



TCIS WEEKLY NEWS

August 30, 2026

HS Edition Week #5



Welcome our new students to High School: Brian, Mico, Stacy, JJ, Caleb and Oscar



Important Dates and Upcoming Events

Upcoming Events at TCIS:

- August 28-02: World Scholars Cup Global Tournament (Bangkok)
- September 8: U.S. University Fair
- September 9: E-Learning Day (ECE students on campus)
- September 12: SAT exam
- September 14: PD Day (**No Students**)
- September 16: Greater BKK University Fair (offsite - TBD)
- September 24: Wai Kru
- September 29: Thai University Fair

Admin Team Section

Dr. Michael	School Director: Kru Rung	High School: Mr. Kevin
Middle School: Dr. Richard	ECE & Elementary: Dr. James	Curriculum Coordinator: Ms. Jasmine

High School

[HS Counselor's Corner](#)
[English & Humanities](#)
[Math](#)
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August 2026/2027 Calendar

Aug '26							
	3	4	5	6	7	3	First Day of School : 3 August 2026
	10	11	12	13	14	12	Mother's Day
	17	18	19	20	21		
	24	25	26	27	28		
	31						
Sep '26		1	2	3	4	9	Online Learning Day ECE on Campus
	7	8	9	10	11		
	14	15	16	17	18	14	PD (No students) : 14 September
	21	22	23	24	25	24	Wai Kru
	28	29	30				End of Quarter 1 : 9 October



Dear TCIS Family,

It has been another busy and exciting week at TCIS, with plenty happening both inside the classrooms and across our campus. Our new buildings continue to rise quickly, and each week we can see more of the future campus taking shape.

In Building 1, work has moved up to the fifth-floor level, with columns, elevator structures, stairways, plumbing, and interior walls all progressing. Building 2 is also moving upward, including major work around the new swimming pool area. Across the construction site, teams are continuing structural work, plumbing installation, brickwork, concrete pouring, and preparation for the next floors. It is exciting to watch what were once drawings and plans become real spaces that our students will soon be able to use. Every week brings us another step closer.

Thank you to all of the parents who joined us for our Parent Coffee focused on University Planning. We had an excellent turnout, thoughtful questions, and great conversations about how TCIS supports students as they prepare for universities around the world. We appreciate parents taking the time to participate, ask questions, and work alongside our counselors and school team. Your involvement and support play an important role in helping our students make strong decisions about their futures.

We are also excited to share that two new TCIS buses will arrive in September.

We have purchased one new full-size school bus and one new mini-bus. These additions will give us greater flexibility for student transportation, athletics, activities, field trips, competitions, and other school events. We look forward to seeing them on campus soon.

The school has approved the installation of two new large LED walls as we continue improving communication and visual spaces around campus. One will be installed on the 6th floor of the Middle School building, while the second will be located at the front entrance gate.

The entrance LED wall will give us another way to celebrate our students, share important school information, promote upcoming events, and welcome families and visitors to TCIS.

As our school continues to grow, morning traffic and parking require cooperation from everyone. If you park in the morning to walk your child onto campus, please try to limit your parking time to approximately 30 minutes so that other families also have an opportunity to park and accompany their children inside. Please also follow the directions of our security team. They are managing a very busy traffic flow each morning, and if they ask you to move your vehicle or change where you are waiting, you must follow their instructions.

With hundreds of families arriving within a relatively short period of time, there will never be a perfect traffic solution. What makes the biggest difference is patience, consideration, and everyone working together.

Thank you, as always, for your continued support of TCIS and for helping us make our campus an even better place for our students.

Regards,

Dr.Michael



Dear TCIS Family,

The **Thai Language and Culture Department** organized two more academic assessment and competition programs during the 2026 academic year:

1. **Global Elite National Mathematics Olympiad (GENMO) 2026** – Mathematics
This program aims to encourage and motivate students to strengthen their academic knowledge and develop their mathematical skills.
2. **Thai Spelling Competition “Thai Youth, Loving the Thai Language” 2026** – Thai Language. This program aims to encourage and motivate students to enhance their academic knowledge and develop their Thai language skills.

These programs also encourage students to become **independent learners and seek knowledge beyond the classroom**. They provide students with opportunities to broaden their perspectives and gain experience in the procedures and processes involved in participating in academic examinations and competitions. Through these experiences, students can develop confidence, learn how to prepare for academic competitions, and build valuable skills that will support their future participation in academic activities. In addition, students' examination and competition results may be included as **academic achievements in their portfolios**, which can be highly beneficial when applying for admission to universities and higher education programs.

Sermpanya Proficiency Test – Saturday, August 29, 2026

The test will be held from **8:00 AM – 15:30 PM** on the **6th Floor, MS Building** for **English, Thai Language and Social Study**.

Dress Code: School uniform or school polo shirt

Bring: 2B pencils and erasers (*provided by Thai Department if needed*)

Students can review past exams and download study materials using the password on their exam slip. [Sermpanya Poster](#)

Wai Kru 2026

Wai Kru Ceremony is coming up on **Thursday, September 24**, from **9:20–11:30 a.m.** in the **5th-floor gym**. This is always a special and meaningful day for us as teachers, and we are excited to share this tradition together again. [Wai Kru Poster](#)

 **Dress Code** 

- **Teachers:** Professional Attire (shirts, ties, etc.)
- **Students:** TCIS School Uniform (white shirt)

TCIS Thai University Fair 2026

Tuesday, September 29, 2026 (**Parents are invited.*)

 1:00 PM – 3:00 PM

 5th Floor Gym

More than 20 universities and 40+ academic programs will be participating. This is an excellent opportunity to meet university representatives, learn about admission requirements, and explore your future options.

[TCIS Thai University Fair Poster](#)

Regards,

Kru Rung

SEMPANYA PROFICIENCY TEST 2026



Saturday, August 29, 2026



8:00 AM - 3:30 PM



6th Floor, MS Building



English



Thai Language



Social Studies

Dress Code: School Uniform or School Polo Shirt

What to Bring: 2B Pencils & Eraser



Get Ready for the Test!

Students can review past examinations and download study materials using the password provided on your exam slip.



Prepare • Focus • Do Your Best!
Good luck to all TCIS students!



TCIS Thai Language and Culture Department



Wai Kru Ceremony

September 24, 2026

5th Floor Gym
9:20 - 11:20 a.m.

Dress Code

For Teachers : Professional Dress
For Students : White School Uniform



TCIS
THAI-CHINESE
INTERNATIONAL SCHOOL

TCIS *Thai* **UNIVERSITY FAIR**

EXPLORE. CONNECT. DISCOVER YOUR FUTURE.



TUESDAY
SEPTEMBER 29,
2026



FAIR HOURS
1:00 PM –
3:00 PM



AT THE
5TH FLOOR
GYM



MORE THAN
20
UNIVERSITIES



40+
PROGRAMS

Your Future. Your Choice. Your Journey Starts Here.



**MEET UNIVERSITY
REPRESENTATIVES**

Ask questions and get
information about programs,
admissions, and scholarships.



**EXPLORE
YOUR OPTIONS**

Discover a variety of programs
that match your passions
and goals.



PLAN YOUR FUTURE

Take the next step
toward building your
bright future.

DREAM BIG. AIM HIGH. ACHIEVE MORE.



Dear High School Parents,

It has been a busy start to the school year but it looks like the students are all getting back into their routines with studies, sports, clubs and other activities. We also had a couple of Taiwan Universities, NTU and NSYSU, visit our students.

Parent Coffee Morning

Thank you to all the parents that came to the Parent Coffee Morning. It was an informative session on the university admission process, Week Without Walls Trips and the roles of the Student Support Service Team. It was great to see the many parents that attended. If you missed the meeting you can [click here](#) to view the [Coffee morning](#)

[Presentation](#) slides.

New Regulations for Thai Students Traveling Abroad (Including Week Without Walls)

(Thai Immigration Requirements) Parents need to arrange this documentation.

- Under the latest strict enforcement rules, the accompanying teacher must present a specific bundle of documents at the Suvarnabhumi Airport checkpoint:
- The Child's Passport & Birth Certificate Copy: The clear copy of birth certificate must be presented alongside the passport to verify identity.
- Official Amphur Consent Letter (หนังสือยินยอมให้บุตรเดินทางไปต่างประเทศ): This is the most crucial document. Both parents must visit their local Amphur (district office) to sign a government-certified letter giving explicit permission for the child to travel with the designated teacher.
- Where both have parental power, both should sign. If one has sole custody, bring the custody order.

Freshmen Orientation

Our Student Council organized a series of Freshmen Orientation activities to support our grade 9 students with the transition to high school. During these sessions, Seniors connect with Freshmen to build friendships and to give them guidance and share advice on adapting to high school life. It was really nice to see the bonding between the two grade levels.

Regards,
Kevin Curran
Head of High School





泰國中華會館 สมาคมจหวแห่งประเทศไทย
The Chinese Association in Thailand

2026 年全國泰華青少年華語演講比賽

การประกวดสุนทรพจน์ภาษาจีนระดับเยาวชน ประจำปี 2569

報名日期 七月十七日至八月十六日(星期日)下午五時截止。



วันรับสมัคร: วันที่ 17 กรกฎาคม - วันที่ 16 สิงหาคม 2569 ก่อนเวลา 17.00 น.

比賽時間 初賽——九月三日(星期四), 決賽——九月四日(星期五)



ช่วงเวลาแข่งขัน: รอบคัดเลือก วันพฤหัสบดีที่ 3 กันยายน 2569
รอบชิงชนะเลิศ วันศุกร์ที่ 4 กันยายน 2569

比賽地點



สถานที่: สมาคมจหวแห่งประเทศไทย (泰國中華會館)

參賽資格 คุณสมบัติผู้เข้าประกวด:

- นักเรียนระดับประถมศึกษาชั้นปีที่ 5 - 6
- นักเรียนระดับมัธยมศึกษาตอนต้น - ปลาย
- นักศึกษาระดับมหาวิทยาลัย

演講題目 หัวข้อการประกวด

- ระดับประถมศึกษา 小學組: 做一個傳播快樂的小天使
- ระดับมัธยมศึกษาตอนต้น 初中組: 手心向下的人生更精彩
- ระดับมัธยมศึกษาตอนปลาย 高中組: 如何讓我的社區變得更美好
- ระดับมหาวิทยาลัย 大學組: 青年人在和諧社會中扮演的角色

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傳真: 02-2871518

電郵: chchspeech@gmail.com

www.chonghua.or.th

สมัครเข้าร่วมแข่งขัน ฟรี! 線上報名

สมัครและ
รายละเอียดเพิ่มเติม



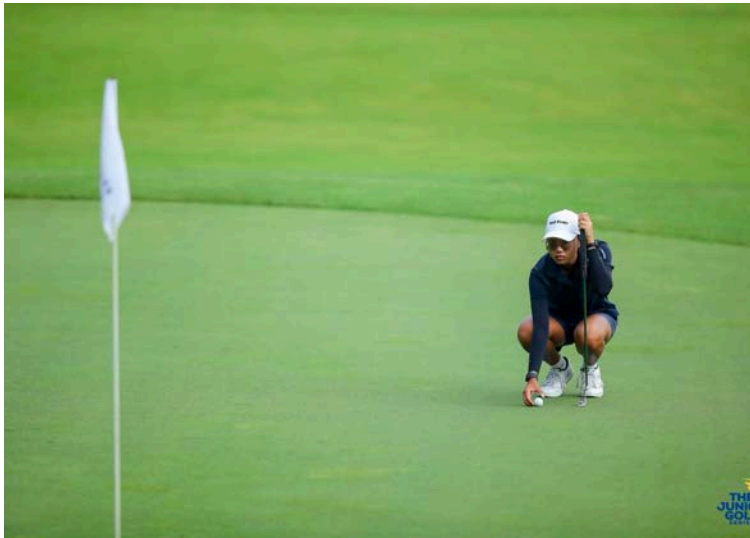
Congratulations Caleb James Heaney!

Caleb was asked to do a special piano performance at Silpakorn University

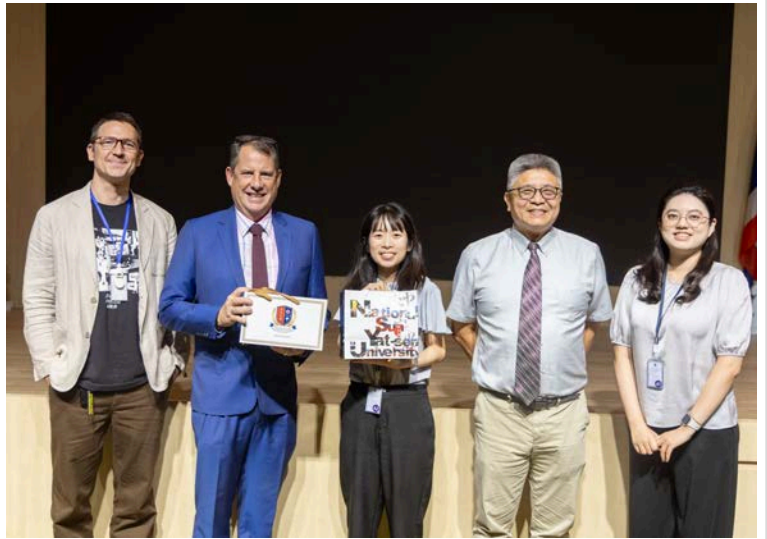


Congratulations to (Stacy) Panalee Chomchay!

Stacy recently competed in the Taiwan Junior Open Golf Tournament and qualified for the finals. Well done!



The National Sun Yat-sen University presented to our Seniors and Juniors about the opportunities at their school

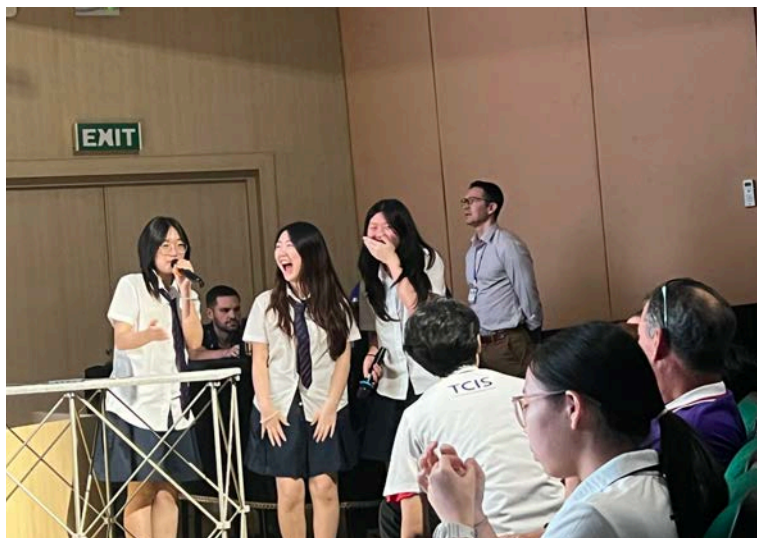






Parents Coffee Morning Meeting on University Planning and Week Without Walls (August 25, 2026)





Student Council Orientation and Members Group Photo







Freshmen Orientation organized by the Seniors and the High School Student Council



Freshmen Orientation

Great to see the Seniors bonding with the Freshmen and advising them on the opportunities in high school





Dear TCIS Family,

Managing Morning Separation

We understand that the transition back to school can be challenging for some children, especially during morning drop-off. To support both students and parents during this time, we have created a helpful resource: ***Managing Morning Separation in the ECE/Elementary School***.

We encourage you to review this document for useful strategies to ease the transition each morning. [Managing Morning Separation in ECE & Elementary School](#)

Late Arrivals

Kindly arrive at school **by 7:05am** on Mondays so they can be ready for our Monday Assembly. From Tuesday to Friday, students should arrive by 7:15am so they can be inline and ready to walk to class with their homeroom by 7:20am.

Students should not go to their classroom on their own, so it is important to be on-time so your child can walk with the rest of their class.

MAP Testing

Our MAP testing is complete. The results of the tests will be shared with parents during parent teacher conferences and will be included with your child's quarter 1 report cards.

Connecting with Dr. James

I strive to be visible and available to parents because strong relationships and open communication between school leaders and families are essential to building a welcoming, supportive, and connected school community. Each morning from **7:00 a.m.** until approximately **7:20am – 7:30am**, I can be found at the parking drop-off area, welcoming parents, students, and teachers to TCIS. Parents are always welcome to stop and speak with me during this time. Whether you have a quick question, want to share an idea, or simply want to say hello, I am always happy to connect.

If you would like a longer or more formal meeting, please contact Ms. Da, and she will be happy to assist you in arranging a convenient meeting time. Email: da@tcis.ac.th Phone 02-751-1201 ext. 204

Dr. James
james.cooke@tcis.ac.th

Everything is Awesome in Mr. Jay's 4A Class



Managing Morning Separation in ECE & Elementary School



Managing the Morning Separation in ECE/Elementary School

Why does this happen?

Starting a new school year brings many changes with new teachers, friends, and routines, which can be exciting but also a little overwhelming. It's normal for some children to feel anxious or have difficulty saying goodbye in the morning. This usually improves with time.

Strategies to help your child adjust:

- Arrive at school before 7:10am (Mondays) by 7:15 a.m. (Tuesday to Friday)
- Have your ECE child **in class** by 7:20am. This allows students to settle in and start learning at 7:30am.
- Have your elementary child ready to line-up at 7:15 and walk to class with classmates and the teacher by 7:20am.
- Leave the ECE /Elementary area by 7:30 a.m. to allow student learning to begin.
- Create a consistent morning ritual and a specific spot for saying "See you later" (which is often easier for children to hear than "Goodbye").
- Give a hug or kiss, let them know who will pick them up, and follow through on that promise.
- Stay calm and confident. Keep farewells *brief* and avoid lingering.
- Once you've said "See you later," **leave promptly** rather than checking back in. Seeing you again can restart the distress.
- Children often pick up on a parent's anxiety, so make sure to stay matter-of-fact and reassuring.
- Never sneak away; always let your child know you're leaving.
- If they forget something, take it to the school office instead of returning to the classroom.
- After school, talk about positive moments from their day and revisit these on the way to school the next morning.

If you have concerns or the difficulty continues, please contact your child's teacher or the school counselors:

Mr. Zen: korawit.prasitnui@tcis.ac.th / Ms. Bree: bree.tsai@tcis.ac.th / Ms. Younah: younah.kim@tcis.ac.th

Dr. James
Head of ECE/Elementary School



Dear TCIS Family,

We have officially completed our fourth week of school! As students settle more fully into their classes and routines, many have been completing mid-quarter assessments and other assignments that give teachers an opportunity to check their progress so far.

This is an important point in the quarter for students and families to take a look at how things are going. A strong school year is built not only through major tests and projects, but through the everyday habits of coming to class prepared, completing assignments on time, asking for help when needed, and reviewing material regularly.

Staying on Track

We encourage families to regularly review Google Classroom and PowerSchool together. Students should check for missing or incomplete assignments, review their grades, and communicate with teachers when they need help.

Strong study habits also make a difference. Reviewing notes regularly, practicing problems, studying in shorter sessions, and starting assignments early are much more effective than waiting until the last minute. Building these habits now will help students become more independent and confident learners.

