



TCIS WEEKLY NEWS

January 11, 2026

High School Issue Week # 20



Congratulations to our Robotics Team who won the Best Build Award at the St. Andrew's Robotics Competition. We wish them the best in the upcoming VEX events.



Important Dates and Upcoming Events

- Jan. 15: 100 Days of school theme day (Students can wear clothing with anything **related to a 100** on it)
- Jan. 15/16: Vex Robotics Competition
- Jan. 16: Terry Fox Day (Support Cancer Research)
- Jan. 17 Children's Day (Charity Activities)
- Jan. 23: PWS workshop
- Jan. 30: Parent Teacher Conferences

Admin Team Section

Dr. Michael	High School: Mr. Kevin	Middle School: Dr. Richard
Athletics Department: Mr. Sean	Curriculum Coordinator: Ms. Jasmine	ECE & Elementary: Dr. James

High School

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January 2025/2026 Calendar

Jan '26				1	2		
	5	6	7	8	9	5	Begin Quarter 3
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30	30	Parent Teacher Conferences (No students)



Dear TCIS Family,

The new semester is off to a wonderful start, and it has been a joy to see our campus full of energy, focus, and enthusiasm once again. Classrooms are buzzing with learning, and students have settled quickly into their routines.

We are especially excited to share that college acceptances are already coming in for our seniors. Our students are receiving offers from outstanding universities, and we could not be prouder of their hard work, perseverance, and the support they have received from our counseling team and teachers. More great news will certainly be

coming soon.

This weekend, Mr. Frank, Dr. James, and I are attending the Search Fair, where we are recruiting faculty for the upcoming school year. We are pleased to report very strong interest and excellent success in meeting high-quality candidates who align well with TCIS's mission and values. We look forward to continuing to build an exceptional team for our students.

We also want to highlight an important facilities upgrade completed over the break: all high school classrooms are now equipped with brand-new air conditioning units, ensuring a more comfortable and productive learning environment for both students and teachers.

Looking ahead, Children's Day at TCIS will take place this Saturday. A special thank you goes out to all of the students who have volunteered their time and energy to help make this event meaningful and fun for our community. Your service and spirit truly reflect the best of TCIS.

Thank you, as always, for your continued partnership and support. We look forward to an exciting and successful semester ahead.

Regards,

Dr. Michael



Dear High School Parents,

Happy New Year! I hope you all had a nice winter break with family and friends. At TCIS we have had an exciting month of December and the first week back to school. In December we closed with the Holiday Bowl, teacher's football game and the annual Talentless Show which was full of talent from teachers, students and staff. We have also had sporting events including JV Boys Basketball and Varsity Soccer.

On January 5th and 6th the Interact Club and Habitat for Humanity clubs held an Alumni Charity Basketball Tournament. TCIS graduates were invited back to participate in a basketball game against our current students and teachers. The money raised will be used by Interact for Children's Day activities for the local community surrounding TCIS. Habitat for Humanity will add it to their budget aimed at building housing for those who are less fortunate.

This past week we have started our Grade 11 family meetings with the High School Counseling Team. These meetings allow students the opportunity to share their future planning for universities and careers. Parents can ask questions and share thoughts on their children's pathways. Our counseling team also provides guidance related to application preparation, scholarship opportunities and the university process.

We also had a Student Council led Assembly this week, which announced upcoming events such as the Terry Fox Run for cancer research and the upcoming Robotics Competitions and Battle of the Bands. Please see some of the other upcoming events below. Check out this [Robotics Video](#) created by the Cyber Wolves.

Upcoming Events and Dates

- ☐ Jan. 6: Grade 11 Parent Meetings begin (Please be on time as schedules are tight)
- ☐ Jan. 14: Swiss Education presentation (G9-G10)
- ☐ Jan. 15: 100 Days of school theme day (Students can wear clothing with anything **related to a 100** on it)
- ☐ Jan. 15/16: Vex Robotics Competition
- ☐ Jan. 16: Terry Fox Day (Charity Run)
- ☐ Jan. 17: Children's Day Charity Activities
- ☐ Jan. 23: PWS workshop
- ☐ Jan. 30: Parent Teacher Conferences

Have a great week!
Kevin Curran
Head of High School



University of Waterloo Math Competitions
(For this initial event the participation is free for TCIS students)
Please contact Ms. Shauna asap at shauna.laonte@tcis.ac.th

The Centre for Education in Mathematics and Computing

2025/2026 CONTESTS

North America and South America

BEAVER COMPUTING CHALLENGE

Monday, November 10, 2025 to
Friday, November 21, 2025

CANADIAN SENIOR AND INTERMEDIATE MATHEMATICS CONTESTS

Wednesday, November 12, 2025

CANADIAN COMPUTING COMPETITION

Wednesday, February 18, 2026

PASCAL, CAYLEY AND FERMAT CONTESTS

Wednesday, February 25, 2026

EUCLID CONTEST

Tuesday, March 31, 2026

FRYER, GALOIS AND HYPATIA CONTESTS

Wednesday, April 1, 2026

CANADIAN TEAM MATHEMATICS CONTEST

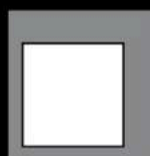
Wednesday, April 8, 2026 (at UWaterloo)
Thursday, April 9, 2026 or later (in schools)

GAUSS CONTESTS

Monday, May 11, 2026 to
Friday, May 22, 2026

TEAM UP CHALLENGE

Monday, June 1, 2026 or later



Sample question

A small square is
drawn inside a larger
square, as shown.

The area of the shaded region and the area
of the unshaded region are each 18 cm^2 .
What is the side length of the larger square?

(A) 3 cm (B) 4 cm (C) 6 cm (D) 9 cm (E) 12 cm

cemc.uwaterloo.ca



UNIVERSITY OF
WATERLOO



The CENTRE for EDUCATION in
MATHEMATICS and COMPUTING

Grade 11 Parent Meetings

Students and Parents get the opportunity to share plans for the future with universities and careers. The TCIS College Counseling Team provides guidance on potential career pathways and university opportunities.



Alumni Charity Basketball Tournament

Our TCIS Alumni returned to participate in a basketball game to raise money for charity for the Interact and Habitat for Humanity Clubs. It was great seeing them back at TCIS competing against our current students and teachers. The event was a great success as everyone who participated and attended seemed to enjoy themselves. Well done!



JV Boy Basketball vs EIS
Congratulations to the TCIS Boys basketball team who had a dominant victory over Ekamai International School



Talentless Show

We had our annual Talentless Show coordinated by the High School Student Council. Although the name is misleading the event was full of talent as teachers, students and staff displayed a variety of performances including magic, story telling, singing and dancing. It was extremely entertaining to watch.



Talentless Show



Holiday Bowl

The annual Turkey Bowl in which teachers play an exhibition flag football game for students was renamed the Holiday Bowl as we shifted the dates of the event. It was great for all the participants and spectators to enjoy some American sports culture.





Dear Middle School Parents,

We have started Semester 2 and students are already busy with projects. The activities and events are in full swing!

Semester 2 Clubs

New clubs will begin on Monday January 12. Students can view their assigned club on Google Classroom. Students who have not chosen a club yet will need to meet with me during advisory class.

Honors and SLO Awards

On Tuesday during advisory we will present Semester 1 Honors and SLO Awards to students. For Semester 2, Student Council has created SLO cards to showcase student achievement that goes beyond what is required. Each SLO card will award house points to students and I will also send an Email to parents notifying them that their child has received one. I am so proud of Student Council creating this positive reward system.

Terry Fox Donation

Students can turn in their donations to their advisory teacher or the MS Office next week. We have already had students go beyond the recommended 350 Baht! I am so proud of their efforts on raising money for cancer research in Thailand!

The house that raises the most money will have Tim Bits donuts as a reward. The top donor will get to ice bucket the teacher or administrator of their choice! Terry Fox shirts were delivered on Friday. We have extras available if you would still like to purchase a shirt but it is limited.

Please join us on Friday January 16 to run with your child!

Please join

Dr. Richard E. Poulin III

Head of Middle School

richard.poulin@tcis.ac.th



Terry Fox Schedule - Friday January 16, 2026

During the event, club will be selling merchandise, food, and drinks to help raise money. Please join us in the Terry Fox Run and celebrating our school community's achievement in raising awareness and money for cancer research in Thailand!

