**IB School Code: 052067**

**IB DIPLOMA PROGRAMME**

**AT TWS(JIAXING)**

**Inclusion Policy**

***(Special Education Needs Policy)***

2022-2023

Academic Year

**IB Mission Statement**

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right ([www.ibo.org](http://www.ibo.org)).

**IB Learner Profile**

**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**IB learners strive to be:**

**Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers**

We use critical and creative thinking skills to analyze and take responsible actions on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world arounds us.

**Risk-takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced**

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**(**[**www.ibo.org**](http://www.ibo.org)**)**

1. **TWS(Jiaxing) GENERAL INCLUSION POLICY**
2. **TWS(Jiaxing) IBDP INCLUSION POLICY**

***This TWS(Jiaxing) Language Policy will go into effect for the 2022-2023 IBDP Academic Session, and will be reviewed annually.***

1. **TWS(Jiaxing) GENERAL INCLUSION POLICY**

**TWS(Jiaxing) supports the following principles of IB inclusive education:**

* Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.
* An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
* The interests of all students must be safeguarded.
* The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
* All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
* With the right skills training, strategies and support, the majority of students with special educational needs can be successfully included in mainstream education.
* Mainstream education will not always be appropriate for every student all the time. Equally, just because mainstream education may not be appropriate at a particular stage, it does not prevent the student from being included successfully at any other stage.
* Any inclusive environment must be effective, friendly and welcoming, healthy and protective.

TWS(Jiaxing), is fully committed to IB learning diversity and its special educational needs (SEN). The whole school community needs to think about learning support and special education procedures and ranges. The school will have to discuss how far it should go in supporting the student, based on resources and maturity. Along with the facts that the school should define inclusion for its own context and align it to the school mission and vision statement. This gradual procedure enables TWS(Jiaxing) to celebrate both student and school success and capture and record the learning and school procedures that had been put in place.

**Legal Requirements**

TWS(Jiaxing) adhere to all local and state regulations regarding students with special needs, including:

the *Education Law of the People’s Republic of China*,

the *Law of the People’s Republic of China on the Protection of Minors*,

the *Compulsory Education Law of the People’s Republic of China*, and

the *People with Disabilities Act of the Peoples Republic of China*.

We value the team decision-making process in regard to intervention, special education identification and the provision of support services. In accordance with law, appropriate policies and procedures are followed to

1. garner parent(s)/guardian(s) consent,
2. determine student needs, and
3. provide the required individualised student support services.

Each student with identified special needs is provided with an Individualised Education Plan (IEP). All students are part of our school community, and all adults charged with developing and/or implementing each student’s educational plan will include learning objectives centred around gaining knowledge, using conceptual thinking, building IB learner profile attributes, developing Approaches to Learning, taking action to the best of the student’s ability, in order to assure success for all learners.

**Principles of Learning Support at TWS(Jiaxing) International Division**

TWS(Jiaxing) supports and implements access for the students to the IB programme(s) and philosophy. It provides full support to its learning needs and trains, equips and facilitates their teachers and staff accordingly. As per the IB guidance, the learning support program policy from TWS(Jiaxing) is coordinated by foreign teacher with the knowledge of students with a diverse ability in the learning process. This policy identifies the students’ specific learning needs, framework their education and distinguishing the curriculum. TWS(Jiaxing) is pleased to have a team of trained teacher and staff, who collaborate with a series of expert experts to provide efficient learning support services. Our Learning Support Teachers are trained in a wide scale of understanding any mental or physical disorders, with the conjunction of our National/International school division and their knowledge ranges from specific learning disability, developmental disabilities to disorders of attention. TWS(Jiaxing) believes in providing the best education to all, therefore, there will be an impartial consideration of each admission application and the school will provide equal access and opportunity to succeed. The seats in TWS(Jiaxing) Learning Support department for these students are limited and admissions are subject to availability of seats and resources.

**Documented Learning**

**Differences:**

TWS(Jiaxing) has limited assistance for students with special needs or learning disabilities. Admission will be restricted to students who can enjoy some degree of success in the regular programme, without requiring an inordinate amount of the teacher’s individual attention. Like all schools, we will have students with learning differences who can still benefit from being enrolled here. These students can be evaluated in some subjects on a “modified program” basis. This “modified program” will be designated on a subject-by-subject basis. The modifications are done according to the student's expectations and performance and the results must be indicated in the Progress Report to ensure accurate institution to institution reporting and inform our stakeholders of this modifications.