Parent Coffee Follow-Up

Thank you to all of the parents who joined us for our Parent Coffee on Tuesday, August 25. We appreciate the opportunity to connect with families, share information, answer questions, and hear from our parent community. Strong communication between home and school is an important part of supporting our students, and we are grateful to everyone who took the time to attend.

We will host another Parent Coffee on Tuesday, September 29, with a special invitation to parents of students in Grades 7–10. During this session, we will share information about the International Baccalaureate Diploma Programme (IBDP) at TCIS and help families better understand the program, its expectations, and the opportunities it can provide as students begin thinking about their future high school pathways.

Even if your child is still several years away from Grade 11, Grades 7–10 are important years for developing the academic skills and habits that prepare students for future opportunities. We hope you will join us to learn more, ask questions, and begin thinking about whether the IB Diploma Programme may be a good fit for your child.

As we head into Week 5, thank you for continuing to encourage students to stay organized, keep up with their work, and seek support when they need it. These small, consistent habits help students build the independence and responsibility they will need throughout the school year.

Regards,
Mrs. Jasmine
Curriculum Coordinator



THAI-CHINESE INTERNATIONAL SCHOOL

PARENT COFFEE MORNING

Join us to learn more about IBDP!

 Tuesday | September 29, 2026

 7:30 AM - 8:45 AM

 360 Auditorium

Learn more about the **IB Diploma Programme** - an additional diploma pathway for grade 11-12 students.

- Programme Overview
- Student Readiness



For More Information

02 751 1201 x208

cattleya@tcis.ac.th | jasmine@tcis.ac.th

TCIS CHILD SAFEGUARDING TEAM

safe@tcis.ac.th



KRU RUNG
THAI DIRECTOR
CHILD SAFEGUARD LEAD



DR. MICHAEL



MR. TONY



MR. KEVIN



DR. RICHARD



DR. JAMES



MS. BREE



MS. YOUNAH



MR. ZEN

Who can I talk to if I need help?
<https://www.tcis.ac.th/child-safeguarding>



KEEPING CHILDREN SAFE IN EDUCATION WHAT YOU NEED TO KNOW



A child means
everyone under
the age of 18.



Children need the
right help at the right
time to address risks



Remember 'it could happen
here' where safeguarding
is concerned.



We are all responsible for
the welfare of children and
keeping the environment
safe, whatever our job.

TCIS School-Wide Learner Outcomes: Part of Everything We Do

Global Citizens

Empowered, responsible contributors to local and global communities, embracing intercultural understanding and fostering mutual respect to inspire peaceful, positive change.



Open-Minded Thinkers

Reflective individuals who value cultural awareness, approach new ideas with curiosity, creativity, and thoughtful consideration of multiple perspectives.



Well-Balanced Individuals

Pursuing intellectual, physical, and emotional well-being to support both personal growth and academic achievement.



Optimistic Risk-Takers

Reflective individuals who value cultural awareness, approach new ideas with curiosity, creativity, and thoughtful consideration of multiple perspectives.



Lifelong Learners

Inquisitive, adaptable minds dedicated to growth, welcoming new knowledge, skills, and perspectives across all life stages.



Voices for Collaboration

Empathetic communicators who value diverse viewpoints, working together across cultures to achieve shared goals.



Empathetic Leaders

Caring and principled leaders who act ethically, reflect on their actions, and show a commitment to creating a more compassionate world.



Solution-Oriented Problem Solvers

Innovative and critical thinkers who use knowledge responsibly to address challenges, aiming for solutions that benefit communities worldwide.



Mr. Shaun Mefford's Counselor's Corner



TCIS Parents,

As the college counselor, my role is to partner closely with Mr. Kevin, Kru Rung, and Mr. Tony to inform, guide, and support students throughout their high school journey as they prepare for college and future careers. This includes coordinating university visits to TCIS, advising students on course selection and university options, and supporting them through the application process.

Students also play an active role in this process. Their responsibilities include earning required graduation credits, completing community service hours, researching university programs and application requirements (including course and testing prerequisites), scheduling and taking exams (SAT, IELTS, TOCFL, BMAT, UCAT, etc.), requesting letters of recommendation and other documents, participating in university visits, preparing essays, resumes, and portfolios, and meeting regularly with me to review their plans. More information can be found in our [presentation](#) from the **Parent Coffee Morning** on August 25th.

All middle and high school students have access to **Unifrog**, a comprehensive college and career readiness platform. Unifrog allows students to explore career pathways, research and compare universities, create shortlists, and manage their application process more efficiently. For Grade 9 and 10 students, it serves as a valuable tool to begin exploring interests and potential career paths, while Grade 11 and 12 students can use it to finalize decisions and prepare for applications.

Seniors are now entering a critical stage of their application journey. In August and September, they should be actively beginning the application process by researching requirements, preparing materials, and carefully tracking deadlines to ensure a smooth process. We strongly encourage students to apply to early and first rounds to increase the likelihood of earning a scholarship and acceptance to a program.

We are also excited to share that **Match by Concourse** is now available for our seniors. Beginning in September, students will start receiving direct offers from universities on a monthly basis. Each offer will have a response deadline, and I encourage students to select "Interested" whenever possible to maximize their opportunities. A short instructional video on how to respond to offers can be found [here](#).

Google Classroom should be monitored daily, as I will post university information such as opportunities to attend fairs, workshops, information sessions, and camps.

Finally, we encourage parents to take an active role in these conversations. Please discuss college and career plans with your child and establish a realistic budget for higher education. Equally important, help your child develop essential life skills that will serve them well beyond high school—such as budgeting and planning, cooking, cleaning, and managing personal responsibilities.

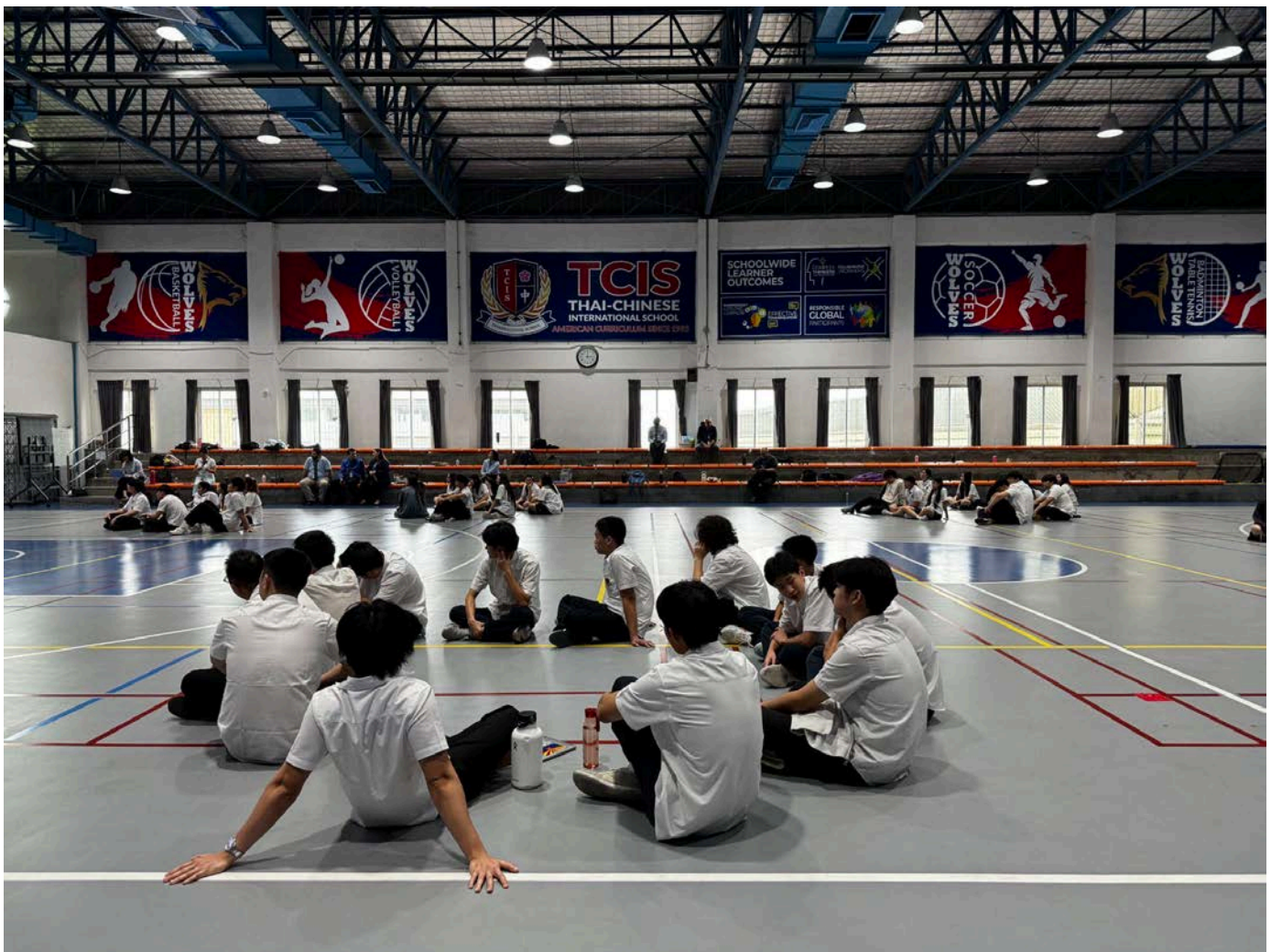
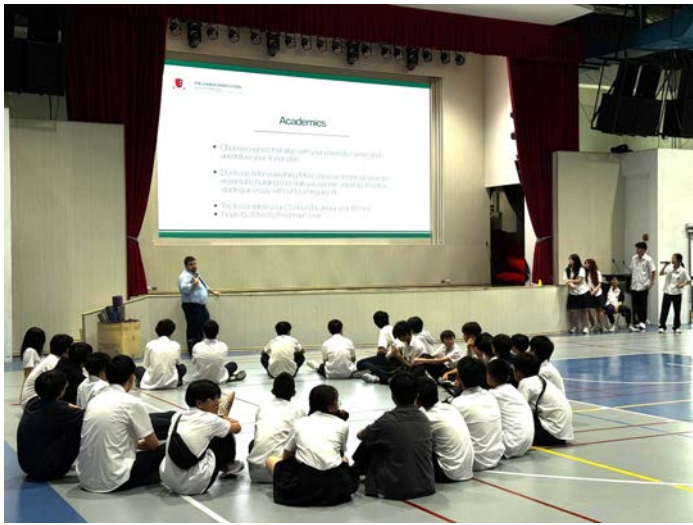
Together, we can ensure our students are well-prepared not only for university, but also for life after graduation.

See below for upcoming events and reminders.

Mr. Shaun

Upcoming Events at TCIS:

- September 8: U.S. University Fair
- September 12: SAT exam
- September 16: Greater BKK University Fair (offsite - TBD)
- September 29: Thai University Fair





WOLVES!

We are excited for another great season of TCIS Athletics! Our Wolves are ready to compete, represent TCIS, and demonstrate teamwork, sportsmanship, and school spirit throughout the season.

Game Schedules

Game schedules have been sent out to all students. Please take a moment to review the schedule with your child and make note of upcoming game dates and times.

Please remember that some games will take place on days when students do not normally have practice. Students and families should plan accordingly and make sure they are aware of all game commitments.

While most of our game schedules are now finalized, games may occasionally need to be changed due to other school schedules, events, or unforeseen circumstances. We will communicate any changes as they arise.

ASEP Classes

We understand that athletic competitions may occasionally conflict with ASEP classes. If a student misses an ASEP class because of an athletic game or needs to arrange a make-up class, the student is responsible for speaking directly with their ASEP teacher to resolve the situation.

Please encourage your child to communicate with their ASEP teacher as soon as possible when a conflict occurs.

Tournament Dates

Tournament dates are also attached to this newsletter. These dates are final, so please take note of them when planning for the season. Tournament participation is an important part of the athletic experience, and we appreciate your support in helping students meet these commitments.

Team Jerseys

Each student-athlete will be provided with a team jersey for the season. Jerseys must be returned at the end of the season. Please remind your child to take care of their jersey and keep it in good condition throughout the season.

Thank you to all of our parents and families for supporting our student-athletes. Your encouragement from the sidelines makes a tremendous difference!

We are looking forward to an exciting season filled with competition, growth, teamwork, and plenty of Wolves pride.

GO WOLVES! 🐺

Mr. Sean Allen
Athletic Director



Dear Parents,

Our first month of Senior Seminar has focused on helping students move from thinking about university applications to actively preparing them. Students began the year by researching application requirements, developing individual application trackers, and identifying the documents and deadlines associated with their university plans. Mr. Tony also led a session on university applications to Taiwan, China, and Hong Kong, providing guidance for students considering these destinations. Because every student's university pathway is different, students are often working on different tasks and deadlines during the same class period.

Looking Ahead to September

Next Thursday, Kru Rung will visit Senior Seminar to speak with students about TCAS and the Thai university application process. During September, our other major priorities will include submitting Overseas Chinese applications for Taiwan, preparing Common App materials for students applying to the United States, and continuing to prepare documents for Thai university applications. We will also continue regular checkpoints to ensure students are preparing required materials well before deadlines.

As highlighted in our College Applications guide, students should be researching, planning, preparing, applying, and following up throughout the process. This includes researching universities that match their interests and goals, tracking deadlines and requirements, gathering documents, preparing strong application materials, and regularly checking email and application portals.

ASEP SAT Prep Begins September 2

ASEP SAT Prep will begin Wednesday, September 2, from 3:30–4:30 p.m. Mr. Doug and I will alternate weeks so students receive focused preparation in both sections of the SAT. I will lead English preparation, while Mr. Doug will lead Math preparation. Sessions will focus on SAT-specific skills, strategies, and practice to help students build confidence and improve their performance. Students in grades 9-12 interested in joining should contact the ASEP coordinators by email (asep@tcis.ac.th) or complete the [ASEP registration form](#) to register for the course.

As we move into September, Senior Seminar will continue to provide students with dedicated time, guidance, and accountability as they navigate the university application process. Thank you for supporting these conversations at home and encouraging your senior to stay organized, meet deadlines, and take ownership of their next steps. I look forward to seeing their plans continue to take shape over the coming months.

Regards,

Mrs. Jasmine
Senior Seminar



SAT PREP

WEDNESDAY

ASEP

Build your skills.
Boost your score.
Get SAT ready!



Join us every **Wednesday ASEP** for SAT prep
with **two expert teachers!**



Mr. Doug Cuadra

UPPER-LEVEL
MATH TEACHER



Ms. Jasmine

CURRICULUM
COORDINATOR &
FORMER HEAD OF
ENGLISH



ALTERNATING WEEKS

Students will focus on *SAT English* and
Math prep, alternating subjects each week.



Students in
grades 9-12
are welcome to
register!

SUBJECTS INCLUDE:



Reading



Language Usage



Math



QUESTIONS?
We're here to help!



asep@tcis.ac.th



02-751-1201
Ext 0, 200



COLLEGE *Applications*

YOUR FUTURE. YOUR GOALS. YOUR PLAN.

START EARLY. STAY ORGANIZED. TAKE ACTION.



The college application process takes time, planning, and consistent effort. Breaking the process into manageable steps will help you feel confident and ready.



KEY STEPS



WHAT MATTERS MOST?

- Be authentic.**
Share your story and passions.
- Show growth.**
Universities value learning, resilience, and curiosity.
- Get involved.**
Activities, leadership, and community engagement make a difference.
- Ask for help.**
Use your teachers, counselors, and mentors. You don't have to do it alone!

TIPS FOR SUCCESS

- Start early and don't wait until the last minute.
- Stay organized and keep track of deadlines.
- Work on essays in drafts and get feedback.
- Balance quality and quantity—do your best work, not just more work.
- Take care of yourself—rest, eat well, and manage stress.
- Stay positive and believe in yourself.



Dear Parents,

Students are beginning an exciting part of the AP Research course! They are now choosing and exploring topics that interest them and learning how to approach those topics like researchers. Over the next few weeks, students will begin developing their research question and creating an annotated bibliography. These are important first steps in their AP Research project.

What Is a Research Question?

A research question is the main question a student wants to investigate and answer through their research. Students will start with a general topic and then work to make it more specific and focused.

What Is an Annotated Bibliography?

An annotated bibliography is a list of the sources students are using for their research, along with a short explanation about each source.

For each source, students will explain:

- What the source is about
- Why the source is trustworthy
- What information the source provides
- How the source connects to their research question

This helps students learn how to find reliable information and understand how different sources can support their research.

How Can Parents Help?

You don't need to be an expert in your child's topic to help! Simply asking questions can encourage students to think about their research.

Try asking:

- "What are you researching?"
- "What have you learned so far?"
- "What is your research question?"
- "What sources are you using?"
- "Why do you think your topic is important?"

Students may change their topic or research question as they learn more. That is a normal and important part of research!

We are excited to see our students develop their ideas and become more confident, independent researchers throughout the year.

Thank you for your continued support!

- Mr. Sean



Dear Parents,

I hope that you are having a great start to the school year. It is hard to believe that we have been back to school for almost a month already. Over the past few weeks it has been wonderful to get to know all of the students who are new to my classes and it has been great to see many familiar faces as well. Everyone has done a great job of working hard and having fun.

In **Modern World History**, we began by having the students investigate different time periods from 1200 to the present, pick out three events that are the most important, and present them to the class. This led to a lot of interesting discussions and critical thinking related to history. Over the next couple weeks we will be moving on to learn about networks of exchange like the silk road and how they influenced world history. We will also spend some time learning about African Kingdoms and trans-saharan trade. It should be very exciting!

In **World Geography and Culture**, we have begun our first quarter unit on Asian Geography and Culture. For this unit, one of the requirements is that the students learn all of the countries of Asia by the end of the quarter. We have spent the first portion of this unit learning about the geography and culture of South and Southeast Asia. As part of this, we are discussing different measures of development (GDP, literacy rate, infant mortality rate, etc.) geographers use and comparing these with the system of Gross National Happiness used in Bhutan. I am so excited for the students to broaden their understanding of world geography and culture this year.

In **AP Human Geography**, we are into our first unit which is all about thinking geographically. During this unit, the students are learning about different map projections and how they all have some distortions that make them inaccurate. We are also learning about the different types of maps that will be used in this course and the information that they can show. While this unit has a lot of dense conceptual information, I believe that the students will be set up for success on the AP Exam in May!

In **AP Psychology**, we are into our first unit, which is all about research methods and data interpretation. We have discussed the different psychological perspectives and are moving into a deep dive on how psychological research is conducted and how to avoid bias. All of the information from this first unit will be extremely valuable for the students on their Free Response Questions when they take the AP Exam in May.

In **Foundations of Social Studies**, we have spent some time learning about the five different strands of social studies that we will be working with this year—civics, history, geography, economics, and culture. A main focus of this class is English language development through social studies, so we have been focusing on our English speaking and listening skills while learning some social studies vocabulary necessary for success.

In **Creativity, Activity, and Service (CAS)**, our IBDP students have been introduced to the CAS program and the requirements that they need to meet to pass the IBDP. Over the course of 18 months, students will need to engage in meaningful experiences related to creativity, physical activity, and community service. This program helps the students to apply their knowledge and learning to real-world situations while exploring their interests. I am so excited to see the great work our students will do.

