TCIS WEEKLY NEWS

November 29, 2026 MS/HS Edition: Week #16&17



Welcome all our new students Brian, JJ, Wyatt, Mia, Stacy, Mico, Oscar and Caleb.

Go Wolves!









Welcome all our new students in Middle School!

GO WOLVES!







Important Dates and Upcoming Events

- **November 30-December 02, 08-09:** All School Photo Week
- **December 03:** Soi Clean-up Community Service
- **December 4-** Father's Day Ceremony
- **December 8-14**: **Semester Exams**
- **December 9:** ECE Winter Concert
- **December 11:** Elementary Winter Concert
- **December 14:** Buddy Reading Day ECE & Elementary
- **December 15:** MS Sports Day
- **December 16:** Cremation Ceremony for Her Majesty Queen Sirikit The Queen Mother (No School)
- **December 17:** HS Sports Day
- **December 18:** End of Quarter 2 (Full Day)

	Events and Achievements	
Student Special Achievement: Bloom	Student Special Achievement: Kati	

Admin Team Section		
Dr. Michael	High School: Mr. Kevin	Curriculum Coordinator: Ms. Jasmine
Middle School: Dr. Richard	ECE & Elementary: Dr. James	Business Manager: Ms. Apple

High School	
HS Counselor's Corner English & Humanities Math Science	Chinese Thai Fine Arts PE

Directory and Important Links	
Menu Set Personal Data Protection Act (PDPA) Important Links for Parents	Nurse Information 2026/2027 Calendar Staff Contact List

August 2026/2027 Calendar

		1	2	3	4	7	Father's Day Compensation (5th Father's Day)
	7	8	9	10	11		
'26	14	15	16	17	18	18	End of Q2 and S1 (90 days) : 18 Dec 2026 / Student Dismissal @ 3:1
	21	22	23	24	25		Full Day for Students
	28	29	30	31			
					1		
	4	5	6	7	8		
'27	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

Message from Dr. Michael



Dear TCIS Family,

It was so great to welcome all of our students who were away for Week Without Walls back to campus this week. Our campus is alive and loud again, just the way a school should be! In talking with many of our students, it was wonderful to hear about their adventures, experiences, and the memories they made with their classmates and teachers. Week Without Walls continues to be an important part of the TCIS educational experience, providing opportunities for learning, personal growth, independence, and building friendships beyond the classroom. Once again, thank you to all of our administrators and teachers who made these experiences possible.

Our Loy Krathong celebration was absolutely beautiful. This special Thai tradition provides an opportunity to express gratitude, reflect on the past, let go of negativity, and look forward to new beginnings. Celebrations such as Loy Krathong are an important part of our school community, allowing our students to appreciate the beauty and richness of Thai culture and traditions. A very special thank you to Kru Rung and our entire Thai Department for their hard work in organizing such a wonderful celebration for our school community.

We also continue to be very excited about the progress of our four new buildings on campus. With much of the major structural work on our taller buildings nearing completion, we are seeing more progress on the interior spaces, including classrooms, flooring, ceilings, and electrical and mechanical systems. It is exciting to watch these buildings take shape each week and imagine the incredible learning opportunities they will provide for our students. These new facilities represent a significant investment in the future of TCIS and our continued commitment to providing an exceptional educational experience for all of our students.

As we celebrate Thanksgiving this week, it is a wonderful opportunity to reflect on how fortunate we are and to express our gratitude to the many people who make TCIS such a special place.

On Thanksgiving Day, one of our young ECE students asked me what Thanksgiving was. After explaining that it was a day to reflect on the things and people we are thankful for, I asked him what he was thankful for. Without hesitation, he told me, “My teachers.” His simple yet beautiful answer brought a smile to my face. I couldn't agree with him more. I, too, am thankful for his teachers and for all of our wonderful teachers who make a difference in the lives of our children every day. Sometimes, our youngest students remind us of what truly matters most.

This week, we enjoyed our Thanksgiving lunch for faculty and staff, as well as our traditional Turkey Bowl, an American football game that brings our school community together for some fun and friendly competition. A special thank you to everyone who organized and participated in these events.

In the spirit of Thanksgiving, I would like to express my sincere appreciation to:

Our Chairman and the entire Foundation Board for their generosity, vision, and continued commitment to TCIS. The incredible new buildings, remodeled classrooms, redecorated learning spaces, and

countless campus improvements are transforming our campus and creating even greater opportunities for our students.

Our Parents for your constant support, participation, attendance at meetings, and willingness to work in partnership with us. Above all, thank you for placing your trust in us and entrusting us with the education and care of your children. It is a responsibility we never take lightly.

Our Administration for their tireless dedication and hard work in the day-to-day running of our school. So much of what they do happens behind the scenes, and I am personally grateful for their commitment and support.

Our Teachers and Support Staff for the passion, patience, kindness, and dedication they bring to campus every day. Every member of our staff contributes to creating a safe, welcoming, and nurturing environment for our children.

Our Students for filling our campus with laughter, energy, curiosity, and happiness. They give purpose to everything we do and often remind us of life's most important lessons.

TCIS would not be the same without each and every one of you. While we are building an increasingly beautiful campus, it is the people within it who make TCIS truly special. Buildings make a school, but people make a community.

Like our young ECE student, I have so much to be thankful for.

Happy Thanksgiving to our entire TCIS family!

Regards,

Dr. Michael







Dr. Michael Photos or Posters













Mr. Kevin's Message



Dear High School Parents,

It has been a busy month of November. We have had so much going on with Honor Society inductions, Loy Krathong, Turkey Bowl, Model United Nations Conferences, Robotics Competitions, World Scholar's Cup and Week Without Walls trips.

Week Without Walls
We expanded our HS Week Without Walls trips from 2 to 4. We had experiential learning trips for grade 9 to Vietnam, grade 10 to Borneo, grade 11 to Japan and grade 12 to Korea. Students enjoyed a variety of experiences from making lanterns, jungle safaris with the orangutans, learning to make sushi and community service through making kimchi to donate to the elderly.

Tournament of Champions at Yale University
Congratulations to our World Scholars Cup students Book , Kingston, Prize, Roy and Pob in grade 9 and Alan in grade 6 for qualifying and representing TCIS at the Tournament of Champions in the United States. They did very well and earned a number of medals. We are very proud of them.

Semester Exams
Students have semester exam preparation for the next week and then exams run from **December 8 through December 14.** It is important that your child does not miss school during this time and if they miss an exam, they must have a doctor's certificate to be able to make it up. Please make sure you get your child to school early everyday so they do not miss out on valuable contact time or have less time to complete their assessments.

Upcoming Events

- **November 30-December 02, 08-09:** All School Photo Week
- **December 03:** Soi Clean-up Community Service
- **December 4-** Father's Day Ceremony
- **December 8-14**: Semester Exams : Students must have a medical certificate if absent.
- **December 17**: Sports Day
- **December 18**: Talentless Show

Have a great week!

Kevin Curran
Head of High School



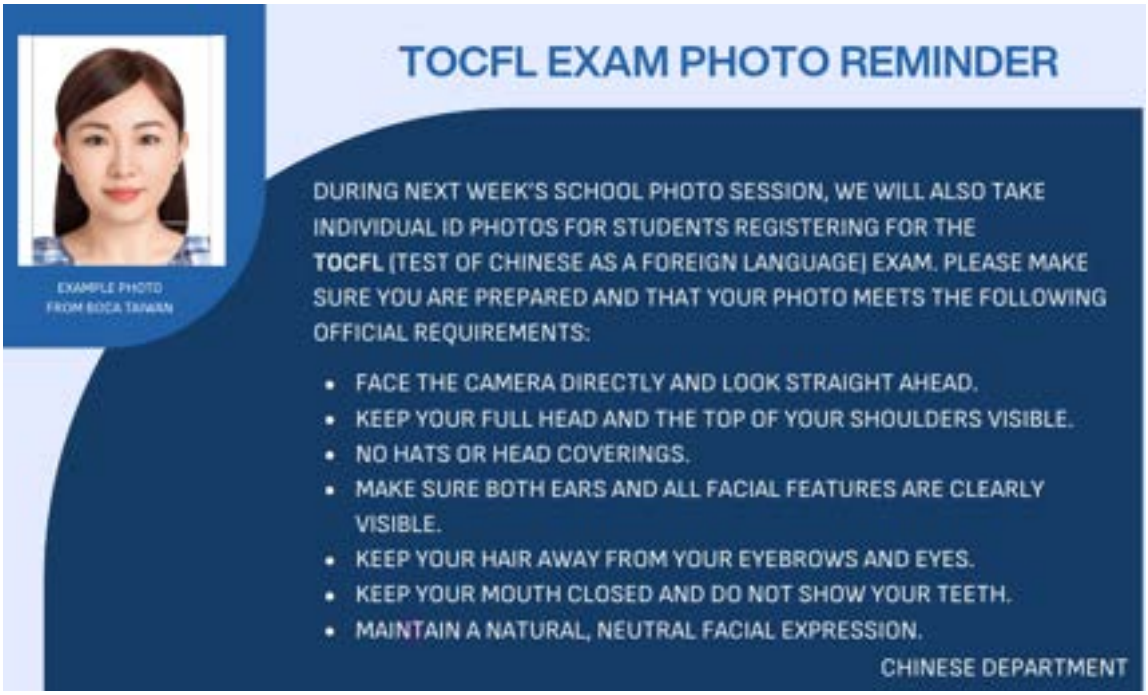




High School Secretary: Ms. Catt **Email: cattleya@tcis.ac.th** **Phone 02-751-1201 ext. 208**



A Gentle Reminder (TOCFL)
Don't forget to have your photo prepared for the upcoming TOCFL Exam



TCIS Loy Krathong Celebration













Loy Krathong Celebration













Worlds' Scholar Cup Trip to the Tournament of Champions at Yale University in the U.S.A.













Worlds' Scholar Cup (WSC Yale, U.S.A.)
Congratulations to our World Scholars Cup Teams that qualified to compete at the Yale Tournament of Champions and earned a number of medals. Well done!













Grade 12 Week Without Walls Trip to Korea













Week Without Walls Trip to Korea













Week Without Walls Trip to Korea
Community Service: Students learned to make kimchi and then donated to elderly homes.













Week Without Walls Trip to Japan
Students visited the Samurai and Ninja Museum



[Click for video]











Week Without Walls Trip to Japan













Week Without Walls Trip to Japan













Week Without Walls Grade 10 Trip to Borneo
The night safari introduced students to many unique animals



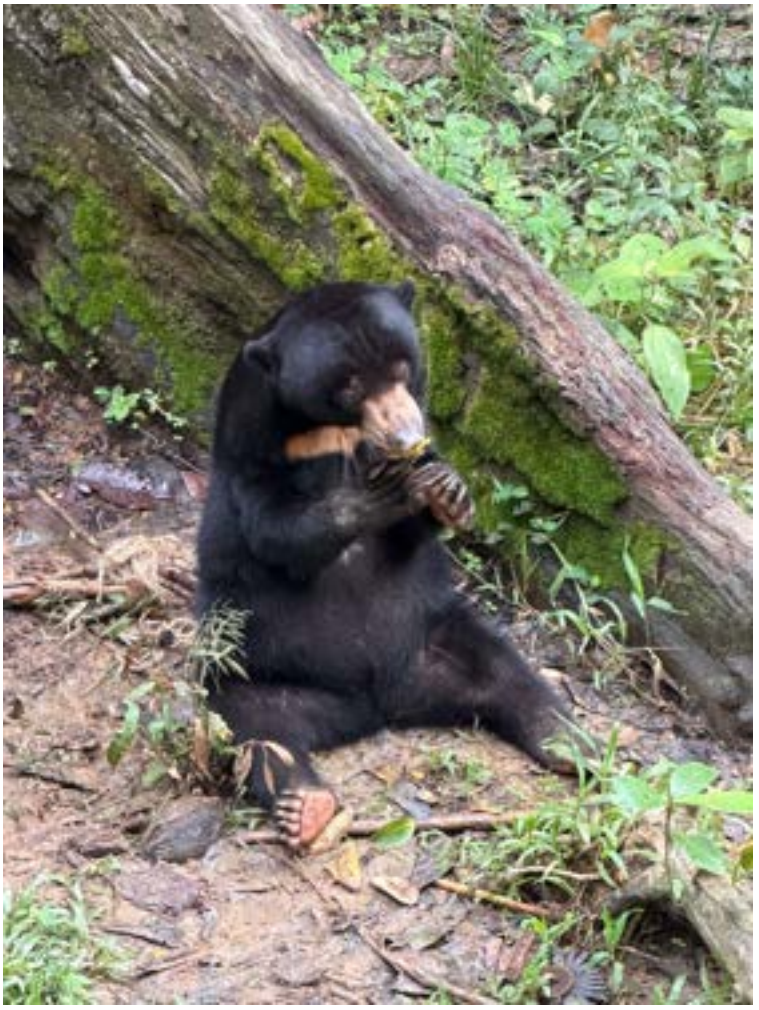






Week Without Walls Trip to Borneo
Students did community service at the Sun Bear Conservation Centre and the Orangutan Sanctuary.



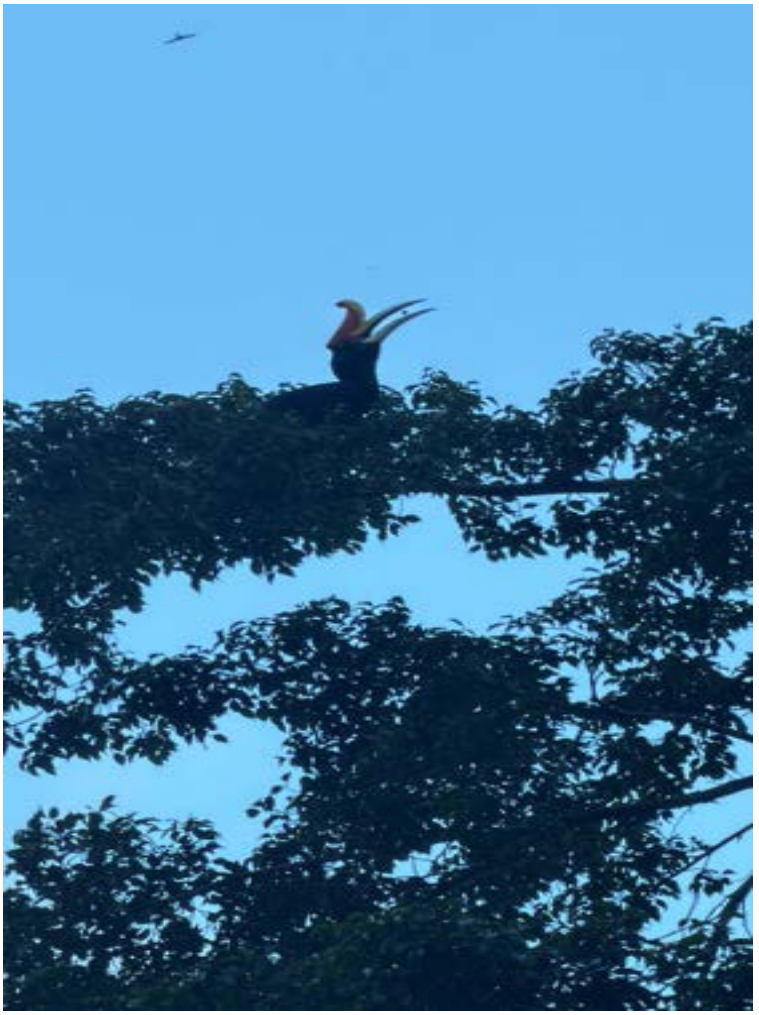







XTEP





Week Without Walls Grade 10 Trip to Borneo













Week Without Walls Grade 9 Trip to Vietnam













Week Without Walls Grade 9 Trip toVietnam













Week Without Walls Grade 9 Trip to Vietnam













Congratulations to our TCIS students as they excelled at the RIS Model United Nations Conference. Jasmine in grade 10 was named Best Delegate, while Jayson in grade 10, Jesper in grade 11 and Dan in grade 8 received Honorable Mention Recognition. Well done!







Robotics Competition
Congratulations to our Robotics team who won the Best Design Award in the VEX Robotics Competition













National Art Honor Society Induction













National Art Honor Society Induction













National Honor Society Induction













National Honor Society Induction













National Honor Society Induction













National Honor Society Induction













NHS Induction













NHS Induction













NJHS Induction













NJHS Induction













Dr. Richard's Message



Dear Middle School Parents,

We completed another year of Week Without Walls. The friendships and skills built during these trips will prepare them for the rest of the year. They will also take many memorable activities and memories with them long into the future.

We always seek to improve each year's trip. Next year will be even better. One of the ways we improve is collecting feedback. Students and teachers have already completed their surveys. Now it's your turn! Please take a moment to complete the parent survey that was sent to your Email.

Also the photos from the trips are also available. Please be mindful to not share photos that are not your child without permission. Video slideshows will also be available on our school's social media!

We had so many events that showcased excellence without our community: Scholarships, NEHS, NJHS, Thai Awards, and much more! I am so incredibly proud of our students.

As we prepare for the end of Semester 2, please be mindful of the following dates:

- **November 30-December 02, 08-09:** All School Photo Week
- **December 03:** Soi Clean-up Community Service
- **December 04:** Father's Day Ceremony
- **December 15:** MS Sports Day
- **December 16:** Cremation Ceremony for Her Majesty Queen Sirikit The Queen Mother (No School)
- **December 18:** End of Quarter 2 (Full Day)
- **January 18:** Quarter 3 (Return to school)

The end of quarter 2 also marks the end of semester 1. GPAs will be calculated and posted on the upcoming report cards. It is essential students submit work on time as all grades are due before the break. Teachers provide study sessions, make-ups, and more during morning break and lunch. We encourage all students to attend these optional sessions that teachers volunteer to host.

Dr. Richard E. Poulin III
Head of Middle School
richard.poulin@tcis.ac.th







Secretary: Ms. Palm **Email: pattathorn@tcis.ac.th** **Phone: 02-751-1201 ext. 361**

Student Achievements







NEHS













NJHS













Scholarships











Loy Krathong













Grade 5/6 Week Without Walls













Grade 7/8 Week Without Walls













Dr. James' Message



Dear TCIS Family,

Week Without Wall Success!

Our second annual ECE and Elementary Week Without Walls was a tremendous success, with enthusiastic student participation and highly positive feedback from parents throughout the week from students and teachers. Students loved the variety of hands-on activities, the exciting magic show, the petting zoo, two elementary field trips, and the many opportunities to bond with their peers and teachers while creating lasting memories beyond the classroom.

Our ECE and Elementary Week Without Walls culminated in a fantastic Sports Day, filled with excitement, friendly competition, teamwork, and school spirit. Students thoroughly enjoyed the variety of sporting activities, while parents were invited to join the celebrations and enthusiastically participated in the relay race and tug-of-war, making it a memorable event for our entire school community.
ECE & Elementary Week Without Walls and Sports Day Photos Folders

Loy Krathong

A sincere thank you to our wonderful Thai Team for all of your hard work, dedication, and creativity in making Loy Krathong such a special celebration at TCIS! The festivities were made even more beautiful by the wonderful parade of our students dressed in traditional Thai attire. Seeing our students proudly showcase Thailand's rich culture, beautiful costumes, and traditions was truly a highlight of the celebration. Thank you for preserving and sharing Thai culture and creating such a meaningful experience for our entire school community. Loy Krathong Photos

Buddy Reading Day

Our very popular Buddy Reading Day is back! On Monday, December 14th, elementary students will travel to ECE classes to read to our younger students. Students will wear colored shirts to match their reading buddies! This will be the first of several Buddy Reading Days we have planned for this school-year. There is more to come! Buddy Reading Day Poster

Winter Concerts

It is that wonderful, festive time of year, and our very popular ECE & Elementary Winter Concerts are almost here! Both concerts will take place in Gym 5.
ECE Winter Concert: 7:45am -8:30am, Wednesday, December 9th, 2026 ECE Winter Concert Poster
Elementary Winter Concert: 7:45am -8:30am, Friday, December 11th, 2026 Elementary Winter Concert Poster

Upcoming Events

- **November 30-December 02, 08-09:** All School Photo Week Here is the TCIS Taking Photo Schedule
- **December 4:** Father's Day Ceremony
- **December 9:** ECE Winter Concert
- **December 11:** Elementary Winter Concert
- **December 14:** Buddy Reading Day ECE & Elementary
- **December 16:** Cremation Ceremony for Her Majesty Queen Sirikit The Queen Mother **(No School)**
- **December 18:** End of Quarter 2 (Full Day)
- **January 18:** Quarter 3 **(Return to school)**