- **ECE:** 7:45-8:30 am
- **G1-2:** 9:00-9:50 am
- **G3-4:** 9:45-10:30 am
- **G5-6:** 11:45-12:30 pm
- **G7-8:** 12:10-13:00 pm
- **HS:** 13:10-14:00 pm
- **Pep Rally:** 14:30-15:10 pm





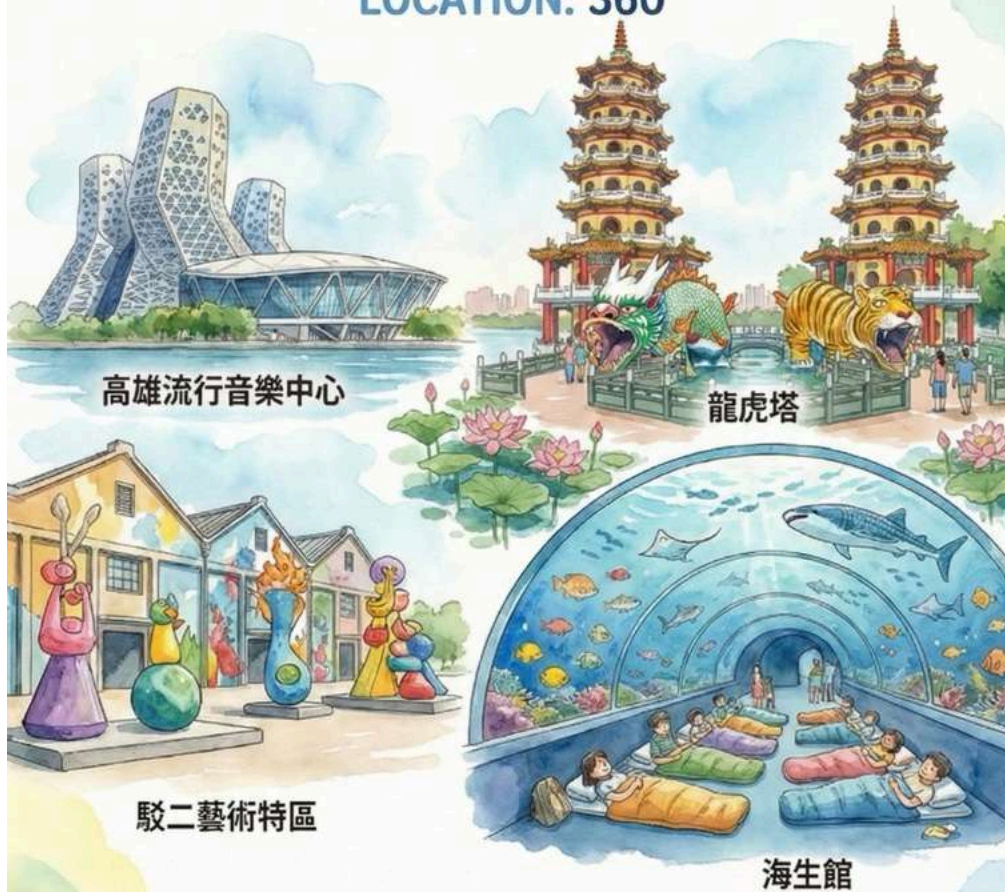
MS PARENTS COFFEE MORNING

2026 TCIS Taiwan Summer Camp

DATE: January 12th, 2026

TIME: 7:45 - 9:00 AM

LOCATION: 360



SUMMER CAMP DETAILS



Camp Date: 2026/6/5 - 2026/6/18



Camp Location: Kaohsiung, Taiwan



Partner School: National Kaohsiung Normal University



Special Activity: Sleepover at National Museum of Marine Biology and Aquarium (Pingtung)

TCIS Battle of The Bands - Friday February 6, 2026 14:30-15:10 pm

The winning teams will go on to represent TCIS at the Battle of The Bands tournament!

If your child is interested, please contact Ms. Jasmine Lee: jasmine.lee@tcis.ac.th





MS 100 Days Of School Thursday January 15



What to wear?



Anything related to 100, like a shirt with a hundred dots or a shirt with the number 100, such as wearing one hundred sitckers, making the letter 100 out of cotton, etc.



100TH DAY OF SCHOOL



Non-uniform as long as it fits the theme.



Dear TCIS Family,

🎉 **Happy 100th Day of School!** 🎉

On **Thursday, January 15th, 2026**, our school will come together for a special **100 Days of School themed celebration**. Students are encouraged to dress in fun and creative ways that represent the number **100**—whether that means 100 dots, 100 stripes, 100 years old, or any other clever clothing idea they can dream up!

The 100th Day of School is more than just a number—it's a chance to celebrate how far we've come **as a community**. I can't wait to see the creativity and school pride as we celebrate **100 days**.

Any non-uniform clothes must fit the 100 Days theme. Otherwise, regular uniforms are required.

[100 Days Poster](#)

Parent Teacher Conferences - Friday, January 30th, 2026.

Parent Teacher Conferences will take place on **Friday, January 30th, 2026**. If you would like to set appointments with homeroom teachers, Thai, Chinese, art, ELL, music, and/or PE teachers, we will have two options for you:

1. **Call Ms. Da** to set appointment slots
2. Drop by the ECE/elementary office and **speak with Ms. Da in person**

If you would like to meet with me on parent teacher conference day, just drop by my office - no appointment needed.

Please Note: Students do not come to school on parent teacher conference day

Terry Fox Run - Friday January 16th, 2026

Terry Fox Run is almost here! During the Terry Fox Run event, clubs will be selling merchandise, food, and drinks to help raise money. Please join our school community in raising money for cancer research in Thailand!

- **ECE:** 7:45-8:30 am
- **G1-2:** 9:00-9:50 am
- **G3-4:** 9:45-10:30 am

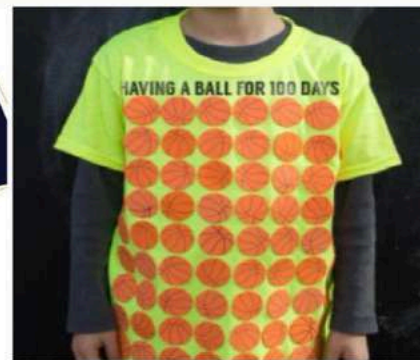
Kind regards,

Dr. James

james.cooke@tcis.ac.th



HAPPY
100TH
Day of
School



THURSDAY,
JANUARY 15TH, 2026
DRESS IN THE THEME OF 100!

**ALL CLOTHES MUST BE SCHOOL-
APPROPRIATE:
NO SHORT SHORTS
NO EXPOSED MID-RIFFS/TUMMY AREA**



Dear TCIS Family,

Welcome back to all students and families as we begin Semester 2. It has been wonderful to see students return refreshed and engaged during our first week back. A new semester offers an important opportunity to reflect on progress from Semester 1, reset routines, and set clear academic goals for the months ahead.

Second Semester is a crucial period for sustained effort and academic consistency. Concepts introduced now often build directly on prior learning and prepare students for final assessments, external exams, and next-year coursework. We encourage students to approach their learning with intention. Teachers are looking for students who complete assignments carefully, participate actively in class, and use feedback to improve their work. Establishing strong study habits early in the semester will help reduce stress and support long-term success.

For our senior students, including those who have already received university offers, maintaining focus remains essential. Universities expect students to finish their final semester responsibly, and continued effort demonstrates readiness, integrity, and self-discipline. Grades, engagement, and teacher reports still matter, and finishing strong is an important part of the transition to higher education.

Families play a key role in supporting students by encouraging effective time management, regular study routines, and open communication with teachers. Our teaching and academic support teams are committed to guiding students through Semester 2 and ensuring that every learner is supported and challenged.

We look forward to a productive, focused, and successful semester ahead.

Regards,

Mrs. Jasmine
Curriculum Coordinator



WOLVES!

I hope everyone had a wonderful and refreshing Christmas break and was able to enjoy time with family and friends. As we return to school, our TCIS athletes have jumped right back into action, and it has been exciting to see their hard work pay off.

We would like to congratulate our Varsity Boys Soccer team on a strong 2–1 victory over Concordian. The team showed great determination, teamwork, and composure in a competitive match. Well done, Wolves!

The Varsity Basketball season is also officially underway for both our Boys and Girls teams. Practices and games are beginning, and our student-athletes are eager to represent TCIS with pride, effort, and sportsmanship. We look forward to a fun and competitive basketball season and appreciate your continued support from the stands.

In addition, our G5U Soccer team delivered an excellent performance, earning a 4–1 win against KIS. This was a fantastic display of teamwork and skill—congratulations to all the players and coaches involved. Great job, Wolves!