If you ever have any questions please do not hesitate to contact me via email (andrew.brenzel@tcis.ac.th) at any time and I will do my best to respond as soon as possible. In addition, please feel free to visit my Google Site for more information and communication throughout the year. I am here to help and I am dedicated to ensuring that all students are deepening their understanding of social studies concepts during their time in my class.

Sincerely,
Mr. Andrew Brenzel





Dear Parents,

It has been a great pleasure to begin this year with so many exciting learning topics in my respective classes.

Our **Psychology** course is exploring how we see ourselves as people, and how we develop through our lives.

In **Advanced Business**, students are beginning the year with the personal projects of their choice.

The students of **Business Economics** are learning the basics of economics. All Business classes will explore financial markets and the rise of AI for the rest of Semester 1.

The inaugural **IB Economics** course has students demonstrating their initiative and natural curiosity by exploring the major concepts of the course. Students in this course will begin to see how economics can relate to every single human endeavor.

Finally, in **AP Macroeconomics**, the students have reached out to the person who wrote their textbook!

I was fortunate enough to attend a Summer Institute course that was taught by Dr. Margaret Ray. I immediately recognized the instructor before the course even started, as both her and Dr. David Anderson authored the AP Macroeconomics class textbook!

After completing the summer course, I asked the students to send Dr. Ray a video message, in which they thanked Dr. Ray for teaching me and for creating the textbook.

Dr. Ray replied in the following way: "Hi, Scott - thank you so much for your email. I LOVED seeing your students and wish I were going to be passing by so I could stop in to say hello! Please tell them I said thank you for studying economics and good luck with AP Macro."

I believe the AP Macroeconomics students learned how the community of adults are rooting for them and their success. This is an important idea to embrace, as there will be times during the AP course when students may feel overwhelmed. However, the students should know that both the author of their textbook, the AP program, the TCIS community and their teacher is dedicated to helping them achieve high marks.

Congrats to the AP Macroeconomics and IB Economics students for challenging themselves, and to all of the students at TCIS who seek to get a little better every day.

Sincerely,

Mr. Scott Gillette



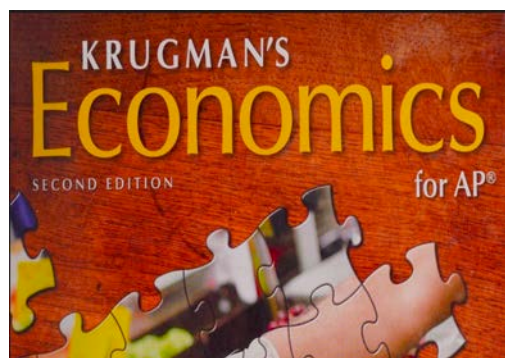
Hi, Scott - thank you so much for your email. I LOVED seeing your students and wish I were going to be passing by so I could stop in to say hello! Please tell them I said thank you for studying economics and good luck with AP macro.

I'm finishing up book revisions this month, so in my final check on Unit 5 I'll make sure the emphasis on property rights is sufficient.)

I hope you and your students have a great year! Let me know how it goes.

Best,

Margaret



Margaret Ray is Professor of Economics and Director of the Center for Economic Education at the University of Mary Washington, where she specializes in teaching introductory economics. She received her BS in Economics from Oklahoma State University and her PhD in Economics from the University of Tennessee. In 2012 she received her MEd in Curriculum and Instruction and became certified to teach K-12 Social Studies. She has taught AP® Economics at several high schools in Virginia and has received the Council on Economic Education's Excellence in Teaching Economics award. She has been involved in the AP® Economics program since 1992, serving as a reader and question leader, writing test items, overseeing the AP® course audit, writing College Board "Special Focus" articles, and editing the Council on Economic Education's AP® Macroeconomics resource. She has been a College Board® Endorsed Consultant for economics since 2001, and she conducts several professional development workshops and institutes each year. Her favorite hobby is showing hunter-jumper horses adopted from racehorse rescue organizations. She lives on a farm in Spotsylvania, Virginia with her two daughters.



Dear Parents,

It's been exciting to start my second year at TCIS! This year, I'm continuing to teach College Preparatory English & Composition and AP Seminar, plus IB English A: Language & Literature and one block of the Senior Seminar elective.

College Prep students started the year by exploring memoir and personal storytelling, focusing on how writers turn real experiences into engaging narratives. Along the way, students are strengthening their writing skills while beginning SAT Reading & Writing preparation and choosing books for their independent reading projects.

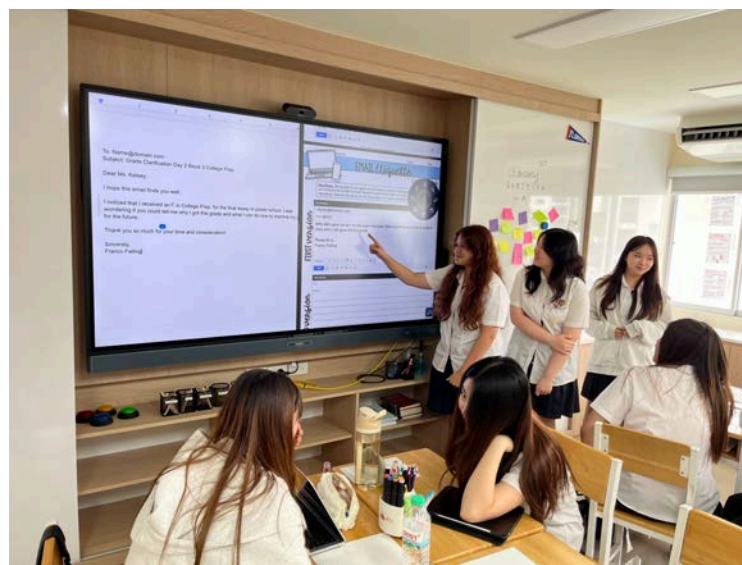
The **AP Seminar** classes began the course by building the foundational skills they will use throughout the year: analyzing arguments, identifying claims, and evaluating evidence. Students are now applying these skills to an investigation of homelessness, which will give them guided practice with the research and collaboration required for their first performance task.

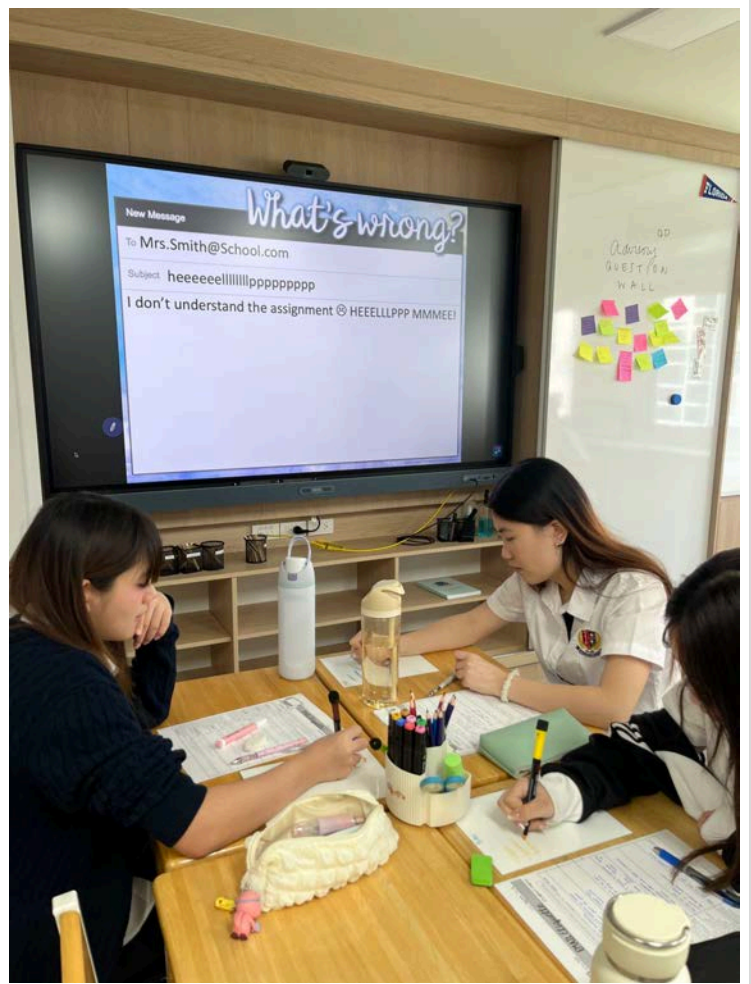
In **IB English A**, we launched their first unit with Marjane Satrapi's graphic memoir *Persepolis*, examining how identity, power, culture and perspective are represented through both words and images. With the addition of companion texts, including a Malala Yousefzai speech and New York Times articles, students are considering and comparing how personal stories can illuminate larger historical and global issues.

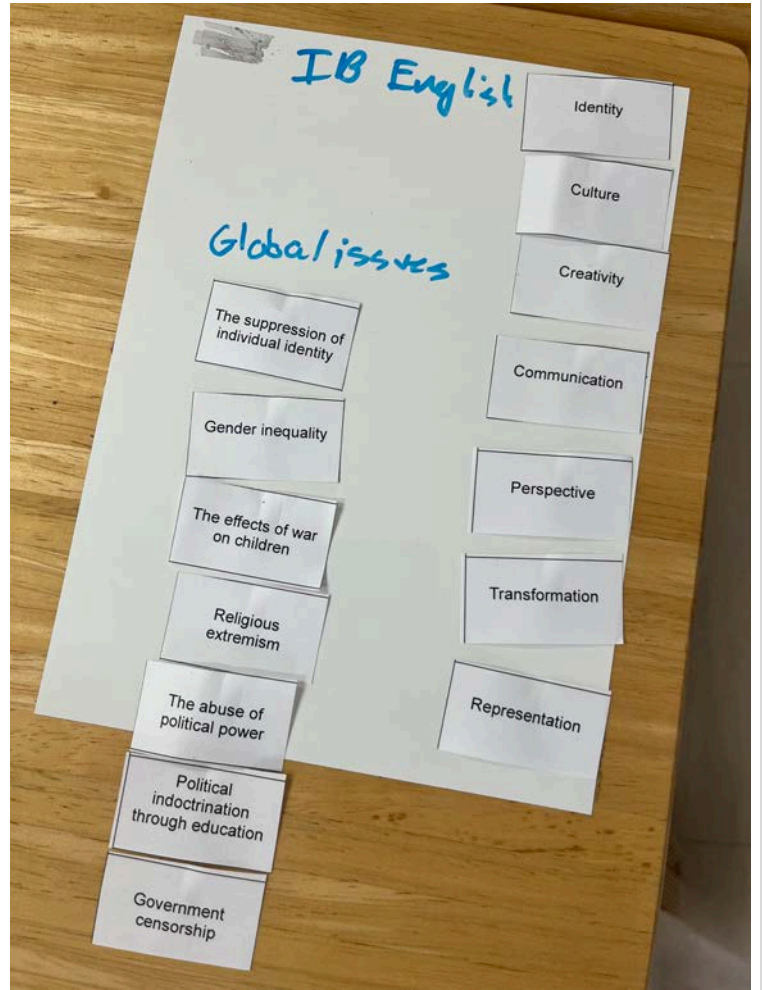
Senior Seminar students are completing their university application trackers and using upcoming deadlines and test dates to prioritize their to-do lists and stay on track throughout the application process.

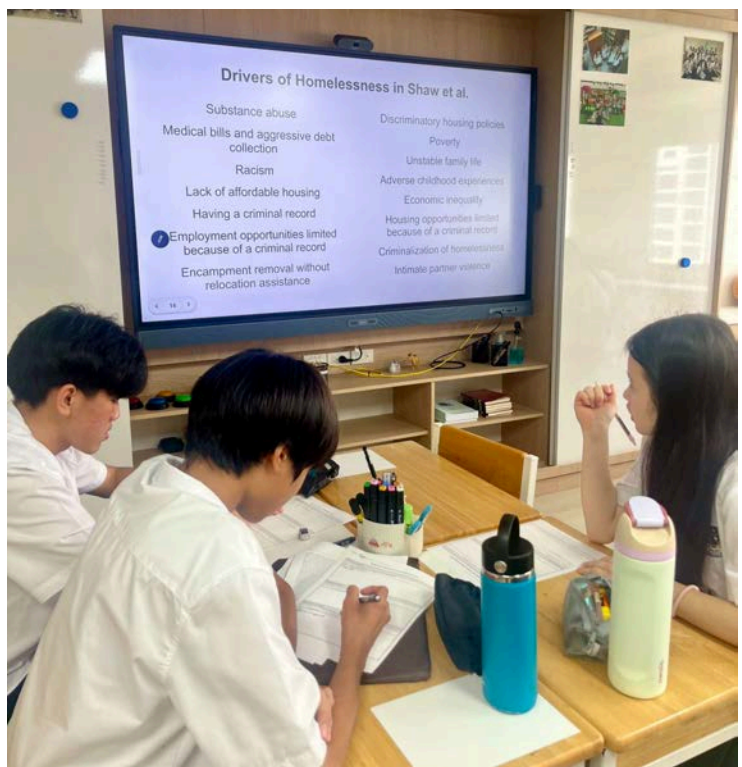
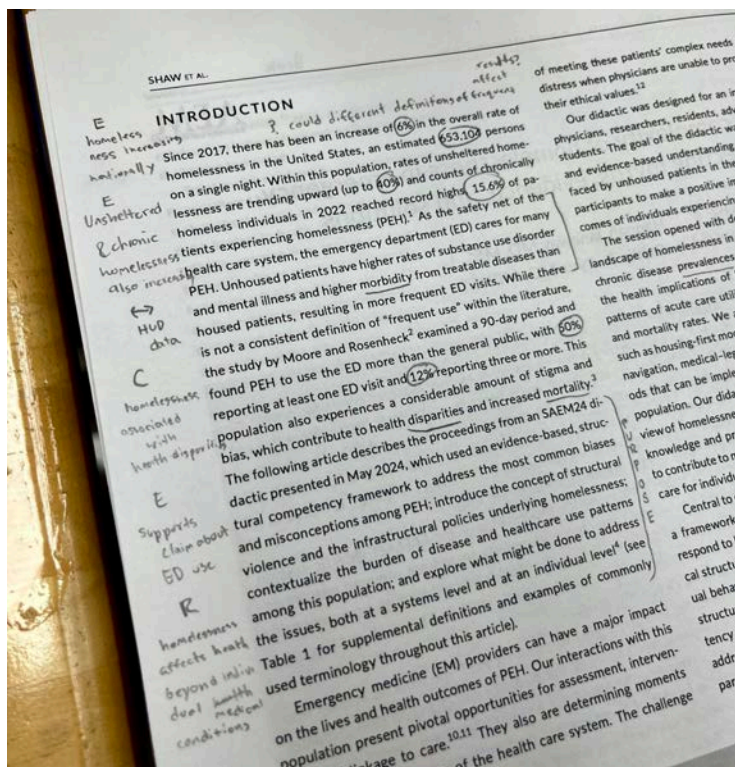
Finally, I'm enthusiastic about our new **Strategy Games Club**, where a great group of students has already joined to have fun, connect with one another, and practice 21st-century skills like critical thinking, collaboration, communication and problem-solving!

Best regards,
Ms. Kelsey











Dear Families,

I'm thrilled to be working with your students this year in our ELL program! Our goal is to strengthen your child's academic English through review and application of key concepts in the language domains: speaking, writing, reading, and listening. We've just completed the WIDA assessment for multilingual learners which provides us with valuable information about current strengths and areas for focus.

In **ELL A**, our first unit is centered on who we are and the world around us. We've worked on a critical and common language topic- ourselves- and who we are, the things we do, and our preferences. We reviewed the present simple, questions, ordinal numbers, and adverbs of frequency. We are now moving onto our first Major Assessment, writing an introductory email.

In **ELL B**, our first unit is centered on family relationships and our personal habits and actions. We've reviewed the present simple, present continuous, articles, and suffixes to make nouns. We are also coming into our first Major Assessment, an informal e-mail, which require students to consider the audience and text purpose.

Because strong English skills set students up for success socially and academically, students are expected to be reviewing daily. Important notes and further practice is located in the Google Classroom, and parents can view grades and feedback on larger assignments in Powerschool.

If you have any questions, please do not hesitate to [contact me by email](#). Here's to an amazing school year!





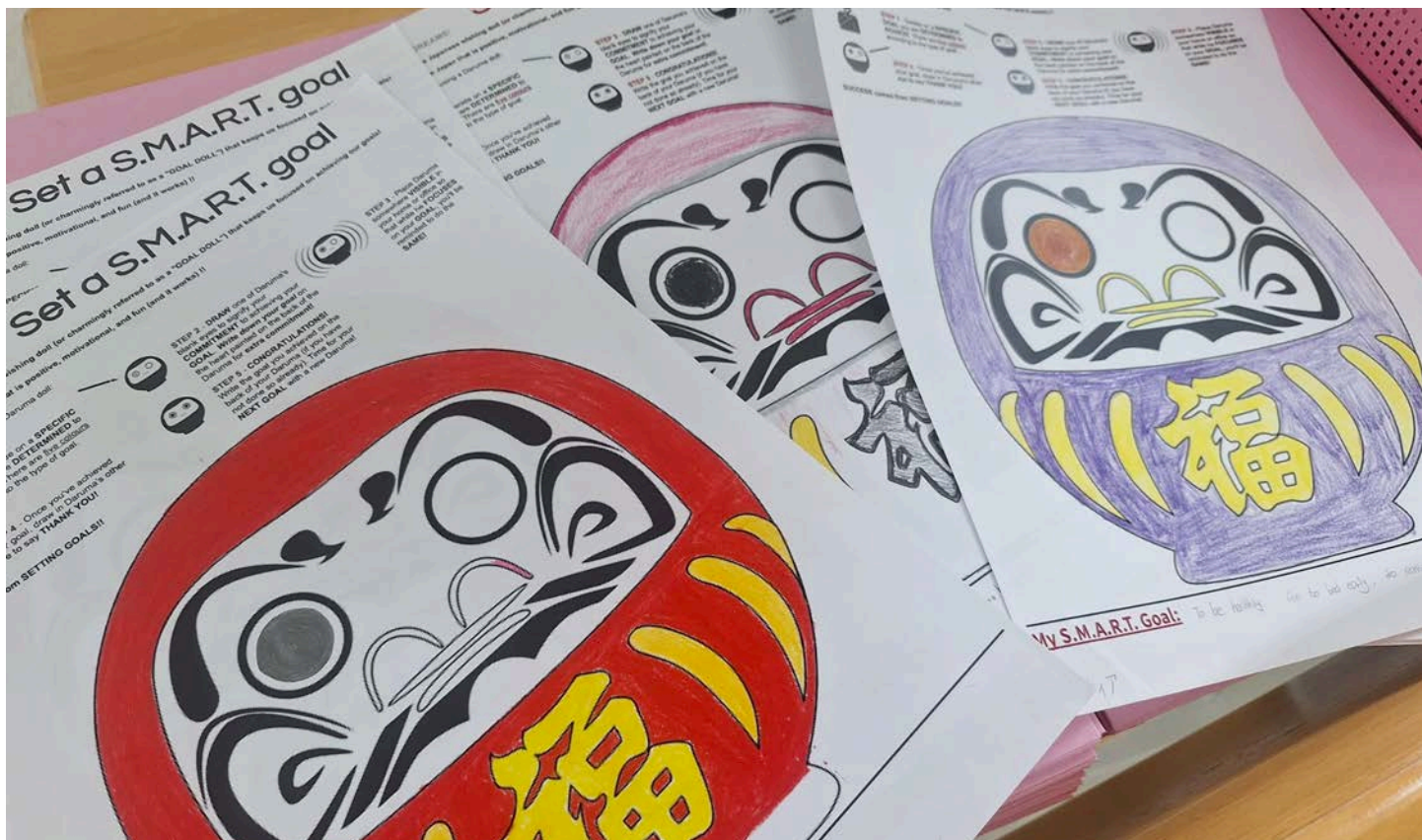
Dear Parents,

It has been a fun and exciting first four weeks in Japanese I. Students have been taking their first steps in Japanese while discovering the culture behind the language. They learned to write their names in Katakana and practiced greetings through a Japanese-style business card exchange (meishi kōkan). They also learned about Daruma, set their own goals for Japanese class, and had fun playing the traditional game Daruma-san ga Koronda together.