Kind regards,

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

Dr. James Photos : Loy Krathong













Dr. James Photos : Loy Krathong













Dr. James Photos : Loy Krathong





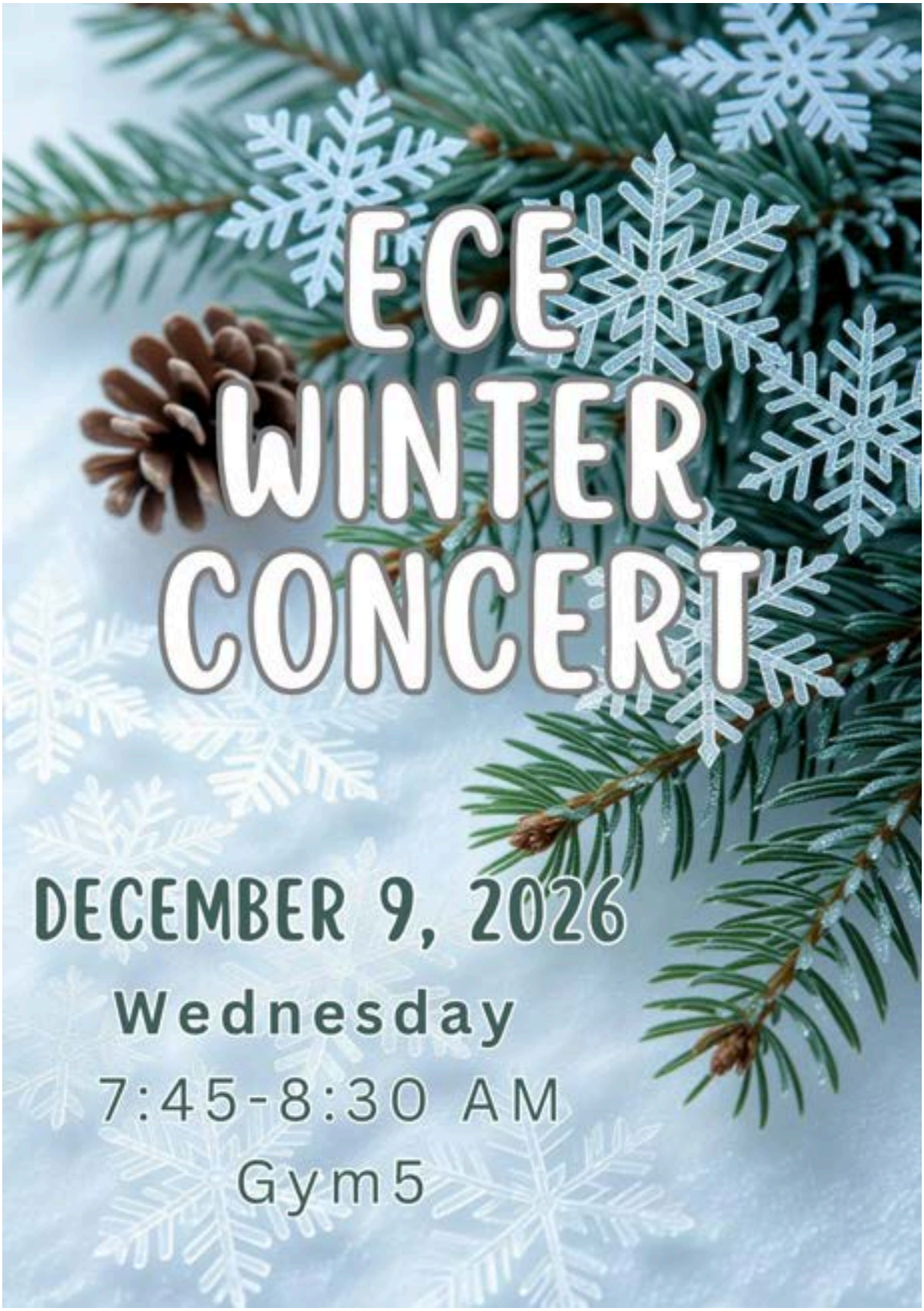


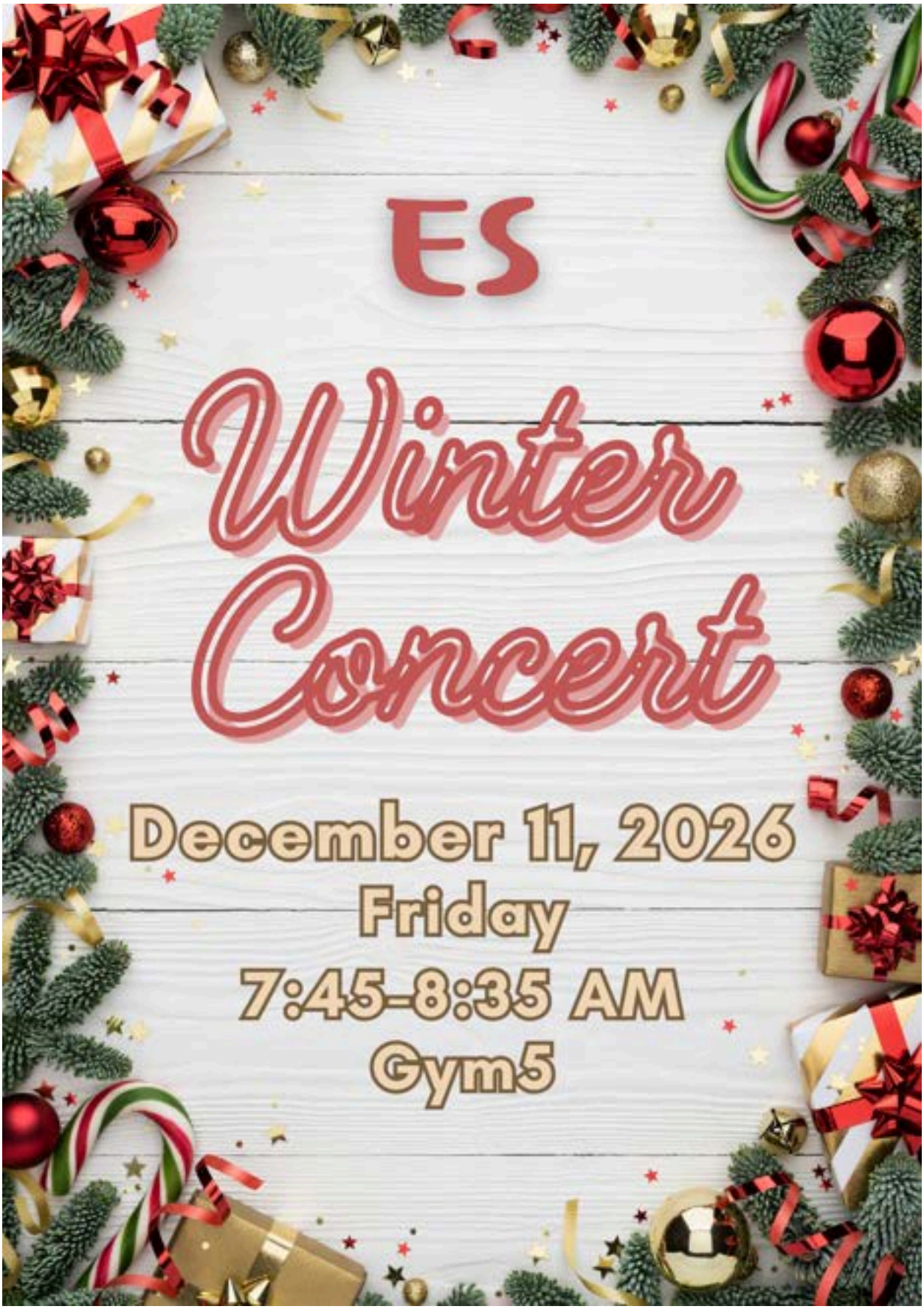






Dr. James Posters : ECE Christmas Concert




ES
Winter
Concert
December 11, 2026
Friday
7:45-8:35 AM
Gym5

Buddy Reading Day

Monday, December 14th

Students will buddy read with classmates from another grade and enjoy reading together!



Wear Your Assigned Color!

- Grade 1 & PK2 – Yellow
- Grade 2 & PK3 – Blue
- Grade 3 & PK4 – Red
- Grade 4 & KG – Green

Dress Code Reminder

- No shoulders
- No stomach showing
- No short shorts
- Dress school appropriate

Student's Special Achievements Section: Bloom

Congratulations to Bloom : He joined the Class F Boy TKG IPGA B Championship at Treasure Hill golf club and got 1st runner up.





He also joined the TKG tour 2026-2027 Class F-Boy Division II got 3rd runner up.





Student's Special Achievements Section: Kati

Congratulations to Kati : Kati recently participated in The 5th International F. Schubert Music Competition (ISMC) – Thailand Preliminary Round on November 7, 2026 at Phenix Auditorium, Bangkok, where she won a gold medal(first prize) in the 7-8 year age category.





Business Manager: Dr. Apple



Dear TCIS Family,

A Special Thank You to Princ Hospital

TCIS would like to extend a heartfelt thank you to Princ Hospital for providing ambulance services and medical support during our ES Sports Day and Track and Field events. Having their medical team on standby throughout both events helped ensure a safe and enjoyable experience for our students.

The health and safety of our students remain a top priority at TCIS, and we are grateful to have the support of community partners who share this commitment.

We sincerely appreciate Princ Hospital's generosity and dedication and look forward to continuing our partnership in supporting the well-being of our school community.

Regards,

Dr. Apple
Business Manager





Curriculum Coordinator: Ms. Jasmine



Dear TCIS Family,

The end of Semester 1 is close. December brings two important events for High School students: school photos and semester exams. Please read the dates below and go over them with your child so they can plan ahead.

School Photo Week: November 30 to December 9

School photos will be taken on the 6th floor of the Middle School building. Students should come in full, neat school uniform on their photo day.

Team and club photos will be taken during the same period. These include basketball, volleyball, soccer, table tennis, Student Council, MUN, NHS, NAHS, Robotics, Interact and others. Coaches and club advisors will tell students their times.

Semester Exam Schedule: Tuesday to Friday, December 8 to 11

Every High School course will give a semester exam, and it counts for **20% of each student's semester grade**. Exams follow the block schedule below:

Day	Date	Blocks
Tuesday	December 8	Blocks 2 and 4
Wednesday	December 9	Blocks 2 and 4
Thursday	December 10	Blocks 1 and 3
Friday	December 11	Blocks 1 and 3

Each exam happens during its class's scheduled block on these days and cannot be moved to another day. This keeps each day's workload balanced for students.

Students can only make up a missed exam if they have a medical certificate. Please do not plan travel or appointments during exam week. If your child is ill on an exam day, contact the school office and get a medical certificate from a doctor.

Supporting Your Child Before and During Exams

Students do their best on exams when they prepare steadily and come in well rested. Here are some ways you can help at home:

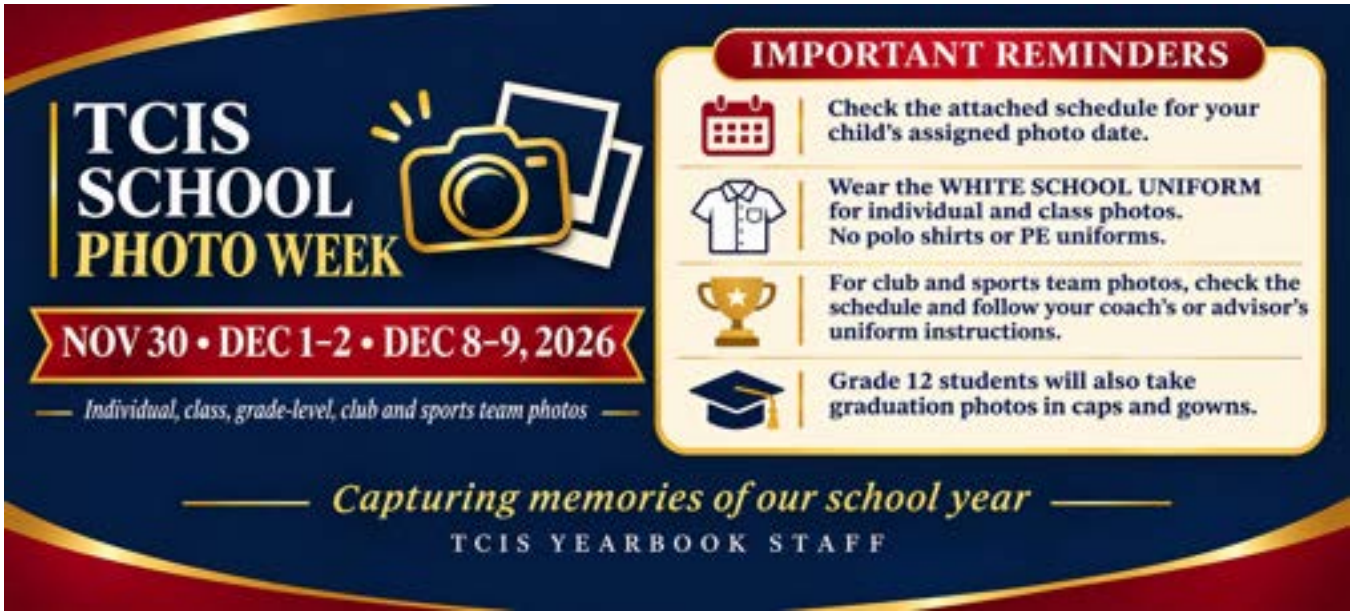
- **Start reviewing now.** Ask your child to find out what each exam covers and to make a simple review plan for the next two weeks. Short, regular study sessions work much better than cramming the night before.
- **Use active study methods.** Doing practice questions, explaining ideas aloud, making flashcards and testing themselves help students remember far more than rereading notes or highlighting.
- **Protect sleep.** Teenagers need 8 to 10 hours of sleep. Staying up late to study usually hurts performance, because sleep is when the brain stores what was learned that day.
- **Encourage students to ask for help early.** Students who are unsure about any content should talk to their teachers before exam week.

We wish all our students a focused and successful end to their first semester of the 2026-2027 school year.

Regards,

Mrs. Jasmine
Curriculum Coordinator

Photo Schedule



Date	ECE/ES Time	MS/HS Time	Class/Grade Level	Remark
30 Nov 2026 Monday Day 1	7:30 - 8:10	7:30 - 8:10	PK2 (7+3) AND PK3A (4+3)	
	8:15 - 8:55	8:10 - 8:50	PK3B (5+3) AND PK3C (4+3)	
	8:55 - 9:15	8:50 - 9:15	Individual Studios Available for Staff	9:00 Chinese (Group photo) 9:10 Thai (Group photo)
	9:20 - 10:00	9:20 - 10:00	Grade 11 (44 students)	
	10:05 - 10:45	10:00 - 10:40	Grade 11 (44 students)	
	10:50 - 11:30	10:50 - 11:30	Grade 10 (49 students)	
	11:35 - 12:05	11:30 - 12:10	Grade 10 (49 students)	
	12:20 -12:55	12:15 - 13:05	12:15-13:05 Photographer lunch break	
	13:00 - 13:40	13:10 - 13:50	Grade 9 (48 students)	
	13:45 - 14:25	13:50 - 14:30	Grade 9 (48 students)	1:50 - JV Girls Basketball. C. Sean / C. Kevin 2:00 - Varsity Girls Basketball. C. Sean / C. Kevin 2:10 - JV Boys Basketball. C. Sean / C. Kevin 2:20 - Varsity Boys Basketball. C. Sean / C. Kevin
	14:30 - 15:10	14:35 - 15:10	Individual Studios Available for Staff	2:35 HS Student Council - Mr. Andrew/Ms. Yuhan (54+2) 2:45 MUN - Mr.Andrew (18+1) 3:00 TTSCA - Mr.Tony (46+4)
	15:10 - 16:00	15:10 - 16:00	Individual Studios Available for Staff	

Date	ECE/ES Time	HS Time	Class/Grade Level	Remark
1 Dec 2026 Tuesday Day 2	7:30 - 8:10	7:30 - 8:10	Grade Parents	
	8:15 - 8:55	8:10 - 8:50	1A (15+2)	
	8:55 - 9:15	8:50 - 9:15	Individual Studios Available for Staff	8:50 Chinese Debate - Ms. Vicky 9:00 ES student council - Ms. Kristen/Ms. Emily 9:10 H.E.R. - K. Buab /K. Rung (10+2)
	9:20 - 10:00	9:20 - 10:00	Grade 12 (45 students uniform and cap & gown)	
	10:05 - 10:45	10:00 - 10:40	Grade 12 (45 students uniform and cap & gown)	
	10:50 - 11:30	10:50 - 11:30	Grade 12 (45 students uniform and cap & gown)	
	11:35 - 12:05	11:30 - 12:10	Grade 12 (45 students uniform and cap & gown)	
	12:20 -12:55	12:15 - 13:05	12:10-13:00 Photographer lunch break	
	13:00 - 13:40	13:10 - 13:50	1B (14+2)	
	13:45 - 14:25	13:50 - 14:30	1C (14+2)	2:10 - G7U Soccer - C. Scott G 2:20 - G5U Soccer - C. Paul
	14:30 - 15:10	14:35 - 15:10	Individual Studios Available for Staff	2:35 NJHS - K. Rung (14+1) 2:45 NHS - Ms. Vicky (26+1) 3:00 NAHS - Ms. Elizabeth (15+1)
	15:10 - 15:40	15:10 - 15:40	Individual Studios Available for Staff	

Date	ECE/ES Time	HS Time	Class/Grade Level	Remark
2 Dec 2026 Wednesday Day 1	7:30 - 8:10	7:30 - 8:10	KGA (16+2)	
	8:15 - 8:55	8:10 - 8:50	KGB (16+2)	8:40 Moana Cast and Crew - Mr. Yuda (+/- 60)
	8:55 - 9:15	8:50 - 9:15	Individual Studios Available for Staff	9:00 NEHS - Ms. Yi-Cheng 9:10 Smile Club - Mr. Severino (25+1)
	9:20 - 10:00	9:20 - 10:00	KGC (15+2)	
	10:05 - 10:45	10:00 - 10:40	2A (13+2)	
	10:50 - 11:30	10:50 - 11:30	Grade 8 (42 students)	
	11:35 - 12:05	11:30 - 12:10	Grade 8 (42 students)	
	12:20 -12:55	12:15 - 13:05	12:15-13:05 Photographer lunch break	
	13:00 - 13:40	13:10 - 13:50	Grade 7 (51 students)	13:20 Varsity Ping Pong - C. Ju-Hong
	13:45 - 14:25	13:50 - 14:30	Grade 7 (51 students)	
	14:30 - 15:10	14:35 - 15:10	Individual Studios Available for Staff	14:35 Habitat for Humanity - Mr. Douglas / Ms. Shauna (16+2) 14:45 Art and Design - Ms. Elizabeth (13+1) 15:00 Tgt We Draw Ms. Bree / Ms. Kelly (19+2)
	15:10 - 15:40	15:10 - 15:40	Individual Studios Available for Staff	

Date	ECE/ES Time	HS Time	Class/Grade Level	Remark
8-Dec-2026 Tuesday Day 2	7:30 - 8:10	7:30 - 8:10	PK4A (9+3)	
	8:15 - 8:55	8:10 - 8:50	PK4B (10+3)	
	8:55 - 9:15	8:50 - 9:15	Individual Studios Available for Staff	8:50 G5U Swimming - C. Alex 9:00 G3U Soccer - C.Kristen/Mr. Somsak 9:10 MS Student Council - Ms. Shanesz/Mr. Thomas
	9:20 - 10:00	9:20 - 10:00	PK4C (9+3)	
	10:05 - 10:45	10:00 - 10:40	2B (16+2)	
	10:50 - 11:30	10:50 - 11:30	Grade 5 (47 students)	
	11:35 - 12:05	11:30 - 12:10	Grade 5 (47 students)	
	12:20 -12:55	12:15 - 13:05	12:15-13:05 Photographer lunch break	
	13:00 - 13:40	13:10 - 13:50	Grade 6 (52 students)	
	13:45 - 14:25	13:50 - 14:30	Grade 6 (52 students)	
	14:30 - 15:10	14:35 - 15:10	Individual Studios Available for Staff	2:35 Interact (Rotary) - Mr. Douglas / Kru Rung (19+2) 2:45 Red Cross Youth Society - K. Rung and K. Ben (19+2) 3:00 Robotics - Ms. Shanesz (Ms. Bee/Mr. Severino) (18+3)
	15:10 - 16:00	15:10 - 16:00	Individual Studios Available for Staff	

Date	ECE/ES Time	HS Time	Class/Grade Level	Remark
9-Dec-2026 Wednesday Day 1	7:30 - 8:10	7:30 - 8:10	4A (12+1)	
	8:15 - 8:55	8:10 - 8:50	4B (13+1)	
	8:55 - 9:15	8:50 - 9:15	Individual Studios Available for Staff	G7U Boys Basketball - C.Sean/C.Kevin G G7U Girls Basketball - C.Sean/C.Kevin G G5U Boys Basketball - C.Sean G5U Girls Basketball - C.Kristen
	9:20 - 10:00	9:20 - 10:00	Admin Team	
	10:05 - 10:45	10:00 - 10:40	2C (14+2)	
	10:50 - 11:30	10:50 - 11:30	4C (13+1)	
	11:35 - 12:05	11:30 - 12:10	11:30 - 12:15 Photographer lunch break	
	12:20 -12:55	12:15 - 13:05	3A (13+1)	
	13:00 - 13:40	13:10 - 13:50	3B (13+1)	13:00 TA 13:15 GA 13:30 Office
	13:45 - 14:25	13:50 - 14:30	3C (12+1)	
	14:30 - 15:10	14:35 - 15:10	Individual Studios Available for Staff	14:35 JV Soccer - C.Scott 14:45 Varsity Girls Volleyball - C. Gillian / C. Donovan 15:00 Varsity Boys Volleyball - C.Zack
	15:10 - 15:40	15:10 - 15:40	Individual Studios Available for Staff	

Safeguarding and Child Protection





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.

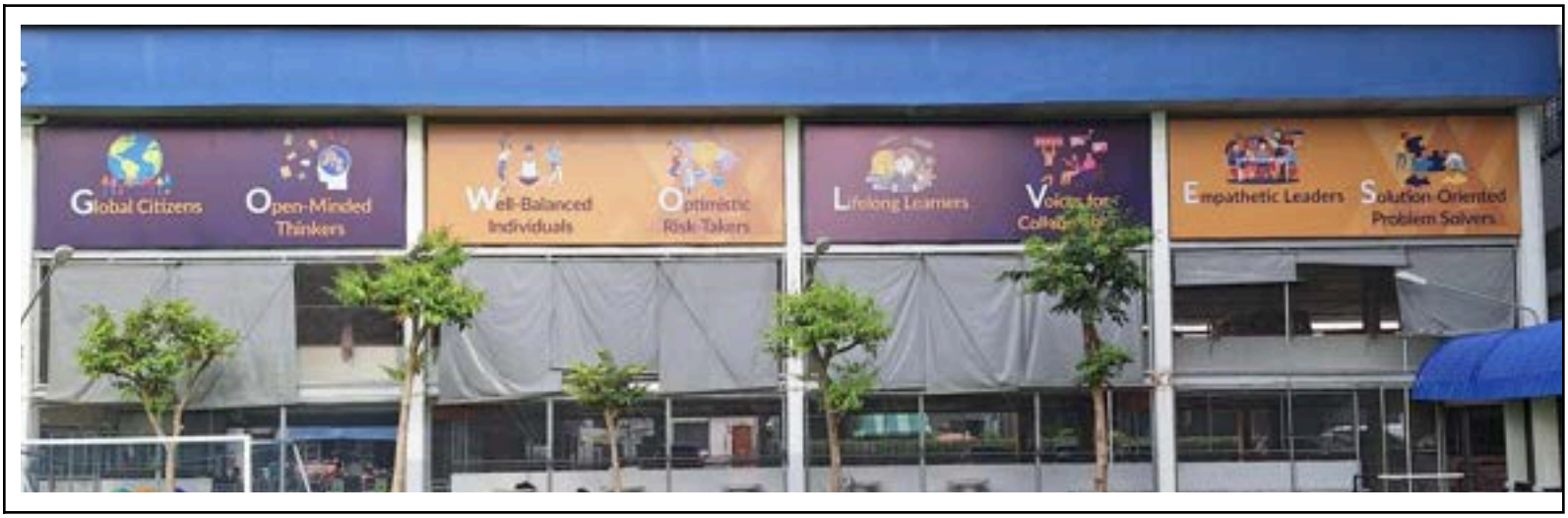


Empathetic Leaders
Caring and principled leaders who act ethically, reflect on their actions, and show a commitment to creating a more compassionate world.