As we move further into the winter sports season, several tournaments and competitions are coming up. Please be sure to regularly check Google Classroom announcements for important information regarding schedules, locations, and any updates or changes.

Thank you for your ongoing support of TCIS Athletics and our student-athletes. Your encouragement makes a big difference. Go Wolves!

Mr. Sean



TCIS CHILD SAFEGUARDING TEAM

safe@tcis.ac.th



KRU RUNG
THAI DIRECTOR
CHILD SAFEGUARD LEAD



DR. MICHAEL



MR. TONY



MR. KEVIN



DR. RICHARD



DR. JAMES



MS. BREE



MS. YOUNAH

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



KEEPING CHILDREN SAFE IN EDUCATION WHAT YOU NEED TO KNOW



A child means
everyone under
the age of 18.



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



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



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

Go Wolves! School-wide Learner Outcomes

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.



HIGH SCHOOL NEWSLETTER

Mr. Shaun Mefford's Counselor's Corner



Greetings, TCIS parents!

University Application & Offer Updates

Congratulations to many of our seniors who have received early action and first round offers in semester 1! Keep an eye on the TCIS Facebook page for university acceptance updates.

January is a big month for admission deadlines across many countries. Please remind your child to double-check requirements and complete their applications in a timely manner. If there is ever a concern or a question, please see Mr. Shaun, Kru Rung, or Mr. Tony for application support.

Match by Concourse (December offers)

Our seniors received their fourth round of scholarship offers on December 22! We're proud of all our outstanding students who continue to earn recognition from universities. Offers are direct and have firm deadlines—if students don't respond, offers will expire. Students should always select "*Interested*" to keep receiving updates.

Class Updates

Seniors (Grade 12)

Students should continue actively submitting their university applications and preparing for interviews, if required. Applications for Europe and Australia will begin to open soon, while other countries have deadlines quickly approaching.

Juniors (Grade 11)

Student-led presentations started the week after winter break. Every parent will attend a 20 minute meeting to hear their child's senior plan, as well as their college and career goals. As a reminder, all G11 students are required to take the SAT and IELTS exams at least once during their junior year. TCIS will host one last SAT exam in March, however students can register to test at other locations in May and June. IELTS is available every weekend at many locations around the greater Bangkok area. Many students will take these more than once.

Freshmen & Sophomores (Grades 9–10)

4-year plans were recently updated. Mr. Shaun will review and leave feedback. Students will be expected to follow their plan when course selection for next year begins. Students should continue exploring colleges and careers through Unifrog. Completing the Skills and Personality quizzes and starting a university longlist now will help them feel more confident and prepared as they move into their junior and senior years.

Community Service (CS) Hours

Throughout high school, students should be working to earn their **required** community service hours for graduation. We highly encourage students to come up with a plan and aim to earn at least a fourth of their required hours each year (starting in G9). Trying to make up most of your hours in your junior and senior year is extremely difficult and could prevent students from graduating.

- Class of 2026: 40 hours required for graduation
- Classes of 2027–2029: 60 hours required for graduation

Mr. Shaun

English & Humanities Department

Mr. Sean



Dear Parents,

I hope you are all doing well and that your students are off to a strong start this term. I would like to share an important update on the AP Research course as students enter a critical phase of their research journey.

At this point, students have officially completed the data collection portion of their research studies. This is a major milestone, as it reflects months of work developing a research question, designing a method, gaining approval, and responsibly gathering data.

Over the coming weeks, students will begin analyzing their data. Depending on their research design, this may include organizing survey results, coding qualitative responses, identifying themes, or performing basic statistical analysis. Students will be learning how to interpret what their data actually shows—not just what they hoped it would show—and how to connect those findings back to their original research question.

Once data analysis is complete, students will shift their focus to finalizing their academic research paper. This includes:

- Writing a clear and well-structured Results section
- Discussing the significance of their findings
- Addressing limitations and potential implications of the research
- Revising and refining their writing for clarity, academic tone, and proper citation
- Ensuring their paper meets College Board expectations for rigor and originality

This phase of AP Research requires strong time management, persistence, and attention to detail. Students will work through multiple drafts, receive feedback, and make revisions as part of the authentic academic research process. While challenging, this is often one of the most rewarding stages, as students begin to see their work come together into a polished scholarly paper.

Mr. Sean



Dear Parents,

Senior Seminar: Semester 2 Update

As we begin Semester 2, our seniors are reaching an important milestone in their high school journey. Many students are putting the finishing touches on their college applications, while others have already received offers, and in some cases, have committed to universities around the world. We are incredibly proud of the perseverance, focus, and maturity our seniors have shown throughout the college application process. Completing applications is no small task, and students should take a moment to recognize how far they have come.

During our first week back from the winter holiday, students took time to reflect on their successes and challenges from 2025 and to develop personal goal-setting plans for 2026. These reflections help students identify areas for growth and set clear, realistic goals for the remainder of their final year, both academically and personally.

As we move further into Semester 2, the focus of Senior Seminar will gradually shift from university applications to preparing students for independent living. Our first unit will center on budgeting and money management, equipping students with essential life skills such as tracking expenses, planning ahead, and making informed financial decisions as they prepare for life beyond high school.

Senior Seminar will continue to provide ongoing support for students who are still finalizing applications, awaiting decisions, or preparing additional materials. Individual guidance remains available, and students are encouraged to stay organized, meet deadlines, and seek feedback whenever needed.

The ultimate goal of the Senior Seminar course is to support students as they work toward graduation and college acceptance, as well as to help them build confidence and readiness for the responsibilities that come next. I am immensely proud of each of our seniors, and look forward to spending this semester with them as they prepare for life after high school.

Regards,

Mrs. Jasmine
Curriculum Coordinator



Dear Parents,

Happy New Year! It is hard to believe that we are already in 2026 and beginning Semester 2. I hope you and your families had a restful and enjoyable winter break, with time to relax, travel, and recharge. I am happy to share that students did very well on their semester exams overall, and it was great to see their hard work pay off as we closed out the first half of the year. As we move into Semester 2, students are settling back into routines and starting new units across all courses. Please also remember that Parent-Teacher Conferences will take place

on **January 30th**. I look forward to connecting with many of you to share and celebrate the progress students have made so far this year.

In **Modern World History**, we have completed our unit on the Age of Exploration and are moving into the period from 1750–1900. This quarter will focus on the American and French Revolutions, as well as the Enlightenment ideas that shaped them. As we move closer to modern history, students often find these topics more relevant and engaging, and I am looking forward to the discussions and perspectives they will bring to class.

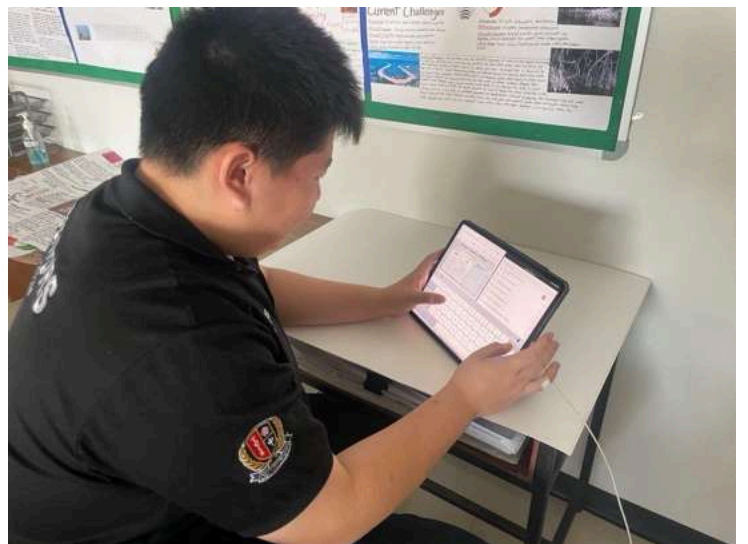
In **World Geography and Culture**, we have wrapped up our unit on African Geography and Culture and are shifting our focus to European Geography and Culture. We will start by examining Europe's physical and political geography, focusing on its different regions and how they are both similar and distinct. Later in the quarter, students will complete a project planning a trip through two European countries. This project allows students to connect their learning to real-world situations and is always a student favorite.

In **AP Human Geography**, we are wrapping up Unit 4 on Political Geography and will soon transition into Unit 5 on Agriculture and Rural Settlement Patterns. Students will examine different types of agriculture, where they are practiced, and the reasons behind their locations, as well as patterns of rural settlement. This unit introduces students to ways of life they may be less familiar with and is often one of the most engaging topics in the course.