At the beginning of August, we celebrated Sendai Tanabata! Students learned simple wish phrases and wrote their own wishes on colorful tanzaku, giving them a chance to practice their Hiragana while bringing a little more Japanese culture into our classroom.

Along the way, we also started Unit 1, learning greetings, self-introductions, numbers, and time through fun activities such as Number Bingo, Maru Batsu (○ X) games, conversation practice, and Hiragana reading and speaking quizzes. It has been wonderful to see students becoming more confident in using Japanese and learning together! 🇯🇵✨







Dear Parents,
Hello to all of the parents of the media department students, and welcome to a new year here at TCIS. I am very excited to begin our new year. Here we are in week three and things are all starting to fall into place. Having been here for a few years, I know that I am making improvements with all of my classes, but having new courses this year, I am still learning and creating new materials as well. I embrace the opportunity to always be on my toes learning new material and creating fun lessons for all of our students. Please feel free to reach out to me with any questions you might have about any of my courses this year.

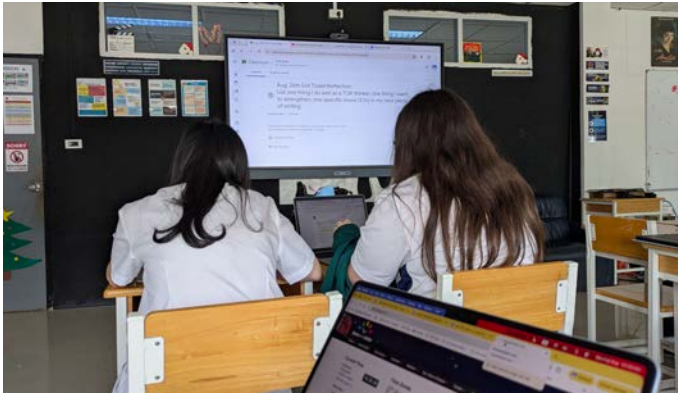
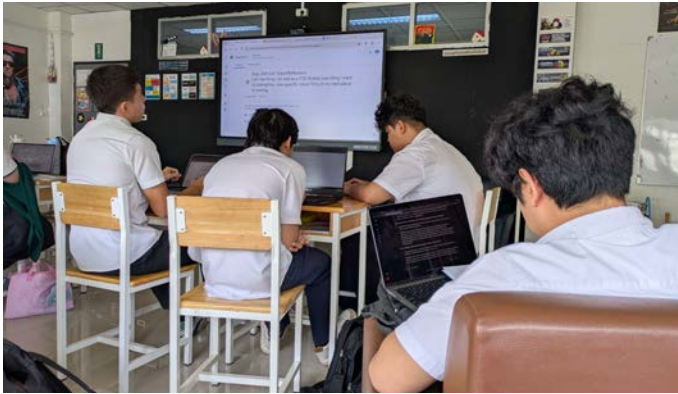
Journalism: Our class is currently discussing what our jobs as journalists actually are. We need to determine our responsibilities and our ethical choices. We have assigned our first news segment project and are looking forward to our first group critique to see What Went Well and what would be Even Better If. This method of peer feedback helps us to improve our storytelling as we work towards creating our first episode of our news program; The Wednesday Show.

Film: Our film class is beginning to learn the basics of traditional film making. We have started by learning the elements of storytelling and how to take some good photographs. Once we all have a common vocabulary we will start watching some professional film scenes to gain some inspiration. Our first big project will take place in October when we all make short horror films for Halloween!

Advanced Film: The students in this class already have a decent background knowledge of film making. At the moment they are shooting a short film to show off the skills they have learned in the past. Moving forward in this quarter, they will learn to analyze films and discuss the choices made by all film makers. This knowledge will help them in the end of the year when they will need to create a short film together as a group.

Digital Media: Our Digital Media class is starting with the basics. The class is reviewing the structure of storytelling and visual storytelling. Once we learn the basics, the class will begin to differentiate from our film class. Before students can move on to create digital content, we need to be sure the basics of storytelling and photography are covered. We want to be sure our content looks good before we put it online for the world to see!

Theory of Knowledge: The students are discussing the basics of what the IBDP Core is all about. So far this year it has been a great pleasure for me to watch as the class becomes genuinely engaged in our discussions. I believe that everyone understands that TOK doesn't have to be scary and unknown, and that we can all have fun along our path towards success. The students seem to appreciate the IB's holistic approach to educating our young people.





Dear Parents,

Global Literature

Students in Global Literature are studying Athol Fugard's *"Master Harold"... and the Boys*. They are now creating posters that highlight the play's main themes and will use them in class presentations. This work helps students connect the story's ideas to clear visual and spoken explanations.

Speech Communications

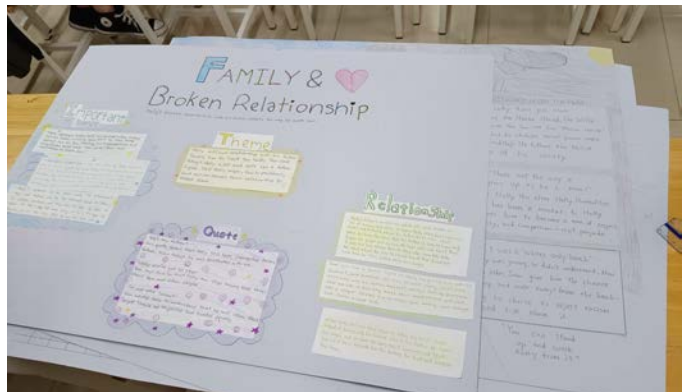
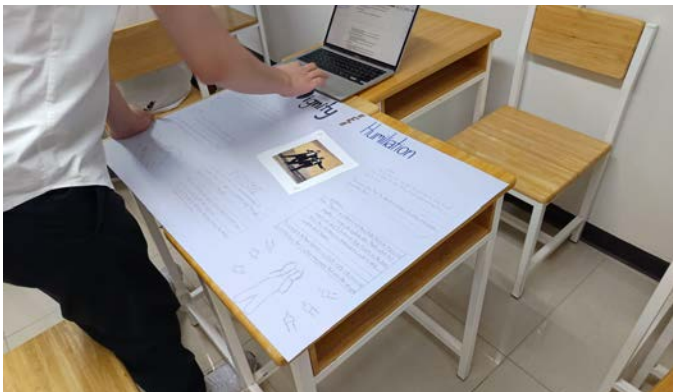
In Speech Communications the students are building presentation and public speaking skills. They are practicing how to organize a talk, speak clearly, use visuals, and stay confident in front of an audience. These skills will support stronger oral presentations across their other classes.

Foundation Literature

In Foundation Literature, the students are practicing the writing process to sharpen their skills. They are working through planning, drafting, revising, and editing so their writing becomes clearer, more organized, and more effective. Regular practice is helping them grow as more confident writers.

Creative Writing

In Creative Writing the students are developing story-writing skills through a series of focused lessons. Recent work includes analyzing vignettes, using sensory details and figurative language, creating strong characters, structuring personal narratives, and writing natural dialogue. Students are turning these skills into stronger original stories.





Students in the Integrated Design and Game Development course are boosting more than just gaming. They're off to a strong start this term, diving into Rocket League as our launchpad for exploring game mechanics, strategy, and design thinking.

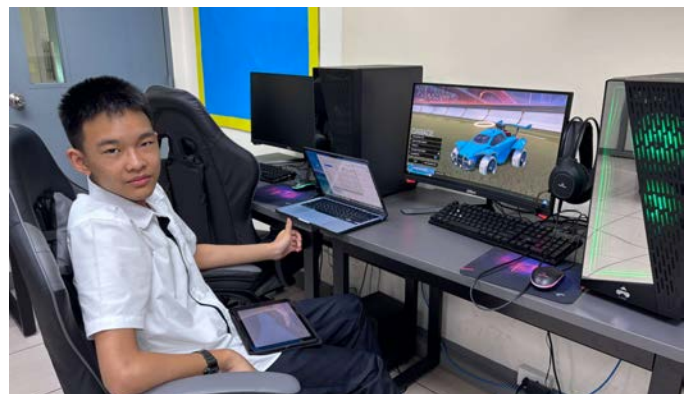
Using the [Gameplan](#) platform, students work through structured lessons that build real gaming skill — like learning to use boost strategically rather than just holding it down and hoping for the best. But the bigger goal is transfer: the same lesson that teaches boost management also asks students to coordinate with teammates in bot matches, practicing communication and shared decision-making under pressure.

Just as importantly, each session closes with a mindfulness and relaxation component. After the intensity of competitive play, students practice techniques to downshift — a skill that's just as useful before a test as it is after a match. The course frames this explicitly: performing well under pressure and knowing how to recover from it are two halves of the same skill set, whether you're on the pitch, in the classroom, or anywhere else that requires peak performance.

Looking ahead, the curriculum broadens well beyond the game itself. Upcoming units will have students designing and marketing their own Esports team brand — covering identity, visual design, and audience-building, skills that overlap directly with entrepreneurship and marketing coursework. Later units turn inward, focusing on healthy, balanced gameplay and living: sleep hygiene, nutrition, and exercise, all examined through the lens of what it actually takes to perform and feel your best, whether you're an athlete, a gamer, or a student juggling both.

It's a reminder that game development and esports education isn't just about screen time — it's about strategy, teamwork, self-regulation, and self-care, taught through a medium our students are already excited to engage with.

A handwritten signature in black ink, reading "Ann O'Neill". The signature is written in a cursive, flowing style.





Dear Parents,

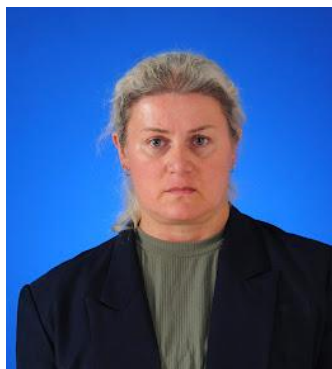
Geometry/Algebra II: To begin the year, students built a strong foundation in geometric reasoning. They explored the basics of points, lines, and planes, and worked with the segment addition postulate and formulas for distance and midpoint. Students then shifted to angle relationships, learning how to identify and calculate vertical, adjacent, complementary, supplementary, and linear pair angles using the angle addition postulate. These concepts lay the groundwork for more advanced geometric thinking throughout the year.

Algebra: In this unit, students learned multiple methods for solving quadratic equations, including graphing, factoring, and using the square roots method. They then explored imaginary numbers and used them to solve quadratics with non-real solutions. These skills lay the foundation for more advanced work with complex numbers and polynomial functions

AP Precalculus: AP Precalculus students learned how variables change together and how to measure those changes over time. They studied polynomial functions by examining graph shapes, key turning points, and zero points. Students also learned to predict long-term patterns by analyzing how graph ends behave as values grow larger. These concepts help students build strong problem-solving skills to understand real-world mathematical models

If you have any questions or concerns please feel free to send me an email at matthew.cannon@tcis.ac.th.



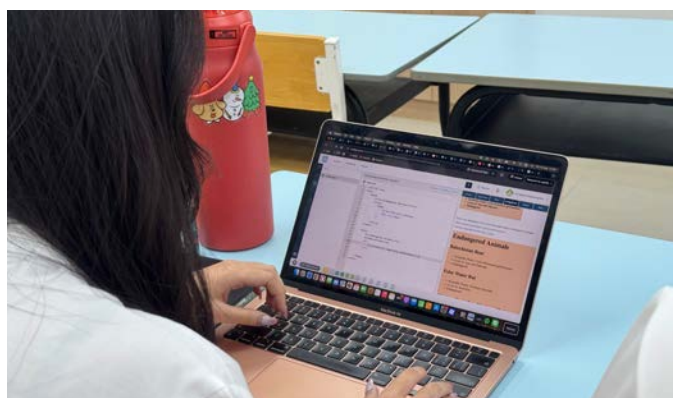


Dear Parents,

In Calculus, students have been developing their understanding of limits, building an important foundation for future topics in differential and integral calculus. In Pre-Calculus, students have been strengthening the algebraic, graphical, and analytical skills that will prepare them for success in calculus and other advanced mathematics courses.

In AP Calculus BC, students have been reviewing the entirety of the AP Calculus AB curriculum to reinforce key concepts and ensure a strong foundation before moving into new BC-specific content. This review is helping students connect previously learned ideas and prepare for the more advanced topics they will encounter throughout the BC curriculum.

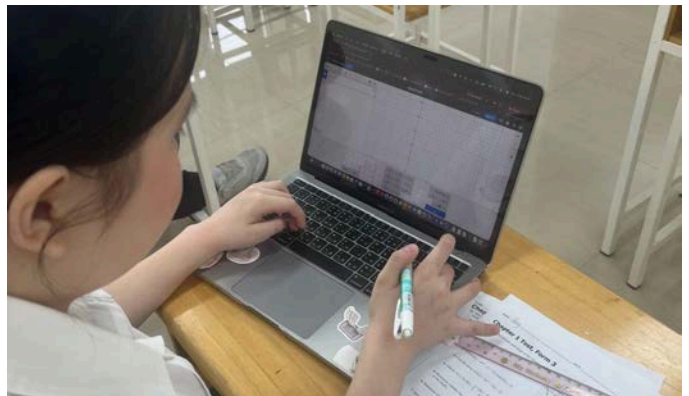
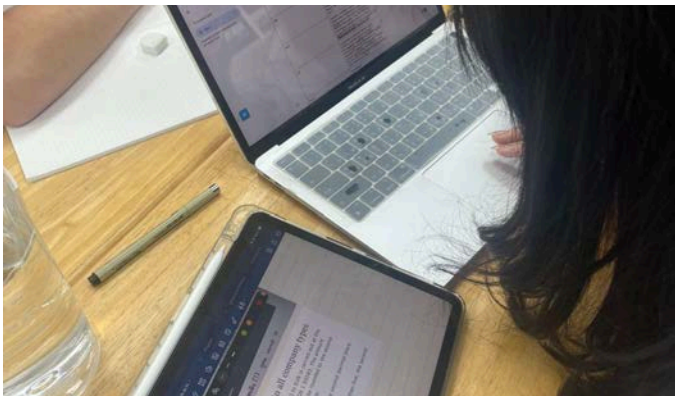
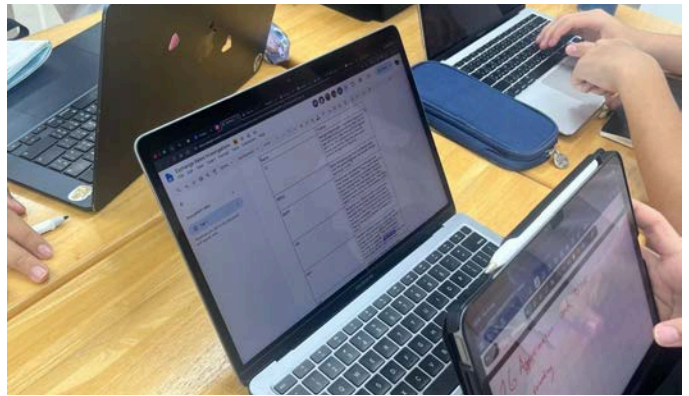
In Coding, students have been studying the fundamentals of HTML and learning how to structure and create webpages. Meanwhile, in AP Computer Science A, students have been building their programming foundations by learning essential concepts such as input/output, variables, casting, and commenting. These skills will serve as an important foundation as students progress toward more complex programming concepts and problem-solving.





Dear Parents,

It is a busy and exciting time in our high school math classes as students tackle major milestones! In Pre-Calculus, mathematicians are exploring functions—including operations, compositions, transformations, and end behavior—while AP Calculus AB students are mastering the foundations of limits and continuity. Meanwhile, our AP Statistics students are analyzing data using stem plots, histograms, standard deviation, and z-scores. All three of these classes are working hard as they wrap up their first units and prepare for their upcoming unit tests. Over in IB Math AI, students are diving into real-world financial math by exploring sequences, compound interest, and scientific notation as they get ready for their very first summative assessment.





Dear Parents,

This week in **Geometry**, students focused on building a strong foundation with important geometric vocabulary. We studied the definitions and characteristics of points, lines, planes, and different types of angles. Students practiced using these definitions to identify geometric relationships and determine what information is being given in a problem. We also worked on answering questions that included diagrams as well as questions that required students to visualize the situation without a diagram. This helped students strengthen both their mathematical reasoning and their ability to interpret geometry vocabulary accurately. Special attention was given to recognizing key words and using them as clues when solving problems. These skills will continue to support students as we move into more advanced geometry concepts in the coming weeks.





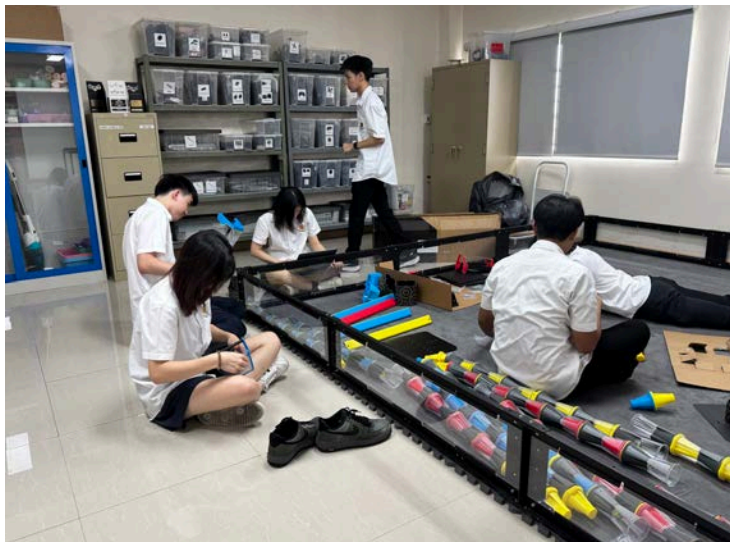
Dear Parents,

Our **Intro to Robotics** students are building a strong foundation with the VEX V5 system. After learning about structural parts and the V5 Brain, they explored programming with VEXcode V5 and fundamental C++ concepts. Their recent screen-programming assessment put those skills into practice, and they are now beginning to build their first Clawbot.