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





Athletic Director: Mr. Sean



Dear TCIS Family,

It has been a very busy and exciting few weeks for TCIS Athletics! Our G7U and G5U Soccer programs are in full swing, with practices taking place every Thursday and Friday. We also have our Varsity Boys and Girls Basketball teams preparing for competition, Varsity Soccer competing, and students continuing to put in hard work in the weight room. It has been great to see the commitment, effort, and enthusiasm our students are bringing to athletics.

Track and Field on Thanksgiving Day
One of our biggest highlights was the TCIS Track and Field Event, which took place on Thanksgiving Day! Students had the opportunity to compete in a variety of events, and we had multiple Wolves earn podium medals. More importantly, the students had an absolute blast competing, supporting their teammates, and enjoying the day together.

This event continues to be a favorite among our Elementary School students, and we are already looking at ways to expand it even further next year!

Varsity Boys Basketball – Bangkok Classic Tournament
Another exciting highlight was our Varsity Boys Basketball team competing in the Bangkok Classic Tournament at NIST. Two teams from California traveled to Bangkok to compete, giving our students an opportunity to watch some outstanding basketball players from the United States.

It was a great experience for our players to see the level of competition, skill, and athleticism that high-level basketball brings. Experiences like these are valuable opportunities for our students to learn, grow, and continue developing as players.

Up Next – Udon Thani!
Next week, both our Varsity Boys and Varsity Girls Basketball teams will travel to Udon Thani to compete in another tournament. We are excited to see our Wolves take the court, represent TCIS, and compete against some great teams.

Good luck to both teams!

As always, if you have any questions about TCIS Athletics, upcoming competitions, or our sports programs, please feel free to reach out to Mr. Sean.

GO WOLVES!

Mr. Sean Allen
Athletic Director







HIGH SCHOOL NEWSLETTER

Counselors Corner:





Dear TCIS Family,

Building Emotional Awareness: RULER and the Mood Meter

As part of our Middle School Social-Emotional Learning (SEL) program, students explored emotional awareness and healthy ways to manage their emotions through the RULER approach and the Mood Meter.

Using the Mood Meter, students learned to identify their emotions based on their energy levels and how pleasant or unpleasant they were feeling. They also explored the five key skills of RULER: Recognizing, Understanding, Labeling, Expressing, and Regulating emotions.

Through scenes from the movie *Inside Out*, interactive activities, and group discussions, students explored how emotions influence their thoughts, behaviors, and relationships. They also practiced healthy and constructive ways to respond to challenging situations in everyday life.

Through these learning experiences, we aim to help students develop greater self-awareness, empathy, and emotional resilience—essential life skills that support their well-being both at school and beyond.

Kind regards,

TCIS Counseling Team





Mr. Shaun Mefford's Counselor's Corner



Greetings TCIS Parents,

The journey to a standout college application officially begins in Grade 9, but the goal is not to immediately build a heavily curated resume—it is to explore. For highly selective universities, admissions officers are looking for depth, sustained commitment, and genuine impact rather than a laundry list of superficial activities. While Grade 9 is the time to cast a wide net and try new clubs, sports, or hobbies, by Grade 10, students should narrow their focus to two or three areas where they can take on leadership roles and launch meaningful passion projects. Starting early gives students the runway they need to discover what they genuinely care about, allowing them to build an authentic narrative of growth and contribution over their four years of high school.

Standing Out When The Time Comes

Depth over breadth: Top universities prefer students who are deeply involved in two or three extracurricular activities, rather than passive members of ten different clubs. Admissions committees look for sustained commitment over several years.

Authenticity drives passion projects: A standout passion project cannot be engineered strictly for a college application. It should stem from a student's genuine curiosity or a problem they want to solve, whether that means starting a local community initiative, conducting independent research, or building a small business.

Focus on tangible impact: When evaluating extracurriculars, colleges look for evidence of how a student changed their environment. Encourage your child to think about how their involvement leaves a lasting mark, such as funds raised, younger students mentored, or new systems created within a club.

Summers are critical: Summer breaks offer the largest blocks of uninterrupted time for students to dive into their interests. Whether through internships, academic programs, community service, or a part-time job, these months should be used intentionally starting the summer after Grade 9.

Leadership takes time: Stepping into significant roles—like club president, team captain, or project lead—usually requires years of prior membership and dedication. Joining an activity late in Grade 11 rarely provides enough time to demonstrate the level of leadership or impact that elite colleges expect.

Do the Research

The college counseling team is here to support, guide, and inform our students. We expect them to do the research on their university destination requirements, application methods, required documents, and deadlines. They should communicate often with us, especially if there is any change in their plans. Students are provided with a university tracker in Grade 11 that they can use to stay organized.

University Fairs and Visits

This month we hosted the University of British Columbia (UBC) on November 11. UBC is always a top destination for many of our students. Juniors and Seniors were able to learn about the programs and admission processes at both of their campuses.

Students and parents should keep an eye on Grade Level Google Classrooms, as we regularly post information on upcoming webinars, fairs, and information sessions held locally and online.

Match by Concourse

The third round of reverse admission scholarship offers occurred this month through **Match** with some outstanding opportunities. A few key reminders for students and families:

1. These are direct offers from universities and worth considering!
2. Deadlines are firm — if students do not respond, offers expire.
3. We recommend students always select "Interested" (this is not a commitment) to continue to receive next steps.
4. Students can chat directly with admissions representatives to ask questions and learn more.

Unifrog

Unifrog is our college and career readiness platform. It allows students to take psychometric quizzes, explore career pathways, and research and compare universities. Students in Grade 6, as well as new students in Grades 7-8, recently

completed a 101 Course for International Students. All other middle and high school students were asked to update their quiz profiles and favorite new careers. Unifrog serves as a valuable tool to continue exploring interests, various career paths and longevity, and to learn more about university destinations.

SAT and IELTS
We expect our students to begin sitting for the SAT and IELTS exams in Grade 11. Students should work to secure scores that meet university admission requirements early on, instead of waiting until their senior year to begin. An IELTS exam can be scheduled through the British Council website for any weekend. TCIS serves as an official SAT testing center for the community and has hosted four exams this school year already. The next exam we will host is in March.

Lastly, please remember that TCIS requires students to earn 60 community service hours for graduation. This should not be put off. Our recommendation is to earn 15-20 hours each year in Grades 9-11, so students are not struggling to make up missing hours their senior year.

Shaun Mefford



















English & Humanities Department

Mrs. Jasmine



Dear Parents,

November has been a short but productive month in Senior Seminar. Students have kept working on their university applications, and many are now submitting them as deadlines arrive. The next two weeks are especially important: students have their final application check and their Semester 1 exam before the winter break.

Third Submission Check

On November 6, students turned in their third application document for review and revision. This could be a personal statement, statement of purpose, study plan, portfolio or supplemental essay. Students who sent in a revised version of an earlier document had to show substantial changes. This check counted as a major assessment, and students have received feedback to use as they keep improving their materials.

Fourth Submission Check (Due Friday, December 4)

Students are now working on their fourth submission check, which is also a major assessment. They may submit a new application document or a substantially revised version of an earlier one, depending on their university list and deadlines. Students who have already finished their applications will instead submit proof of productive work from another course.

Semester 1 Exam (Due Friday, December 11)

The Semester 1 exam is modeled on a U.S. college application and asks students to reflect on their growth, achievements and goals. It has four sections:

A personal statement (300 to 600 words)
Three supplemental short essays (100 to 150 words each)
Three short-answer responses (50 words or fewer each)
Five one-word answers

Thank you for your continued support. With two weeks of focused work, our seniors can finish the semester strong and head into the winter break with their applications well on the way.

Best Regards,

Mrs. Jasmine

Mr. Sean



Dear Parents,

Our AP Research students have been working extremely hard over the past few weeks as they prepare to distribute their surveys next week! Students have spent a great deal of time developing their research questions, reviewing previous studies, and creating surveys that will help them collect meaningful data to answer their research questions.

Once the surveys are distributed, students will begin collecting responses and organizing their data. They will then analyze the results to look for patterns, trends, and relationships that may help answer their original research questions. Depending on their individual projects, students may use graphs, charts, statistical analysis, and written responses to better understand what their data is telling them.

This is an important stage of the AP Research process. Students are moving from planning and developing their research to actually collecting and analyzing their own data. They will use their findings to develop conclusions, discuss what their results mean, consider any limitations in their research, and connect their findings back to the existing academic research they have studied.

There is still plenty of work ahead, but it is exciting to see these students taking ownership of their projects and putting so much effort into their research. We look forward to seeing what they discover!

Mr. Andrew



Dear Parents,

Happy (almost) December! We only have a few weeks left of school before Winter Break is upon us. Over the course of the next couple weeks, the students will be taking their Semester Exams. Even though we have an extra long break coming up, please make sure that the students remain focused on the work that we are doing here at school, as the exams are a very big part of their grades. I hope you all have a wonderful month of December and a happy end to 2026.

In **World Geography and Culture**, we are learning about the geography and culture of Africa. Over the past couple weeks, we spent some time learning about the Scramble for Africa and the consequences of haphazard European colonization. The students are now getting started on a presentation about African Tribal Nations. One of the things that people don't realize is that most African nations contain a multitude of different ethnic groups within a single country. I think this unit has been truly eye opening for many students. I know they will do a great job on their African Tribal Nations Presentations. In Quarter 3, we will focus on the geography and culture of Europe.

In **Modern World History**, we spent some time learning about the Renaissance and how it was a transformational period in world history. We have shifted our focus to learning about the Maritime Empires of Europe. The students are currently working on a presentation about an empire of their choice from the Spanish, Portuguese, British, Dutch, and French empires. The next time period we will focus on is 1750-1900. I am really excited to see the awesome work they will do.

In **AP Human Geography**, we have just finished our third unit, which was all about culture. We are currently getting into our fourth unit, which is all about political geography. Some of the things we will cover are the concepts of sovereignty, devolution, and political boundaries. We also discuss some aspects of the American political system like redistricting and gerrymandering, which is something the students always find interesting. This unit is very relevant to current events, so I think the students will enjoy it and I know they will do really well.

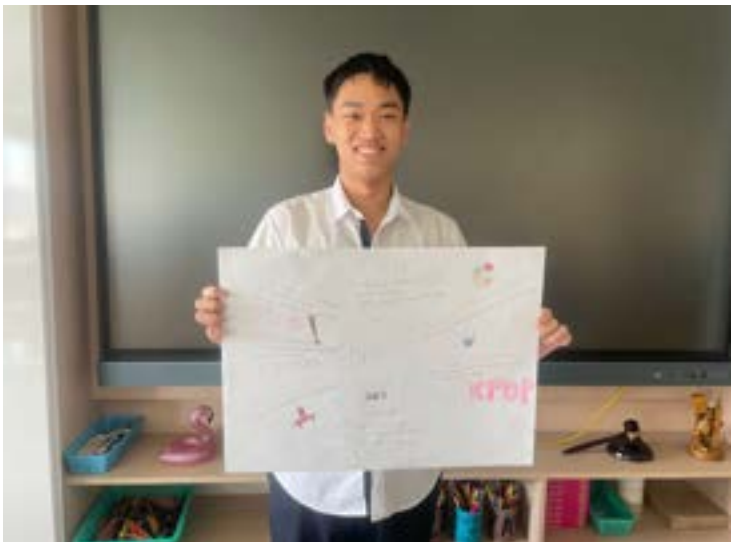
In **Foundations of Social Studies**, we are into our fourth unit, which is all about people and places. The students are learning about things like population density and distribution while building their English vocabulary related to social studies. Our next unit is "Government and Citizenship", where we will learn about different forms of government and how they operate.

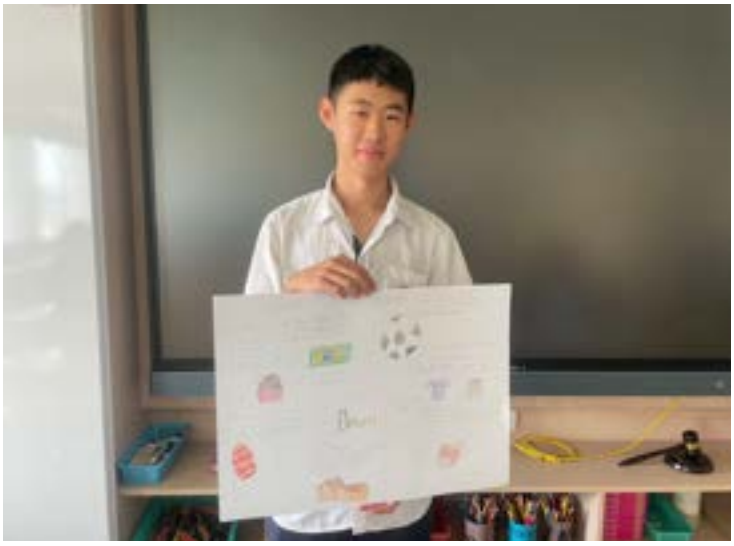
In **AP Psychology**, we are into our third unit, which is all about cognition. In this unit, we cover concepts like perception, thinking, problem-solving, and memory. We will hopefully be wrapping up with this unit by the end of the semester. When we return from break, we will begin our fourth unit, which is all about development and learning.

As always, 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. 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. I hope you all have a wonderful month of December and a Happy New Year!

Sincerely,
Mr. Andrew Brenzel


USA
Andy










World Culture
France
France

Mr. Scott Gillette



Dear Parents,

The last few weeks have been a whirlwind, but, believe it or not, the end of the first semester is upon us.

IB Economics:

We have been wrestling with the price elasticity of demand and the price elasticity of supply. Coupled with that study is the creation of graphs to visually represent the concepts inherent in the course.

We are currently covering Microeconomics. We will begin Macroeconomic content in the 4th marking period, and then examine the Global Economy at the end of next year. After students complete their semester exam, they will submit their IA draft papers before the beginning of the Christmas Break.

AP Macroeconomics:

We have been studying the concepts of unemployment, inflation and Gross National Product this quarter. At the moment, we are exploring the concept of aggregate demand and spending multipliers. We will explore the concepts of aggregate supply and aggregate demand further. The course will become increasingly challenging in the lead-up to the AP Test on May 7th. Good luck to the students.

Business Economics:

There is no more pertinent topic in Business at the moment than Artificial Intelligence. What is its potential? How will it affect markets and the overall economy? Not to mention our society and civilization itself? Since there are so many unknowns, we have to tackle this topic in stages. Students also are working on the projects of their choice as we finish out the 2nd marking period. Business is to a great extent about moving from A to B, and so I am looking to instruct students in setting specific goals and accomplishing them.

Psychology:

At the present moment, we are covering the topic of sleep. We are learning the reasons as to why we sleep and dream, and what the stages are while we sleep. As students deprive themselves of sleep for multiple reasons, it is critical to emphasize sleep's importance for their physical and psychological health.

The next topic in psychology will be about stress, which relates directly to the lives of our students. Semester exams are imminent, and then can cause a significant amount of stress. But stress is a sign of life, just as problems are a sign of life. So students should be given high standards to fulfill, but they should not stress themselves out so much that it prevents them from functioning effectively. A combination of resolve and self-care will allow students to accomplish more than what they thought possible in the months to come.

Sincerely,

Scott Gillette

TABLE 5.1

Cornell University psychologist James Maas reports that most students suffer the consequences of sleeping less than they should. To see if you are in that group, answer the following true-false questions:

True	False	
____	____	1. I need an alarm clock in order to wake up at the appropriate time.
____	____	2. It's a struggle for me to get out of bed in the morning.
____	____	3. Weekday mornings I hit the snooze bar several times to get more sleep.
____	____	4. I feel tired, irritable, and stressed out during the week.
____	____	5. I have trouble concentrating and remembering.
____	____	6. I feel slow with critical thinking, problem solving, and being creative.
____	____	7. I often fall asleep watching TV.
____	____	8. I often fall asleep in boring meetings or lectures or in warm rooms.
____	____	9. I often fall asleep after heavy meals.
____	____	10. I often fall asleep while relaxing after dinner.
____	____	11. I often fall asleep within five minutes of getting into bed.
____	____	12. I often feel drowsy while driving.
____	____	13. I often sleep extra hours on weekend mornings.
____	____	14. I often need a nap to get through the day.
____	____	15. I have dark circles around my eyes.

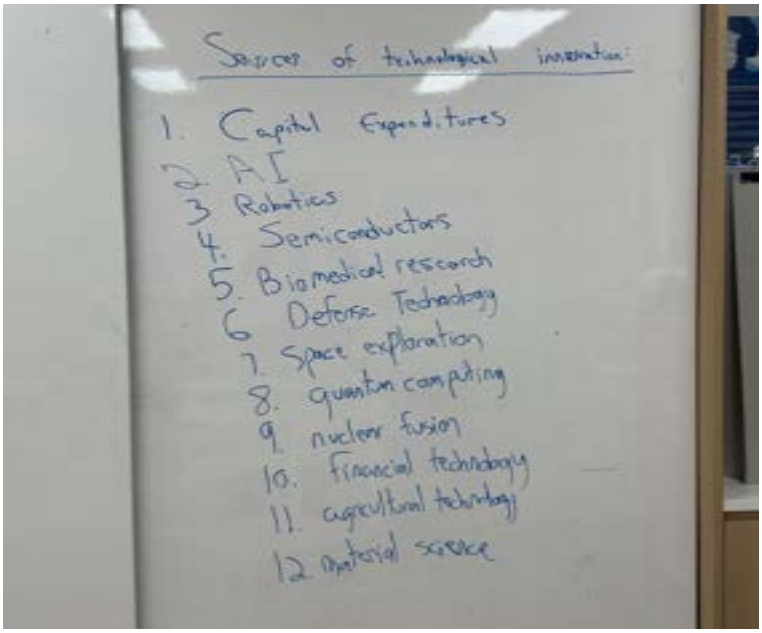
If you answered "true" to three or more items, you probably are not getting enough sleep. To determine your sleep needs, Maas recommends that you "go to bed 15 minutes earlier than usual every night for the next week—and continue this practice by adding 15 more minutes each week—until you wake without an alarm clock and feel alert all day." (Quiz reprinted with permission from James B. Maas, *Power sleep: The revolutionary program that prepares your mind and body for peak performance* [New York: HarperCollins, 1999].)





-

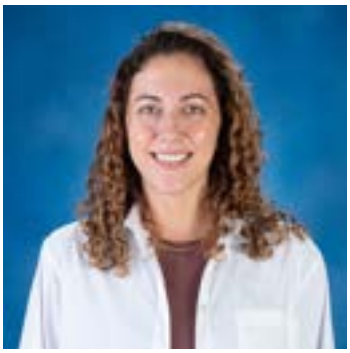






\

Ms. Kelsey



Dear Parents,

We're back from Week Without Walls, refreshed and ready to finish the semester strong as we head into the final stretch!

AP Seminar students have revised their first official College Board deliverable, the Individual Research Report (IRR), based on peer feedback. They are now reading their teammates' reports to identify connections across their research and begin planning their collaborative Team Multimedia Presentations (TMPs). The TMPs will take place during the last week of the semester.

In **College Prep**, students completed their personal résumés, applying professional writing and formatting skills to highlight their strengths and experiences. They have now begun a cover letter unit, learning how to communicate their qualifications and interests to a specific audience. In the meantime, they continue to make progress in their independent reading books and Khan Academy SAT Reading & Writing practice.

Our **IB English A** cohort analyzed Senator Joseph McCarthy's famous Cold War-era speech, "Enemies from Within," drawing connections to *The Crucible* and our inquiry question: Who has the power to construct truth? They have also begun exploring a selection of episodes of CBC's *Uncover: Satanic Panic* podcast, examining how interview techniques, narration, and the selection of perspectives shape audiences' understanding of events.

Senior Seminar students have been developing their conversational skills by viewing and discussing TED Talks connected to themes that emerged from their Quarter 1 reflections. TED Talks so far include…

- "Inside the mind of a master procrastinator"
- "How to make hard choices"
- "How to make stress your friend"

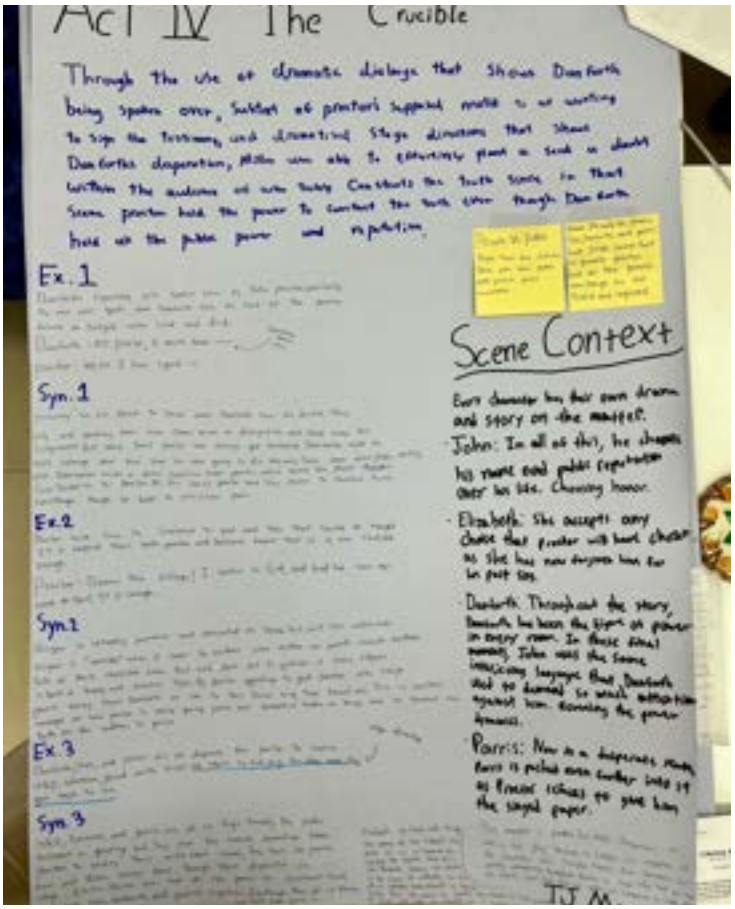
These activities encourage students to exchange perspectives, articulate their ideas, and build confidence in meaningful conversations as they prepare for life beyond high school. We're trying a variety of strategies and dynamics to promote rich discussion!

