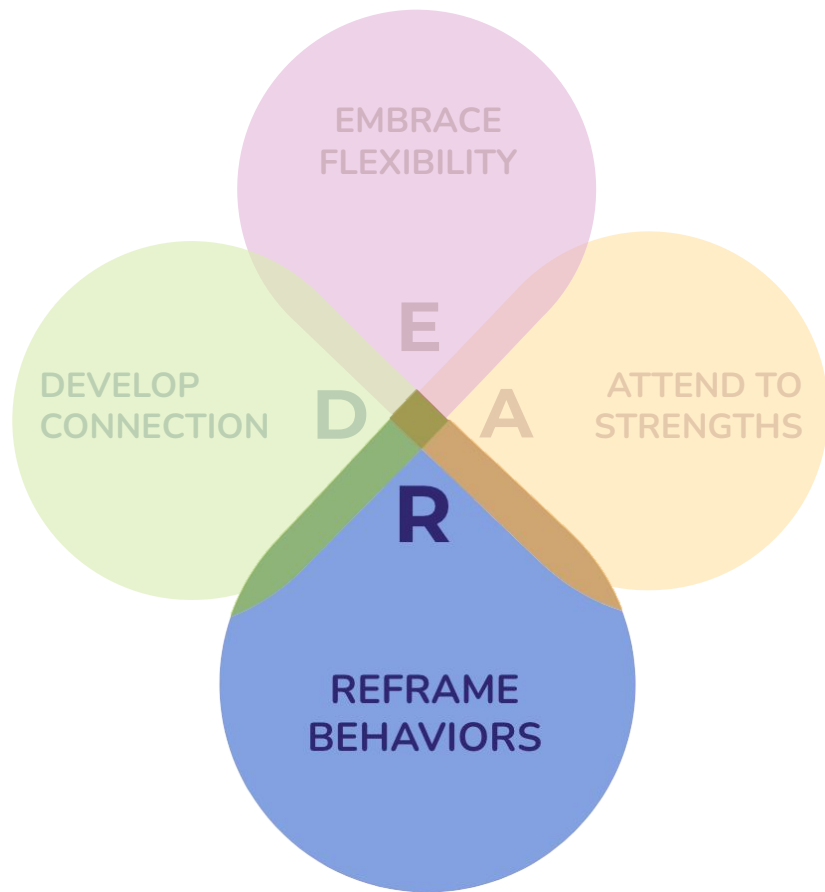
- Are students asked about their strengths, interests, and talents, and are these woven in meaningful ways into the curriculum?
- Are students given pre-assessments, and are the results used to determine the appropriate curriculum starting point and level of challenge?
- How robust is the school's enrichment and/or elective program?
- Do students miss classes they enjoy to work on remediation, or are interventions woven into the day so as not to detract from these opportunities to explore and grow in strength/interest areas?



Reframing Behaviors

What we ask of the teacher...

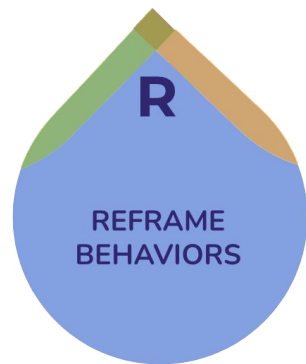
- Are you working to uncover root causes and remove barriers to learning?



Reframing Behaviors

Things you can look for:

- Are students using fidgets (without distracting others), and sitting in alternative chairs or seating?
- Are the students given frequent movement breaks?
- Are there distinct spaces in the classroom for quiet reflection, interest zones, movement areas, etc., and are all children encouraged to use them?
- How do teachers respond to unwanted behavior? Do they attempt to provide adaptive solutions to problems? Do they involve students in collaborative problem solving?



Bringing it together - a few parting tips

- No single school will work for every child, much less every 2e child; it's all about finding a school that is a good fit for *your child and family*
- Include your child in the decision; involving kids helps build self-advocacy, and having their buy-in makes everything easier
- While it's tempting to search for the “perfect” school, ultimately you will likely need to optimize educational choices based on the factors that are hardest for you to address at home, and then supplement in areas that the school is not able to support
- Trust your gut and try to enjoy the process!