In a class in which the teacher feels that the student would fail, even with great effort, if held to the same standards as the rest of the class, the teacher may elect the “modified program” designation for that subject. The “VG (very good), G (good), S (standard), NI (need improvement)” ratings will be given in lieu of letter grade percentage (%).

Next to the subject name on the PR, “Modified Program - Please see Principal’s Comment” will appear. The Principal’s summary statement will indicate that on the basis of documented learning differences, we are assessing the student’s progress in those subjects indicated on expectations different from those of the other students in the class.

**No student should receive a modified program without prior parent knowledge and authorization by the Head of School.**

TWS(Jiaxing) staff are expected to provide the same level of individual attention and extra support to a student with learning difficulties as they would to a beginning ESL student. The information below outlines the differences between modifications and accommodations when serving special needs learners. This information should be helpful for teachers as they develop an appropriate program for their learners.

**TWS(Jiaxing) Levels**

**Level 1: Modifications severe**

**Level 2: Modifications moderate**

**Level 3: Accommodations**

***What is the difference between a “modification” and an “accommodation”?***

Modifications are changes in what students are expected to learn and to demonstrate. These modifications change the instructional level, the content, and/or the performance criteria, which alter the scope and content of the classroom curriculum.

Modifications are greater, more extensive changes than accommodations. Modifications vary according to an individual student's need for such changes (whether a student is gifted, ESL, academically, physically, emotionally, or behaviorally challenged). These modifications require the teacher to address individual and small group needs to address different levels of learning, learning styles and unique situations.

Accommodations do not substantially change the instructional level, the content, or the performance criteria. Accommodations merely provide students equal access to learning and equal opportunities to demonstrate knowledge. Accommodations include changes to the learning environment, support strategies, and flexibility and variety in instructional strategies and/or assessment strategies. They do not include changes to curriculum expectations.

***What is expected of TWS(Jiaxing) staff in meeting individual needs?***

***MODIFICATIONS – Severe – Level 1***

At this level, the modifications needed would require substantial teacher time, attention, and a high level of involvement from special needs staff. **In most cases, it is not within the scope of TWS(Jiaxing) to serve these students for the long term and likely not at all beyond the end of grade 6.**

**Responsibility**: The principal and student support services team will take the lead to provide teachers with the support to provide modifications needed for these students to be successful on a temporary basis.

These modifications include, but are not limited to students with the following:

* physical disabilities (temporary) that require individual teacher support for movement from one place to another, affecting the safety of the child and the ability for the class as a whole to move throughout the day
* behaviours in which safety to the student or to others is an issue
* behaviours which require constant teacher attention, long-term behavioural plans, and principal interventions for the student to focus (and to keep other students from being distracted and negatively impacted)
* academic needs requiring modifications that encompass most or all subjects (rather than adjusting for one or a few areas i.e. reading, or a math unit, or spelling)
* academic needs requiring modifications in which a student will not be able to receive basic credit for the coursework (upper school)
* attitudes, behaviours, emotional issues that go beyond the scope of a classroom teacher to accommodate without involved support from a counsellor or special needs staff

***MODIFICATIONS – Moderate – Level 2***

Moderate modifications (along with accommodations) are basically good instructional practices and are therefore deemed part of TWS(Jiaxing) basic expectations for classroom teachers.

**Responsibility**: The classroom/subject teacher takes the lead in making the modifications needed for the success of students, requesting student support services team support, and following the recommendations and strategies developed by the team. The student support services lead teacher in discussion with the classroom teacher will assist in the development of a plan to address the needs of the student within the framework of the regular classroom.