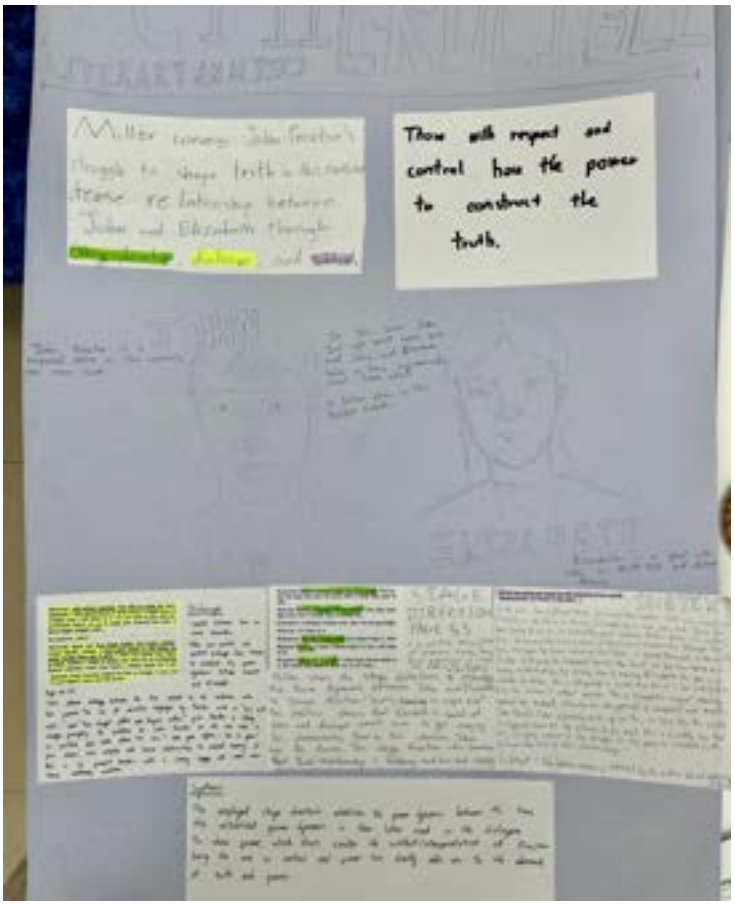
Looking forward to seeing our students continue to grow, challenge themselves, and celebrate their accomplishments as we wrap up the semester.

Warm regards,
Ms. Kelsey



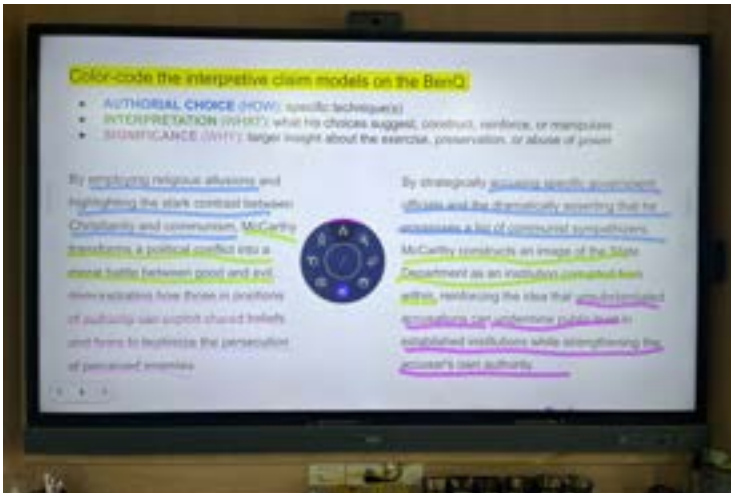


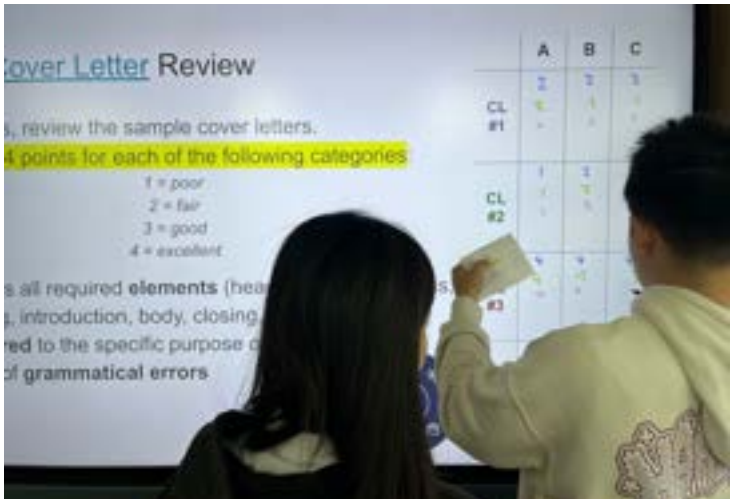

Act IV The Crucible
Through the use of dramatic dialogue that shows Danforth being spoken over, subtlet of proctor's supposed model is not working to sign the testimony, and dramatical stage directions that shows Danforth's desperation, Miller was able to effectively plant a seed in doubt within the audience of who truly constructs the truth since in that scene proctor held the power to construct the truth even though Danforth held all the public power and reputation.
Ex. 1
Syn. 1
Ex. 2
Syn. 2
Ex. 3
Syn. 3
Scene Context
Every character has their own drama and story on the matter.
John: In all of this, he chooses his name and public reputation over his life. Choosing honor.
Elizabeth: She accepts any choice that proctor will have chosen as she has now forgotten him for in past sins.
Danforth: Throughout the story, Danforth has been the figure of power in every room. In these final moments, John uses the same intuitive language that Danforth used to demand so much attention against him. Evening the power dynamics.
Parris: Now in a desperate mode, Parris is pushed even further into it as Proctor chooses to give him the singed paper.


Miller conveys John Proctor's struggle to shape truth in the scene's tense relationship between John and Elizabeth through
Thou with respect and control how the power to construct the truth.






Color-code the interpretive claim models on the BenQ
AUTHORIAL CHOICE (HOW): specific technique(s)
INTERPRETATION (WHAT): what his choices suggest, construct, reinforce, or manipulate
SIGNIFICANCE (WHY): larger insight about the exercise, preservation, or abuse of power
By employing religious allusions and highlighting the stark contrast between Christianity and communism, McCarthy transforms a political conflict into a moral battle between good and evil, communicating how those in positions of authority can exploit shared beliefs and fears to legitimize the persecution of perceived enemies.
By strategically accusing specific government officials and the dramatically asserting that he possesses a list of communist sympathizers, McCarthy constructs an image of the State Department as an institution compromised from within, reinforcing the idea that unsubstantiated accusations can undermine public trust in established institutions while strengthening the accuser's own authority.


Cover Letter Review
review the sample cover letters.
4 points for each of the following categories
1 = poor
2 = fair
3 = good
4 = excellent
all required elements
introduction, body, closing
to the specific purpose
grammatical errors
A
B
C
CL #1
CL #2
#3

Ms. Kelly



Dear Families,

In ELL A, we've covered:

- Unit 4- Vocabulary included travel, countries, and nationalities. Grammar included past simple verbs.
- Unit 5- Topics included professions, places of work, and the arts. Grammar included telling stories with the past simple and past continuous.

At the end of unit 4, went through the writing process to complete a personal narrative about a travel experience for each student. In the writing process, students pre-write, draft, revise and edit their work before submitting a final version. For this project, we focused on the last step- editing. Students received feedback directly on their writing and used an Editing Key to find and correct errors. This was an important exercise to help build independence in editing so that eventually, they know what kinds of mistakes to look for in their own writing.

In ELL B, we've covered:

- Unit 3- Vocabulary included countries, nationalities, languages, and language-learning words. Grammar included quantifiers and relative pronouns and clauses.
- Unit 4- Vocabulary included body parts, illnesses, and healthcare. Grammar included the present perfect tense.

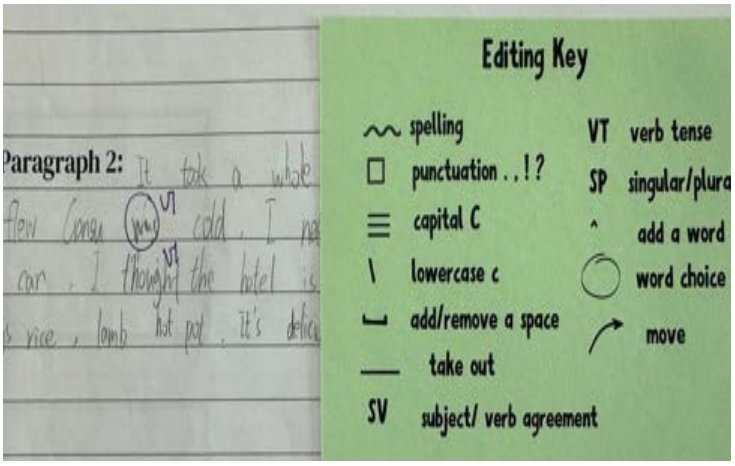
We also continued working on our CER (Claim, Evidence, Reasoning) paragraph writing. Our major assessment involved student reading and annotating an article to use to answer two questions with CER. Then, students used an exemplar to reflect upon their own writing and describe how they would improve their paragraphs. This helps build autonomy in the learning process.

In ELL A and ELL B, we are currently completing our second round of the WIDA assessment. This will let us know how students are progressing and which areas they should focus on to perform at a higher level. Finally, we will have final evaluations for speaking, listening, reading, and writing. Be on the lookout in Google Classroom for more information.

Best,
Ms. Kelly







Ms. Baimon



Dear Parents,

November has been an exciting and memorable month for our Japanese I students! We successfully celebrated Japanese Culture Day (文化の日) on November 3, bringing the event back to TCIS after many years. Students and teachers joined us for Japanese-themed performances, cultural activities, and traditional games. Our Japanese classes also had the opportunity to apply what they learned in Unit 2 by organizing cultural booths, selling Japanese snacks, and communicating with visitors in Japanese. It was wonderful to see students step out of their comfort zones, work together, and confidently share Japanese language and culture with the school community. After the event, we had a small class celebration, watched recordings of our performances, and reflected on our experiences and achievements.

With our biggest event of the semester successfully completed, we have shifted our focus back to building students' Japanese language skills. In Unit 3, students have been learning essential Japanese grammar, including how to form sentences using verbs, express present and future actions, and invite others to activities using ～ませんか. We have also been practicing vocabulary and sentence structures through interactive Quizlet games, where students work in teams and compete while reviewing what they have learned. To make our language learning more engaging, we also watched a Japanese drama in class to explore everyday conversations and expressions used by native speakers. Students practiced listening carefully and identifying familiar words and phrases they had already learned in class. This helped them connect their classroom learning with how Japanese is used in real-life situations.

It has been rewarding to see students grow in confidence, teamwork, and communication skills throughout the semester. We look forward to continuing our Japanese language and cultural learning together!





















Mr. Jonathan



Dear Parents,

Now that Week Without Walls is over, we are rapidly approaching the end of the second quarter, but also the first semester. All of the students in the **Media Department** have learned a lot about the production of film and digital media. We have learned a format for telling good stories and are working to improve on these skills by using visuals, soundbites, editing, interviews and a few other tricks. All of the students are learning about time management, critical thinking and teamwork as they begin to plan for their final semester projects. For this final project, each **FIlm Lab** and **Digital Media** student will be responsible for writing, shooting and editing their own individual short film or video project. Look for them in the future on our YouTube channel.

Our **Journalism** class is quickly approaching the deadline for their first full episode of The Wednesday Show on WTV, our department YouTube channel. The class has been creating news segments every month in preparation for our first show, along with reading a text from a very well established journalist. Will all this new information and learned skills, I think our first episode should be not only challenging, but a great success of time and effort.

In **Advanced Film**, we have been learning about subtext and purpose. Our students are working towards writing a successful short film and learning all of the nuances of a well thought out story along the way. Currently we are discussing how each scene and each line of dialogue serves a purpose from moving the story forward to setting the tone. One chosen student will have their script turned into a short film later in the school year.

Our **TOK** class is now moving on to the last Theme of the year as we prepare to move into learning about some of the school's Areas of Knowledge. We have one last writing assignment and a semester reflection to write before we break for the holiday. All of this writing will be great practice for our year-end Internal Assessment writing assignment.






JUST
EAT


Everyday
Bites





Mr. Douglas



Dear Parents,

Foundations of Literature & Composition
Students are finishing strong informational writing skills this semester. They are practicing identifying central ideas, supporting them with strong textual evidence, writing clear objective summaries, and analyzing text structure and author's purpose. We are proud of their growth and ready for the final exam!

Creative Writing
Writers have been building focused mini-stories that show clear character wants, strong settings, and vivid details. They recently completed a Mini-Story Snapshot assessment and are wrapping up the unit with a final exam on character, conflict, setting, irony, and dialogue. Their creativity has been impressive!

Global Literature
Students are deep into persuasive speaking. They have chosen topics they care about, built personal connections, and are completing detailed speech outlines. Over the next two weeks they will finish writing and practice so they are ready to deliver strong 3–5 minute speeches. We are excited to hear their voices!

Speech Communications
Debaters have written full cases and practiced delivery. This week they are completing a structured mini-debate assessment where each student speaks with energy, uses evidence, and meets minimum speaking times. They are growing more confident every day!









Mr. Scott



Esports Game Day: Our Students Are Becoming Experts

Integrated Design and Game Development

This semester, students in Integrated Design and Game Development are taking on a real-world challenge: planning and running an esports tournament for our school, set for early in Semester 2. Their driving question is: *How do we design and run a tournament that students at our school actually want to play in and watch?*

Before making any big decisions, the students first set out to become experts. Over the past few weeks, they have been in a research phase, learning what works at other schools, what our equipment can support, and what rules we need to follow. Their findings will go into a team Research Report, and the plans they build on it will shape the whole event.

One company, shared responsibility

Students are working as a single company made up of a Producer and three teams, including mixed teams from both class blocks. Everyone has a role, and everyone does research.

- **Producer:** Keeps the company on track by running daily stand-up meetings, managing the task board, and making sure the final report is assembled and submitted on time.
- **Research & Data:** Leads research on games and tournament formats (such as single elimination, round robin, and Swiss) and designs a survey to find out what their schoolmates want.
- **Tech & Operations:** Investigates hardware, software, and school and platform policies, including content ratings, software installs, online chat, and photography. They are also working out how to run console tournaments with limited equipment, building on our computer room of about 16 gaming PCs.
- **Marketing & Design:** Studies how other school events have been promoted and branded, and makes sure the final report is polished, consistent, and easy to read.

On top of their team jobs, every student researches at least one game and contributes to at least one other section of the report. They are comparing at least six games, including PC titles, party-style console games like Mario Kart or Super Smash Bros. Ultimate, and options that appeal to students who don't usually play competitive games. They are also studying real school and community esports events, as well as scholastic organizations such as NASEF, High School Esports League, and PlayVS, to see which ideas we can borrow.

Skills beyond gaming

Along the way, students are practicing skills that matter well beyond this project. They write team norms for communication, decision-making, and respectful feedback. They check every fact against a credible source and paraphrase rather than copy, and they double-check any information from AI tools. They also give each other constructive peer feedback. The report ends with an honest recommendation of the two or three games and the tournament format that look most promising for our school, including the trade-offs.

What's next

Students are also drafting a short survey for their peers, which they test with people outside their team and revise before it goes live with teacher approval. The survey asks which games students would play or watch, what formats and times they prefer, and whether they would like to help as volunteers, hosts, or commentators. No personal information is collected.

Ask your student what role they've taken on and which game they researched. We look forward to sharing more details as the tournament takes shape, and we can't wait to see what this team puts together.

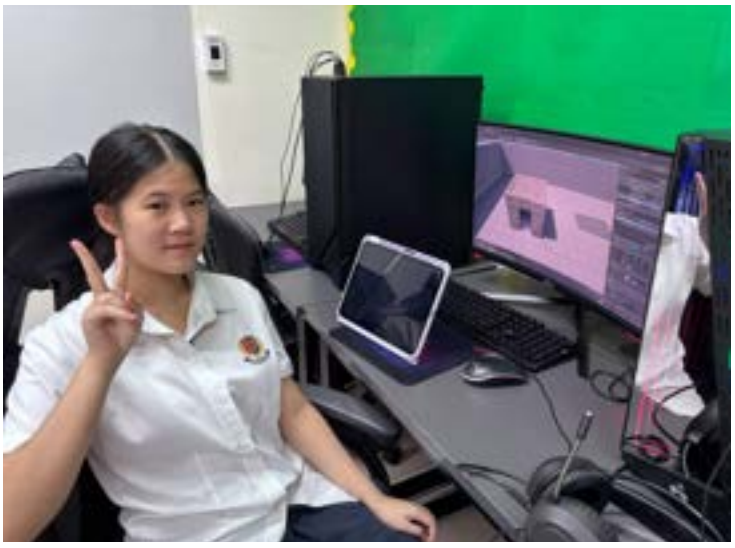
















Math Department

Mr. Matt



Dear Parents,

Geometry/Algebra II: Students explored triangle centers, including medians, altitudes, and bisectors. They practiced constructions and reviewed coordinate plane applications, such as identifying the centroid and orthocenter. Students also reviewed triangle inequalities and used algebra to solve related problems. After that, they studied proportions, similar triangles, and triangle proofs.

Algebra II: Students explored a variety of polynomial concepts. They reviewed exponent rules, learned to classify and simplify polynomial expressions, and practiced factoring using multiple strategies. They also worked on graphing polynomial functions, identifying roots and multiplicity, and solving equations through factoring. Lastly, they practiced dividing polynomials, applied the Remainder Theorem, and explored operations and composition of functions.

AP PreCalculus: Students explored additive versus multiplicative change by comparing arithmetic and geometric sequences alongside linear and exponential functions. The class analyzed key exponential properties to write equivalent expressions and applied these skills to real-world data, using residual analysis to compare linear, quadratic, and exponential models. This work sets a strong foundation as students head into the second half of Unit 2 to tackle inverse functions and logarithms.









Ms. Shauna



Dear Parents,

Since the conclusion of Week Without Walls we have quickly gotten back on track and we are starting to get ready for our end of semester exams.

In AP Calculus BC the exam will consider all content in AP Calculus AB but also additional topics we have added this year involving new methods of integration, differential equations, arcs and new types of functions such as polar curves. Parents, please ask your teenagers about parametric equations and polar curves - I am sure they would love to tell you lots more.

AP Computer Science A students have finished their unit on writing Classes in object-oriented programming in a Java context. Students should understand that a Class is like a blueprint, whereas an object is an instance of a class. Similar to a blueprint to build a house versus the actual house. Their exam is comprehensive and requires knowledge of our earlier units up until the most recent concepts. In Coding students are also using object oriented programming to solve and create graphics challenges in a Javascript canvas context. They have an upcoming coding based summative involving their own creativity.

Precalculus students are learning to love trigonometric functions, particularly sinusoidal functions that appear like a wave when graphed. Imagine a graph of the volume of a person's lungs as they breathe in and out at a steady pace. It would appear as a wave that is rising and falling with time.

Last but not least are the students in non-AP Calculus who are studying a useful application of derivatives called optimization which involves using mathematics to find solutions to problems which either maximize or minimize a certain desired outcome. For example, today they will consider the optimal dimensions of a cylinder to store the greatest volume using a fixed amount of metallic material.

Thank you for your interest in this newsletter and for keeping up to date on your child's learning. Shown in the photo, students are participating in the University of Waterloo Beaver Computational Thinking Contest which tests logical thinking abilities in problems similar to those encountered in computer science. Also shown are Prem and Inn learning about the optimization problem described above.



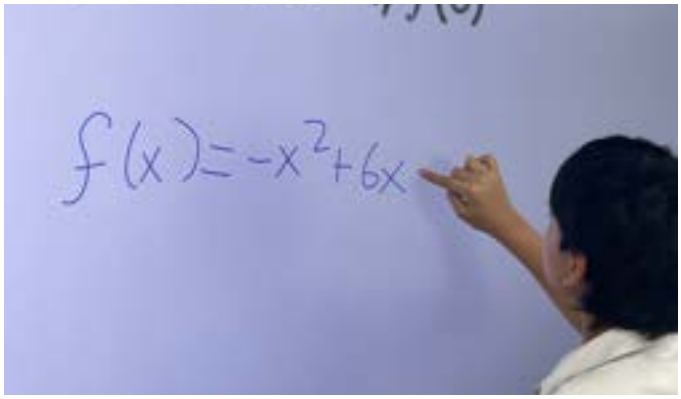


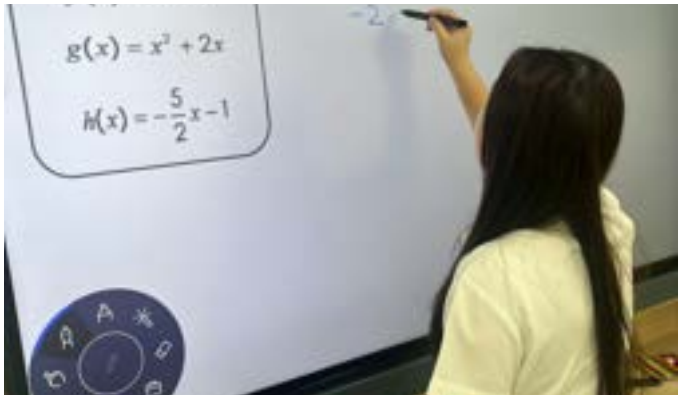
Mr. Doug C.

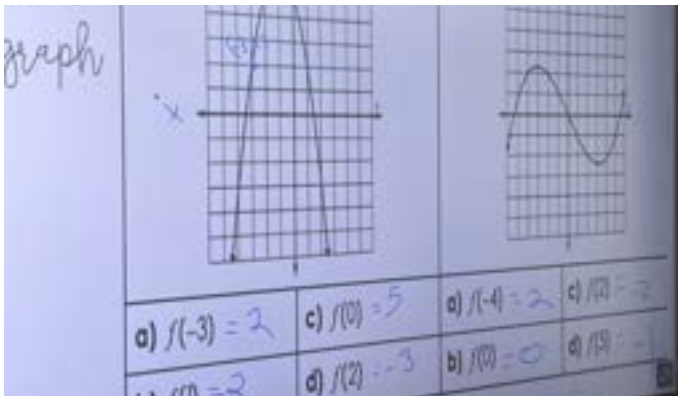


Dear Parents,

As we get closer to the end of the first semester, both our Pre-Algebra and Algebra 1 students have been working hard to finish up their current units. Lately, graphing has been a major focus across both classes as students practice visualizing mathematical relationships. In Pre-Algebra, we have been building our core graphing skills and connecting them to our current unit concepts. Meanwhile, in Algebra 1, students are learning to read, plot, and work confidently with the coordinate plane. Mastering the coordinate plane is a critical milestone, as it lays the essential foundation for linear functions and the more advanced algebra topics ahead. Students have shown great focus and persistence as our lessons become more complex. With just a short stretch left before winter break, we are encouraging everyone to stay on top of their classwork and review their notes regularly. We are very proud of their continued effort and look forward to finishing the semester strong!