In **Foundations of Social Studies**, we have completed our People and Places unit and are beginning a unit on Government and Citizenship. Students will explore different forms of government and the rights and responsibilities of citizens—topics that are highly relevant to daily life. Throughout the unit, we will continue to focus on building social studies vocabulary and strengthening English language skills.

As always, please feel free to contact me at andrew.brenzel@tcis.ac.th if you have any questions. I am always happy to help and am committed to supporting students as they deepen their understanding of social studies. I wish you all a wonderful January and a great start to 2026!

Sincerely,
Mr. Andrew Brenzel





Dear Parents and Guardians,

Happy holiday season and Happy New Year.

I hope everyone had a restful, enjoyable, and relaxing winter break. The students certainly earned it after a long first semester. As we move into the second semester, classes, events, and academic expectations begin to accelerate. Mock AP exams are now only two months away and will arrive quickly. The second semester is traditionally a fast paced and demanding time for students.

The students performed very well on their midterms across all classes. These results demonstrated a strong understanding of the material from the first semester units. As a result, many courses will now transition into more project based learning for the remainder of the year.

In AP Microeconomics, students are entering the final two units of the course. These units are smaller in scope, allowing more time for review and reinforcement before the AP mock exams. Units 3 and 4 are by far the largest and most challenging units in the curriculum. Having successfully completed those, the pace of new content naturally slows. Students have shown a strong grasp of the material and are progressing smoothly, even at an accelerated pace.

In AP Comparative Government, students will begin focused preparation for one of the more challenging components of the exam, the essay. Over the next few months, emphasis will shift toward applying content knowledge rather than introducing large amounts of new material. While the pace of content slows in Units 4 and 5, expectations for analysis, writing, and application increase.

In Psychology, Semester 1 emphasized social psychology and broader connections between psychology and the world. The semester concluded with a unit on the brain. Semester 2 will move toward child psychology and more biologically and scientifically grounded topics within the field.

In Business Economics, the third quarter focuses on practical life skills related to young adulthood. Students will work on building resumes and cover letters, learning how to budget, and engaging in discussions about the financial and professional realities they will soon face. This unit is consistently eye opening for students.

In Advanced Business, students have completed four major assessments that developed a wide range of skills. In Quarter 3, the focus will be on synthesizing those skills into one large project. This will take the form of a TED Talk or Shark Tank style presentation centered on Thai businesses and their potential expansion within ASEAN or into Western markets. The goal is to develop practical, transferable skills that students can use in future academic and professional settings.

Thank you for your continued support. Wishing everyone a happy, healthy, and successful start to 2026.

Best regards,
Mr. Tim



Dear Parents,

Happy New Year to all! Here's a snapshot of what we're kicking off with in our high school ELA courses.

College Preparatory English & Composition: Students reflected on their Semester 1 independent reading choices and used those insights to thoughtfully select their next novel from the TCIS library or other approved sources. Soon, they will return to college essay preparation, working through all stages of the writing process (pre-writing, drafting, and revising) with an element of choice depending on the application requirements of the regions they're targeting.

American Literature & Composition: We began a new unit on the American short story, starting with Edgar Allan Poe's "The Tell-Tale Heart." Students are exploring Poe's "single-effect theory" and analyzing how authors craft mood, tension, and psychological impact in shorter forms of fiction.

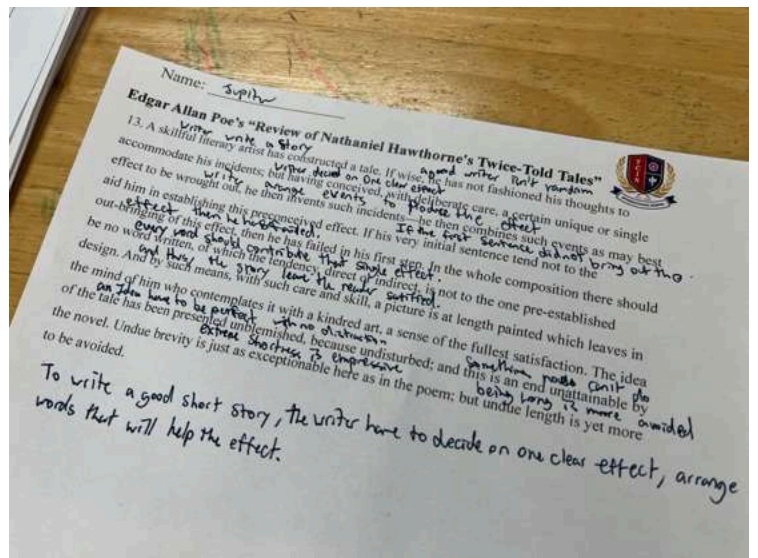
AP Language & Composition: AP Lang students have launched Unit 6: *Synthesizing Perspectives and Refining Arguments*. This unit focuses on three key skills: synthesizing multiple perspectives, considering and accounting for new evidence, and making strategic choices about tone—all essential for advanced academic argumentation.