Some examples of expected classroom modifications include, but are not limited to:

* reducing or increasing the reading level of tests, projects, assignments
* allowing oral responses for assignments or giving tests orally if there are problems with reading and writing - allowing students to dictate answers if there are problems with writing/spelling
* shortening the number of items on tests and/or classroom assignments
* assigning activities that reduce students' writing requirements
* providing alternative materials that focus on the same theme or information but are at varying grade levels
* providing a menu of activities to differentiate instruction or accommodate varying learning styles
* shortening academic tasks to include just the most essential skills/concepts
* providing alternate assignments when students have already mastered topics or skills of instruction or need challenges and enrichment
* short term contracts for behaviour, organization, academics to help a student to become self-aware, set goals, and make positive lasting changes
* providing assistance by other students, parents, support personnel which does not take away from another student learning
* arranging for students to read the story/novel/chapter ahead of time, so they can keep up with class discussions
* providing directed reading questions (for only specific students) for story/novel/textbook reading assignments
* providing extra time to fill in homework diaries and checking the organizational skills regularly
* frequent communication with parents to work on the same goals

***A notation should be included on progress report any time a modification is made for a student.***

***ACCOMMODATIONS – Mild – Level 3***

Accommodations include changes to the learning environment, support strategies, and flexibility and variety in instructional strategies and/or assessment strategies. They do not include changes to curriculum expectations. Once again, accommodations represent good instructional practice and are expected to be part of every teacher’s skill set at TWS(Jiaxing).

**Responsibility**:

The classroom/subject teacher

Some examples of accommodations include, but are not limited to:

* Breaking assignments/tasks into smaller parts
* Providing re-teaching, review, or enrichment for units of study
* Administering assessments in a separate room, at home, or in a small group
* Allowing extra time for testing or assignments
* Seating students in the front of the room
* Giving directions in simplified language
* Giving opportunities for increased student movement in the classroom
* Providing graphic organizers or outlines before the assignment or test
* Clarifying definitions, terms, and vocabulary in assignments
* Telling students, the purpose of the assignment and the method/criteria for evaluation
* Providing extra practice for new vocabulary or concepts
* Colour coding and highlighting the board, overhead notes, and textbooks
* Giving several short assignments rather than one long one
* Using experiential, concrete activities to teach abstract concepts
* Setting appropriate expectations - low expectations create low self-esteem
* Allowing students to use a word processor
* Allowing students to use a calculator for math
* Providing assignments or directions in writing
* Organizing a notebook or providing a folder to help organize work
* Displaying good writing samples for references
* Using math manipulative and concrete materials
* Allowing the use of a multiplication chart

***If you make any of the above, or similar, accommodations, you do not need to indicate so on the report card or progress report.***

A teacher may consider setting up a case study for a learner having difficulties. This may be accomplished by contact the Student Support team lead teacher (see appendix: Confidential Student Concern Form).

***Extra time, other concessions***

Those students whose English language skills are weaker than native level students should be given additional time, or other concessions, to complete tests or other tasks, when appropriate. When it is assessed how much information they have assimilated, for instance, it is understandable that it will take them longer to process questions and responses than students whose English is stronger. Perhaps, for example they have in fact assimilated the required information; if, because it takes them longer to indicate this assimilation in a test, they are assessed as not having assimilated the required information fully, then the school's assessment is faulty.

Teachers will analyse what exactly they are assessing in any given test or quiz and decide whether extra time or other assistance, such as the use of a dictionary, is appropriate. Another example in this regard: If a student's memory is assessed by vocabulary through words learned, then allowing the use of a dictionary would be inappropriate. If, on the other hand, students are asked to show they understand metaphors by writing three examples, then it would be very appropriate and more conducive to accurate assessment to let the non-fluent child use a dictionary.

In subjects where the teacher feels that the student can pass, with effort, the teacher should then award a letter grade/%, applying the same criteria and standards as with other students in the class (in this case, the student might get a D+ in the first quarter and an F in the second quarter, if through lesser effort his performance deteriorated).

***Withholding of Progress Reports***

Progress reports are sometimes the last way the school has of getting the attention of parents or students who have not responded to requests for return of library books, payment of outstanding fees, or providing required immigration or passport documentation. Accordingly, it is noted in the Parent Student Handbook that the school will withhold progress reports from students who need to settle these matters.

To avoid the inadvertent release of reports to students who are in this category, their reports will be withdrawn by the office after they are printed (this means that advisors will have to add in their "advisors' comment" at a later date.) Instead of the report, the student should have a letter explaining why the report is not being released, and teachers/ advisors should make sure they have a letter to give the student if the report is being withheld.