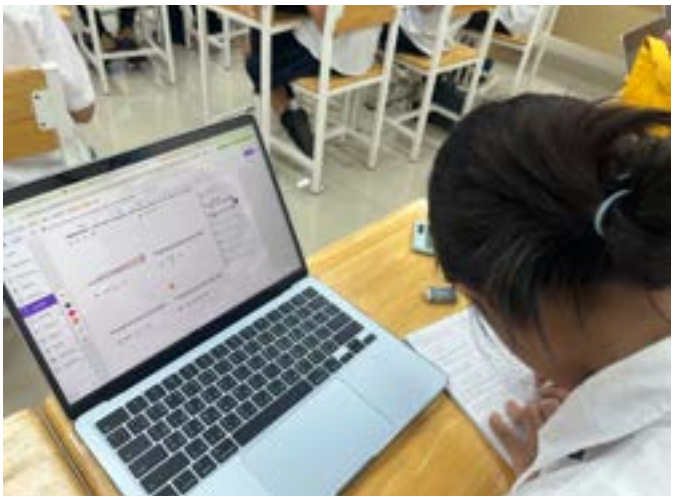












Ms. Kimonya



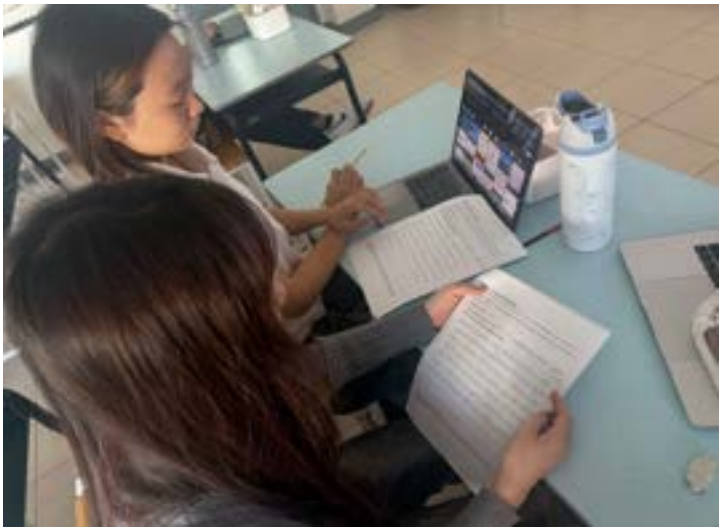
Dear Parents,

This week in Geometry, students are using their Literacy Guides to prepare for the upcoming Vocabulary Assessment, which will cover Units 1–3: Basics of Geometry, Logic & Proofs, and Parallel & Perpendicular Lines.

The assessment is designed around four levels of Bloom's Taxonomy: Remember, Apply, Analyze, and Create. Students will not only be asked to recall important mathematical vocabulary, but also to apply and analyze those terms in different mathematical situations.

One of the most exciting parts of the assessment is the Create section. Students will be given two options, each containing five vocabulary terms, and will choose one set to use when designing their own math problem for Ms. Kimonya to solve. Students have enjoyed learning how mathematical problems can be created by combining academic vocabulary with the computation and problem-solving skills they have already developed.

This activity is helping students see that understanding mathematical vocabulary goes beyond memorizing definitions—it also helps them communicate, reason, and create mathematically.









Science Department

Ms. Shanesz



Dear Parents,

Advanced Robotics: Throughout November, students in Advanced Robotics have been working diligently to prepare for their first VEX V5RC Override Qualification Tournament. The teams have focused on refining their robot designs, troubleshooting mechanical and programming issues, improving their autonomous routines, and conducting repeated testing to enhance their robots' reliability and performance. Students have also been strengthening their engineering notebooks by documenting design modifications, testing results, and the reasoning behind their engineering decisions. As part of their competition preparation, both Cyber Wolves teams participated in mock judging interviews, receiving valuable feedback to improve their confidence, communication, and ability to explain their engineering processes. In addition, students have been developing match strategies, practicing their driving skills, reviewing competition rules, and preparing for effective teamwork during the tournament. Despite a demanding schedule and limited preparation time, the teams have demonstrated perseverance, collaboration, and a commitment to continuous improvement as they work toward their first competition of the season.









On November 22, our Cyber Wolves robotics teams competed in the VEX V5RC Qualification Tournament at St. Andrew's International School, Bangkok. Both teams performed well, successfully advancing to the elimination rounds. A particularly noteworthy achievement was **Cyber Wolves 2 receiving the prestigious Design Award!** The **Design Award** honors a team with an organized, student-driven Engineering Design Process that aligns clearly between their Engineering Notebook, interview, and robot. It recognizes excellence in the engineering design process, highlighting a team's creativity, innovation, thoughtful problem-solving, and ability to develop a well-designed and effective robot. It also reflects the team's dedication to documenting their design decisions and demonstrating a strong understanding of the engineering process

























Intro to Robotics

Students in Intro to Robotics have continued developing their understanding of robot programming and problem-solving using the VEX V5 platform. Students have focused on applying fundamental programming concepts, including loops, conditional statements, and sensor-based decision-making, to complete increasingly challenging robotic tasks. Students also explored the use of bumper switches to control robot movements and applied pseudocode to plan their programs before coding. Through hands-on testing and troubleshooting, they have been learning to identify programming errors, refine their solutions, and improve their robots' accuracy and reliability. These activities have encouraged logical thinking, creativity, teamwork, and perseverance while helping students build confidence in their programming and engineering skills.





















Mr. David



Dear Parents and Guardians,

November is here, and the weather is getting a little colder. As a Canadian, I have to admit that I am enjoying it! We now have only one month left before the end of the semester, so I hope students are keeping up with their studies and making good use of their time. The next few weeks will be important as we finish our units and prepare for semester assessments.

During Week Without Walls, I was at school working with students. We spent the first two days strengthening our research and writing skills before listening to a pitch proposing a solution to one of the challenges facing Borneo. It was a challenging experience for several students, but we worked through it and made it to the end!

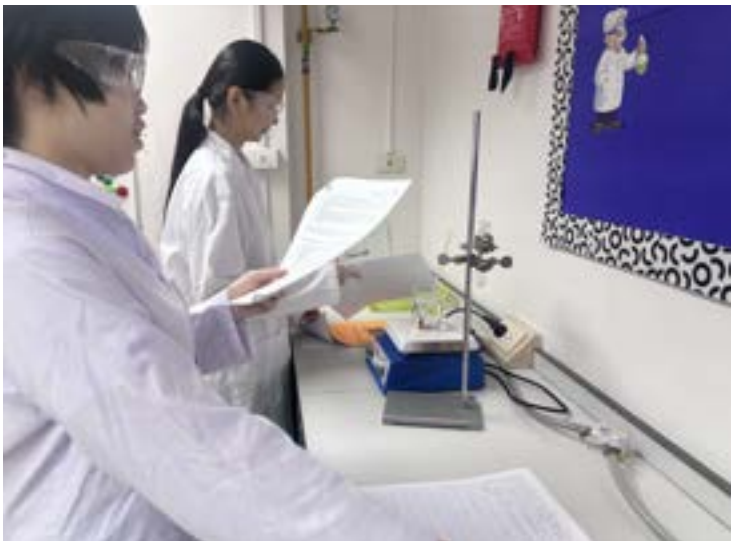
Chemistry has completed its first laboratory, and we will soon see the results of all their hard work in the form of their lab reports. We have also finally begun exploring the heart of chemistry, or perhaps I should say the nucleus! Electrons, protons, and neutrons are now the focus of our studies. Soon, we will add energy in the form of electromagnetic radiation, so things are bound to get more colorful before the end of the semester.

AP Chemistry has now finished Unit 4, and we are firmly into the more mathematical units of the course. By the end of the semester, we should have completed five of the nine units, meaning we will be more than halfway through the AP curriculum! Students have also completed an in-depth analysis to determine the concentration of an unknown solution, putting their understanding and laboratory skills to the test.

IB Chemistry continues to build on previous knowledge while introducing some new concepts. We are revisiting important ideas and preparing to tackle one of the fundamental questions in chemistry: why are some molecules more stable than others? Understanding this question will help us make connections between molecular structure, bonding, and the behavior of substances.

Health Science is wrapping up our unit on physical health. After exploring nutrition and different dietary approaches, we have turned our attention to exercise and fitness. We have also discussed warning signs of injuries and the importance of understanding how to exercise safely. Hopefully, students are coming away with a better appreciation of how to make informed decisions about their physical well-being.

Let's keep up the good work for just one more month! With the end of the semester approaching, please remind your child to check Google Classroom regularly, complete homework on time, and review their notes and materials throughout the week. Preparing a little at a time is much more effective than trying to catch up right before a test. After that, we can all look forward to enjoying a well-deserved month off!













Mr. Severino



Dear Parents,

As we reach the end of the first semester, students are preparing for their upcoming semester examinations while reflecting on the knowledge and skills they have developed throughout the semester. This is an important opportunity for them to consolidate their understanding, review key concepts, and strengthen their problem-solving abilities. Below is a brief update on the topics students have completed and what they can look forward to exploring in the coming units.

Physics: Students have completed Newton's Laws, exploring the relationship between forces and motion, free-body diagrams, and how forces affect the movement of objects. In the coming unit, students will move on to Work, Energy, and Power, investigating energy transfer, conservation of mechanical energy, and how work relates to motion.

AP Physics 1: Students studied momentum, impulse, and the conservation of linear momentum. They explored collisions, analysed interactions between objects, and applied conservation principles to both theoretical and practical situations. These topics encouraged students to think critically about interactions within physical systems and develop confidence in solving problems involving multiple objects. In the next unit, students will explore Rigid Body Mechanics, focusing on centre of mass, torque, rotational equilibrium, and the mechanics of rotating objects.

AP Physics 2: Students investigated electric current, potential difference, resistance, and electrical power. They developed their understanding of circuit components and explored the behaviour of resistors in series and parallel combinations. Students also strengthened their skills in analysing circuit diagrams, interpreting experimental results, and applying mathematical relationships to electrical systems. The next unit will explore Magnetism and Electromagnetism, investigating magnetic fields, magnetic forces, and the relationship between electricity and magnetism.

IB DP Physics: Students explored the principles governing rotational equilibrium and the mechanics of rigid bodies. They examined the centre of mass, moments, torque, and the conditions required for rotational equilibrium. Through problem-solving activities, students developed a deeper understanding of how forces produce rotational effects and how these principles apply to everyday objects and engineering systems. The next unit will explore Galilean and Special Relativity, examining how space and time are understood from different reference frames.







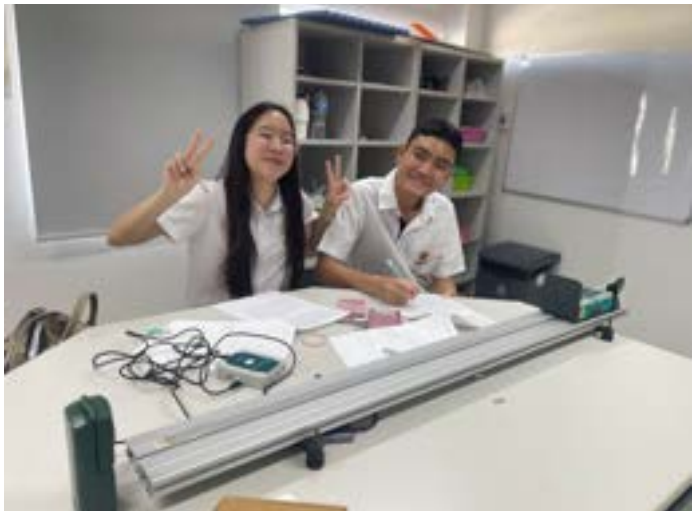














Ms. Sheeba



Dear Parents,
As we approach the end of the semester, students across our Life Science classes are busy consolidating their learning and preparing for their December end-of-semester assessments. Here's a glimpse of what has been happening in our classrooms!

Biology-Students recently explored the world of biomolecules through practical food testing activities. They were particularly excited to investigate everyday food items and identify the presence of starch and proteins using simple biochemical tests. As we enter the final stretch of the semester, students are now exploring major biological processes, including photosynthesis, and understanding how these processes are interconnected.

AP Biology-Students have recently completed their study of enzymes and are now moving towards experimental investigation. They are exploring how environmental factors influence enzyme activity and using these ideas to design their own experiments on enzyme-controlled reactions. This is an important step in developing their skills in scientific inquiry, research, experimental planning and investigation, as they prepare to conduct their experiments in the coming weeks.

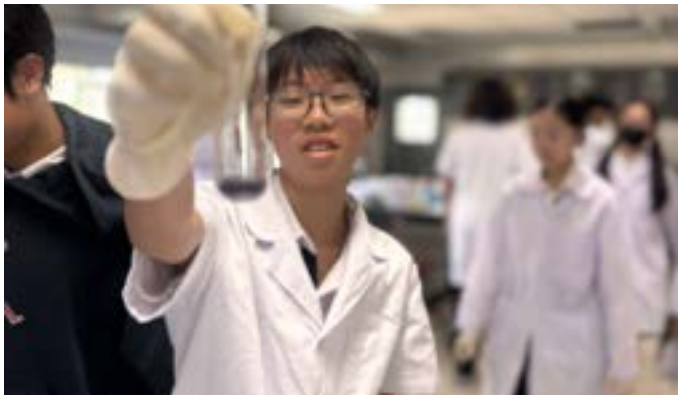
Anatomy & Physiology-Having completed the unit on the nervous system, students turned their attention to neurological disorders. They particularly enjoyed researching different disorders, investigating their causes and effects, and presenting their findings to the class. Students completed their initial research and preparation independently at home before sharing their learning through classroom presentations and discussions.

IB Biology-Students have been introduced to the Internal Assessment (IA), an important component of the IB Biology programme. They are currently exploring topics of personal interest and researching potential investigations to help them develop and refine focused research questions. Alongside this, students are preparing for their December end-of-semester assessments, which reflect the expectations and assessment requirements of both the Standard Level (SL) and Higher Level (HL) courses.

As the semester draws to a close, we wish all our students the very best with their preparations and assessments!












PARKINSON'S
DISEASE


BRAIN AND NERVOUS
SYSTEM DISORDERS
Epilepsy






Cerebral
Palsy

Mr. Axel



High School Environmental Science: Learning Beyond the Classroom

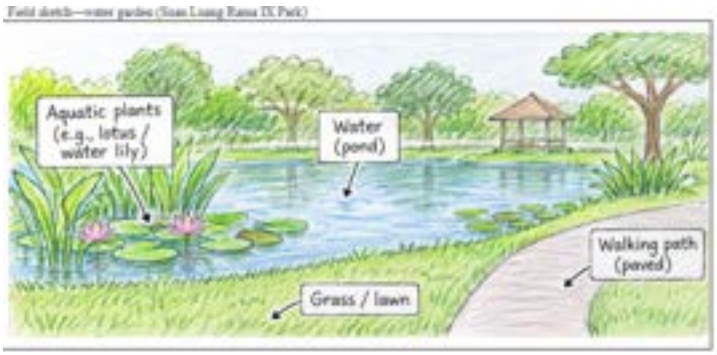
Exploring Our Local Environment Through Scientific Investigation

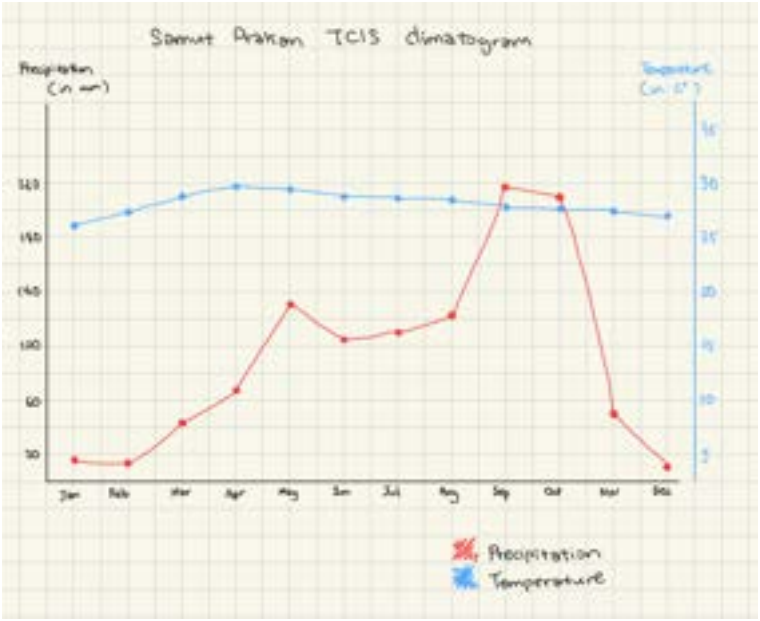
Dear Parents, Our High School Environmental Science students recently took their learning beyond the classroom through a guided outdoor laboratory investigation. Using the school grounds as their research environment, students explored how living organisms interact with one another and with the nonliving components of their surroundings.

During the activity, students worked as young environmental scientists, observing local ecosystems, identifying biotic and abiotic factors, and examining how environmental conditions influence biodiversity. They collected observations, recorded evidence, and used their findings to better understand the relationships that support healthy ecosystems.

The guided lab encouraged students to develop essential scientific skills, including **observation, data collection, critical thinking, and evidence-based reasoning**. By connecting classroom concepts to real-world examples, students gained a deeper appreciation for the complexity of their local environment and the importance of environmental conservation.

This hands-on learning experience demonstrated that meaningful scientific discoveries can happen right outside our classroom doors









Chinese Department

Ms. Jane



Dear Parents,

華僑聯總會徵文比賽成績已經公布，恭喜本校學生取得優異成績得獎名單如下：得獎作品已公布在高中二樓公布欄也可按此連結 Federation of Overseas Chinese Associations Essay Competition – Results Announcement

Congratulations to our students for achieving outstanding results in the Federation of Overseas Chinese Associations Essay Competition!

We are proud to announce the following award-winning students:

- **G9 Peter** 陳子揚
- **G10 Andy** 孫奕昊
- **G10 Jacob** 魏章岳
- **G10 Tony** 李承晨
- **G10 Jasmine** 王芷瑜
- **G10 Rezo** 龍睿卓
- **G10 Yui** 楊蕎羽
- **G10 Gawin** 秦浩俊
- **G11 Cherry** 王郁涵
- **G12 Candy** 孫婧奕
- **G12 Cindy** 孫怡婧
- **G12 Alyn** 葛紫璇

The award-winning essays are now on display on the bulletin board on the second floor of the High School building. You may also view the winning entries through **this link**.

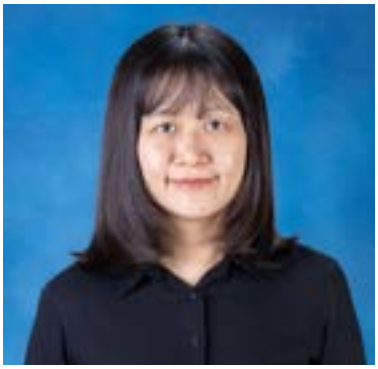
Congratulations to all our winners! We are very proud of your achievements and wish you continued success!

Kind Regards,
Ms. Jane





Ms. Chang

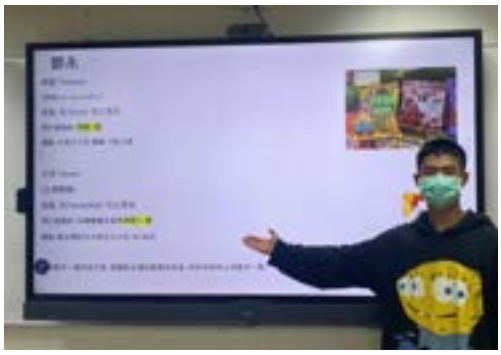


Dear Parents,

Traveling Chinese 1 students learned practical Chinese for visiting scenic spots and shopping, including asking about prices and bargaining. They then explored 特產 (local specialties) by comparing products from Thailand and Taiwan in terms of price, materials, and unique features while practicing their Chinese in real-life contexts.

Traveling Chinese 2 students explored Kaohsiung Pier-2 Art Center (駁二藝術特區), a former industrial area that has been transformed into a vibrant creative and cultural district. After learning related vocabulary, students introduced an art district in Thailand and highlighted three shops there, sharing its unique atmosphere and helping us discover a different side of Thailand's arts and culture.

Modern lit 2 students learned about stock investment and money management. To broaden their understanding of investment, they explored different investment options based on their personal interests. Students presented basic investment methods, such as real estate and gold, introduced learning platforms for beginners, and compared different investment approaches. Through this activity, students developed financial awareness and practical knowledge to help them make informed financial decisions in the future.










嵩越路的
家店
01
02
03


普吉老街






二、怎麼做
例子
1,000 泰珠


好
壞




建議買的

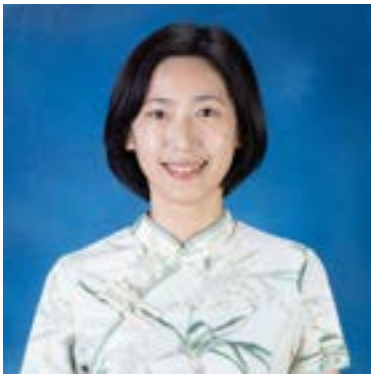

什麼是
投資基金?






債券是什麼?

Ms. Vicky



Dear Parents and Guardians,

Over the past few weeks, our Chinese language classes have been filled with meaningful discussions, hands-on activities, and real-world learning experiences. We are delighted to share some highlights of our students' learning journeys and progress.

IB Chinese B – Fashion and Identity

To conclude our first unit on Identities, students explored fashion innovation and the distinctive features of traditional Chinese clothing, including Hanfu, Qipao, Tang suits, and Zhongshan suits. Through oral practice inspired by the growing popularity of modern Chinese-style clothing introduced by sportswear brands, students reflected on how fashion expresses cultural identity and influences our sense of self.

Practical Chinese – Preparing for the Future

In Lesson 6, students began exploring personal statements for university and job applications. By analyzing authentic personal statements from two TCIS alumni, students learned how to connect extracurricular experiences with leadership skills and highlight academic strengths through their coursework. Throughout this unit, students will develop their own application portfolios and participate in mock interviews, building confidence for their future journeys.

CFT Grade 10 – Entertainment and Fitness Culture

As part of our entertainment unit, students explored gym culture and the social trends behind the growing popularity of fitness. Through authentic gym advertisements, students expanded their vocabulary, developed practical reading skills, and gained a deeper understanding of fitness culture in everyday life.

CFT Grade 9 – Exploring World Population

Students completed our unit on world population with an engaging team-based escape room activity. Through collaborative reading, knowledge sharing, and exchanging ideas, students worked together to overcome challenges and break down complex reading materials step by step. It was wonderful to see them supporting one another while building their reading confidence and comprehension skills.