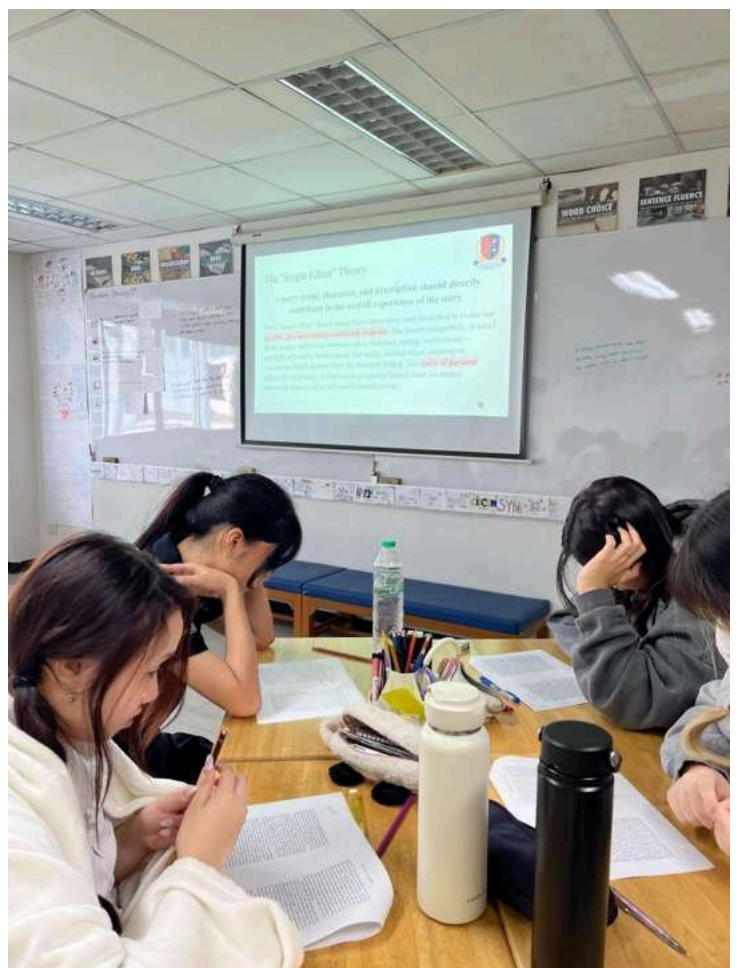
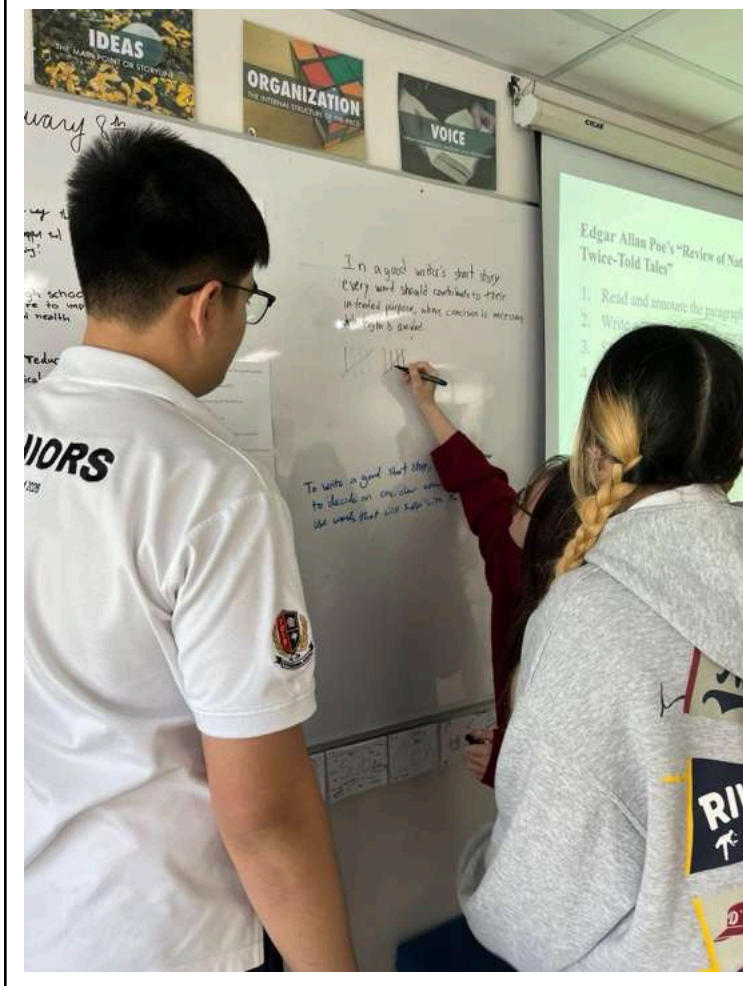
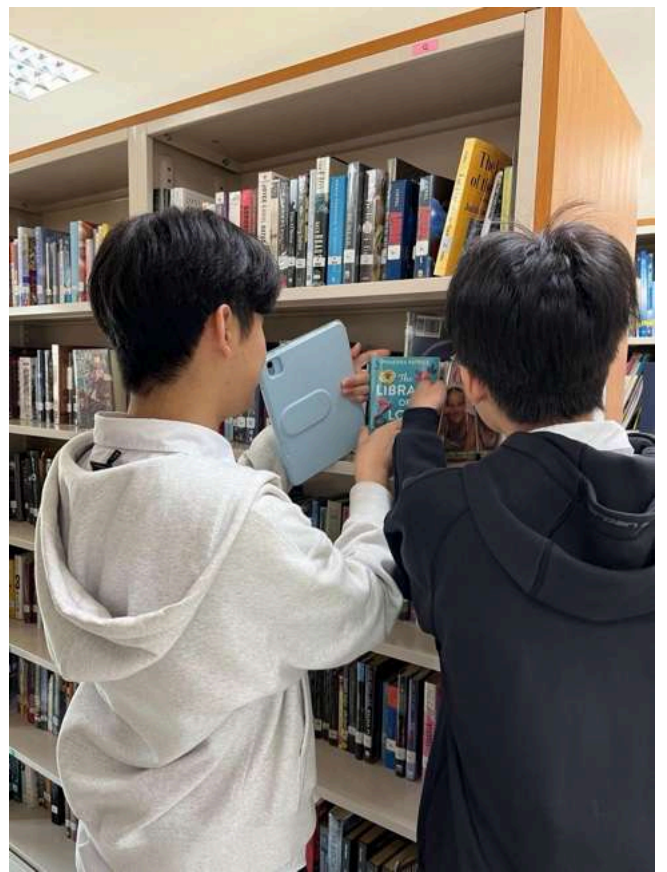
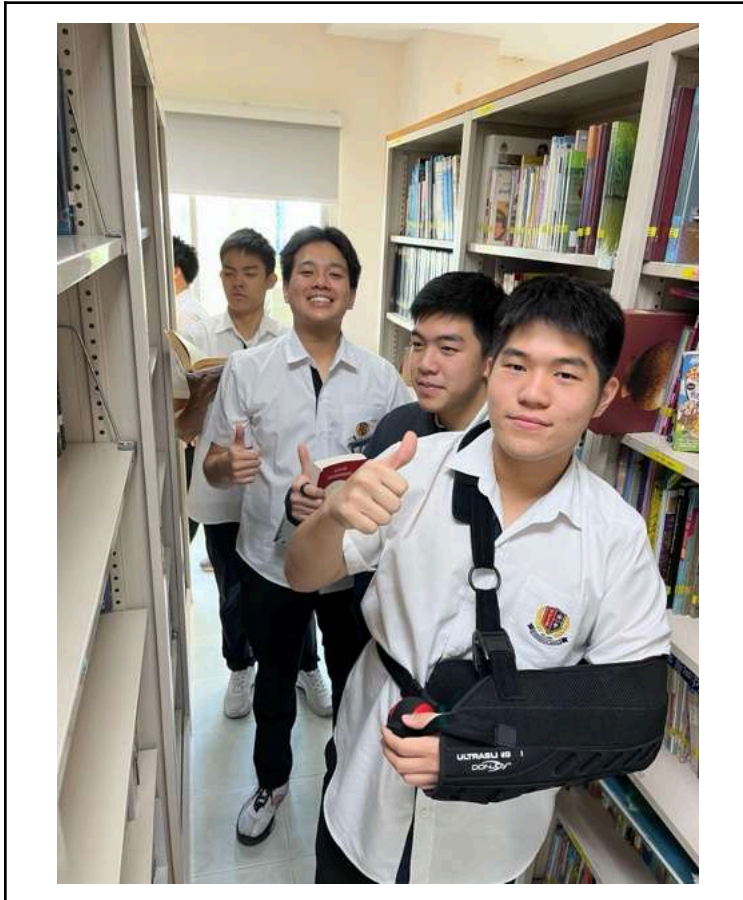
AP Seminar: Students returned from break ready to dive into Performance Task 1. They completed preliminary research for their new research questions, refined those questions for clarity and focus, and evaluated the credibility of their sources. Next, they will begin writing annotated bibliographies alongside their Independent Research Reports.

Wishing everyone a happy and healthy start to 2026!

Best wishes,
Ms. Kelsey









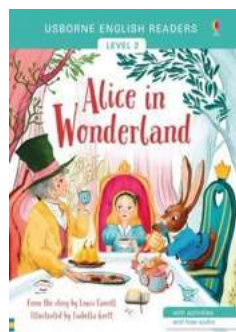
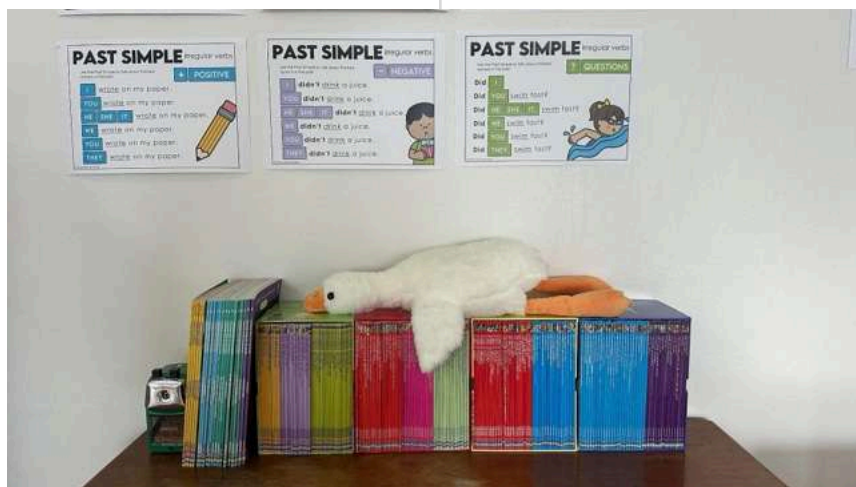
Dear Parents,

I am very excited to introduce you to our class library. This collection of books is located right in our classroom. We have already read a few titles in-class, and students are encouraged to check out books to practice reading independently. All of these books are from the publisher Usborne, and I specifically recommend the Usborne English Readers series because they are leveled for decodability (phonics) and content (vocabulary and grammar).

In class, we read “The Golden Fish”, at the starter level. This helped students gain confidence in their reading and learn the skills of Story Retelling and Describing Characters. Then, students chose their own book to read between the Starter and Level 1 Books, completing the same exercises. I was very impressed with their ability to apply all they had learned!

Be sure to ask your student what they’ve read! Students have already been asking to keep reading in class, and I hope you can support this momentum at home. Students can check out up to two books at a time for a week.

Here’s to a great 2026!
Ms. Kelly





Dear Parents,

Hello everyone, and welcome to the beginning of 2026 and semester two. We ended our first semester in the media department on a high note as students completed an array of high quality video media, from journalism to film. We also had some students complete some fantastic film scripts that they had been working on all quarter. Eventually a few of these scripts will become films when we begin producing them in the final quarter of the year.