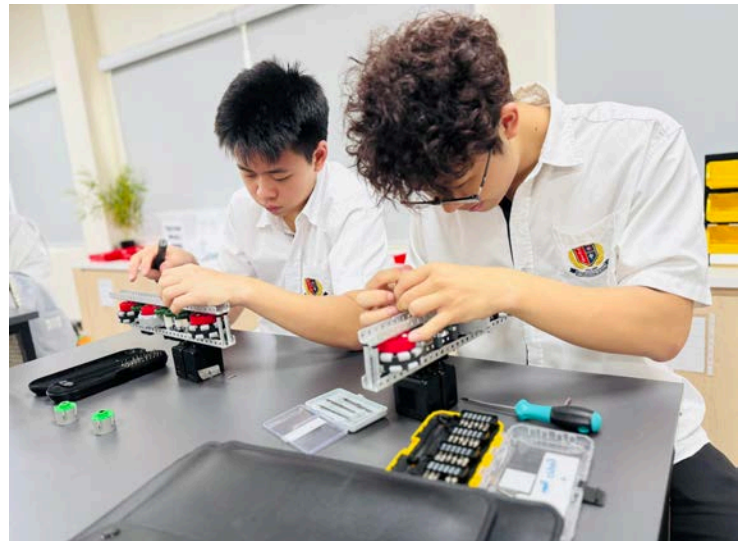
In **Advanced Robotics**, students are preparing for the 2026–2027 VEX V5RC Override season. Teams have analyzed the game, identified possible mechanisms, and developed strategies before moving into drivetrain design. They are brainstorming, comparing multiple sketches or CAD concepts, and documenting their decisions in engineering notebooks.

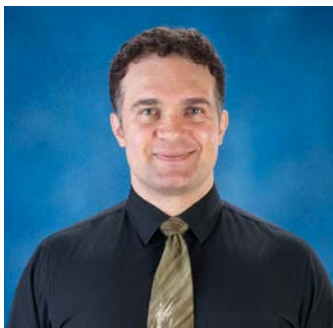
Both classes are off to an exciting start as students turn ideas into working robots!











Dear Parents,

The new school year is already well underway, and it has been exciting to see students settle into their classes and begin tackling new challenges. After just one month, all four classes have already made good progress and are beginning to develop the habits and skills that will support them throughout the year. I am looking forward to seeing how much they will grow as the year progresses.

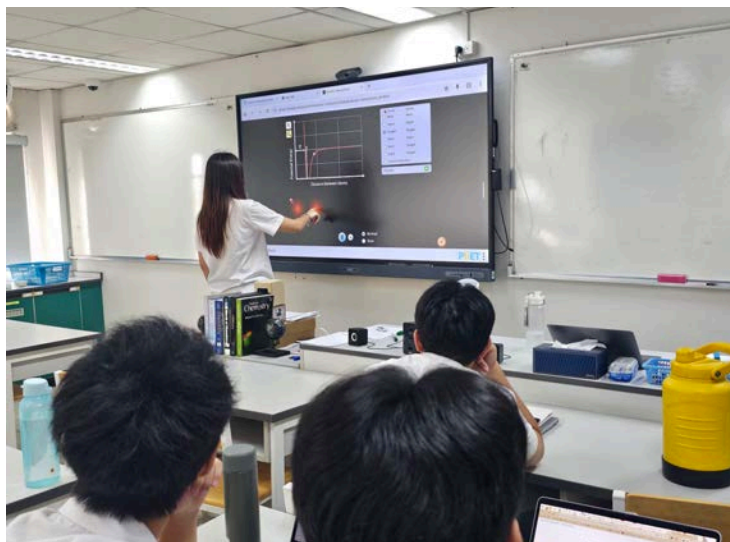
In **Chemistry**, we have spent the first month building the foundations that will allow us to work safely and effectively in the laboratory. Students have reviewed concepts related to the scientific method, experimental design, and laboratory safety, while also becoming familiar with the different types of labware we will use throughout the year. Once we complete this introductory work, we will be ready to explore the actual content of the Chemistry course. By the time we reach our first laboratory experiment, students should be well prepared to handle the equipment safely and confidently.

In **AP Chemistry**, we have hit the ground running and have already completed the first two units out of nine. We are now taking some time to prepare for one of the more challenging units in the course. Our first test presented some difficulties, but these challenges also provide an opportunity to learn from our mistakes and identify areas that need more attention. Developing resilience when faced with complex problems is an important part of succeeding in AP Chemistry, and we will continue working on this throughout the year.

IB Chemistry is a new course this year, and it has been exciting to see how motivated the students have been from the beginning. We have already introduced challenging concepts such as pH and equilibrium, although these topics will be explored in much greater depth as the course progresses. We have also begun connecting these ideas to chemistry as it appears in real-world situations, helping students see that these concepts extend far beyond the classroom. In the laboratory, students prepared solutions and investigated how concentration can affect the speed of a chemical reaction, giving them an opportunity to strengthen both their practical skills and their understanding of chemical principles.

In **Health Science**, we have started by taking a broader look at what we actually mean when we talk about health. Over the coming months, we will explore physical health, mental and emotional health, and social health, but it is important to first consider our own understanding of what it means to be healthy. Students explored different health science-related careers and are currently identifying areas of personal strength and areas where they may have opportunities to improve. They are using this reflection to establish health-related goals for the school year. We will return to these goals throughout the year as our understanding of health develops and we learn more about the many factors that contribute to our overall well-being.

Overall, this has been a strong start to the school year, and there is plenty more to come. I encourage students to stay organized, review material regularly, and ask questions when they need help. These habits will become increasingly important as the year progresses, and I look forward to a productive year of learning and discovery with all of our students.





Dear Parents,

Welcome to a new academic year! We are excited to begin another year of exploration, investigation, and discovery in Physics. Our students have already been actively developing their scientific thinking through problem-solving, practical investigations, and laboratory activities. Across our Physics courses, students are building strong foundations in applying physics concepts to real-world situations, while developing the curiosity and analytical skills that are essential to becoming confident scientists and problem-solvers.

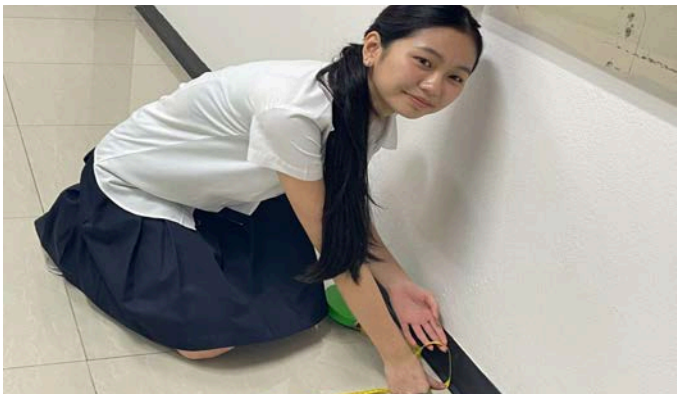
Physics: Students have completed the Scientific Method and Measurements unit, combining classroom learning with hands-on laboratory work. They measured length, volume, density, and temperature, including determining volume through water displacement and practicing Celsius, Fahrenheit, and Kelvin conversions. After completing their unit test, students are now moving into **Kinematics**, the study of motion.

AP Physics 1: Students have completed their study of **Kinematics**, developing their understanding of position, velocity, acceleration, and motion graphs. They recently completed a unit test and are now moving into **Force and Translational Dynamics**, where they will explore how forces influence the motion of objects.

AP Physics 2: Students explored thermal energy and its transfer through **conduction, convection, and radiation**. They also investigated the thermal conductivity of different metals through hands-on laboratory activities before completing their Thermodynamics unit test. Next, students will begin **Electric Force, Field, and Potential**.

IB Physics HL: Students used **Tracker video analysis software** to analyze free-fall motion and compare a horizontally launched projectile with an object dropped vertically. These investigations helped students connect real experimental data with kinematic principles. Following their Kinematics A1 unit test, students are now moving into **Forces and Momentum**.







Dear Parents,

The new academic year has begun with **enthusiasm, curiosity, and a strong spirit of inquiry** across our Biology classes. Students have been actively involved in investigations, research, presentations, and collaborative learning as they begin exploring the fascinating world of Biology.

Biology -Students began the year by exploring the **scientific methodology**. They designed their own investigations, identified independent, dependent, and controlled variables, and developed testable hypotheses.

They then took their **first steps into the world of Biology** by exploring biomolecules—their structures, functions, importance, and food sources. Working in groups, students were each assigned a biomolecule and became the “experts” on their topic. They researched reliable sources, cited their work, created informative posters, and finally **pitched their biomolecules** to their classmates. This activity helped them develop both scientific communication and research skills.

IB DP Biology- Our IB DP Biology students are **super excited to begin their IB journey!** They explored the IB Biology guide and became familiar with the resources that will support their learning, particularly **Kognity**.

They have started their journey into **Biochemistry**, beginning by revisiting fundamental chemistry concepts such as covalent and ionic bonding. Students also began developing the experimental skills essential for IB Biology through a simple penny investigation exploring properties of water, including **surface tension**.

The investigation introduced them to important scientific skills such as identifying variables, collecting and presenting data, recognising sources of error, and evaluating experimental procedures—laying a strong foundation for their future IB practical work.

Anatomy & Physiology- Students in Anatomy & Physiology are excited to discover **what lies beneath the surface of the human body** and understand how its organs and systems work together.

They were introduced to the course, including anatomical terminology, directional terms, body planes, and the major organ systems. Students also explored the **functions of the skin**, with a focus on what happens when we experience cuts and wounds and how the body heals them.

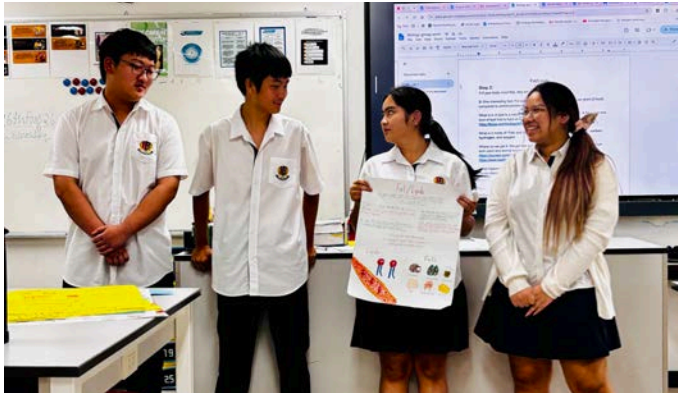
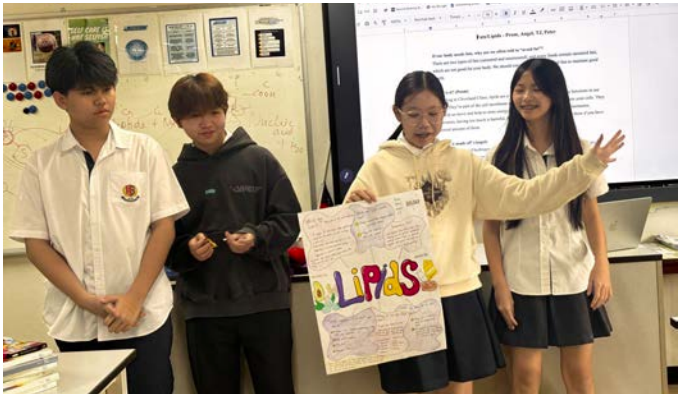
They further investigated **burns and their different degrees**, researched their findings, and presented their learning to the class. These activities helped students connect anatomical concepts to real-life situations.

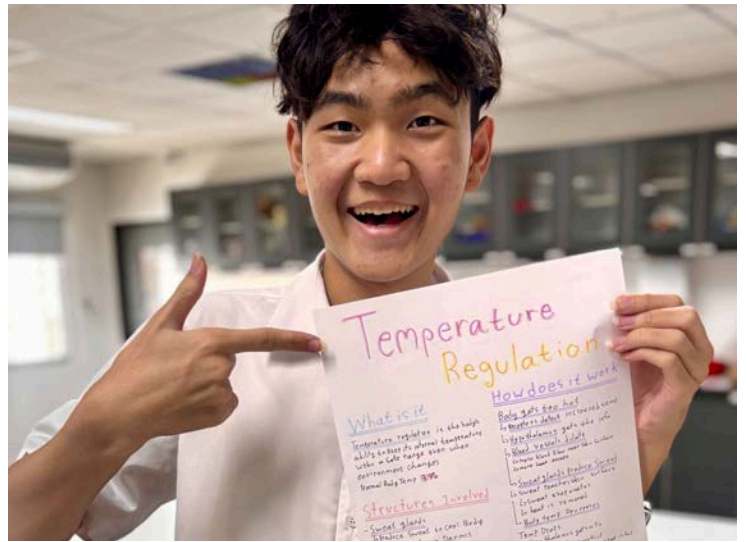
AP Biology- Our AP Biology students have begun the year with great enthusiasm and excitement. They were introduced to the foundations of **Biochemistry, beginning with water and biomolecules**.

To strengthen their understanding, students designed their **own biomolecule quizzes** and challenged one another with questions. Creating and answering questions encouraged them to revisit key concepts while also developing confidence in scientific communication.

Overall, it has been a **fantastic start to the 2025–26 academic year!** From designing investigations and becoming biomolecule experts to developing IB experimental skills and exploring the human body, our students have already demonstrated **curiosity, collaboration, creativity, and a genuine enthusiasm for learning.**

We look forward to an exciting year of **discovery, experimentation, and scientific thinking!**







Dear Parents,

Environmental Science Update: Understanding Earth's Dynamic Systems

This week, students began preparing presentations on a chosen topic connected to Earth's dynamic systems, including the geosphere, atmosphere, hydrosphere, and biosphere. They will explain how these systems interact and influence life on our planet.

Students also analyzed a real scientific research paper to identify key parts of the scientific method, such as the research question, hypothesis, methods, results, and conclusion. Finally, we explored the **Tragedy of the Commons**, discussing how shared resources can be overused when individuals make decisions based only on personal benefit.

The Fish Market Challenge: A Tragedy of the Commons Game

Grade level: High school

Time: 45–80 minutes

Group size: Entire class, divided into teams of 3–4

Big question: *Why might people overuse a shared resource even when they know it will hurt everyone?*

Scenario

Your class lives in a coastal town. Everyone earns money by choosing how to spend their **15 work hours** each week.

- Fish in the shared ocean
- Build homes and community buildings

Building is safe but earns less money. Fishing can earn more money—but only if the class does not catch too many fish from the shared ocean.

The ocean belongs to everyone, so it is a **common resource**.

Materials

- One recording sheet per student
- A board or projected class data table
- Tokens, candy, or paper "fish" (optional)
- Calculators

Student Rules

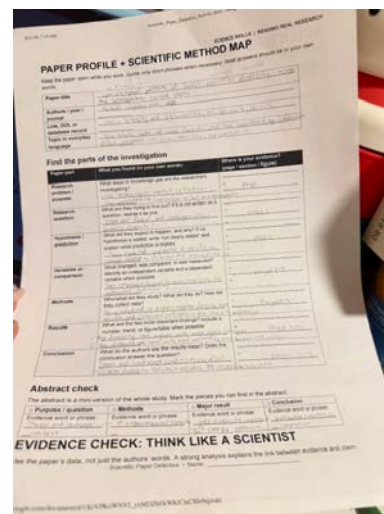
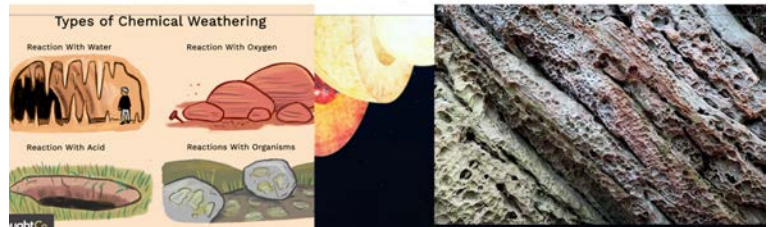
Each round, every student secretly chooses how many of their 15 hours to spend:

- Fishing: ____ hours
- Construction: ____ hours

Earth's surface is continually battered by wind and scoured by running water, which moves rocks around and changes their appearance.

Chemical weathering is the process in which the materials of Earth's surface are loosened, dissolved, or worn away. **Erosion** transports the materials from one place to another by a natural agent, such as wind, water, ice or gravity.

Weathering and erosion wear down rocks and makes them smoother as times passes. Older mountains are therefore smoother than younger ones.





Dear Parents,

迎接豐富的學習旅程同學們逐漸適應新的學習節奏，課堂也漸入佳境。各年級依循不同的學習主題，探索古典文學的深度與魅力，在閱讀、討論與思考中，與古人的智慧相遇。

九年級G9:認識新的詩歌——宋詞

從詞的形式、語言與情感出發，認識這種別具韻味的古典詩歌形式，感受宋詞細膩而多元的情感世界。students explore this distinctive form of classical Chinese poetry and experience the delicate and diverse emotional world expressed through Song Dynasty ci.

十年級G10:教育——韓愈〈師說〉

以韓愈〈師說〉為學習核心，思考「師」的意義以及教育的價值。同學們也開始思考學習、教學與個人成長之間的關係。students explore the meaning of the teacher and the value of education. They also begin to reflect on the relationship between learning, teaching, and personal growth.

十一年級G11:不遇之時——赤壁三作品

從不同作者與不同視角出發，同學們探索「不遇」的人生處境，以及人在逆境中如何面對自己與世界。students explore the experience of being overlooked or unfulfilled in life, and reflect on how we face ourselves and the world in times of adversity.

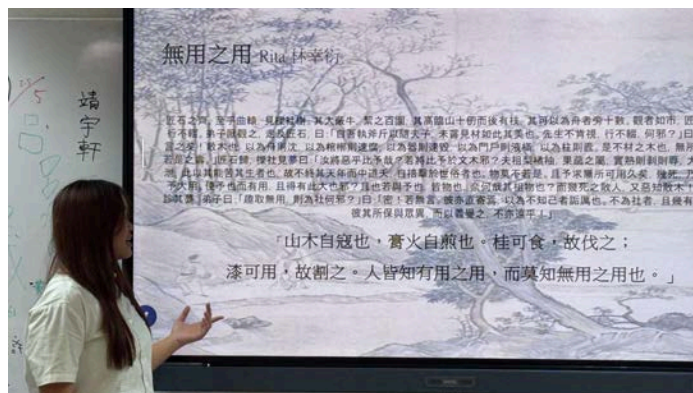
十二年級G12:莊子

從寓言、哲思與想像之中，思考自由、人生與萬物的關係。同學們也嘗試理解莊子獨特而深刻的生命智慧。students explore the relationship between freedom, life, and the natural world, while gaining an appreciation of Zhuangzi's unique and profound wisdom on life.