It has been wonderful to see our students growing in confidence, curiosity, and independence as Chinese language learners. We look forward to creating more opportunities for them to connect their classroom learning with the world around them. Thank you, as always, for your continued support and encouragement!

Sincerely,
Ms. Vicky

IO練習-服飾與身份認同

姓名：楊莉莉



- 要分享這件圖片，展現傳統中華文化和當代時尚。
- 可以看到這件服飾是運動品牌阿迪達
- 有阿迪達的標誌。
- 領口改成了中式立領，也用了傳統樣式的鈕扣。
- 為什麼？我覺得是因為大家對自己的文化更有自信了。
- 這件服飾會展現一個人的文化與個性。

第一次嘗試https://voca.ro/1lp67GT1cZ5l

IO練習-服飾與身份認同

姓名：楊玉玉







廣告一

1. 這張廣告是在宣傳什麼？
□ 餐廳 □ 健身房 □ 書店

2.廣告上寫「幾對幾」的教練課？
_____

3.早鳥優惠的時間是：
_____ 到 _____

4.這堂課的價錢是多少？
_____





廣告二

1. World Gym 的「體驗活動」是什麼？
_____

2.健身工廠的「體驗活動」有哪些？
_____ 、 _____

3.兩家健身房的「入會費」有什麼差別？
World Gym：_____
健身工廠：_____

4.如果你很在意「入會贈禮」，你會選哪一家？為什麼？
_____













Dr. Jessica



Dear Parents,

This month, our learning focus is **Lesson 5: The STAR Method** for structuring personal experiences. Students will compare the differences between chronological, diary-style storytelling and professional, STAR-structured narratives, practicing how to rewrite and elevate their own writing.
Along the way, they will build a bank of professional vocabulary and reinforce their mastery through interactive games on **Blooket**. To wrap up the unit, students will record themselves presenting their revised paragraphs to strengthen their oral fluency and delivery.

Monthly Theme: Lesson 5 – The STAR Method (Structuring Personal Experiences)
Writing & Analysis: Comparing casual, diary-style accounts with structured, professional STAR narratives through guided rewriting exercises.
Vocabulary Building: Mastering professional terminology and reinforcing usage via interactive **Blooket** review games.
Speaking Practice: Recording oral presentations of their revised paragraphs to build confidence and fluency.









Thai Department

Kru Buab



Dear Parents,

In November, our students had the opportunity to learn about one of Thailand's most cherished cultural traditions, Loy Krathong. They showcased their creativity and appreciation for Thai culture through a krathong-making competition under the theme **"The Charm of Thai Krathongs: Beautifully and Creatively Crafted."**

Students designed their krathongs using various elements that reflect Thai identity, including flowers, auspicious animals from Thai literature, and iconic landmarks and symbols of Thailand.

On November 24, Loy Krathong Day, our Noppamas and Nai Noppamas representatives proudly presented the winning krathongs in a traditional Thai costume fashion show, celebrating the beauty of Thai culture and the creativity of our students.






























ลอยกระทง


ลอยกระทง


FIRST PLACE WINNER


SECOND PLACE WINNER


FORTH PLACE WINNER

Kru Ben



Dear Parents,

Throughout November, students from both Mother Tongue and Foreign Tongue classes participated in a creative krathong-making activity to celebrate the Loy Krathong Festival.

During the celebration, selected students took on the roles of Nang Noppamas and Mr. Noppamas, building confidence through a traditional Thai costume fashion show while presenting the winning krathongs.

Students also learned about the Thai tradition of krathong-making and received awards in recognition of their creativity and craftsmanship. It was a wonderful opportunity to celebrate Thai culture, develop students' confidence, and showcase their artistic talents.

Upcoming Event :

- December 3rd : Annual Soi Clean-Up
- December 4th : Father's Day Celebration in TCIS







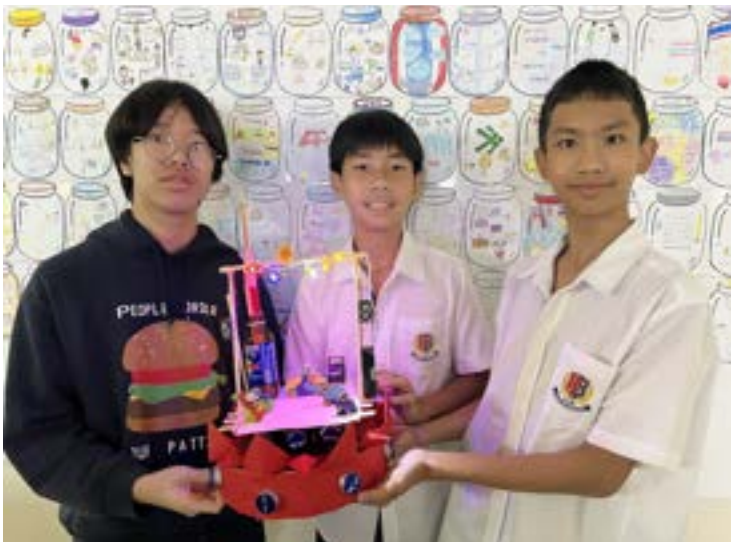

















MUJI


THRASHER







Fine Arts Department

Ms. Elizabeth



Dear Parents and Guardians

Our HS artists are learning new skills and finding more confidence in their abilities. I hope you enjoy this update.

Current and Upcoming Events:
Art 1 Zentangle Exhibition: 3rd Fl. Building 3
Inktober Exhibition: 3rd Fl. Building 3
Art 7 Reverse Grisaille Exhibition: 3rd Fl Building 5
December: NAHS Secret Santa Shrink Art Keychains

TCIS REPRESENTED AT ARWAE

It was my honour to be selected as a presenter for ARWAE (Asian Region Workshops for Art Educators), hosted by King's College International School from November 20–22 this year. This annual event was created by art teachers, for art teachers, and attracts educators from across the region. It is always a diverse and dedicated group of professionals who come together to share ideas, expertise, and inspiration at this highly sought-after conference.

This year, I presented a workshop on mock pottery and fresco restoration, inspired by my experiences participating in an archaeological dig in Greece. I also had the opportunity to attend a wide variety of workshops led by other well-known and respected art educators. I am excited to share my newly acquired ideas and inspiration with my students and to continue developing and strengthening the high school art program.

I would like to extend my sincere thanks to TCIS, King's College and the ARWAE team for supporting my participation in this valuable professional development opportunity.











NAHS





The TCIS National Art Honor Society (NAHS) held its induction ceremony on November 12th, following a postponement due to flooding.

The ceremony featured a video address from Jenny, our former NAHS President, who is now studying Visual Communication at the University for the Creative Arts in Canterbury, England. Our current Secretary, Maple, highlighted the previous year's achievements before inducting our newest members. Current President Zoey then delivered an inspiring speech, followed by a video showcasing this year's Inktober submissions.

We would like to congratulate Gene, Inn, Jade, Bella, Proud (Treasurer), and Cherry (Vice-President) on their induction into the 2026–27 NAHS roster.

Special thanks to Mr. Kevin, Mrs. Rung, and Ms. Catt for their assistance during the ceremony, as well as to the selection committee, IT team, Khun Nid, Owen, Aero, and our school maids for their valuable contributions. We sincerely appreciate everyone's support in making this event a success.













INKTOBER VIDEO

The NAHS is pleased to share this delightful video featuring over 40 INKTOBER entries from TCIS students ranging from Art 7 to Grade 12. Thank you to everyone who participated this year! We hope you enjoy these lovely images.

Right: Inktober work by Jade and Maple.





INTRO PAINTING

The fantastic Intro Painting students are just a few classes away from completing their large-scale still life paintings.





To begin the unit, students created their own still life arrangements using a variety of objects from the high school art studio. They then developed their own unique compositions. To support the learning outcomes, students received guidance on how to create strong, balanced compositions and effectively arrange visual elements.

Students transferred their designs onto canvas and began by establishing their base colours. As the unit has progressed, everyone has been developing stronger mixed-media skills and learning to simplify and abstract what they see. This process encourages students to look beyond the details, identify essential shapes and colour relationships, and translate what they observe into successful painted compositions.

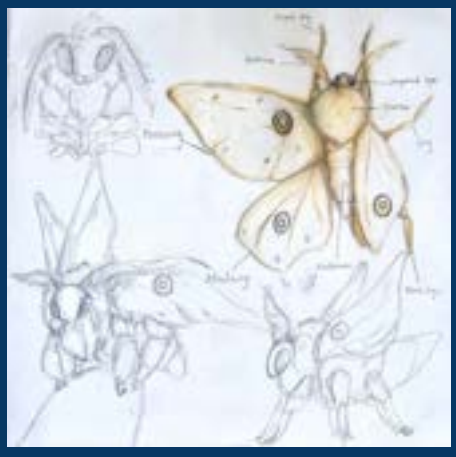
ART 1

Art 1 students are well into their lino block printmaking unit. Students have been using their previous research on insects as inspiration for their designs. Once they selected an insect, they studied its anatomy in detail to gain a better understanding of its structure and distinctive features in their sketchbooks. This preliminary work has been very helpful in students developing better observation skills.

Students then chose a particular viewpoint and created a divided composition, exploring how they could alter the design using positive and negative space. Before beginning to carve their lino blocks, students reviewed blade safety and proper carving techniques to ensure they could work safely while creating controlled, intentional lines.

Next week, students will begin printing their finished lino blocks and seeing their designs come to life.







Images: Minso and Yok carve, Bao Yi's preliminary work and Jack working.

AP ART

AP Art students are well on their way with their Sustained Investigations. At this point in the year, students are being encouraged to dedicate significant time outside of class to meet the requirements of the AP Art portfolio.

As they continue to develop, investigate, and explore their chosen concepts, students should be building portfolios that demonstrate their individual artistic voices, creative growth, and distinctive personal flair. The goal is for each portfolio to reflect a thoughtful and cohesive investigation that showcases each student's unique approach to artmaking.

Images: Cherry and Maple creating





ART 8

Art 8 students are midway through their Bird Group Composition project. Following their individual research, students selected their own birds and then worked collaboratively to develop a unified composition.

This collaborative aspect is integral to the success of the project, as students need to consider how their individual contributions fit into the overall composition while remaining mindful of the images and arrangements being created by their classmates. This requires communication, planning, and thoughtful decision-making.

Once the group composition was established, students refined the branches on their individual tree sections, completed a leaf tutorial, and began rendering their final birds. This week, students will explore techniques for successfully creating realistic tree textures using watercolour, adding another layer of depth and detail to their collaborative artwork.







Art 7

Art 7 students recently completed their reverse grisaille ice cream drawings. These delightful artworks were inspired by the special 30th-anniversary ice cream treats provided by the TCIS Board. Students used their own treats as photographic references to create realistic drawings, exploring value,contours and shading.

You can find these delicious-looking treasures on the 3rd floor of the MS Building. Here are a few wonderful examples by Irenna, Jessica, and Pansa.







Art 7 students are currently working on their Louise Nevelson-inspired assemblage projects. Students have been learning how to establish a focal point, manipulate positive and negative space, and create texture using recycled cardboard.

Before beginning construction, students completed extensive preliminary drawings to explore and develop their ideas. They then learned the proper safety procedures for using our canary cardboard cutters. In addition to developing their artistic skills, students are learning how to use tools correctly and safely, ensuring they receive a well-rounded visual arts education.





Throughout this unit, students have examined the assemblage work of Louise Nevelson, Ed Kienholz, Nancy Reddin Kienholz, and Joseph Cornell, exploring different approaches to transforming everyday materials into compelling works of art.

Once students have finished cutting out their cardboard components, they will learn about hot glue gun safety before moving on to assembling their final pieces and adding color. (Above: Coco and Meeta at work.)

Dr. Lichou



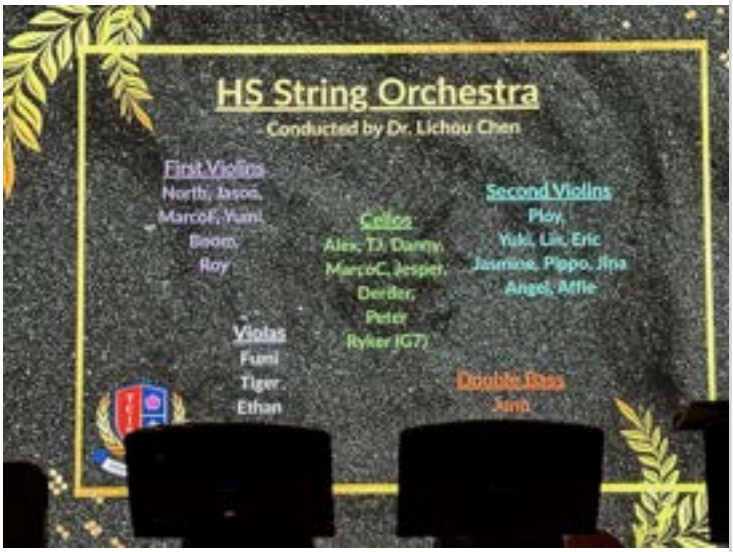
Dear Parents,

We are thrilled to share the wonderful success of our High School String Orchestra and IB Music Concert, held on November 5 in the 360 Hall!

Our student musicians took the stage to perform a dynamic, intermediate-level program that showcased weeks of dedicated rehearsal and musical collaboration.They played four contrasting works that challenged our students both technically and stylistically:

- *Fantasia on a Theme from Thailand* (link for the video)– A rich, resonant opening work celebrating local musical heritage with sweeping string textures.
- *Orchid* (link for the video)– An expressive piece highlighting delicate balance, tone color, and ensemble sensitivity.
- *West Side Story* (link for the video)– Leonard Bernstein's iconic, high-energy melodies, demanding sharp rhythmic precision and bold dynamic contrast.
- *La La Land* (link for the video)– A vibrant, cinematic finale that brought the concert to a joyful and triumphant close!

We are incredibly proud of our HS String Orchestra and IB Music students for their hard work, focus, and stage presence. Thank you to all the parents, families, and faculty members who joined us in the 360 Hall to cheer them on—your support means the world to our young performers.












Their love is forbidden by their
respective groups. Tony tries to stop a
planned gang fight ("rumble"), which
instead escalates into tragedy resulting





Mr. Yu Da



Dear Parents,

Our Theatre Department has been busy planning, rehearsing, and preparing for both our large and small productions!

Our **5th Grade Drama students** are preparing for their Commedia dell'Arte performance, while our **6th Grade Drama students** are bringing Shakespeare's *Romeo and Juliet* to life. Meanwhile, our **MS and HS Musical Theatre cast and crew** have been fundraising and working hard on our upcoming production of *Moana Jr.* We are also planning a small showing in January so parents can enjoy a preview of our students' progress!

In the meantime, please have your students ready for our **group photo and individual photos of our stars and lead performers on December 2 at 8:40 AM.**

- **For the Photo-day: All students should wear their white school uniforms for the group photo.**
- **Stars and lead performers only: Please bring an all-black outfit to change into for individual headshots. They should arrive wearing their white school uniforms and change into black when it is time for their individual photos.**

Thank you for your continued support. We look forward to sharing our students' creativity, hard work, and progress with you! Enjoy our shows!

Warm regards,
The Theatre Department

Mr. Yu Da Kim





















Ms. Phoebe



Dear Parents,

November Dance Newsletter

Growing Through Dance, Confidence, and Community

November has been an exciting and meaningful month for our dance community at TCIS!

One of the biggest highlights was preparing for and performing at the Turkey Bowl halftime show. What made this experience especially memorable was bringing together students from different classes and grade levels who share a passion for dance. It was wonderful to see so much enthusiasm, talent, and positive energy within our TCIS community.

Throughout rehearsals, students demonstrated dedication, teamwork, and tremendous growth. Watching their confidence develop has been especially rewarding. One important lesson I have been emphasizing is that **true confidence is not about being better than others, but about being comfortable with who you are and having the courage to express yourself.**

My hope is to create an environment where students feel safe to make mistakes, explore their creativity, and grow together. Not every student needs to become a professional dancer, but every student deserves the opportunity to discover their own confidence.

The halftime performance was a beautiful reminder of our school's spirit. The students brought incredible energy to the field, and the audience responded with enthusiastic cheers and support!

I am incredibly proud of everyone's hard work and progress. Thank you to our wonderful TCIS community for making this experience so memorable. I look forward to seeing our students continue to shine, both on and off the dance floor!













Fine Art Department

Mr. Jo (Jonathan N.)



Dear Parents,

Digital Art – November Newsletter

Throughout November, students in Digital Art have been learning about logo design, exploring how shapes, colors, typography, and composition can be used to create effective and recognizable visual identities. Students have developed their skills in Adobe Illustrator while learning how to communicate ideas through simple but meaningful designs.

Students have also been applying their design skills to real-world projects within the school community. These have included creating signs and logos for other departments, allowing students to work with specific design requirements and consider the needs of different audiences.

Another exciting project has been the design of a scoreboard for the school House competition. Students have been exploring ways to present House points clearly and creatively while incorporating the visual identities of the different Houses. These projects have provided valuable opportunities to develop creativity, technical skills, and an understanding of how digital design can support the wider school community.









ENGLISH

Mr. Guy | Grade 5



Dear Parents,

This week in 5th Grade ELA, we wrapped up our nonfiction reading unit on lunar and solar eclipses! Students practiced identifying central ideas, key ideas, and supporting details while learning about the science behind these fascinating astronomical events.

We are now moving into our nonfiction research projects! Students will choose a topic that interests them, conduct research, and use what they learn to create either an informational brochure or a digital book using Canva. Once completed, students will have the opportunity to present their projects to elementary school students, sharing their knowledge with a younger audience.

Today, we took a little break from our usual lessons to celebrate Thanksgiving with a themed reading comprehension escape room! Students worked through reading challenges, answered comprehension questions, and solved puzzles along the way. It was a fun way to practice our reading skills while getting into the holiday spirit!

Best,
Mr. Guy













Ms. Rachel | Grade 6-7



Dear Parents,

What a wonderful week we had during Week Without Walls! It was fantastic to see students step outside the classroom, explore new environments, and learn through hands-on experiences. Spending time outdoors gave students opportunities to connect with nature, develop an appreciation for the world around them, and learn in ways that go beyond textbooks and traditional lessons.

Throughout the week, students strengthened their teamwork and communication skills, practiced problem-solving, challenged themselves to try new things, and learned the importance of supporting one another. Whether working together to complete challenges, exploring their surroundings, or stepping outside their comfort zones, students demonstrated that some of the best learning happens through real-world experiences. We hope everyone enjoyed this special week as much as we did!

Grade 6 English

We are wrapping up our argumentative essay unit! Students have been developing their ability to form strong claims, support their opinions with reasons and evidence, and consider opposing viewpoints through counterarguments and rebuttals.

Our students have explored a variety of interesting and sometimes controversial topics, including:

- Should middle schools require recess?
- Should schools start later in the morning?
- Should students be allowed to take mental health days?
- Should animals be kept in zoos?
- Should schools limit students' use of technology?

Once we finish our essays, we will transition into our Nonfiction Book Project!

Over the past several weeks, students have learned about the different elements of nonfiction, including:

- Central ideas and supporting details
- Text features (headings, captions, diagrams, charts, and photographs)
- Facts and opinions
- Author's purpose and perspective
- Primary and secondary sources
- Chronological order and text structures
- Research skills and note-taking
- Paraphrasing and citing sources

Now it is time to put these skills into practice! Students will select a topic they are interested in researching, such as World War II, apartheid, famous athletes, historical events, or other topics that spark their curiosity.

They will research their chosen topics, organize their information, and create their very own nonfiction books. To wrap up the project, students will present their books and share what they have learned with their classmates. We are excited to see the variety of topics and interesting information they discover!

Grade 7 English

Grade 7 students are also putting the finishing touches on their argumentative essays! They have been working hard to develop clear arguments, organize their ideas, incorporate evidence, and strengthen their writing.

Next week, students will take a unit assessment covering the skills and concepts we have been developing throughout our recent lessons. Our focus has included:

- Grammar: Understanding sentence structure, identifying sentence errors, and using correct grammar in writing.
- Parts of an Essay: Understanding the purpose and structure of introductions, thesis statements, body paragraphs, counterarguments, rebuttals, and conclusions.
- Author's Purpose: Identifying whether an author is writing to inform, persuade, entertain, or explain.
- Author's Perspective: Recognizing an author's point of view, opinions, and position on a topic.
- Connotation and Word Choice: Looking beyond the dictionary definition of words to understand the feelings, attitudes, and ideas they communicate. Students have been examining how positive and negative connotations, descriptive language, loaded words, and tone can reveal an author's perspective and influence the reader.
- Evidence and Reasoning: Understanding how authors use facts, examples, and explanations to support their ideas and convince their audience.

After completing the assessment, students will move into their next exciting project: a Video Essay! Students will take their writing and argumentative skills beyond the page by developing a video that communicates a clear message, supports a central claim, and engages an audience through visuals, narration, and evidence.

We are looking forward to seeing their creativity and how they apply the skills they have developed throughout the unit!

Thank you for your continued support. We look forward to another great week of learning!













Mr. Paul | Grade 6-7



Dear Parents,

Season's Greetings! What a quarter it has been! Our students have worked hard and grown so much as readers, writers, and thinkers. In our literary nonfiction unit, they dove into argumentative and persuasive writing, learning to craft strong claims, back them up with evidence, and anticipate counterarguments. It has been exciting to watch them find their voices and defend their ideas with confidence. Weekly spelling words have also kept our vocabulary sharp, and your children have shown real dedication in practicing and rising to the challenge of each quiz.

Beyond essays and spelling lists, we also wrapped up our Week Without Walls trips, which gave students the chance to learn outside the classroom, build friendships, and make memories that will last well beyond this year. Thank you for your constant support at home, whether that meant quizzing spelling words at the kitchen table or encouraging a little extra reading time. We are so proud of everything the students have accomplished, as we all eagerly await the upcoming Christmas and New Year's break!

Most importantly, the students are building their character and working hard to develop themselves into well rounded and capable young adults. They have been building around TCIS's Student Learning Objectives and the results are truly astounding to watch. I am very proud of each one of them and look forward to seeing what the future holds for everyone! Onwards and Upwards!

Warmly,

Mr. Paul





























Ms. Brianna | Grade 8



Dear TCIS Families,

Quarter 2 is slowly but surely coming to an end soon and it is bittersweet! We had a wonderful time last week with the students for Week Without Walls in Chiang Mai!This week in English class, we have dived back into our dystopian novel for this unit, *The Hunger Games*. We are nearing the end of the novel and have analyzed the novel through socratic seminars, group activities, and individual assignments. We are on track to finish the novel next week and begin working on our literary essay on the novel to close out the semester. A lot of students have been particularly excited because recently a new Hunger Games movie was recently released in theaters and some of them have mentioned plans to go see it! When we return after December break, we will move into Unit 3 - Position Paper writing. This is where students will focus on skills needed to draft an Argumentative essay. I am proud of all of their progress this year and I look forward to continuing growing with them!

