TO: [administration@shphschool.com](mailto:administration@shphschool.com)

Dear whom it may concern,

I hope this letter finds you well. I am writing as a concerned student from DP1, representing my classmates, to express our concerns regarding the mental health of students at Shanghai Pinghe School. While we value the academic rigor and high standards of our school, it has come to our attention that students' mental health is not receiving the attention it deserves. (I am here to address some of my thoughts.)

In recent times, we have observed an increasing number of students grappling with various mental health issues. The transition from pre-IB to DP1 has been particularly challenging for many of us. The demanding coursework, combined with a heavy load of extracurricular activities, clubs, and contests, has left students struggling to maintain a healthy balance between academic performance and their overall well-being. Additionally, the pressure to excel in every test and assignment, which significantly impacts our final Expected Grades, has created a pervasive atmosphere of stress and peer pressure.

We believe that the school and teachers may have unintentionally overlooked these burgeoning mental health concerns, perhaps due to the accelerated pace at which courses are being taught, as indicated in the course outlines. While we acknowledge the need to maintain a brisk teaching pace to prepare us for the IB exams, we also stress the importance of nurturing a solid educational foundation and fostering good mental health in students.

To address these issues, we suggest the following steps:

1. Increase the number of self-study periods per week by reducing the number of HL classes to five per week or consider canceling domestic courses during the first semester of DP1 to help students better adapt to the program.
2. Implement weekly mental health support sessions or workshops for all IBDP students to provide them with tools and resources to cope with stress and anxiety effectively.
3. Incorporate a psychology course into the curriculum for both DP1 and DP2, focusing on maintaining good mental health and managing stress.

In conclusion, we urge the school administration to prioritize the mental health of its students and take action on the recommendations outlined above. We believe that these measures will contribute to a healthier and more productive learning environment for all students.

We look forward to your response and hope for a positive change in the management of mental health support at Shanghai Pinghe School.

Sincerely,

Stephanie Yao

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