我們期待同學們不只是累積知識，更能在文字之間發現新的視角，在古人的思想中看見自己，也在一次次閱讀與思考中，慢慢建立屬於自己的理解與聲音。

Warm regards,

Ms. Jane 曾老師





一个人究竟要知道多少，才能说自己真的‘知道’？



经验

如果我的朋友很难过，我不能因为‘我不是他’，就说我永远无法理解他的痛苦。

不要因为无法‘知道’，就放弃去理解。

莊周夢蝴蝶

《齐物论》

—— 孙怡婧 cindy

昔者庄周梦为胡蝶，栩栩然胡蝶也，自喻适志与，不知周也。俄然觉，则蓬蓬然周也。不知周之梦为胡蝶与，胡蝶之梦为周与？周与胡蝶，则必有分矣。此之谓物化。

《水调歌头》

「明月幾時有？把酒問青天。」

- 這裡的疑問並不是指月亮的起源，而是表現出命運無常的迷茫與追問不知天上宮闈，今夕是何年？

- 蘇軾因為受到政治的苦悶想逃避現實的痛苦，探索神仙居住地宮殿。我欲乘風歸去，又恐瓊樓玉宇，高處不勝寒。

- 想乘風飛往天上，又擔心天上太冷太高。（隱藏了隱居避世與留戀人間的掙扎）起舞弄清影，何似在人間？

- 天上再好也不如人間有人情味，所以他選擇了留在人間。

轉朱閣，低綺戶，照無眠。

- 關鍵字「照無眠」，月光照的是睡眠不足無法與弟弟蘇轍團聚的孤獨者。

不應有恨，何事長向別時圓？→為什麼偏偏在人們分離的時候，月亮會顯得滿，來對照孤獨呢？人有悲歡離合，月有陰晴圓缺，此事古難全。

- 蘇軾意識到人間離合與月亮一樣本來就沒有十全十美的圓滿

但願人長久，千里共嬋娟。→雖然蘇軾只能思念著蘇轍，他還是會顧好自己的身體健康。



苏东坡与佛印的故事

风吹不动

东坡写诗：“八风吹不动，端坐紫金莲。”

佛印只批了“放屁”二字。

东坡生气前去理论。

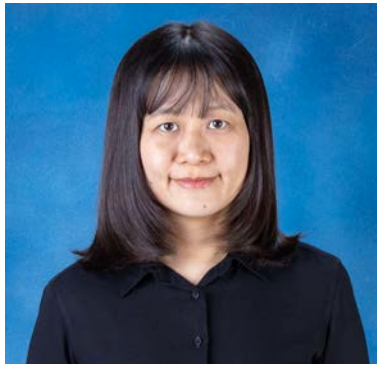
佛印笑道：“八风吹不动，一屁过江来。”

正的修养不是说出来的，而是能够在面对批评、挫折或困难时，依然保持冷静和平静的心态。



八風吹不動
一屁打過江
【蘇東坡】





Dear Parents,

Dear Parents,

We have completed our first three weeks of classes! During the first two weeks, students focused on getting to know their teachers and classmates, building communication, understanding classroom expectations, and becoming familiar with their courses. In Week 3, we officially began our main course content.

What We Are Learning

AP Chinese – Technology in Convenience Stores

Students are exploring how technology in convenience stores, such as self-checkout and mobile payment, makes everyday life more convenient.

Modern Literature 2 – Technology in Daily Life

Starting with familiar situations such as studying and searching for information, students are discussing how technology has developed and influenced our daily lives.

Modern Literature 1 – Health and Communication

Students are learning to describe cold and flu symptoms, express physical discomfort, and respond appropriately in different situations.

Traveling Chinese 2 – Travel Conversations

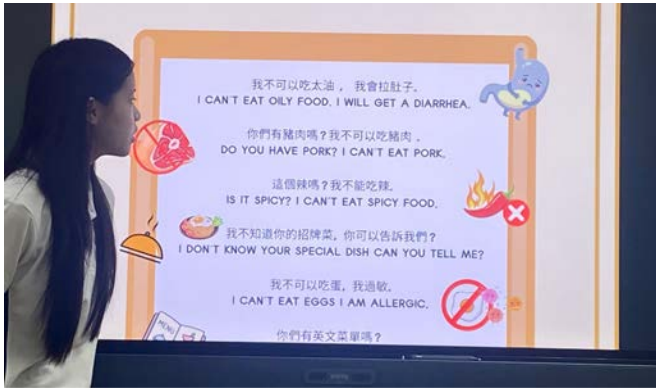
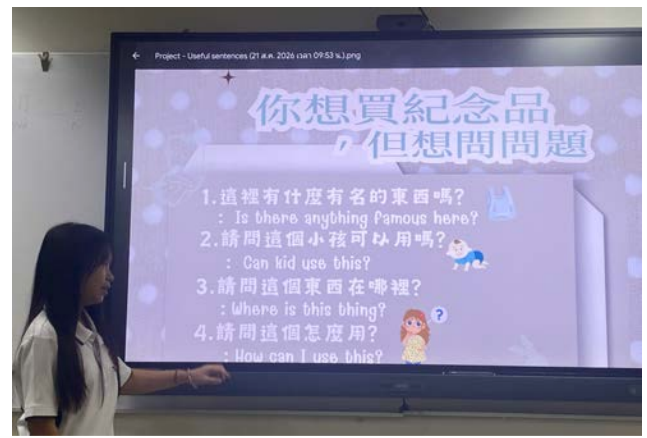
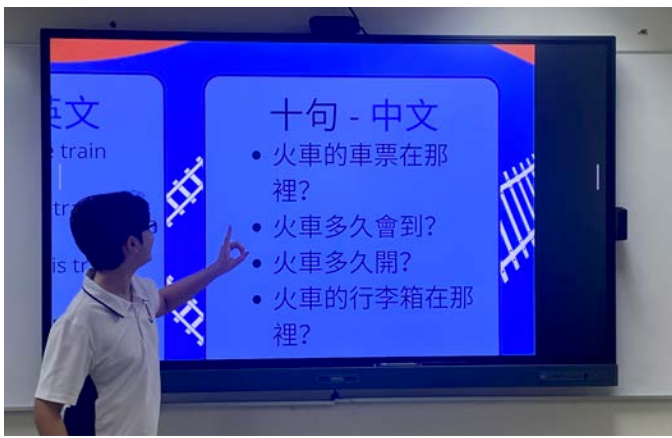
Students are practicing basic travel conversations and learning how to ask appropriate questions in different travel situations.

Traveling Chinese 1 – Asking for Help

Through a story about arriving in Taiwan, students are learning useful Chinese expressions for asking for help and information.

Students will continue developing their Chinese communication skills through meaningful, real-life activities. Here are some photos from our classes!







Dear Parents and Guardians,

It has been a wonderful and productive start to our Chinese classes! Over the past few weeks, students across different courses have been actively building their language skills while exploring how Chinese connects with culture, everyday life, and the changing world around us.

CFT 9 – Careers

CFT 9 completed the “Jobs and Careers” unit. In their final writing task, students explored emerging careers and possible jobs of the future, connecting Chinese learning with changes in technology and society. Through this unit, students also reflected on the skills, qualities, and challenges involved in different careers.

CFT 10 – Food & Culture

CFT 10 completed the “Food and Dining” unit and created posters featuring fun Chinese expressions such as 吃醋 (to be jealous), 炒魷魚 (to be fired), and 喝西北風 (to have nothing to live on), discovering the cultural meanings behind everyday words. The creative poster project gave students a fun way to see how food, language, and culture are closely connected.

IB Chinese – Names & Identity

Following four summer online lessons, IB Chinese students transitioned smoothly into the new term. We explored the Hundred Family Surnames (《百家姓》), the cultural meaning of names, and Taiwan’s 2021 “Salmon Chaos” (鮭魚之亂), leading to thoughtful discussions about identity, social media, and trend-following culture. Students were encouraged to look beyond the news story and consider how names can reflect personal identity, family traditions, and social values.

Practical Chinese Writing & Communication

Students explored the differences between spoken and written Chinese and applied their learning by writing a formal complaint email, focusing on appropriate format, tone, and written expressions. This practical task helped students develop greater confidence in choosing language that is appropriate for different real-life communication situations.

It has been wonderful to see students using Chinese not only to communicate, but also to think, create, and connect language with the world around them.

Sincerely,

Ms. Vicky



未來的職業·整理師

洪慧君

我知道很多職業，例如醫生、服務生、老師等等。但是我們的科技一直在進步，所以將來的生活會改變，職業也會跟著改變。我所知道的一種新型職業是整理師。

當整理師不一定要擅長一門科目，但是要非常有條理、很有耐心，而且可以自己工作。做這種工作也會遇到很多問題。例如，客戶可能會很挑剔，而且不一定會同意我們的建議。或是有些客戶的房間非常亂，很難整理。

我覺得當整理師沒有那麼辛苦，也不太危險，而且不需要花太多力氣。我也覺得這種職業很值得人們花時間學習和準備，因為每次整理完以後，都會讓人感到療癒和舒服。

雖然這不是非常重要的職業，但是可以幫助很多沒有時間、懶得整理或不知道怎麼整理的客戶。所以，我覺得這個職業也可以讓人們的生活有很大的改變。而且未來的人們可能會越來越需要整理師的幫助，讓生活變得更輕鬆。



未來的職業 - 道雅安

現在有一些不尋常的工作，例如食物品測試員。我覺得這是一個很特別的職業。現在很多人很關心寵物的健康，也希望自己的寵物可以吃到更健康、更好的食物。所以，寵物食品測試員的工作也變得越來越重要。這種職業需要了解食品科學和食品科技。想做這種工作的人需要很細心、注意細節，而且思想要開放，也願意嘗試新的東西。做這種工作可能會遇到一些問題，例如健康和衛生的問題。因為他們需要測試不同的寵物食品，所以一定要注意食品是不是安全。我覺得這種職業很辛苦，因為做這個工作的人需要有很多專業知識，也需要很有耐心和毅力。我從經濟回報和挑戰性來看，這被認為是值得的。這個職業透過改善健康和衛生改變了世界。



農夫和老師是我知道的常見職業。我也知道一些新型職業，例如人工智慧工程師和太陽能技術員。我對太陽能技術員很有興趣，因為最近很多公司和家庭開始安裝太陽能板，所以未來可能會需要更多太陽能技術員。想做這種工作需要學習一些跟電力、太陽能和工程有關的知識。做這種工作的人需要會解決問題、做事靈活，而且要有創造力。做這種工作可能會遇到很多問題。例如，有時候太陽能板的设计可能有問題，也可能遇到日照不足的情況。

我認為這種職業很辛苦，因為科技發展得很快，所以太陽能技術員需要一直學習新的東西，也要解決不同的問題。但是，我覺得這種職業值得人們花時間學習和準備，因為使用太陽能可以降低電費，也可以減少污染。

最後，我覺得這種職業可以幫助世界，因為太陽能可以提供比較環保的能源，也可以讓我們的生活變得更好。

飲食有關的慣用語

吃香 & 喝西北風

吃香 喝西北風

- 吃香：是受歡迎的意思
- 喝西北風：沒有東西吃沒有錢用

吃香：因為他很吃香，所以有很多人想跟他做朋友。

喝西北風：他用了很多錢買東西，所以現在要喝西北風了。

菜鳥 & 吃貨

菜鳥 & 吃貨

- 菜鳥：剛進入新環境的新手
 - 吃貨：喜歡吃各種各樣的食物的人
- 菜鳥：因為他們是菜鳥，所以不知道該怎麼做。
- 吃貨：他被別人認為是一個吃貨。

吃瓜 & 醋罈子

吃瓜 & 醋罈子

- 醋罈子：很容易吃醋，嫉妒別人
 - 吃瓜：觀看熱門八卦但不直接參加
- 吃瓜例句：我朋友很愛吃瓜，什麼熱門八卦他都知道所以和他聊天都不會無聊。
- 醋罈子例句：你男友就是個醋罈子！連我也吃醋醋。

飲食有關的慣用語介紹

喝西北風 - Having no money

沒有錢，只能餓肚子

如果我每天用很多錢，我發喝西北風了。



吃不開 - unable to fit in

不受歡迎，很難跟別人在一起

他在學校吃不開因為他不喜歡跟別人說話。



吃得開 - be popular

“吃得開”的意思是受歡迎也很吃香。

謝謝在公司裏吃得開因為她很好。



炒魷魚 - Being fired

沒有工作

他每天都遲到，所以他的老闆炒魷魚。



軟柿子 - soft persimmon

好欺負的人

因為他很安靜，大家都覺得他是軟柿子。



吃貨 - foodie

“吃貨”的意思是喜歡吃東西還不挑食。

他很喜欢吃東西所以大家都說他是吃貨。



飲食流行詞

楊子慧、余少帆、陳霏

吃醋 (chī cù)

jealous

文化意義：嫉妒別人

例句：小美看到男朋友跟別的女生聊天，就吃醋了。



吃貨 (chī huò)

foodie

文化意義：愛吃東西的人

例句：我哥哥是個吃貨，每天都在找好吃的東西。



吃回頭草 (chī huí tóu cǎo)

return to an old relationship

文化意義：回到前任

例句：小明和女朋友分手後，過了幾個月又復合了，大家都說她在吃回頭草。



吃閉門羹 (chī bì mén gēng)

rejected

文化意義：被拒絕

例句：小王去應徵工作，却因為經驗不足而被吃閉門羹。



炒魷魚 (chǎo yóu yú)

get fired

文化意義：被解雇

例句：他上班常常遲到，所以被老板炒魷魚了。



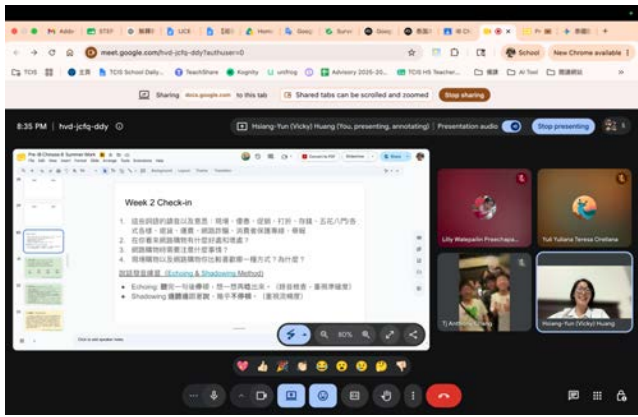
吃得開 (chī dé kāi)

popular/well-liked

文化意義：很受歡迎

例句：他喜歡幫助別人，因此在哪里都吃得開。





人物側寫影片例子

姓名：鄒瀚增



1. 你認為這部影片如何側寫一個人的故事？
我覺得這個影片用了騎腳踏車來將他的故事。
2. 他使用哪些手法吸引觀眾？
他用了有趣的影片和音樂來吸引觀眾。
3. 這部影片的受眾是誰？你從何而知？
影片的受眾是給找保險的人。他說
4. 視覺人物側寫與書面人物側寫有哪些不同之處？
我覺得他沒有不一樣

人物側寫影片例子

姓名：陳靖翰



1. 你認為這部影片如何側寫一個人的故事？
這部電影講述了他工作。他騎自行車。
2. 他使用哪些手法吸引觀眾？
圖片。展示騎自行車和工作的場景。使用短句
3. 這部影片的受眾是誰？你從何而知？
開始工作的人，激勵他們。
4. 視覺人物側寫與書面人物側寫有哪些不同之處？
如果使用視覺人物側寫，會有圖片。書面人物側寫只可以讀。

我心目中的精神領袖：Mix Chalernsri

侯詩誼

他是一位歌手和 influencer，也是一位跨性別明星。在家人的支持和愛下，他慢慢找到了真正的自己。雖然以前受到過欺負，也被感情傷害過，但他沒有放棄自己，而是學會了愛自己，讓自己變得更好。現在，他不僅是明星，還开了自己的店和公司，希望幫助更多孩子找到真正的自己。

他的话很有力量，都是在教怎麼愛自己，怎么不让自己被別人的話影响，怎么想的比較開放。



盧發揚

我心目中的精神領袖是 Gordon Ramsay 他從一個很嚴格的家長長大，他的爸爸總是會打他罵他。他本來想當一位足球明星但是因為發生一個意外讓他腳受傷不可以繼續踢球了。最後他決定會去學關於酒店管理跟了很多世界上最著名之一的廚師學最後學完出來他成功了。開了超多拿到獎的餐廳又有自己電視節目最後被取名當成世界上最優秀的廚師。他那個時候丟掉了一個夢想但最後他還起來找一個新的夢想然後用功的去學去練到他現在成功了。





Dear Parents,

This high school Practical Chinese Communication and Writing (PCCW) course blends foundational communication skills with hands-on media production, designed to strengthen students' listening, speaking, reading, and writing capabilities through creative expression and real-world application.

Class News & Project Spotlight

- **Summer Life Presentations:** Students designed media-rich presentations reflecting on their summer break, combining written descriptions, photos, and audio recordings.
- **Core Skills Integration:** The project served as an end-of-summer review, reinforcing listening, speaking, reading, and writing in a single creative assignment.
- **Innovation in Practical Language:** By synthesizing multimedia elements, students transformed traditional journal writing into interactive digital storytelling.

Lesson 1 Curriculum Highlights

- **Spoken vs. Written Register:** Exploring the formal and structural nuances that distinguish spoken dialogue from written Chinese.
- **Formal Email Writing:** Practicing professional communication conventions, subject line clarity, proper salutations, and tone adjustments for formal correspondence.
- **Media Language Analysis:** Comparing the stylistic differences between broadcast commentary and print news reporting.
- **Speed Reading Competition:** A timed exercise challenging students to scan text quickly, extract key details, and improve reading efficiency under pressure.

李鈞儒的暑假

我今年的暑假非常的開心，做了很多的事情。最快樂的多是和我的女朋友去約會，這兩個月，差不多每一個禮拜都出去玩。這一個暑假，我也去醫院當實習生。再加上補UCAT, SAT和雅思課程，我也準備了申請大學的Portfolio, Autobiography, Resume之類的。我也常常去Thana City和在Sukhumvit區域，和我的朋友打籃球。這一個暑假是我在高中的後一年。我吃得，玩得多，學得多。我滿意！



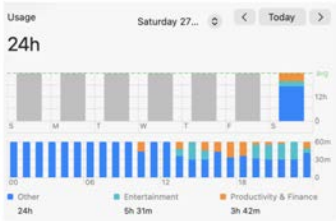
羅弘知的暑假

我今年暑假沒有去很多地方，也沒有出國旅行。我每個星期都會看一到兩部電影，還會常常和女朋友一起出去約會。不過，我大部分的時間都在準備微積分和SAT考試。我每個星期上三次微積分課，每個星期也上兩次SAT課。我沒有離開曼谷，只是在市區走走，像是洽圖治市場和宋瓦街，和女朋友一起逛街、聊天、吃東西。雖然這個暑假沒有去很多地方，也沒有特別的旅行，但是我每天都過得很開心，也學到了很多新知識，覺得這是一個充實又快樂的暑假。



蔡理溫的暑假

這個暑假很無聊，因為我只能待在家。早上時，我會去上課。我一個星期有數學課，化學課，鋼琴課，和日文課。晚上的時候，我常常跟我的朋友們一起打電動。有空時，我也會畫畫，煮飯，和看電影。有一天，我想在家做自己的薯條，但我沒有馬鈴薯。我用了一個甘藷，結果做出來的薯條有一點硬，但還是可以吃。我的媽媽很喜歡我做的甘藷薯條，而買了許多甘藷，要我再做一些。暑假過了，我才發現有一週，我每天花了 24 個小時在用我的電腦。真是嚇人呢！



口語與書面語比較 蔡理溫

演講/廣播片段（影片/音檔）

使用之書面語（對照的口語）
書面 口語
擔憂 擔心
棲息地 家
解救 救命
意識 想法
尤其 特別
你認為使用書面語會讓聽眾/觀眾有什麼樣的感受？（請說兩個）
1. 讓聽眾覺得你更值得信賴或聰明
2. 讓這個主題看起來更重要

口語與書面語比較 - 罗弘知

演講/廣播片段（影片/音檔）

使用之書面語（對照的口語）
“修复” - 改变
“越是形势不好” - 情况越糟糕
“战略定力” - 解决问题
“组织和团队” - 大家一起努力
“行业做精” - 掌握行业
你認為使用書面語會讓聽眾/觀眾有什麼樣的感受？（請說兩個）
1. 会让观众更认真地听
2. 更正式

口語與書面語比較-李鈞儒

演講/廣播片段（影片/音檔）

使用之書面語（對照的口語）
口語 書面語
比一般的好 - 相當出眾
很好 - 出色
冒球 - 封蓋
其中 - 當中
隨便 - 隨意
你認為使用書面語會讓聽眾/觀眾有什麼樣的感受？（請說兩個）
1. 讓聽我的觀眾感覺到我比較專業
2. 諸詞太專業和用了太多書面語會讓觀眾不想。

第四部分：第二課銜接預習



姓名：蔡理溫

請修改左邊的段落，使其更加書面一些...