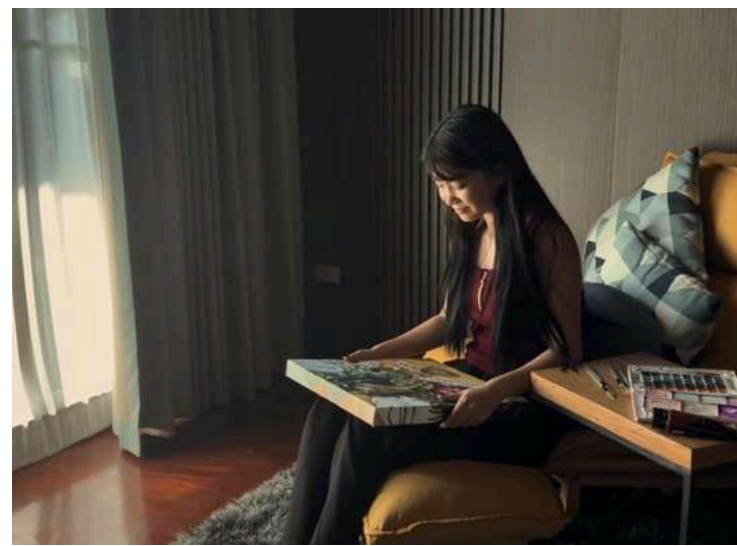
Film: All of our students completed the first quarter by creating a solo film project. It was great to see how each student overcame the obstacles associated with film differently. The students have learned a great deal about framing, shooting and editing film as we begin the second semester with a crime film. It will be fun to see what crime drama story ideas the students come up with.

Advanced Film: Our advanced film students have just completed an entire quarter of writing. They did a fantastic job of developing and revising stories to end up with a final project to be proud of. These detailed scripts will become the basis of the final films the class will produce at the end of the year. For the moment, we are all excited for the ideas being used to plan for this unit's documentary films. Stand by for some engaging film making.

Digital Media: We finished our semester with some really interesting media projects. All of the students had a different idea of how to make a personal project. We had some fun video blogs and some interesting personal stories, along with some interesting experimental videos. Hopefully we can get some content onto our YouTube channel soon!

Now we are beginning our unit on advertising by analyzing old television commercials and deciding on products to advertise. We will surely have fun this semester creating commercial and commercial spoofs with our new knowledge of storytelling and content creation.

Journalism: Our journalism students continue to create inspiring news programs for The Wednesday Show on WTV. Take some time to check out what your kids have been up to with all of the microphones, tripods and editing tools over the last few weeks and months. This semester we will focus a bit more on writing some news stories and taking some time to learn to tell stories through a location and not just through events. We look forward to having you all as our audience.





Dear Parents,

Who Is the Convenience Store Woman?

Our students did a wonderful job exploring the book (*Convenience Store Woman*) through creative, well-researched posters. They examined key themes, characters, and ideas, then confidently presented their findings to the class. The presentations showed strong understanding, creativity, and thoughtful analysis. Well done!





Hello TCIS Community!

Interactive Design & Game Development: Setting Goals with Purpose

As we enter the new year, we remember that now is a good time to plan and strive to be our best for a happy and successful 2026! In our *Interactive Design and Game Development* class, students recently took time to pause, reflect, and plan ahead by creating personal SMART Goals. These goals are featured alongside a Japanese **Daruma doll** on their goal-setting sheets. Traditionally, a Daruma is used to represent perseverance and focus: one eye is filled in when a goal is set, and the second eye is completed once the goal is achieved. It's a powerful visual reminder that progress takes intention, effort, and follow-through.

Students learned that a **SMART Goal** is one that is **Specific, Measurable, Achievable, Relevant, and Time-bound**. Rather than vague hopes, SMART goals help students clearly define what they want to accomplish, how they will track progress, and when they aim to succeed—skills that are essential in both game development and real life.

The goals students set were as diverse as our learners themselves. Some focused on academics or honing their talents in the visual and performing arts, while others set targets related to gaming results and skill development. A strong emphasis was also placed on **health and well-being**, with many students committing to better nutrition, consistent workout routines, improved sleep schedules, and healthier daily habits. These goal-setting activities encourage students to see growth as a holistic process—balancing creativity, discipline, and self-care as they work toward success.

Now let's go and color in those second eyes!







Dear Parents and Guardians,

Happy New Year!

I hope you and your families enjoyed a restful and rejuvenating holiday season. It is worth noting that we have now passed the midpoint of our academic year and are embarking on Semester 2 with renewed energy and enthusiasm. The students have shown remarkable growth in their writing abilities throughout the first semester, and I look forward to building on that foundation in the months ahead.

Quarter 2 brought our short story unit to a successful conclusion with several engaging activities and assessments. Students explored the essential elements of short stories, including plot structure, characterization, setting, point of view, and theme. They analyzed literary devices such as irony and examined dystopian fiction through works like "Examination Day" and "Harrison Bergeron." Throughout the quarter, students completed two major creative writing assessments where they crafted their own original short stories, participated in peer review sessions, and refined their narrative skills. The quarter culminated in an exciting final project where students selected, analyzed, and presented a short story of their choice to the class. Using the terminology and analytical frameworks learned throughout the unit, they delivered presentations that demonstrated their understanding of narrative techniques, and they created online quizzes to assess their classmates' attention and comprehension.

Quarter 3 introduces two dynamic new units that will challenge students to engage with persuasive writing and public speaking. The first half of the quarter focuses on editorial writing, a genre that combines opinion, argumentation, and persuasive techniques. Students began with a creative "Holiday Newspaper Reports" activity, using hyperbole and sensationalistic writing to craft entertaining pieces about their break. They are now studying the structure and conventions of editorials, analyzing professional examples such as "The Power of a Dinner Table," and building their vocabulary around editorial terminology. Students will select and analyze an editorial of their choice before crafting their own editorial piece on a topic they are passionate about. The unit will culminate with students presenting their editorials to the class at the end of January. The second half of the quarter will introduce students to the art of TED talks, though specific details of this unit are still being finalized.

I am grateful for your continued support of your child's education and creative development. The enthusiasm and dedication your students bring to class each day make teaching this course a genuine pleasure.

Here's to a fantastic 2026 filled with powerful writing, compelling presentations, and continued growth for all our young writers!

Sincerely,

Mr. D

AN ORIGINAL REVENGE

EXPOSITION

Gratmar, a sensitive soldier who was mistreated by an officer, wants to commit suicide to gain supernatural power to take revenge.

CLIMAX

The officer dies violently and mysteriously in the back while being "attacked" by something unseen.

RESOLUTION

A year later, the narrator gets a letter suggesting the entire haunting might have been staged by Gratmar (or someone else). The ending leaves the truth open and eerie.

CHARACTERIZATION

- Gratmar: fragile and mentally unstable
- The Officer: harsh, prideful, easily rattled
- Narrator: Curious and perhaps unreliable
- Medium: frightened and overwhelmed

POINT OF VIEW

First person from the narrator's perspective

IRONY

Situational irony: The officer, a tough war veteran, is unloved not by battle but by fear and guilt, or perhaps a supernatural force.

RISE ACTION

Gratmar submits suicide to gain spiritual revenge. Soon after, the officer starts talking to invisible things and has nightmares, so he wants a "spirit medium."

FALLING ACTION

The narrator, having followed the officer, slips away and avoids the investigation. Rumors spread about the "mysterious man on a horse."

CONFLICT

Man vs. Supernatural (or Man vs. Man from another perspective)

THEME

The line between between psychological terror and the supernatural is unclear.

VOCABS

- Garriken: a military ghost
- Apprehension: Fear about something coming
- Persecute: to torment repeatedly
- Acerbity: harsh or sharp tone
- Modicum: a small amount

Literary Elements

IRONY

Situational irony

- Manfred expects parental... it actually happens
- Sam Hester, returned to his task... come back to town being poor

Dramatic irony

- Manfred realizes that life is stuck in a loop before he dies.

POINT OF VIEW

Third Person Limited

We see only following Billy's thoughts and perspectives.