When the missing item is returned, the student can collect the report from the office.

***Admissions/waiting list***

Students with all learning disabilities are accepted into our IB Grade 7th to Grade 12th and families interested in having their child attend the program will be given an equal opportunity for admissions. A waiting list may be maintained, and children will be accepted from the list on a first come first served basis.

***Retention/promotion/dismissal of students***

The final authority on any decision related to the promotion/retention/dismissal of any student rests with the Head of School. No teacher is empowered to raise the matter of promotion /retention/dismissal to a parent without first reviewing this with the relevant principal.

***Confidentiality***

Applies to all verbal and written information about potential, enrolling and previously enrolled students and their families. All staff will be briefed on the need for confidentiality and will be expected to fulfil their obligation to respect the protection of privacy. Written records will be stored in a secure location with access limited to the director and the student’s teacher. No information will be released about a student and the parent/legal guardian during enrolment or transition to another receiving program or school without first receiving the written permission of the parent/guardian. This excludes the responsibility held by early childhood educators as mandated reporters of suspected child abuse and neglect as outlined in Georgia law or when information is subpoenaed by the court.

***ESL Program***

The English as a second Language (ESL) program at TWS(Jiaxing) supports students who do not exhibit the English language proficiency to achieve their full academic and social potential. The goal of the ESL program is to instil communicative confidence both academically and socially within five main language areas which are listening, speaking, reading, writing and culture.

The aims of the ESL Program are to encourage the student to:

* use English to communicate in social settings,
* use English to achieve academically in all content areas,
* use English in socially and culturally appropriate ways.

TWS(Jiaxing) provides a supportive yet challenging program that caters to the specific individual needs of the student while respecting his/her culture and mother tongue. At the same time the program assists content area teachers in providing an optimal learning environment. Collaboration between the ESL and content area teachers is imperative for the learning process of the ESL students.

TWS(Jiaxing) is committed to providing staff development focused on best teaching practices in order to support the language needs of all students.

The ESL curriculum is aligned to the ESL standards for grades KG-10 students, developed by teachers of English speakers of other languages (TESOL) and the PLUES standards. It is important that the ESL curriculum not only leads students to develop native-like levels of proficiency, but also the development of the cognitive and expressive skills outlined in the language arts curriculum.

In order to determine a student's need for assistance from the ESL Program, the student will be assessed on a formal and informal basis at the beginning of each academic year or as soon as they enrol at TWS(Jiaxing). The formal assessment used is the language assessment scales reading/writing/oral (LAS R/W/O). The informal assessments used could range from essays, tests, quizzes, observation, portfolios and/or oral interviewing.

ESL support will be available for grades KG-10 during the regular school day. In most cases students will attend ESL as a foreign language class. Students' progression will be assessed through formal and informal assessments. Reports to parents on a student's progress will be issued 4 times a year or at the parents' request.

In order to exit from the ESL program at TWS(Jiaxing) students need to demonstrate the ability to understand, speak, read and write in English in order to:

* successfully achieve in classrooms where the language of instruction is English;
* meaningfully participate in academic assessments in English;
* fully participate in the school culture.

**Specialist Support Involving Professional Team (Assessed by External Agency)**

If a student is not making adequate progress, the Learning Support team may advise a psycho educational evaluation by an external clinical agency, corresponding to the student’s need based on the following:

* Small or no progress even when student has Learning Support in school from teachers and other professional staff.
* Continuous struggle in developing literacy or numeracy skills.
* Sensory or physical problems that is affecting the learning, even with the right accommodations and modifications to learning environment.

The IB programme coordinator and the school principal meet with the parents to discuss the observation report and to suggest a Professional Assessment by an external agency, giving to the progress and needs of the student. The student will receive a diagnosis to determine an ICP (Individual Curriculum Plan). The ICP should cater the following areas:

* Social school emotional life
* Academic
* Behavioural skills
* Action plan from teachers

Reviewed termly or as determined by the ICP and the name of the individuals involved in this plan.

The IB coordinator and the teachers along with the school psychologist will determine the ICP for the next semester and the student will be evaluated each semester of any changes. The Learning Support Group (LSG) also will have an action plan and if the student can’t progress in one semester, then the student needs to be taken back to the external agency with parents for a further evaluation.