As always, thanks for your collaboration in helping our students be the best they can be. Please continue to encourage students to read for 20 minutes daily at home to maximize reading fluency.

Kind Regards,
Ms. Brianna









Ms. Baimon | ELL Grade 5-6



Dear Parents,

It's been an exciting few weeks of learning in ELL 5–6! In Unit 5: Technology, students practiced expressing their opinions using phrases like “I agree with…” and “I disagree with…”. They also enjoyed class debates about technology, where they shared ideas, listened to different perspectives, and developed their speaking skills.

In Unit 6: Shopping, students explored shopping-related vocabulary, the present simple and present continuous tenses, and the importance of recycling. For our Product Advertisement Project, students designed their own eco-friendly or socially beneficial products, created advertisement posters, and wrote catchy slogans using rhyming words. They applied what they learned in Unit 6 to promote and present their products. It was wonderful to see their creativity and improvement in English speaking and presentation skills!

We've also continued our weekly Newsela reading activities to build vocabulary, strengthen reading comprehension, and encourage students to ask questions and share their opinions. Students have also been preparing for the WIDA assessments, which will take place this week and next week, covering listening, reading, writing, and speaking. I encourage students to continue practicing English at home and get plenty of rest. I'm looking forward to seeing their progress!













Ms. Kelly | ELL Grade 7-8



Dear Families,

As always, we've been busy in out ELL 7-8 class this month. We've covered two units:

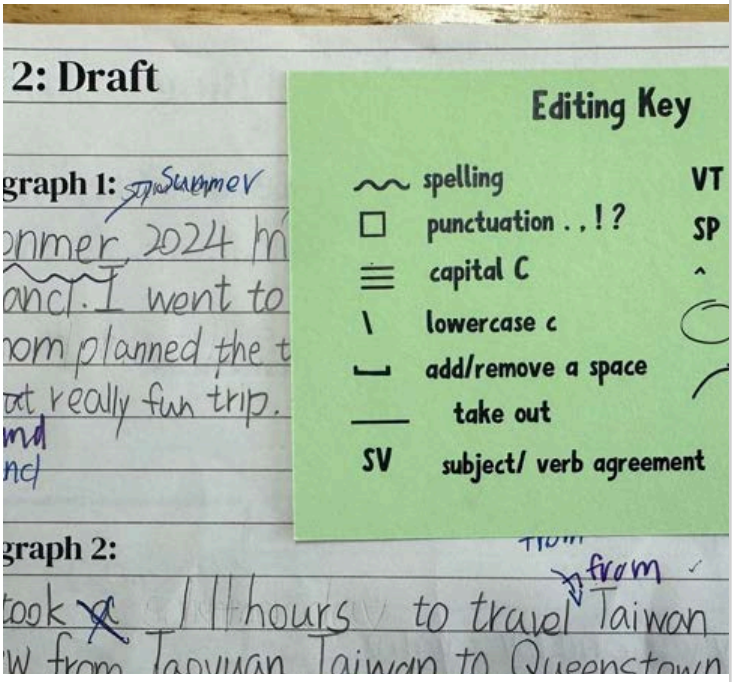
Unit 4- Vocabulary includes travel, countries, and nationalities. Grammar includes past simple verbs.

Unit 5- Topics include professions, places of work, and the arts. Grammar includes telling stories with the past simple and past continuous.

At the end of unit 4, went through the writing process to complete a personal narrative about a travel experience for each student. In the writing process, students pre-write, draft, revise and edit their work before submitting a final version. For this project, we focused on the last step- editing. Students received feedback directly on their writing and used an Editing Key to find and correct errors. This was an important exercise to help build independence in editing so that eventually, they know what kinds of mistakes to look for in their own writing.

We are also currently completing our second round of the WIDA assessments. This will let us know how students are progressing and which areas they should focus on to perform at a higher level. Finally, we will have final evaluations for speaking, listening, reading, and writing. Be on the lookout in Google Classroom for more information.

Best,
Ms. Kelly





MATH

Mr. Michael | Grade 5-6



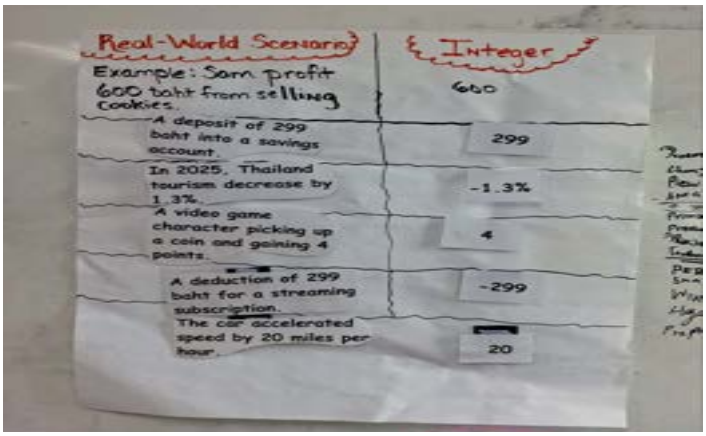
Dear Parents,

It has been a fantastic and energetic start to our new math units! Our Grade 5 students have been diving right into the world of fractions, building a strong foundation by visualizing, comparing, and working with parts of a whole through hands-on activities. Meanwhile, our Grade 6 students have taken on the exciting challenge of exploring rational numbers, learning how positive and negative numbers, fractions, and decimals connect in real-world situations. We are so proud of the curiosity and enthusiasm both classes have brought to their problem-solving so far, and we look forward to watching their confidence grow as we move deeper into these topics!











Ms. Kimonya | Pre-Algebra-Algebra



Dear Parents,

This week in Pre-Algebra, students are learning how to write and solve two-step equations and inequalities from word problems. This is a new skill for the class, and students worked collaboratively in groups to break each problem into manageable steps.

For each word problem, students practiced how to define the variable, write an equation or inequality, and solve for the unknown value. They also learned that correctly translating the information from a word problem into an equation or inequality is an important part of determining whether the final solution is reasonable and accurate.

I am proud of the teamwork and mathematical thinking students are demonstrating as they continue building their algebra skills.





SCIENCE

Mr. Mansel | Grade 5-7



Dear Parents,

Grade 5: In the Watery World unit students consider the importance of water as a natural resource They will investigate the distribution of fresh and salt water. They will explore how water cycles through Earth's systems. Students will consider how water affects human societies and design solutions to stop the effects of weather related natural hazards.

Grade 6: In the History of Life on Earth unit students choose an organism and research possible living and extinct relatives. They will make claims and support them by constructing an explanation about how these organisms are related based on anatomical similarities.

Grade 7: In the Matter and Energy unit the students research an ecosystem and the different interactions among the organisms that live in the ecosystem. They examine how these organisms use different resources and make predictions about how changes in the availability of these resources could change the organism interactions.





Mr. Axel | Grade 7-8



Dear Parents,

Exploring Science Through Creativity, Discovery, and Hands-On Learning

This month, our Middle School students have been busy exploring scientific concepts through exciting hands-on experiments, creative projects, and interactive learning experiences. From investigating the stars to examining ecosystems and recreating fossils, students across Grades 6–8 have been developing their scientific knowledge, curiosity, and critical-thinking skills.

Grade 8 – Exploring the Stars and Bringing History to Life

Grade 8 students combined science, creativity, and historical research through two engaging projects.

In the **Constellation Project**, students explored the night sky by studying constellations and the stories behind them. This activity helped students develop a deeper understanding of astronomy while connecting scientific observations to the ways different cultures have interpreted the stars.

Students also participated in the **Living Historian Project**, bringing historical figures and discoveries to life through research and presentations. By stepping into the roles of people from the past, students strengthened their communication, research, and critical-thinking skills while exploring the development of scientific knowledge.

Grade 7 – Investigating Decomposition and Energy Transfer

Grade 7 students explored the important relationships between organisms and their environments through two activities.

During the **Decomposition Lab**, students investigated how organic materials break down and the essential role decomposers play in recycling nutrients within ecosystems. Through observation and scientific inquiry, students developed a better understanding of how matter moves through the environment.

In their **Energy Transfer Drawing Project**, students created four-panel illustrations showing how energy moves between organisms in an ecosystem. Their drawings demonstrated how energy passes from producers to consumers through food chains, allowing students to visualize the connections that sustain life.

Grade 6 – Discovering the Science of Fossilization

Grade 6 students traveled back in time through an exciting **Fossilization Lab**! Students explored how fossils form and how scientists use fossil evidence to learn about organisms that lived millions of years ago.

Using hands-on materials, students created their own fossil models, experiencing part of the process through which impressions of ancient life can be preserved. They also had the opportunity to **take home some fossils**, giving them a special reminder of their scientific discoveries.

The activity encouraged curiosity about Earth's history while helping students understand the importance of fossils as evidence of past life.

Learning Beyond the Textbook

Across all three grade levels, students demonstrated that science is more than memorizing facts. Through experimentation, artistic expression, research, and collaboration, our Middle School learners are developing the skills to **observe, question, investigate, and explain the world around them**.

We look forward to more discoveries as our students continue their scientific journeys!













SOCIAL STUDIES

Mr. Guy | Grade 7-8



Dear Parents,

In 7th Grade Social Studies, we have officially wrapped up our unit on ancient Mesopotamia and are beginning our study of ancient Egypt! We will be exploring Egyptian civilization, including its geography, society, beliefs, and lasting contributions. A major focus of this unit will be Egyptian mythology and religion, as students learn about the fascinating pantheon of gods and goddesses, ancient myths, and the role these beliefs played in everyday Egyptian life.

In 8th Grade Social Studies, we have finished the first half of our Age of Exploration unit! We have explored early European explorers and the expansion of European colonialism throughout the Americas and Asia during the 16th and 17th centuries. Students have been examining how exploration, trade, and the competition for resources shaped interactions between different parts of the world.

Next, we will shift our focus toward Indigenous cultures and communities. We will explore the histories, traditions, societies, and ways of life of Indigenous peoples across different regions, while also examining how European exploration and colonization affected these communities. This will give students an opportunity to look beyond the European perspective and better understand the experiences and histories of the people who were already living in these regions.

Best,

Mr. Guy

CHINESE

Mr. Mateo | CMT 5, CMT 6, CFB 7, CFB 8



Dear Parents,

🌍 G5 CMT & RW – Exploring the World with an Open Mind

Through the unit **"Exploring the World with an Open Mind" (用心看世界)**, students explored Gaudí's imaginative architecture and traditional foods from different countries, broadening their global perspectives and developing respect and appreciation for cultural diversity.

Through reading and discussion, students also explored **figurative language, imagery, and writing techniques**, learning to interpret texts more deeply and support their ideas with textual evidence.

In preparation for the **Chinese Writing Competition on December 3**, students have been developing their writing plans this week under the theme **"Small Stories, Big Lessons" (小故事大道理)**, learning how to craft stories that convey meaningful messages and inspire readers to reflect on life.

📚 G6 CMT – Problem-Solving

G6 CMT students are exploring the unit **"Problem-Solving"** through literary excerpts from *Hatchet* (《手斧男孩》) and *Romance of the Three Kingdoms* (《三國演義》). By examining how characters analyze situations, identify resources, make decisions, and take action, students are learning to think calmly and apply problem-solving strategies to challenges in their own lives.

📖 G6 RW – Q2 Reading

In Quarter 2, students are reading *Ni Yada Blushed* (《倪亞達臉紅了》), a humorous yet insightful story about a sixth-grade boy's experiences at home and at school. Through the author's use of humor, social satire, and a child's perspective, students explore family relationships, school life, and the inner world of the main character.

🛍️ G7 CFB – Shopping & Cross-Curricular Learning

G7 CFB students have been learning vocabulary related to **department stores, shopping, and discounts**, connecting Chinese language learning with practical math skills by calculating sale prices and discount rates.

To apply their learning, students took on the role of store advertisers, selecting products, setting prices and discounts, and designing promotional posters using **Canva**.

🌍 G8 CFB – Numbers & Natural Disasters

G8 CFB students have explored **Chinese idioms involving numbers** and practiced applying them in different contexts. They are also learning about **natural disasters**, including earthquakes, fires, and floods, while sharing

personal experiences and developing awareness of disaster prevention, safety, and emergency responses.

🌏 International Exchange with NEHS (Hsinchu, Taiwan)

On **November 24 and 25**, TCIS welcomed Grade 6 students from **National Experimental High School (NEHS), Hsinchu, Taiwan**, for a two-day international exchange.

Visiting students joined our students in regular classes and participated in **Science Exhibition activities**, experiencing school life at TCIS through shared learning and collaboration. The visit provided opportunities for cross-cultural learning, friendship, and a deeper understanding of each other's school cultures.





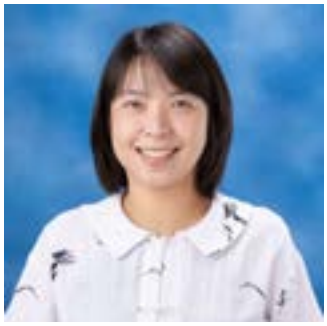








Ms. Yi-Cheng | CFT 5, CFT lv2 5, CFT 6, CFT lv2 6, CFT 7, CFT lv2 7



Dear Parents,

In Grade 7 Foreign Tongue class, students are currently learning vocabulary and expressions related to making dumplings. In addition, they watched a documentary about credit cards to gain a better understanding of how credit cards work. They are now working on a project in which they create an advertisement introducing a credit card and promoting its benefits in Mandarin. On November 25, our Level 2 students welcomed visiting students from Taiwan to their Mandarin class. Together, they reviewed vocabulary from the dumpling-making lesson and practiced solving math problems involving discounts, a topic they had previously studied. It was a wonderful opportunity for students to interact with native Mandarin speakers and learn alongside one another.

In Grade 6 Foreign Tongue class, students are exploring the differences between the Northern and Southern Hemispheres, particularly how the seasons are opposite in the two hemispheres. They are also reviewing what they learned about the continents in Grade 5 and expanding their geographical knowledge by identifying where different countries are located. Through classroom discussions and questions, students are practicing how to describe geographical locations and seasonal differences in Mandarin while making connections between language learning and their knowledge of the world.

In Grade 5 Foreign Tongue class, students are learning about mooncakes and pumpkin pies while expanding their vocabulary to include different types of pies. They are also exploring the four seasons—spring, summer, autumn, and winter—and comparing them with Thailand's three seasons: the hot, rainy, and cool seasons. To help students remember the vocabulary, I incorporated familiar Thai seasonal terms into the lessons. Since the four-season cycle is less familiar to students living in Thailand, I also designed a movement-based seasonal game adapted from a traditional Taiwanese hand game (海帶拳). Through physical movement and repetition, students can become more familiar with the four seasons in a fun and memorable way.

I have also included the school club posters that our Grade 5 students created earlier. Please take a moment to enjoy their creative work!

Chen Laoshi


















NEHS










NEHS





Ms. Jamie | CFT 5



Dear Parents,

Recently, G5 CFT1 students worked on introducing their school clubs in Chinese. It was fun to hear them share about their own clubs!

We are now learning Lesson 4 about mooncakes and pumpkin pie（月餅和南瓜派）. Through food, students are exploring cultural differences and learning about autumn and Thanksgiving traditions. Although these traditions may be far from everyday life in Thailand, learning about them through Chinese helps students understand more about the world and makes their learning more meaningful. We also have regular quizzes and tests to help students review what they have learned and strengthen their Chinese skills.













Dr. Jessica | CFB 5, CMT 6, CFT lv2 7, CFT 8, CFT lv2 8



Dear Parents,

This November, students across all grade levels engaged in dynamic, hands-on language and cultural experiences:

In **CFB5**, students dove into Lesson 3 (*"I Want to Buy a New Toy"*), using physical acting to embody and master Chinese emotion vocabulary before practicing their speaking skills by presenting their favorite toys. Meanwhile, **CMT6** fostered meaningful cross-cultural connections through an online exchange with Hemei Elementary School in Changhua, Taiwan—sharing hobbies, co-reading and discussing excerpts from *The Man Who Planted Trees* and *The Little Prince*, and delivering collaborative group presentations.

In the upper levels, **CFT7 Level 2** combined digital literacy with language skills as students conducted guided online research on various countries, used AI tools to refine their presentation slides, and delivered oral reports. Finally, **CFT8** explored the historical roots of Chinese characters by practicing Regular Script and Oracle Bone Script calligraphy to craft custom Chinese Zodiac bookmarks.










xīn qíng
心情












韓國


介紹義大利


菲律賓


巴西
徐恩婧




泰國
地理和曼谷


Wǒ de guójiā: Měiguó
我的國家：美國
Měiguó
美國


加拿大的
飯


日本
張亮
大家好，我叫張亮。今天我要介紹日本。
日本有很多有趣的東西，還有又好看又好
吃的食物，所以我很喜歡日本。


認識中國
中國





Mr. Thomas | CFB 6, CMT 7, CMT 8 | MS Student Council





Dear Parents,
We're delighted to share a few highlights from our Chinese classes, Culture Club, and Middle School Student Council.

- **G8 Chinese Mother Tongue:** Students read *Way of the Peaceful Warrior*, explored biographical storytelling, and practiced writing biographies.
- **G7 Chinese Mother Tongue:** Reading groups explored *The Crocodiles* and *Where the Red Fern Grows*. Students practiced expressing emotions through events and writing about food.
- **G6 Chinese for Beginners:** Students learned the twelve Chinese zodiac animals, related cultural traditions, and sentence patterns for describing when events happen.
- **Chinese Culture Club:** Students made diamond painting charms, played Chinese chess, and tried traditional rubber band jumping.
- **Middle School Student Council:** On **October 30**, MSSC hosted a Halloween scavenger hunt, trick-or-treating, and food and game booths. On the third day of the Week Without Walls trip, council members led the House competition and put their leadership into action.














鼠牛虎兔龍蛇










4

















THAI

Kru Aim| KruAom | Kru Toom Tam







Dear Parents,

Announcements

1. Coming Soon Thai Event: Father's Day (Friday, December 4, 2026)

We warmly invite teachers, students, and parents to pay tribute and join our **Father's Day** celebration, which will take place on **Friday, December 4, 2026** *(please refer to the attached poster for further schedule details).*

Highlights of the event include special performances by our student representatives:

- **Musical Interpretive Dance Performance** by Middle School (MS) student representatives
- **Traditional Thai Dance Performance** by High School (HS) student representatives

2. Thank You to Our Middle School (MS) Ms. Noppamas Representatives

The Thai Language and Culture Department would like to express our sincere appreciation for your dedication in participating, sacrificing your time to rehearse, and preparing beautiful traditional Thai costumes to represent Middle School (MS) as Ms. Noppamas during our recent Loy Krathong celebration:

- **G.5:** Suthanoot Pakdeesuparit (Melody)
- **G.6:** Laya Tammanu (Piew)
- **G.7:** Paradee Saechue (Ozone)
- **G.8:** Warichapat Kiratitavepong (WaWa)



Activity Highlight; Loy Krathong Festival

This month, our Thai classrooms continued to promote both reading and writing skills while integrating hands-on cultural learning around the **Loy Krathong Festival**. Students explored the historical origins of the tradition, practiced folding traditional banana leaf petals (*Kleep Krathong*), and crafted their own eco-friendly Krathongs using natural materials.


























展得才英


































PE

Mr. Sean | Grades 7-8



Dear Parents,

Our Grade 7 and Grade 8 PE students have been busy developing their skills through badminton and volleyball! These units have been a great opportunity for students to learn the fundamentals of each sport, improve their technique, and build confidence. It has been great to see how well the students are playing and how much progress they are making.

Along with developing their sport-specific skills, we are continuing to emphasize the importance of living a healthy and active lifestyle. Students are learning that staying active, building fitness, eating well, and taking care of their bodies all help prepare them for success in sports, both in and outside of school. These are important habits that can benefit them well beyond PE class.

We also had a fantastic time at our Elementary School Sports Day! It was great to see the energy, teamwork, and excitement throughout the day. Our Middle School students had the opportunity to watch and support the event, which has helped build excitement for their own Sports Day coming up!

We look forward to keeping that energy going as our students continue to develop their skills, stay active, and get ready for more opportunities to compete and have fun.

GO WOLVES!









ELECTIVES

Ms. Lee | Fine Arts 5, Music 7-8



Dear Parents,

Our Middle School musicians have been keeping the momentum going with some fantastic performances and new classroom challenges! Grade 7 and Grade 8 students recently made an awesome school debut at the Halloween Festival, delivering six different songs across both classes. The energy was infectious, and it was wonderful to see the audience clapping and singing along in support of our young performers. Riding high on that success, students have now selected their own band groups and are diving into rehearsals for the Chinese New Year Festival in February. For this showcase, each band is preparing two tracks: one song of their choice and another connected to Chinese New Year—featuring either a Chinese artist, Chinese lyrics, or the pentatonic scale, which we are actively exploring in class during this unit.

Over in Grade 5 Strings, we have rotated to a brand-new group of students for the quarter, and they are already off to a stellar start. They have jumped right into the foundational skills of the violin, focusing on proper posture, bowing technique, open strings, and left-hand finger placement. The class just completed their first major playing assessment with *Hot Cross Buns*, showing tremendous focus and positivity. It is always inspiring to watch them tackle such a difficult yet beautiful instrument with so much determination and rapid improvement!













Mr. Yu Da | Fine Arts 5-6, Music Theater 7-8



Dear Parents,

Our Theatre Department has been busy planning, rehearsing, and preparing for both our large and small productions!

Our **5th Grade Drama students** are preparing for their Commedia dell'Arte performance, while our **6th Grade Drama students** are bringing Shakespeare's *Romeo and Juliet* to life. Meanwhile, our **MS and HS Musical Theatre cast and crew** have been fundraising and working hard on our upcoming production of *Moana Jr.* We are also planning a small showing in January so parents can enjoy a preview of our students' progress!

In the meantime, please have your students ready for our **group photo and individual photos of our stars and lead performers on December 2 at 8:40 AM.**

- **For the Photo-day: All students should wear their white school uniforms for the group photo.**
- **Stars and lead performers only: Please bring an all-black outfit to change into for individual headshots. They should arrive wearing their white school uniforms and change into black when it is time for their individual photos.**

Thank you for your continued support. We look forward to sharing our students' creativity, hard work, and progress with you! Enjoy our shows!