CHARACTERIZATION

Billy becomes sympathetic

curious, determined, respectable, smart, aware of his surroundings

Third Reader (sympathetic) notes an objective, but final piece of art in the loop

Sam Hester: heart's guilt, mysterious

Sam Hester: helpful, sympathetic

CONFLICT

Man vs. Society: Billy is fighting against the time loop

Internal Conflict (Man vs. Self): Billy's confusion when he tried to understand what was wrong with Manfred

THEME

- Falling to stop inquiries can have unintended consequences for many people
- Responsibility: guilt

Conflict

Internal conflict: He struggles with low self-esteem.

External conflict: He is embarrassed by how others see him.

Point of View

First person, told by Gary Soto describing his childhood experience.

Characterization

MAN VS MAN

- Because the wolf wanted to teach a lesson so it ended with many people misunderstanding that he was a bad wolf

Conflict

MAN VS MAN

- Because the wolf wanted to teach a lesson so it ended with many people misunderstanding that he was a bad wolf

Point Of View

First person: The wolf story

Theme

- Don't judge others too quickly
- Misunderstanding can hurt people

Irony

Situational irony: The wolf tries to help but ends up being called "big bad wolf."

What is the main conflict in the story?

Jing-Mei wants more piano lessons

Father stops paying for lessons

Jing-Mei and her mother argue about expectations

Jing-Mei wants to move to China

Which sentence describes the character's personality?

And then, he would no more be chased up the Mountain of Needles, or be pushed down into the Lake of Blood.

Having once been a burglar, he was a skilful climber.



Dear Parents,

Geometry/Algebra II: Students will learn to solve quadratic equations using three methods. They will begin by solving quadratics through graphing, which will include a review of factoring to prepare for the next day's lesson. Next, they will solve quadratics by factoring, covering standard form, factored form, and reinforcing vertex form. Finally, they will solve quadratics using the square roots method, which will include a review of simplifying radicals.

Geometry: Students will learn about triangle congruence using the ASA and AAS postulates. They will then explore the HL theorem for proving triangle congruence. Afterward, they will complete a mixed review covering all five triangle congruence methods: SSS, SAS, ASA, AAS, and HL. Finally, they will prove that corresponding parts of congruent triangles are congruent using CPCTC.

Foundations of Mathematics: Students will examine how to identify relations, determine domain and range, and distinguish between relations and functions. After that, we will continue working with these concepts to solidify our understanding of relations, domain, range, and functions.

Algebra II: Students will begin by learning how to simplify radicals and work with n th roots. They will then move on to rational exponents and practice converting between rational and radical forms. Finally, they will explore how to add, subtract, and multiply radicals.





Dear Parents,

In Algebra I we have thoroughly studied linear equations, systems of linear equations and systems of inequalities and encountered some useful applications of the latter, in business or industrial contexts (resource allocation to maximize a goal). In the coming term, we will look to factoring polynomials, specifically quadratic equations, and then study quadratic equations by writing them in various forms (general, factored, vertex form) to understand their graphical representations,

In computer coding, students have understood control structures and iteration, and how to write functions which accept parameters and return a value. We will use our knowledge of javascript in the coming term to combine previously learned skills in html and css to create interactive web projects.

In AP Computer Science, students have learned to write their own classes, including declaring instance variables, writing constructors and other methods such as toString, accessor and mutator methods and how to write methods that accept other objects as parameters. They are ready to head down the home stretch by learning about data structures such as arrays and ArrayLists, reading and writing to files, recursion and search algorithms.

In AP Calculus AB, the class has graduated from the study of differential calculus and is now working towards the understanding of accumulation via integration. At this point, students know that the definite integral can be expressed as the limit of an infinite quantity of Reimann Sums, and are able to calculate the value of definite integrals using the Fundamental Theorem of Calculus. Having tackled the topic of u-substitution already, they can look forward to integration that first requires the use of long division, and integration that involves completing the square to arrive at an antiderivative that is an inverse trigonometric function.





8.4.3 Interacting Classes Part C - Jackson Hong-zhi Luo

```

1 public class VirtualPet4
2 {
3     /**
4      * Enter code for instance variables, constructor
5      * getName and toString methods
6      */
7     private String name;
8     private int energyLevel;
9     private int happinessLevel;
10    private double weight;
11    private int ageYear;
12    private int ageMonth;
13
14    public VirtualPet4(String name){
15        this.name = name;
16        weight = 5;
17        energyLevel = 0;
18        happinessLevel = 0;
19        ageYear = 0;
20        ageMonth = 0;
21    }
22
23    public String getName(){
24        return name;
25    }
26    public String toString(){
27        return "Name: " + name + " Energy Level: " + energyLevel + " Happiness Level: " + happinessLevel + " months and " + ageYear + " years.";
28    }
29    public int getEnergyLevel(){
30        return energyLevel;
31    }
32    public int getHappinessLevel(){
33        return happinessLevel;
34    }
35    public boolean play(Game gain){
36        boolean win = gain.isWinner();
37        if (win){
38            if (happinessLevel <= 10){
39                happinessLevel += gain.getHappinessIncr();
40            }
41        }
42        else{
43            if (happinessLevel > 0){
44                happinessLevel -= gain.getHappinessIncr();
45            }
46        }
47        if (weight > 5){
48            weight -= gain.getWeightDecr();
49        }
50        return win;
51    }
52    public void updateStatus(){
53        if (happinessLevel > 0){
54            happinessLevel--;

```

```

2 {
3     // copy the instance variable declarations here
4     private int minSteps;
5     private int totalSteps;
6     private int numDays;
7     private int numActiveDays;
8     // copy the constructor with a parameter here
9     public StepTracker(int min){
10        minSteps = min;
11    }
12    // copy the accessor method activeDays() here.
13    public int activeDays(){
14        if(numDays == 0){
15            return 0;
16        }
17        return numActiveDays;
18    }
19    // Write the mutator method addDailySteps here.
20    // @param number of steps taken that day
21    public void addDailySteps(int steps){
22        totalSteps += steps;
23        if(steps > 10000){
24            numActiveDays++;
25        }
26        numDays++;
27    }
28    // TODO: write the accessor method averageSteps() here
29    // @return average number of steps per day
30    public double averageSteps(){
31        if(numDays == 0){
32            return 0;
33        }
34        double avg = (double)(totalSteps)/numDays;
35        return avg;
36    }
37
38    public static void main(String[] args)
39    {
40        StepTracker tr = new StepTracker(10000);
41        // returns 0. No data has been recorded yet.
42        System.out.println(tr.activeDays());
43        // returns 0.0. When no step data have been recorded,
44        // the averageSteps method returns 0.0
45        System.out.println(tr.averageSteps());
46
47        // This is too few steps for the day to be considered active.
48        tr.addDailySteps(9000);
49    }

```




Dear Parents,

Welcome back and Happy New Year! I hope you all had a wonderful break. The last several weeks have been busy in the high school math classrooms!

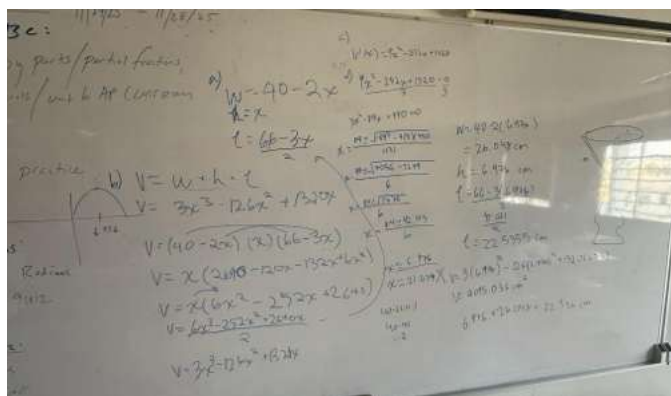
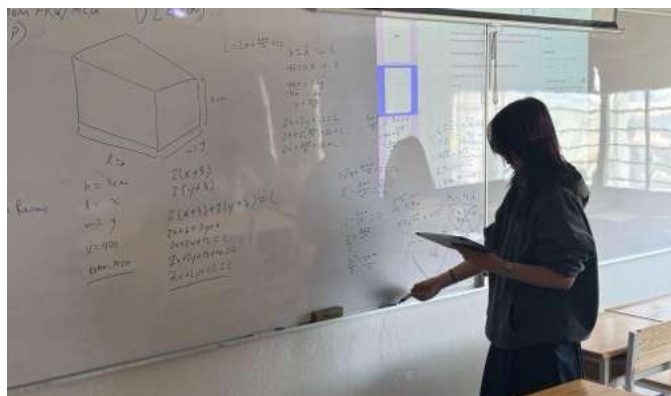
Our AP Calculus BC students have finished Unit 7, Slope Fields, Differential Equations, Euler's Method and have begun Unit 8 on Area under/between the curve as well as Volume of Revolution of Solids. Students will finish Unit 8 and Unit 9 on Parametric Equations and Polar Coordinates before leaving for the

Chinese New Year holiday!