If the external agency determines that the student’s abilities are too complicated, and certify the student’s cognitive disability, the school will have the right to either keep the student or advise the parent to look for a special education school that specializes in this type of severe disabilities for the student’s future.

1. **TWS(Jiaxing) IBDP INCLUSION POLICY**

**Special Education Policy in the Context of the IBDP Program at TWS(Jiaxing)**

As per our overall general Special Education Policy, we are unable to cater for extreme medically documented cases of physical disability or educational learning disabilities. This is partly due to the nature of the educational system in Greater China, as well as the school’s mission and vision to provide an education suitable for each individual who wishes and qualifies to join us, and successfully partakes in our IBDP program.

In future years, we do acknowledge that students with minor learning difficulties, and those with minor physical impairment may be catered for, once we are more established and can effectively cater for their individualistic needs. However, as a new school, the development of the school’s primary role in the context of the IBDP program as a university preparatory limits us at present.

**“Gifted Students”**

The school has made provision for talented and gifted students for all the subjects we offer as an IBDP accredited school.

In the pure academic programs, we offer state of the art facilities and highly experienced educators.

In the case of the arts (music, visual art and theatre arts), we provide truly 21st-century facilities and an exceptional range of imported equipment, with no expense spared.

These facilities are available to all our students, but special scheduling and after school time is provided for “gifted students” to choose and access them.

**Roles and Responsibilities**

***Responsibilities of the School***

* The School will make sure that the special provisions requested for a student are in compliance with the IBDP programme and policies.
* The School will provide guidance to leaners and teaching staff to ensure good cooperation in aiding the learning process.
* The School will implement timetable structures, available resources and facilities, forms of communication and updates to a student, parents/guardians and faculty staff to implement special needs provision within its capabilities.
* The School will cooperate with Parents/Guardians in a situation where a shadow teacher is needed and will make sure that the assistant has appropriate pedagogical qualifications and is fully accepted by the School management before entering the classroom.

***Responsibilities of the IBDP Coordinator***

* The Coordinator will ensure that the candidate and his/her parents or legal guardians are familiar with the IB document ‘Admission and Inclusion Policy’ and will provide detailed information on the possible provisions the School may provide for the student within its capabilities and in line with the IB regulations during the course of study and in the examination room.
* The Coordinator will provide support/consultation to the student with special education needs in the process of choosing his/her subject courses for the Diploma Programme based on the student’s individual strengths and challenges.
* The Coordinator will work collaboratively with the faculty staff to support the student with access arrangements during the course (e.g. the use of a word processor, internal deadline extension, font size).
* The Coordinator will inform the student and his/her parents or legal guardians on all documentation needed to obtained authorisation from the IB for inclusive arrangements during the examination session. In due time the Coordinator will obtain the student’s consent to submit appropriate documentation requesting such arrangements. The Coordinator will submit the requires to the IB, monitor the process and provide updated information to the students and his/her parents/guardians.
* The Coordinator will assure confidentiality of the information about a student to be shared with parent/guardians/psychologist/school management.

***Responsibilities of the Faculty Staff***

* When the subject teacher will identify struggling learners, they will refer the students to the Homeroom Teacher to seek remedies.
* The teacher will comply with the implement all agreed arrangements for a student with inclusive arrangements and will monitor the student’s performance and maintain accurate records on his/her progress.
* The teaching staff will assure confidentiality of the information about students to be shared with parents/guardians/homeroom teacher/coordinator/psychologist and maintain discretion in providing special education services.

***Responsibilities of the Homeroom Teacher***

* When a subject teacher reported any concerns about a student, the Homeroom Teacher needs to establish contact and communication with the student and his/her parents/legal guardians as soon as possible.
* The Homeroom teacher will identify the special education needs of the student and refer the student to the IBDP Coordinator to seek further remedies.
* The Homeroom teacher will take the responsibility to record the student’s situation and keep updates with the student’s parents/legal guardians, IBDP Coordinator, related subject teacher(s), and psychologist on time.