Warm regards,
The Theatre Department

Mr. Yu Da Kim





















Ms. Shanesz | Robotics Grades 7-8



Grade 7 Robotics students have been strengthening their computational thinking and problem-solving skills through a series of engaging challenges using the LEGO SPIKE Prime platform. Building on their understanding of basic programming, students explored repeat loops, repeat-until loops, parameters, and conditional statements to create more efficient and responsive programs. Through the Search for Ice challenges, they programmed their robots to navigate around craters, detect obstacles using distance sensors, and collect ice samples using robotic arms. Students then progressed to real-world problem-solving scenarios involving autonomous cargo vehicles, investigating how robots can respond to changing road conditions. In the Washed Out Roadway and Detour Detection challenges, they used color sensors, operators, and if-then-else statements to identify safe routes, detect hazards, and make navigation decisions. Throughout these activities, students practiced planning their programs using pseudocode, testing and troubleshooting their solutions, and documenting their learning through individual and team reflections. These experiences have encouraged logical thinking, creativity, collaboration, and perseverance while helping students develop greater confidence in programming autonomous robots to solve practical challenges.







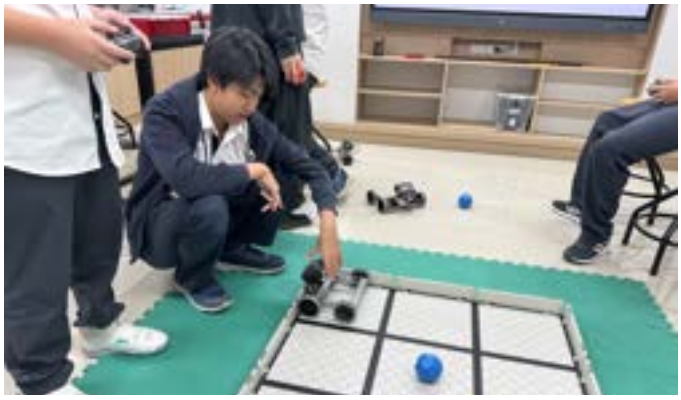






Grade 8 Robotics students have been developing their engineering, programming, and problem-solving skills through a series of hands-on challenges using the VEX EXP platform. Students explored different driver-control configurations, including Tank Drive and Arcade Drive, testing their robots' maneuverability, speed, and accuracy while navigating obstacles. They also strengthened their programming skills through the Play Ball and Stack Crasher challenges, learning to organize code using comments, control robot movements, adjust velocity, and evaluate performance through timed trials. Building on these skills, students progressed from their BaseBots to constructing robotic Clawbots equipped with functional arms and claws. They documented their building processes through engineering sketches, testing records, and troubleshooting reflections. In the Ring Leader challenge, students applied their driving and mechanical skills to collect and place rings onto scoring posts, experimenting with different control configurations to improve precision and efficiency. Throughout these activities, students have demonstrated creativity, perseverance, collaboration, and growing confidence in applying engineering design principles to real-world robotic challenges.

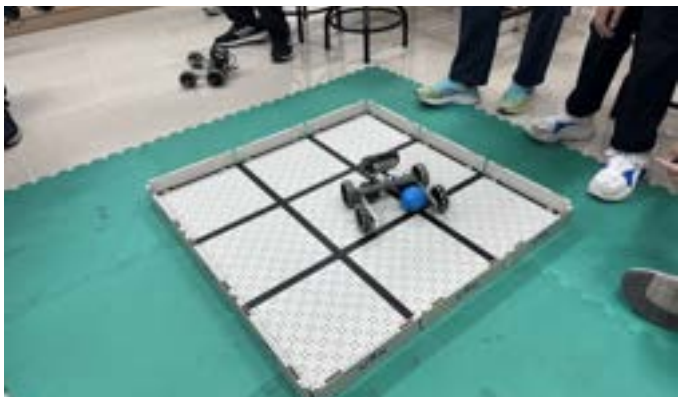












Mr. Scott | Tech Grades 5-6



Grades 5 and 6 Tech: Learning to Make Data Work

In Tech this year, our Grade 5 and 6 students are learning two of the most useful tools in the Google Workspace: Google Forms and Google Sheets. These skills help students collect information, organize it, and make sense of it, and they will come in handy in nearly every class they take from here on.

Grade 5: Surveys, Quizzes, and Spreadsheet Basics

Grade 5 students begin with Google Forms. They learn when to use different question types, such as short answer, paragraph, multiple choice, drop-down, and checkboxes, and they build their own feedback surveys. Then they move on to the look of a form, adding color, fonts, and images, and to viewing and analyzing the responses that come in. They also create self-grading quizzes with answer keys.

From there, students shift to Google Sheets. They practice entering numbers and text, formatting columns, merging cells, and adding borders and color. They also learn to use simple formulas like SUM, to add, subtract, multiply, and divide, and to sort data. Along the way, they are building toward creating a budget, calculating expenses and money left over, and making graphs.

Grade 6: Going Deeper with Sheets

Grade 6 students build on their spreadsheet skills through a series of hands-on lessons and challenge tasks. They start with the basics of cells, then learn to modify columns, rows, and cells, format their work, and manage multiple sheets. From there, they work with formulas and functions, including averages, highest and lowest values (MAX and MIN), and rounding.

Students put these skills to work on real-world style projects. One favorite is the Lemonade Stand activity, where they create a profit or loss spreadsheet using six days of sales and expenses. They will also build a simple budget with a pie chart of expenses, and create bar graphs to show data such as test score averages. Along the way, they learn why we calculate tax and how formulas can do that work for us.

Why it matters

These projects go beyond learning buttons and menus. Students practice thinking logically, organizing information clearly, checking their work, and presenting data in a way that others can understand. Budgeting and profit-and-loss activities also connect to everyday math and money skills.

At home

Ask your student to show you a spreadsheet or form they have made. Have them explain what the formulas do, or what they learned from the data. We are on track to cover these skills this year, and we look forward to sharing more of their work.













Canteen Menu This Week

A

Pre K / Grade 2 Menu A

Week Days	Monday 30-Nov-26	Tuesday 01-Dec-26	Wednesday 02-Dec-26	Thursday 03-Dec-26	Friday 04-Dec-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

Canteen Menu This Week

Pre K / Grade 2 Menu A

Week Days	Monday 30-Nov-26	Tuesday 01-Dec-26	Wednesday 02-Dec-26	Thursday 03-Dec-26	Friday 04-Dec-26
Morning Break					
Morning Snack	เฟรนช์โทสต์	คุกกี้เนยสด	บาร์เบิ้ลเค้ก	ซาลาเปา	ช็อกโกแลตสติ๊ก
Lunch Menu					
Salad	สลัด	สลัด	สลัด	สลัด	สลัด
Main Western	ไก่อบน้ำผึ้ง	ไก่อบ	หมูอบ ซอสเกรวี่	สวีดิชพอร์คบอล	ไก่อบ
	หมูสโตรกานอฟ	ปลาอบ ซอสมะเขือเทศ	ปลาย่าง	พาสต้าแฮมไก่ และเห็ด	ไข่กวน
	บรอกโคลี	ข้าวโพดหวาน	แครอทผัดเนย	ฟักทองอบ	แครอทอบ
	มันบด	มันอบ	มันฝรั่งสไตล์แม็กซิม	มันต้ม	เฟรนช์ฟรายส์
Main Thai	ผัดกะเพราไก่ **ไม่เผ็ด	ไก่กระเทียม	ไก่ผัดต้นหอม	ไก่เทอริยากิ	หมูทอด
	ไข่เจียว	ต้มจืดผักกาดขาวหมูสับ	ไข่ต้ม	ปลาทอดกระเทียม	ปลานึ่ง
	ข้าวสวย	ข้าวสวย	ข้าวสวย	ข้าวสวย	ข้าวสวย
Noodles	ก๋วยเตี๋ยวลูกชิ้นหมู	ก๋วยเตี๋ยวไก่ตุ๋น	อู้ด้งหมู	เส้นใหญ่หมูสับ, ลูกชิ้น	สุกี้
Fruits	ผลไม้สดตามฤดูกาล	ผลไม้สดตามฤดูกาล	ผลไม้สดตามฤดูกาล	ผลไม้สดตามฤดูกาล	ผลไม้สดตามฤดูกาล
Dessert					ขนมหวาน
Afternoon Break					
Afternoon Snack	ปอเปี๊ยะกุ้งชีส	เดนิชปูอัดมาโย	พัฟผีเสื้อ	มินิช็อกโกแลตครัวซองต์	สาหร่ายห่อไก่, กุ้ง

Personal Data Protection Act (PDPA)

The Thailand Personal Data Protection Act (PDPA)

- The **P**ersonal **D**ata **P**rotection **A**ct 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**

Calendar 2026/2027

2026-2027 Calendar

Created 22 September 2025

Month	M	T	W	T	F	Date	Details
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					1		
	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
Feb '27	1	2	3	4	5	4	Chinese New Year Celebration (Half Day)
	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		
Mar '27	1	2	3	4	5		
	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		

Thai-Chinese International School
101/177 Moo 7, Soi Mooban Bangplee-nives
Praserttin Road Bangplee Yai, Bangplee
Samutprakarn 10540, Thailand

(662) 751-1201 telephone
(662) 751-1210 fax

https://www.tcis.ac.th/

* 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

Staff Contact List

TCIS ADMIN TEAM		
	Dr. Michael Head of School Admin Office michael@tcis.ac.th	
 Kru Rung School Director Head of Thai Department rung@tcis.ac.th	 Ms. Apple Business Manager Admin. Office apple@tcis.ac.th	 Mr. Tony Chinese HOD HS Office tony@tcis.ac.th
 Dr. James ECE & Elementary & WASC james.cooke@tcis.ac.th Dr. James' Google Site	 Dr. Richard Head of Middle School richard.poulin@tcis.ac.th Google Site	 Mr. Kevin Head of High School kevin.curran@tcis.ac.th Mr. Kevin's Google Site
 Ms. Jasmine Curriculum Coordinator jasmine@tcis.ac.th		

TCIS LEAD TEACHERS			
	Mr. Sean Athletics HOD sean.allen@tcis.ac.th		Kru Koong ECE Lead Teacher prapatsorn@tcis.ac.th Google Site
	Grade 1B Ms. Kristen Elementary Co-Lead Teacher Kristen.blatta@tcis.ac.th Google Site		Grade 2B Ms. Emily Elementary Co-Lead Teacher emily.lacroix@tcis.ac.th Google Site
	Mr. Thomas Middle School Lead 5/6 Room 550 thomas.hsiao@tcis.ac.th Google Site		Ms. Shanesz Middle School Lead 7/8 Room 243 shanesz@tcis.ac.th Google Site
	Mr. Andrew 9/10 Lead Teacher Room 342 andrew.brenzel@tcis.ac.th Google Site		Ms. Yuhan 11/12 Lead Teacher Room 324 yuhan@tcis.ac.th Google Site

SECRETARIAL SUPPORT

	Secretary to Dr. Michael Ms. Muay thananchanok@tcis.ac.th		ECE/Elementary Secretary Ms. Da ES Office da@tcis.ac.th
	Middle School Secretary Ms. Palm MS Office pattathorn@tcis.ac.th		HS Secretary Ms. Catt HS Office cattleya@tcis.ac.th

COUNSELORS

	Ms. Bree Counselor HS Office bree.tsai@tcis.ac.th		Ms. Younah Counselor HS Office younah.kim@tcis.ac.th
	Mr. Zen Counselor HS Office korawit.prasitnui@tcis.ac.th Google Site		Mr. Shaun College Counselor HS Office shaun@tcis.ac.th Google Site

ECE TEACHERS		
	PK2 Ms. Gigi gerardine@tcis.ac.th Ms. Gigi's Google Site	
 PK3A Ms. Belle grace@tcis.ac.th Ms. Belle's Google Site	 PK3B Ms. Yin chen.yin-hsi@tcis.ac.th Ms. Yin's Google Site	 PK3C Ms. Michelle michelle.dilgee@tcis.ac.th Google Site
 PK4A Ms. Nilar nilar@tcis.ac.th Google Site	 PK4B Ms. Winna winna.zheng@tcis.ac.th Google Site	 PK4C Ms. Mikia mikia.strand@tcis.ac.th Google Site
 KGA Ms. Joy kathleenjoyp@tcis.ac.th Google Site	 KGB Ms. Lynn lynn.fang@tcis.ac.th Google Site	 KGC Ms. Theresa theresa.dieujuste@tcis.ac.th Google Site

ELEMENTARY HOMEROOM TEACHERS



Grade 1A
Ms. Gillian
gillian.webster@tcis.ac.th
Google Site



Grade 1B
Ms. Kristen
Kristen.blatta@tcis.ac.th
Google Site



Grade 1C
Mr. Donovan
donovan.oconnor@tcis.ac.th
Google Site



Grade 2A
Ms. Brianna
brianna.edghill@tcis.ac.th
Google Site



Grade 2B
Ms. Emily
emily.lacroix@tcis.ac.th
Google Site



Grade 2C
Mr. Rance
rance.kuwata@tcis.ac.th
Google Site



Grade 3A
Mr. Patrick
patrick.slattery@tcis.ac.th
Google Site



Grade 3B
Mr. Gabriel
gabriel.flores@tcis.ac.th
Google Site



Grade 3C
Ms. Brittany
brittany.davis@tcis.ac.th
Google Site



Grade 4A
Mr. Jay
jay.heaney@tcis.ac.th
Google Site



Grade 4B
Mr. David
david.law@tcis.ac.th
Google Site



Grade 4C
Mr. Alex
alex.leccese@tcis.ac.th
Google Site

THAI TEACHERS			
	Kru Pat pat@tcis.ac.th Google Site		Kru Namfar napatsawan.ketchan@tcis.ac.th Google Site
	Kru Fai chalita@tcis.ac.th Google Site		Kru Yim Kornvida@tcis.ac.th Google Site
	Kru Koong ECE prapatsorn@tcis.ac.th Google Site		Kru Aom Room 531 thepvanee@tcis.ac.th Google Site
	Kru Buab Room 351 chanitnun@tcis.ac.th Google Site		Kru Ben Room 352 onuma@tcis.ac.th Kru Ben Google Site
	Kru Aim Room 533 songphorn@tcis.ac.th Google Site		Kru Toom Tam Room 532 wutichai.mapol@tcis.ac.th Google Site

CHINESE DEPARTMENT



Ms. Jamie
jamie.peng@tcis.ac.th
Google site



Mr. Morris
weiyang.zeng@tcis.ac.th
Google site



Mr. Ju-Hung
hsiehju-hung@tcis.ac.th
Google Site



Ms. Yi-Ling
yiling@tcis.ac.th
Google site



Ms. Tang
tang@tcis.ac.th
Google Site



Mr. Thomas
thomas.hsiao@tcis.ac.th
Google Site



Ms. Yi-Cheng
Room 543
yi-cheng.chen@tcis.ac.th
Google Site



Mr. Mateo
Room 544
mateo.hong@tcis.ac.th
Google Site



Ms. Vicky

hsiang.huang@tcis.ac.th
Google Site



Ms. Yuhan
yuhan@tcis.ac.th
Google Site



Ms. Jane
tsenghsiu-hua@tcis.ac.th
Google Site



Dr. Jessica Hsu (I-Chen)
jessica.hsu@tcis.ac.th
Google Site

ENGLISH & HUMANITIES DEPARTMENT



Ms. Jasmine
Curriculum Coordinator
Room 342
jasmine@tcis.ac.th
Google Site



Mr. Guy Russo
Room 550
guy.russo@tcis.ac.th
Google Site



Ms. Rachel Kauffman
Room 552
rachel.kauffman@tcis.ac.th
Google Site



Mr. Paul Gomes
Room 553
paul.gomes@tcis.ac.th
Google Site



Ms. Brianna Butler
Room 553
brianna.butler@tcis.ac.th
Google Site



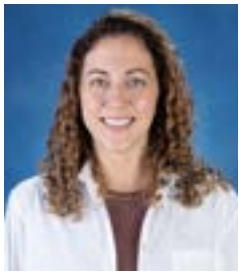
Mr. Douglas
Room 326
douglas.swartz@tcis.ac.th
Google Site



Mr. Andrew
Room 342
andrew.brenzel@tcis.ac.th
Google Site



Mr. Gillette
Room 353
scott.gillette@tcis.ac.th
Google Site



Ms. Kelsey
Room 343
kelsey.jimenez@tcis.ac.th
Google Site



Mr. Jonathan
Room 222-223
jonthan.mac@tcis.ac.th
Google Site



ELL
Mr. Jay Dienn
jay.dienn@tcis.ac.th
Google Site



Ms. Baimon
Japanese & ELL Room 322
pannaporn.kaewmark@tcis.ac.th
Google Site



Kelly Schroer
Room 323
kelly.schroer@tcis.ac.th
Google Site



Ms. Louise

louise.weh@tcis.ac.th
Google Site

MATH DEPARTMENT

	Mr. Michael Grier Room 551 michael.grier@tcis.ac.th Google Site		Ms. Kimonya Lee Room 523 kimonya.lee@tcis.ac.th Google Site
	Mr. Douglas Room 346 douglas.cuadra@tcis.ac.th Google Site		Ms. Shauna Room 345 shauna.leconte@tcis.ac.th Google Site
	Mr. Matt Cannon Room 344 matthew.cannon@tcis.ac.th Google Site		

SCIENCE DEPARTMENT

			
Mr. Mansel Room 522 mansel.beaumont@tcis.ac.th Google Site	Mr. Axel Quintanar Room 521 axel.quintanar-pena@tcis.ac.th Google Site	Mr. David Room 333 david.potvin@tcis.ac.th Google Site	Mr. Severino Room233 severino@tcis.ac.th Google Site
			
Ms. Sheeba Room 334 sheeba.kundu@tcis.ac.th Google Site	Ms. Shanesz Room 243 shanesz@tcis.ac.th Google Site	Mr. Scott Room 524 scott@tcis.ac.th Google Site	

FINE ARTS DEPARTMENT



Ms. Elizabeth
Room 331
elizabeth@tcis.ac.th
Google Site



Ms. Cream
Room 137
cream@tcis.ac.th
Google Site



Ms. Jasmine Lee
Room 442
jasmine.lee@tcis.ac.th
Google Site



Dr. Li Chou
Room 441
lichou@tcis.ac.th
Google Site



Ms. Rebekah
Room 127
rebekah@tcis.ac.th
Google Site



Mr. YuDa
Room 355/356
yuda.kim@tcis.ac.th
Google Site



Ms. Phoebe
Room 355/356
phoebe.chang@tcis.ac.th
Google Site



Mr. Johnathan
Room 232
jonathan.narachinron@tcis.ac.th
Google Site

PHYSICAL EDUCATION DEPARTMENT



Mr. Sean Allen
Athletics HOD
Room 351
sean.allen@tcis.ac.th
Google Site



Mr. Kevin
Gym 2
kevin.gantner@tcis.ac.th
Google Site



Mr. Zachery Wade
Gym 5/ Room 232
zachery.wade@tcis.ac.th
Google Site

TEACHER ASSISTANTS



Ms. Sorn
Lead TA
Sorn@tcis.ac.th



Library TA
Ms. Sopa
sopa@tcis.ac.th



PK2
Ms. Pim
natnalee@tcis.ac.th



PK2
Ms. Bow
aroonrat@tcis.ac.th



PK3A
Ms. Chan
Jan@tcis.ac.th



PK3A
Ms. Bud
Budsarakum@tcis.ac.th



PK3B
Ms. Fern
kanda@tcis.ac.th



PK3B
Ms. Jaylee
nanthapohn@tcis.ac.th



PK3C
Ms. Sai
sawitree@tcis.ac.th



PK3C
Ms. Maruko
nittakarn.wongwittayanon@tcis.ac.th



PK4A
Ms. Pinny
supichaya@tcis.ac.th



PK4A
Ms. Dia
nadja.kitjanon@tcis.ac.th



PK4B
Ms. Lali
lalisa@tcis.ac.th



PK4B
Ms. View
tulada.intasan@tcis.ac.th



PK4C
Ms. Popeye
Nantida@tcis.ac.th



PK4C
Ms. Chompoo
naphatchon@tcis.ac.th

TEACHER ASSISTANTS



KGA
Ms. Toon
thanawan@tcis.ac.th



KGB
Ms. Kate
butsayamat@tcis.ac.th



KGC
Ms. Pink
onpimon@tcis.ac.th



1A
Ms. Aoh
aoh@tcis.ac.th



G.1B
Ms. Gink
nasasi@tcis.ac.th



G.1C
Ms. Karn
Nichakarn.Udomleartwuttikun@tcis.ac.th



Divisional TA
Ms. B
nathjanan.kaewdee@tcis.ac.th



G.2A
Ms. Wann
wannarat@tcis.ac.th



G2B
Ms. Jif
chatchaya.thanasittidecha@tcis.ac.th



G.2C
Ms. Eye
chompunuch@tcis.ac.th



Divisional TA
Ms. Pin
pawanrat@tcis.ac.th



Library TA
Ms. Gigi
alondra@tcis.ac.th



Art TA
Ms. Nid
chayanid@tcis.ac.th



Science Lab TA
Ms. Nat
bongkod.sinkhro@tcis.ac.th



Divisional TA
Ms. Mild
thipparat.yonit@tcis.ac.th

OFFICE STAFF



Government Liaison
Miss. Ann
ann@tcis.ac.th



Government Liaison
Miss Lin
khemika@tcis.ac.th



Government Liaison
Miss Kaed
kaed@tcis.ac.th



Personal Chief
Miss Duean
chayasa@tcis.ac.th



Personal Assistant
Miss. Sumon
sumon@tcis.ac.th



GA Supervisor
Ms. Aomjai
generalaffairs@tcis.ac.th



GA Assistant
Mr. Joe
generalaffairs@tcis.ac.th



Registrar/Reception
Ms. Nan
registrar@tcis.ac.th



Registrar / Reception
Ms. Bee
registrar@tcis.ac.th



Admission / Marketing
Ms. Cheryl
cheryl@tcis.ac.th



Admission & Marketing
Ms. Mind
piyaphat.khamthong@tcis.ac.th



Admission & Marketing
Name: Ms. Far
prapawan.sonpakdee@tcis.ac.th



Accountant
Ms. Tan
sirikan@tcis.ac.th



School Cashier
Miss Ploy
cashier@tcis.ac.th



Purchasing Officer
Name: Ms. Gink
purchase@tcis.ac.th

OFFICE STAFF



Storeroom Officer
Ms. Aoey
storeroom@tcis.ac.th



Storeroom Officer
Mr. Mos
storeroom@tcis.ac.th



School Nurse
Miss Yok
nurse@tcis.ac.th



School Nurse
Miss Aem
nurse@tcis.ac.th



IT Supervisor
Mr. Ex
paisan@tcis.ac.th



IT Technician
Mr. Bee
kiattisak@tcis.ac.th



IT Coordinator
Mr. Due
chayathorn@tcis.ac.th



IT Support
Mr. Palm
peerapat@tcis.ac.th