段落 A	自己改寫	AI改寫你的文章
李安是一個很棒的導演，他以前拍過很多有名的電影，大家都很喜欢他，我覺得他很厲害。	李安是一位很有才華的導演。他執導許多有名的電影，而很受欢迎。我認為他十分可敬。	所使用AI工具： ChatGPT 使用的提示詞： 把這篇文章改成更書面而順利 改寫過後的段落： 李安是一位才華洋溢的導演，曾執導多部廣受好評且深受觀眾喜愛的電影。我認為他不僅才華出眾，更是一位令人敬佩的導演。 有什麼不同？（三點） 詞語變的更書面 加了成語 更多描述

第四部分：第二課銜接預習



姓名：罗弘知

請修改左邊的段落，使其更加書面一些...

段落 A	自己改寫	AI改寫你的文章
李安是一個很棒的導演，他以前拍過很多有名的電影，大家都很喜欢他，我覺得他很厲害。	李安是一位卓越的國際名導，曾執導多部享譽盛名的經典電影；其作品不僅深受廣大影迷喜愛，卓越的藝術成就與影響力更是令人深感佩服。	所使用AI工具： chatgpt 使用的提示詞： 把“很棒”“很厉害”改成“卓越”“令人深感佩服”等书面词语。 改寫過後的段落： 李安是一位卓越的國際知名導演，曾執導多部享譽盛名的經典電影；其作品不僅深受廣大影迷喜愛，卓越的藝術成就與影響力更是令人深感佩服。 把原本比较简单、口语化的句子组合成更加完整的长句。 有什麼不同？（三點） 增加了“國際知名”“經典電影”“藝術成就與影響力”等词语，让文章更加正式、有层次。

第四部分：第二課銜接預習



姓名：李鈞儒

請修改左邊的段落，使其更加書面一些...

段落 A	自己改寫	AI改寫你的文章
李安是一個很棒的導演，他以前拍過很多有名的電影，大家都很喜欢他，我覺得他很厲害。	李安是以位很才華的導演，他過往拍過許多有名的電影，個人都很感恩李安，我認為他非常有技術。	所使用AI工具： ChatGPT 使用的提示詞： 請將這段話改寫成書面語。 改寫過後的段落： 李安是一位優秀的導演，曾執導多部膾炙人口的電影，深受觀眾喜愛。我認為他才華洋溢，令人敬佩。 有什麼不同？（三點） 1. 用詞更加正式。 2. 句子更加簡潔流暢。 3. 「很棒、很厲害」改成「優秀、才華洋溢」。



Dear Parents and Guardians,

We are delighted to share a wonderful start to Year 1 IBDP Chinese A: Language and Literature. This August, students began exploring Albert Camus's *The Stranger* while building the skills and confidence needed for the course ahead.

IBDP Chinese A: Classroom Spotlights & Learning Highlights

This month, students have:

- Learned how the IBDP Chinese A course, major assessments, and Learner Portfolio support their long-term growth as readers, writers, and thinkers. They have also set personal learning goals and begun recording their progress and reflections.
- Explored key scenes from *The Stranger* 異鄉人, paying close attention to narrative voice, emotional restraint, sensory detail, and the ways readers form impressions of Meursault 莫梭.
- Practised a clear, supportive approach to textual analysis: noticing an author's choice, selecting evidence, explaining its effect, and connecting it to a larger idea. Students have also developed confidence in sharing and revising their interpretations.
- Compare the novel with editorials, commentary, and court-reporting texts to see how language choices can shape public opinion, while beginning guided Paper 1-style analysis and early global-issue inquiry.

We have been especially encouraged by students' curiosity, willingness to revise their thinking, and growing confidence in expressing evidence-based ideas. We look forward to supporting their continued progress throughout the semester.

Warm regards,

蕭老師



Yuki's Analysis Chain Trial Alex's Analysis Chain Trial | Ian's Analysis Chain Trial

討論 08/23 15:00

立場牆 | 冷靜是否等於冷漠？

請先選位，再用一則文本證據說明

同意 冷靜的敘述能支持「冷漠」判斷。	保留 文本提供線索，但不能直接等於人格。	不同意 冷靜也可能是敘事方式或另一種情感呈現。
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回應時先判斷：文本事實 | 合理推論 | 價值判斷

共同編輯 | 開頭分析鏈

請直接在格子中準備與整理

陳有健

證據：今天媽媽走了，又或是昨天，我收到了養老院的電報，母親，明日下葬。
作者選擇：事實，不確定語氣，時間詞。
文本效果：冷漠，不在意。
讀者判斷：從「又或是昨天」判斷出葉楓對母親的死沒有大的反應，不太在意。
核心概念：觀點，呈現。

吳宥樂

證據：「今天，媽媽走了。又或者，是昨天。」……「也許是昨天吧。」
作者選擇：短句，顯得不確定媽媽過世的時間。
文本效果：短句顯的事情急促，不確定性感覺像葉楓沒有很在意。
讀者判斷：使用不確定的語詞「又或者，也許」來顯得像葉楓沒有很在意的低聲，讓他顯得冷淡。
核心概念：呈現

謝秉鎬

證據：和往常一樣，我在賽勒斯特的餐廳吃了飯。
作者選擇：強調「往常」，作者大可以不提。
文本效果：透過強調「往常」展現出主角的行事節奏與平常並沒有什麼不同。
讀者判斷：「往常」表示跟以往一樣，可見母親的過世並沒有影響到葉楓原本行事的節奏。
核心概念：呈現

口頭發表

60-90秒發表模板

一條分析鏈+一項保留

我的立場是：_____

我的證據是：_____

卡繆的作者選擇是：_____

可能的讀者效果是：_____

我仍保留：_____



08/23 03:00



Dear Parents,

I am delighted to begin another school year with my students. Our first major event for the Thai Department was Mother's Day, where our high school students came together to sing a song in remembrance of Her Majesty Queen Sirikit, The Queen Mother. Grade 11 students represented the high school by leading the singing on stage, creating a meaningful moment of remembrance and togetherness.

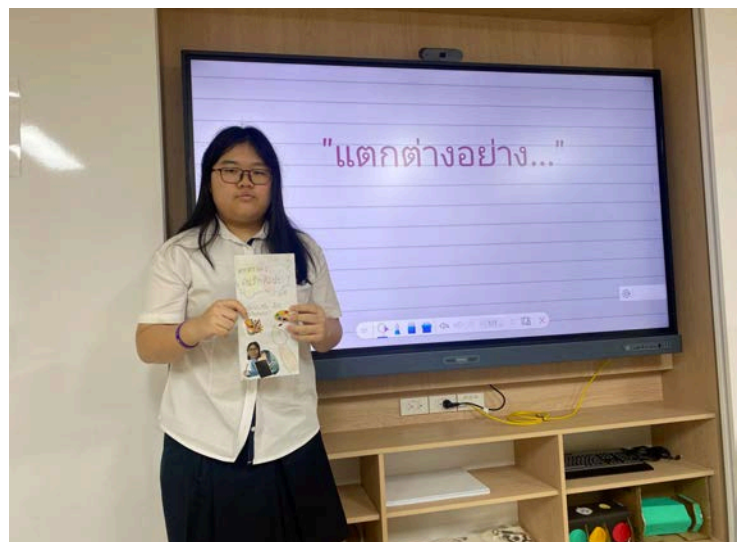
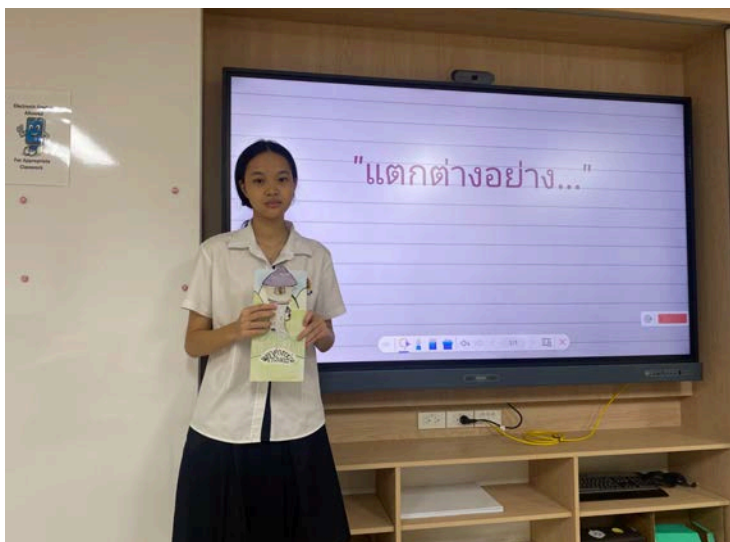
In our Thai classes, we started the year by encouraging students to explore themselves, understand who they are, and envision their future. Grade 10 reflected on *"My Idol and Future Me"* Grade 11 explored *"Uniquely me..."*, and Grade 12 considered *"Call Me by My True Name."* These activities helped students reflect on their identities and set goals for their learning journey ahead.

HER Club had a great start at the school's Club Fair, welcoming new members who are excited to join us in creating positive and meaningful activities throughout the year.

I look forward to another wonderful year of learning, growing, and making memories together!











Dear Parents,

We have started the new school year with meaningful learning experiences in Thai language and culture. Students explored the royal duties of Queen Sirikit through a tribute song for Mother's Day.

Before beginning their first units, students set personal goals for their Thai language learning and presented their goals to the class, helping them take ownership of their learning and stay focused on what they hope to achieve this year.

As the advisor of the **Youth Red Cross Club**, we also held our first club meeting, where students began planning service activities to support the community throughout the school year.





Ms. Elizabeth



Dear Parents and Guardians

I am so pleased to welcome your fantastic children to the HS Art Studio this year. Students are forging ahead and scaffolding their first projects with gusto. It is going to be a great year!

Current and Upcoming Events:

August 27th: National Art Honor Society (NAHS) applications due

September 30th: NAHS Induction Ceremony

October 1st-31st: Inktober

NAHS

The NAHS has held its first meetings of the year, and we are looking forward to an exciting year ahead! We will be running Inktober, hosting a Christmas event for the HS, helping with Children's Day, and creating additional artistic opportunities for the HS. We also have all sorts of secret things in the works!

The National Art Honor Society (NAHS) is an internationally recognized organization. Being a member demonstrates a dedication to academics, art, excellence, and service while promoting the arts within the community. Membership provides students with opportunities to connect with like-minded peers and collaborate creatively. While NAHS involvement can be a wonderful addition to university portfolios, most importantly, students develop meaningful connections and experiences that they may not otherwise have.

Students interested in joining NAHS must have completed at least one HS-level art class with a minimum overall grade of A-, be enrolled in a second HS-level art class, and have an overall GPA of 3.25 or higher. Interested students should contact Ms. Elizabeth, as applications are due by **August 27**.

We look forward to a productive and creative year promoting the arts at TCIS!



AP ART



Our AP Art class has started the year with an exploration of various artists and techniques. Thus far, students have looked at the work and styles of Egon Schiele, Jean Dubuffet, and Franz Marc. The focus of these first few weeks is to broaden students' knowledge, encourage them to take creative risks, and help them learn to trust themselves and their artistic instincts.

Soon, students will begin exploring ideas for their AP Portfolio. As a rigorous, university-level course, students will create a Sustained Investigation in which they will explain their processes, revisions, and ideas throughout the development of their work.

To ensure that students adhere to AP guidelines and do not risk having their scores revoked, students have been instructed not to post any of their preliminary work, reference photos, processes, or final artwork online. We ask parents to also follow this guideline to ensure there are no misunderstandings regarding the originality of students' work prior to AP scores being released.



Should you have any questions, please contact Ms. Elizabeth. Thank you for your support!

(Photos: Zoey and Maple exploring Franz Marc.)

INTRO PAINTING

Intro Painting students have used the first few classes to expand their color-mixing skills. Students were challenged to create a multitude of warm and cool colors, as well as various tints. This scaffolding provides an opportunity for students to refresh their blending skills while developing greater mastery of the ratios needed to deliberately create specific colors.

Students have now moved on to their first major project: a simple still life. They have created colorful backgrounds and have begun drawing their compositions from observation. Students are being encouraged to revisit, revise, and refine their work to improve proportion and accuracy.

To assist our artists in understanding art history while making connections to the world around them, we are also exploring the history of still life and its unique ability to provide a window into the past. Through this study, students are considering how still-life artworks can reflect the culture, values, and everyday life of different time periods.



Photos: Inn, Gene and Rinbelle working.

ART 1

Art 1 students have had a busy and productive first few weeks of school. Students began with scaffolding exercises focused on exploring different types of zentangles. These grid-based designs vary in complexity and add a wonderful, unique visual quality to their artwork. Students also learned basic watercolor techniques, including methods for creating and adding texture.

Both of these practice exercises will now be applied to the students' first major art project, which combines imagery from a personal photograph with watercolor, drawing, and zentangle techniques. Students have measured and cut their own watercolor paper, added a border, and are now carefully developing their initial drawings. Once they are satisfied with their revisions and have refined their compositions, students will apply a watercolor background before beginning their ink work.

Through this project, students are building confidence with multiple media while learning how different techniques can be combined to create a cohesive and personalized artwork.

Photos clockwise: Brian and Kai cut paper, Woen and Chin explore zentangles in their sketchbooks, student zentangle practice, Jack and Kai measure paper and samples of student watercolor experiments.





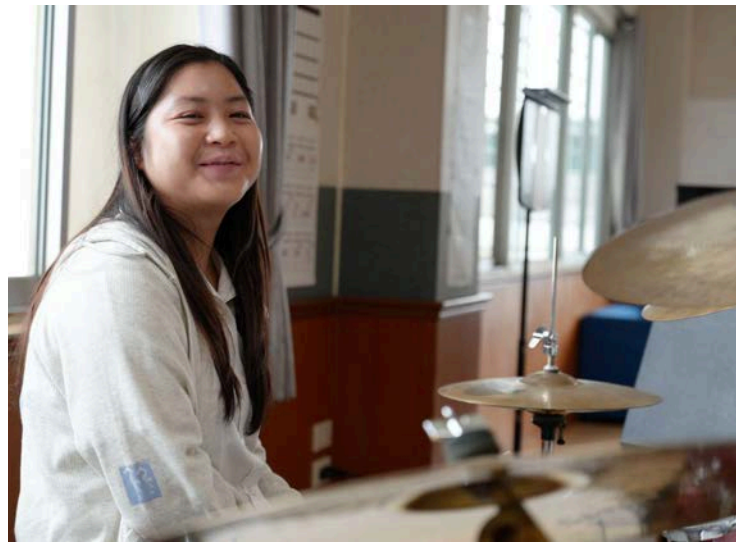
Dear Parents,

We have kicked off the new school year in High School Pop Ensemble with incredible enthusiasm! It has been wonderful welcoming a fresh wave of new talent alongside our dedicated returning musicians, creating a dynamic energy right from the start. Both Pop Ensemble classes have launched into our foundational unit, "Build the Band," where students are warming up their instrumental and vocal skills, refreshing essential music theory, and learning how to collaborate tightly as an ensemble. The unit will culminate in an intimate

in-class concert for a small audience of peers and teachers, giving students a great platform to showcase their progress.

Our Pop Ensemble 1 class is hard at work preparing two whole-class covers: Ariana Grande's "Hate That I Made You Love Me" and Maroon 5's "Payphone." Meanwhile, Pop Ensemble 2 is tackling a vibrant whole-class arrangement of "คิด(แต่ไม่)ถึง (Same Page?)" by Tilly Birds. The dedication in rehearsals is already paying off, and it is shaping up to be another fantastic, music-filled year in High School!







Dear Parents,

Casting call for our best MS and HS performers who want to be on stage!

Auditions for our Moana Jr. Musical production started this week during advisory time in room 356.

- Aug 25
- Aug 27
- Sep 1
- Sep 3

Many students may feel nervous, so please encourage them to audition! We want everyone to feel welcome and supported. It's a private audition, and it will be video taped for other teachers and staff to help judge.

https://drive.google.com/file/d/1xTkmFac_Lypj6Z9IEIk8Yx8Vy3NYR1q9/view?usp=sharing



Click her for more information:

https://docs.google.com/document/d/1LgztU7r0YljtZkCr-CxuMyD6bTYgGNycRnWe_roPALI/edit?tab=t.0

Students in tech, backstage support, makeup, choreography, marketing, and more can join our Moana Jr. Behind the Scenes crew as well! We meet every Tuesday and Thursday during advisory time. Enjoy our musical productions in April! Please come, and all are invited to see our fantastic musical production!

Yours Faithfully,
Yu Da Kim







Disney MOANA JR. THE MUSICAL

MS AND HS

MUSICAL AUDITIONS

LEAD ROLES INCLUDE:

- 👧 MOANA
- 👦 MAUI
- 👧 TAMATOA
- 👵 GRAMMA TALA
- 👑 CHIEF TUI
- 👧 SINA
- 👧 PUA
- 👵 HEI HEI
- 👑 CHIEF ANCESTORS
- 👥 ENSEMBLE

MOANA AUDITION DETAILS

🎤 SINGING (1 MINUTE)

- PICK ANY SONG YOU LIKE (A SONG FROM MOANA IS BEST!).

💃 DANCING (1 MINUTE)

- BRING A YOUTUBE LINK FOR YOUR MUSIC.
- DANCING IS OPTIONAL! YOU CAN SING ONLY, DANCE ONLY, OR DO BOTH.

🎭 ACTING

- YOU WILL READ A SHORT PART FROM THE SCRIPT FOR THE CHARACTER YOU WANT TO PLAY.

HAVE FUN AND DO YOUR BEST! 🎉 🌺

INFORMATION ABOUT MOANA JR



MOANA JR. CLUB AUDITIONS

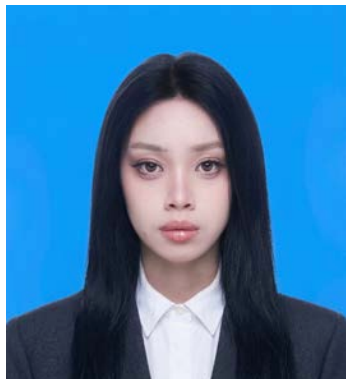
WHEN: AUG 25, AUG 27, SEP 1, & SEP 3 (2:30 PM – 3:10 PM)

WHERE: ROOMS 355 & 356

WHO: EVERYONE IS WELCOME—JUST WALK IN!