***Responsibilities of the Students***

* The Student will strive to display all features of the IB learner profile.
* The Student will be proactive in asking for assistance from the School Staff.
* The Student will follow all internal TWS(Jiaxing) policies and procedures as well as IB regulations.

***Responsibilities of the Parents/Legal Guardians***

* Parents/legal guardians’ duty is to make sure all valid information in their child’s exceptional education needs are communicated to the School in the process of application.
* Parents/legal guardians will play an active role in the student’s education.
* Parents/legal guardians are expected to maintain ongoing pro-active communication with the School, especially homeroom teacher, subject teachers, and DP Coordinator. They should also communicate any changes in their child’s special education needs and provide all documentation (including medical reports) requested by the School and the IBO.
* Parents/legal guardians are responsible for paying all fees and expenses related to any extra support their child will receive at school. such expenses must be communicated by the School management first and both parties must settle an agreement on such issues.

**李晗 Lee Han**

国际部副校长（Deputy Head of School）

& IBDP协调员(IBDP Coordinator)

Edited on 1st September, 2022

**Tongwen School (Jiaxing)**

**Student Concern Form**

*Confidential*

Individuals who are concerned about student and are seeking assistance in supporting that student are encouraged to report their concerns through the following form. The Homeroom Teacher Coordinator will in turn work with you to provide outreach and support to the student. If you have a concern about a student, please know that confidentiality laws do not prevent you from reporting the concern.

Please complete the form as thoroughly as possible, this helps us support you and the student(s) as quickly as possible.

|  |
| --- |
| **Background Information** |
| Your full name\*: |  |
| Your phone number: |  |
| Your email address\*: |  |
| Urgency of this report\*: |  Normal |  Critical |
| Location of incident\*:  |  |
| For other, please specify: |  |
|  |
| **Name of Student(s) in which you are concerned***Provide any information that you have available on the student in which you are concerned.* |
| Name\*: |  | Grade/Class\*: |  |
| Name: |  | Grade/Class: |  |
| Name: |  | Grade/Class: |  |
|  |
| **Student Concerning Behaviour/ Concern for Student***Please select the following concerns that have been observed. Providing detailed description of the incident or concern will help us better address your concern.* |
| Academic Concerns *(please select all that apply)* Repeated absence Noticeable change in academic performance Failure to respond to faculty/staff outreach Disturbed writing Other (please specify in narrative below)Emotional Concerns *(please select all that apply)* Inappropriate emotional outbursts (unprovoked anger/aggression, hostility or sobbing) More withdrawn or more animated than usual Expressions of hopelessness or worthlessness Expressions of severe anxiety or anxiousness Other (please specify in narrative below)Social-Cultural Concerns *(please select all that apply)* Food insecurities Housing insecurities Financial insecurities Feeling of not belonging and/or lack of support in campus environment Other (please specify in narrative below)Behavioural Concerns *(please select all that apply)* Written or verbal statements which mention despair, suicide, or death Severe hopeless, feeling of sadness, isolation, and withdrawal Statements such as “going away for a long time” made by student Direct statements indicating distress Other (please specify in narrative below)Personal Concerns *(please select all that apply)* Death of family member Death of fellow student Death of non-student/other Student impacted by an event Unable to locate student Statements indicating family problems or other personal loss Other (please specify in narrative below)Other Specifications: |
| Please tell us about your relationship to this student\*: |
|  I am self-reporting. |  I am a fellow student. |  I am their roommate. |
|  I am a friend. |  I am a coworker. |  I am a parent/ legal guardians. |
|  I am a faculty/staff member. |  I have a relationship with this student not described above. |
| Please provide a detailed description of the behavior or situation that led you to be concerned about the student. Sharing observations and facts are more useful than characterizations or labels.\* |
|  |
| Is the students aware you are reading out the Student Support team for assistance supporting them?\* |
|  Yes |  No |
| How can we best communicate back with you regarding your concern for this student?\* |
|  I prefer email. I prefer a phone call. I prefer to set up a meeting. I’m confident the Student Support team will follow up with this student and am not seeking communication back. |
|  |
| **Supporting Documentation** |
|  Photos Videos Emails Other supporting documents(Please send the supporting documents to the Student Support team’s email: [studentsupport@pkujx.cn](studentsupport%40pkujx.cn).) |