CONTACT: YUDA.KIM@TCIS.AC.TH
OR
PHOEBE.CHANG@TCIS.AC.TH



Dear Parents,

It has been an exciting start to my first year teaching High School Dance at TCIS! During our first few weeks, students have been exploring the foundations behind strong dance performance—from rhythm and body control to isolations, footwork, and musicality. We are now bringing these skills into choreography, using K-pop and commercial dance to help students develop precision, confidence, and their own understanding of movement. More than simply learning dance steps, I hope students will learn to understand their own movement, pay attention to detail, and become confident performing independently and with others. I want the dance classroom to be a space where students feel comfortable challenging themselves, making mistakes, and discovering what they are capable of. Most importantly, I hope they develop the discipline to keep working at something until they can see and feel their own progress.

Outside of the classroom, the performing arts season is also getting busy! Auditions for ***Disney's Moana Jr. *** are underway, and I am excited to be involved in developing the dance and movement for this year's production. I am also working with TTASCA on dance training and performance coordination as students prepare for upcoming performances.

There is lots to look forward to, and I'm excited to see where our students take their dancing and performance skills this year!

Best regards,

Phoebe Chang





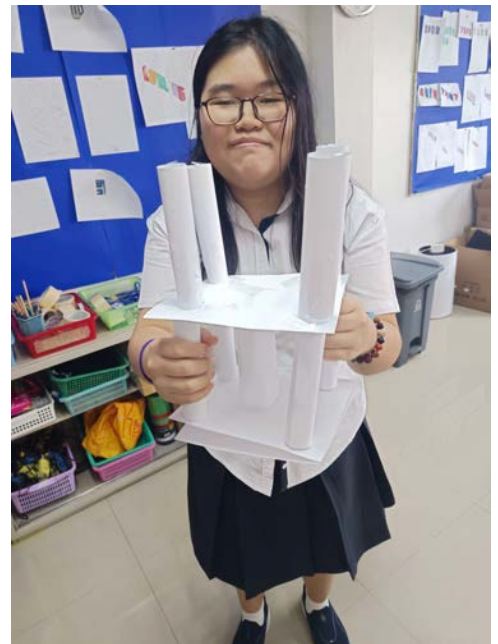
Digital Art Class

Design Technology Class

The sketches are labeled #1 and #2.

Sketch #1: A cross-section of a building. It shows a base labeled "Base structure". Above the base is a truss-like structure labeled "Glass support system". The top part is a rectangular box labeled "Concrete slab". Arrows point to "Glass panels" on the sides of the truss.

Sketch #2: A perspective view of a building facade. It shows a series of horizontal layers. Labels include "Bricks inside" at the top, "Pan" on the right, "each Panel divided" on the right, "Column Panel" on the right, and "Glass" on the left. There are also arrows indicating "up" and "down" directions.





Dear Parents,

High School PE & Personal Fitness

We have hit the ground running this school year! Both High School PE and Personal Fitness began the year with four introductory workouts designed to get students moving, rebuilding fitness habits, and preparing their bodies for the year ahead. We also spent time focusing on proper technique and strategies to help students perform their best during our fitness assessments.

All students have now completed their beginning-of-year baseline fitness testing, giving us a starting point from which to measure growth throughout the year. Across both courses, students will continue developing their overall fitness while also incorporating hand-eye coordination training alongside the regular curriculum.

High School PE

PE has moved into our **Handball unit**, and the first few sessions have been off to a great start! Students are developing their throwing, catching, scoring, and teamwork skills while learning to play a fast-paced game that they really enjoy. We are excited to continue building their skills and game awareness throughout the unit.

Personal Fitness

Personal Fitness students are building on the foundation established through our introductory workouts and baseline fitness testing. Students will continue mastering fundamental bodyweight movements while beginning our first unit focused on **Speed, Agility, and Quickness (SAQ)** development.

We are excited to see students develop their skills, physical capabilities, and confidence throughout the year as they work toward becoming stronger, faster, and more capable athletes.

Weightlifting Club

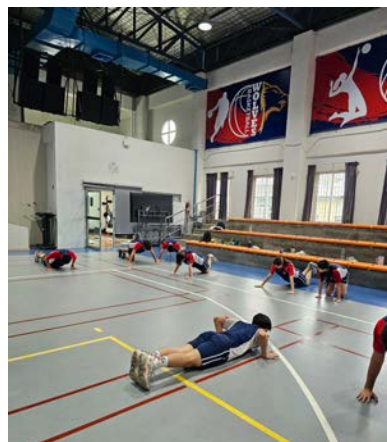
The **Weightlifting Club** has started the year strong! Students have spent the opening sessions reviewing the rules and expectations of the weight room while learning how to properly perform the main lifts and safely support and spot their teammates.

Student safety is our top priority before we progress into more advanced weightlifting. With the fundamentals underway, we are already looking ahead and preparing for the **AISAA Fitness Competition** at the end of the school year!

Varsity Volleyball

Varsity Volleyball is officially underway! Tryouts have wrapped up, and the team is looking ready to build on last year's successful season. With almost all of our starters and key contributors returning, there is plenty of experience and excitement surrounding this year's squad.

Be sure to come out and **support the Men's Varsity Volleyball team** as they look to take another step forward this season!





Pre K / Grade 2 Menu A

Week Days	Monday 31-Aug-26	Tuesday 01-Sep-26	Wednesday 02-Sep-26	Thursday 03-Sep-26	Friday 04-Sep-26
Morning Break					
Morning Snack	French Toast	Butter Cookie	Marble Cake	Steamed Buns	Chocolate Sticks
Lunch Menu					
Salad	Salad	Salad	Salad	Salad	Salad
Main Western	Roasted Honey Chicken	Roasted Chicken	Roasted Pork with Gravy	Swedish Pork Balls	Roasted Chicken
	Pork Stroganoff	Baked Fish with Tomato Sauce	Grilled Fish	Pasta with Chicken Ham & Mushrooms	Scrambled Egg
	Broccoli	Sweet Corn	Sauteed Carrots	Baked Pumpkin	Baked Carrots
	Mashed Potatoes	Roasted Potatoes	Maxim Potatoes	Boiled Potatoes	French Fries
Main Thai	Stir Fried Chicken with Basil **No Chili	Garlic Chicken	Stir Fried Chicken with Spring Onions	Teriyaki Chicken	Fried Pork
	Thai Omelet	Chinese Cabbage Soup with Minced Pork	Boiled Egg	Fried Fish with Garlic	Steamed Fish
	Steamed Rice	Steamed Rice	Steamed Rice	Steamed Rice	Steamed Rice
Noodles	Pork Ball Noodles	Braised Chicken Noodles	Pork Udon	Minced Pork & Pork Ball Noodles	Sukiyaki
Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits
Dessert					Dessert
Afternoon Break					
Afternoon Snack	Shrimp & Cheese Spring Roll	Crab Stick & Mayo Danish	Butterfly Puff	Mini Chocolate Croissant	Seaweed Shrimp & Chicken Roll

Pre K / Grade 2 Menu A



Week Days	Monday 31-Aug-26	Tuesday 01-Sep-26	Wednesday 02-Sep-26	Thursday 03-Sep-26	Friday 04-Sep-26
Morning Break					
Morning Snack	เฟรนช์โทสต์	คุกกี้เนยสด	มาร์เบิลเค้ก	ชาลาเปา	ชีสโกแลตสติ๊ก
Lunch Menu					
Salad	สลัด	สลัด	สลัด	สลัด	สลัด
Main Western	ไก่อบน้ำผึ้ง	ไก่อบ	หมูอบ ซอสเกรวี่	สวิตช์พอร์คอบอล	ไก่อบ
	หมูสไลด์โรกานอฟ	ปลาอบ ซอสมะเขือเทศ	ปลาอย่าง	พาสต้าแอมไท่ และเห็ด	ไข่ต้ม
	บรอกโคลี	ข้าวโพดหวาน	แครอทผัดเนย	ฟักทองอบ	แครอทอบ
	มันบด	มันอบ	มันฝรั่งสไลด์แบ็กชีน	มันต้ม	เฟรนช์ฟรายส์
Main Thai	ผัดกะเพราไก่ **ไม่เผ็ด	ไก่กระเทียม	ไก่ผัดต้นหอม	ไก่ทอดรียากิ	หมูทอด
	ไข่เจียว	ต้นจืดผักกาดขาว หมูสับ	ไข่ต้ม	ปลาทอดกระเทียม	ปลาต้ม
	ข้าวสวย	ข้าวสวย	ข้าวสวย	ข้าวสวย	ข้าวสวย
Noodles	ก๋วยเตี๋ยวลูกชิ้นหมู	ก๋วยเตี๋ยวไก่ตุ๋น	อูด้งหมู	เส้นใหญ่หมูสับ, ลูกชิ้น	สุกี้
Fruits	ผลไม้สดตามฤดูกาล	ผลไม้สดตามฤดูกาล	ผลไม้สดตามฤดูกาล	ผลไม้สดตามฤดูกาล	ผลไม้สดตามฤดูกาล
Dessert					ขนมหวาน
Afternoon Break					
Afternoon Snack	ปอเปี๊ยะกุ้งชีส	เดมิชปูอัดมาโย	พัฟฟ์เลิโ	มิกซ์ชีสโกแลต ครัวซองต์	สาหร่ายห่อไข่, กุ้ง

The Thailand Personal Data Protection Act (PDPA)

- The **Personal Data Protection Act B.E. 2562 (2019) (PDPA)** was published on 27 May 2019 in Thailand's Government Gazette.
([English](#), [Thai](#))
- The PDPA is under the supervision of the Ministry of Digital Economy and Society and the main supervising authority of the PDPA is the Office of Data Protection Committee (Office).
- School is the "Data Controller" means a person or juristic person having decision-making on the collection, use, or disclosure of personal information (PDPA Section 6).

Personal Data	Sensitive Data
Any information relating to a natural person, which enables the identification of such person, whether directly or indirectly, but not including information of deceased persons.	Any personal data pertaining to: • racial or ethnic origin • political opinions • religious or philosophical beliefs • sexual behavior • criminal records • health data, disability • trade union information • genetic data, biometric data, or any data which may affect the data subject in the same manner as to be prescribed by the PDPC.

In essence, the PDPA is designed to protect a data owner from the unauthorized or unlawful collection, use, or disclosure and processing of their personal data. As with Europe's GDPR, for example, websites will have to include simple and straightforward language, and receive clear consent from each user, before (or at the time of) collecting such data, using it in any way, or passing it along to third parties.

Another key aspect under the PDPA is the requirement to inform the data subject of (i) how their personal data will be used by the data controller, (ii) whether personal data will be disclosed to a third party, and (iii) of the data subject's rights to their personal data. This must be done at the time the personal data is being collected from the data subject.

The rights of data owners under the PDPA include the following:

- Right to be informed
- Right to access
- Right to data portability
- Right to object
- Right to erasure/ right to be forgotten
- Right to restrict of processing
- Right to rectify

Even foreign entities will need to follow the rules spelled out in the PDPA, as long as they deal with any activities that are related to the processing of personal data such as offering of goods and services or monitoring of users' online behavior, from users who are based in Thailand.

There are both criminal and civil liabilities for breaches of personal data privacy. For instance, the collection, use or disclosure of sensitive personal data illegally is liable to a fine of five million baht on conviction. Collection, use or

disclosure of general personal data without a legal basis is liable to a three million baht fine on conviction, and failing to get consent from data's owner or refusing the data's owner access to their personal data is liable to a one million baht fine on conviction.

If the unauthorized use or disclosure of personal data causes damage to other people or subjects other people to hate, shame or contempt, violators may face six months in prison and/or a fine of 500,000 baht on conviction.

Please see the school website for current [PDPA](#) information.

<https://www.tcis.ac.th/pdpa>

Important Links for Parents

[Student-Parent Handbook 2026/2027](#)

[TCIS Yearbook 2025-26](#)

Nurse: School Health Services

The Nurse Clinic is a spacious and well staffed facility at TCIS that can accommodate several students at any given time of the day. The Nurse Clinic is open daily from 7:00 a.m. to 4:00 p.m. The clinic is located on the ground floor next to the storeroom and staffed by a registered nurse and one nurse's aid. The clinic treats all minor injuries occurring at school. The athletics program has a school nurse who works until the sports games finish.

The clinic stays in touch with the Ministry of Public Health to keep abreast of health notifications. Current vaccination information is sent out to parents for their information and written consent. Students in grade 1 thru grade 6 may get some vaccinations from our nurse according to the Thai Ministry of Public Health. Records of previous vaccinations are kept on file with the school nurse.

A worldwide, comprehensive (24-hour) accident insurance coverage is provided for all students up to 60,000 baht yearly.

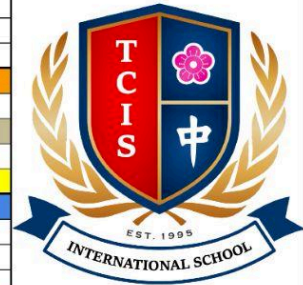
Nurse Arisara Suktrakool (Yok)

Email: nurse@tcis.ac.th

Phone 02-751-1201 ext. 220

2026-2027 Calendar

Created 22 September 2025						
Month	M	T	W	T	F	Date
Jul '26			1	2	3	14-21 New Teachers Orientation : 14 July
	6	7	8	9	10	22-27 All Teachers Orientation : 22 July
	13	14	15	16	17	22-24 Registration Day : 22-24 July
	20	21	22	23	24	27 New Students Orientation : 27 July
	27	28	29	30	31	28-30 King's Birthday 28, Asanha Bucha Day 29, Buddhist Lent Day 30
Aug '26	3	4	5	6	7	3 First Day of School : 3 August 2026
	10	11	12	13	14	12 Mother's Day
	17	18	19	20	21	
	24	25	26	27	28	
	31					
Sep '26		1	2	3	4	9 Online Learning Day ECE on Campus
	7	8	9	10	11	
	14	15	16	17	18	14 PD (No students) : 14 September
	21	22	23	24	25	24 Wai Kru
	28	29	30			End of Quarter 1 : 9 October
Oct '26				1	2	Begin Quarter 2 : 19 October
	5	6	7	8	9	9 Double 10 Day Ceremony
	12	13	14	15	16	13 King Rama 9 Memorial Day and October Break
	19	20	21	22	23	23 Chulalongkorn Day
	26	27	28	29	30	22 Parent Teacher Conferences (No students) : 22 October
Nov '26	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	16-20 Week Without Walls
	23	24	25	26	27	24 Loy Krathong
	30					
Dec '26		1	2	3	4	7 Father's Day Compensation (5th Father's Day)
	7	8	9	10	11	
	14	15	16	17	18	18 End of Q2 and S1 (90 days) : 18 Dec 2026 / Student Dismissal @ 11:30am
	21	22	23	24	25	/ PD Day for Teachers afternoon
	28	29	30	31		
Jan '27	4	5	6	7	8	
	11	12	13	14	15	Begin Quarter 3 : 18 January 2027
	18	19	20	21	22	
	25	26	27	28	29	29 Parent Teacher Conferences (No students) : 29 January
	1	2	3	4	5	4 Chinese New Year Celebration (Half Day)
Feb '27	8	9	10	11	12	5 Chinese New Year Day
	15	16	17	18	19	19 Makha Bucha Day Compensation (21st Makha Bucha Day)
	22	23	24	25	26	
	1	2	3	4	5	
Mar '27	8	9	10	11	12	End of Quarter 3 : 26 March 2027
	15	16	17	18	19	
	22	23	24	25	26	PD Days (No students) : 17-19 March
	29	30	31			Begin Quarter 4 : 29 March 2027
Apr '27				1	2	8 Songkran Celebration (Full Day)
	5	6	7	8	9	9 Chakri Day (substitution day)
	12	13	14	15	16	
	19	20	21	22	23	12-16 Songkran Holidays
	26	27	28	29	30	
May '27						
	3	4	5	6	7	4 Coronation Day
	10	11	12	13	14	
	17	18	19	20	21	20 Visakha Bucha Day
	24	25	26	27	28	
	31					
Jun '27		1	2	3	4	3 Queen's Birthday
	7	8	9	10	11	End of Q4 and S2 (90 days) : 11 June 2027/Student Dismissal at 11:30 am
	14	15	16	17	18	
	21	22	23	24	25	Summer School Begins : 14 June to 2 July 2027
	28	29	30	1	2	



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* subject to Thai Govt

Holiday School/Office Closure
Work Day/PD Day (Teachers but no students)
Half Days for Students
Conference Day (no students)
Summer School

Total Student Instruction Days 180

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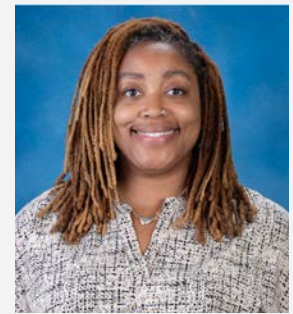
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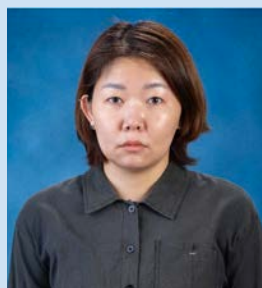
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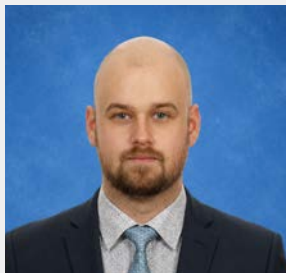
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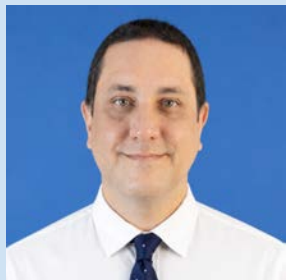
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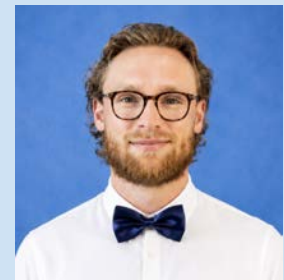
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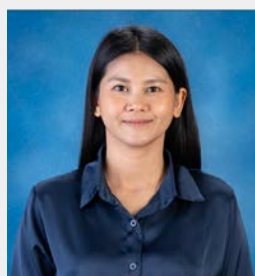
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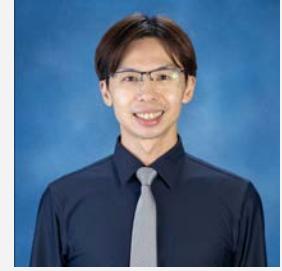
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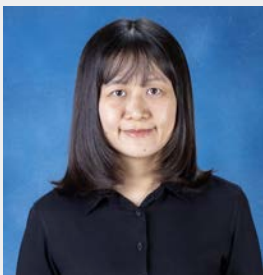
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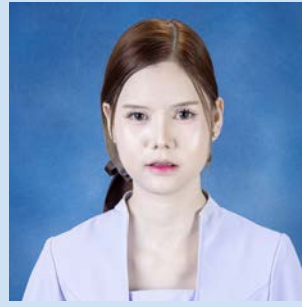
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