In Pre-Calculus, students have dove deeper in trigonometric functions investigating their graphs and how to transform them by changing their features. We will continue this unit throughout January and eventually move into solving trigonometric equations in degrees/radians.

In Calculus students have finally begun the second half of calculus; antidifferentiation and integration. Students will be looking at definite vs. indefinite integrals this month and learn how to apply different methods of integration including u-substitution. We will also discuss Riemann Sums and the Trapezoidal Rule before moving into Differential Equations.

I hope you have a great month of January! Please feel free to reach out if you have any questions/concerns.





Intro to Robotics

During November and December, Intro to Robotics class students focused on coding sensor-based movements using functions. They learned how to configure rear and arm bumper switches on their Clawbots, incorporating these sensors into their programming. To reinforce their understanding, they completed various mini challenges, including the "Vacuum Challenge" and the "Atlas Stone Challenge," where they applied bumper switches and functions to achieve specific tasks.

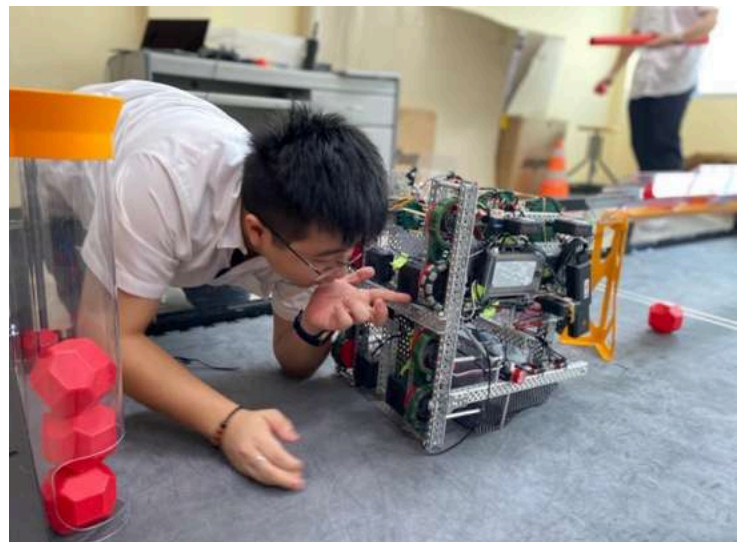
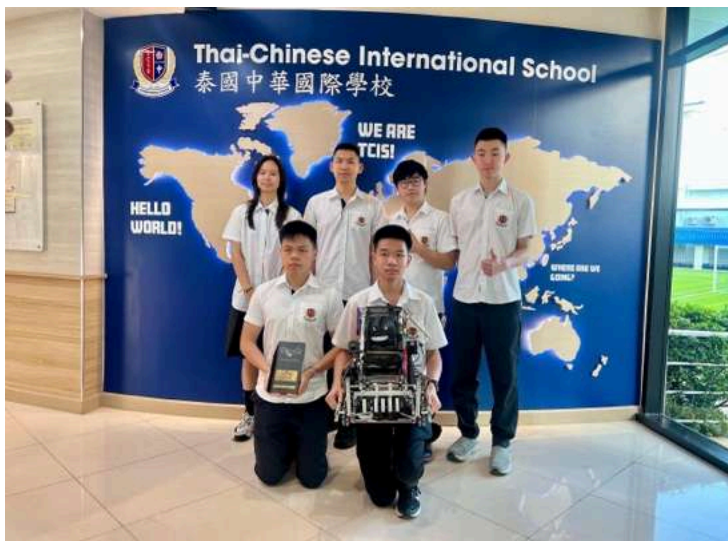


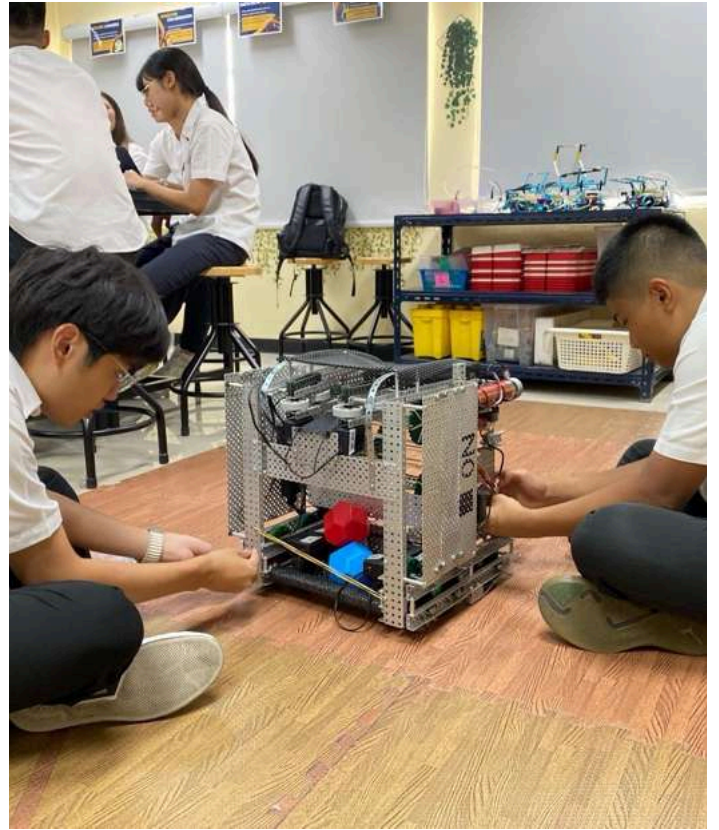
Advanced Robotics

The highlight of Quarter 2 for the **Advanced Robotics class** was preparing for the VEX VRC Qualifiers, held on December 7th at St. Andrew's International School. Throughout the semester, teams worked diligently on the **Push Back** game, designing, building, and continually refining their robots. In addition to robot development, students developed detailed game plans and strategized both offensive and defensive tactics to optimize their performance.

The competition featured both autonomous and driver-controlled periods, providing students with a comprehensive and dynamic challenge. During the tournament, our teams gained valuable insights into their robots' performance, their driving precision, and the strategies employed by their opponents.

A particular highlight was the outstanding performance of Cyber Wolves 2, who ranked 3rd among 44 national and international teams and earned the "**Best Build**" award for their robot. This was a proud and well-deserved achievement that reflected their hard work and technical skill. Overall, the event was an excellent learning experience for all teams, equipping students with deeper knowledge, refined strategies, and renewed motivation as they prepare for the VEX Nationals on January 15–16, 2026.









Dear Parents,

I hope all students and families had a restful holiday break, and I would like to wish everyone a happy 2026. As we begin the second semester, this is a good opportunity for students to return with renewed energy and focus. The first half of the year involved building strong foundations, and we will now build on that work as we move into new and engaging topics. I am looking forward to a productive and exciting second semester together.

In Chemistry, we have reached an important transition point in the course. Students are moving beyond studying atoms in isolation and are beginning to explore molecules and how atoms bond together. Understanding how molecules form will prepare students to better grasp a wide range of [chemical reactions](#) later in the year. Alongside this new content, we are preparing for an upcoming laboratory focused on the chemistry behind the colors seen in fireworks. This lab will allow students to connect abstract ideas to real and visually engaging phenomena.

In AP Chemistry, we completed a short mini-lab just before the break that focused on acid-base titration. Students practiced identifying the equivalence point, where an acid has been completely neutralized by a base. As we return from the break, students will have covered roughly half of the course content. Over the holiday, they were asked to watch several videos introducing chemical kinetics, which focuses on reaction rates and the factors that affect them. This will help ease the transition into a challenging but very important unit.

In Health Science, we paused briefly after beginning our unit on mental health. Students have already explored defense mechanisms and different responses to stress. Moving forward, we will begin addressing more challenging topics, including depression and suicide. These subjects will be approached carefully and respectfully, with an emphasis on understanding, awareness, and support rather than self-diagnosis. Our goal is to help students develop knowledge and empathy while reinforcing the importance of seeking help and using appropriate resources.

As always, parents are welcome to reach out by email if they have questions or concerns. Thank you for your continued support, and I look forward to a strong and successful second semester with our students.





Dear Parents,

Happy New Year! I hope you and your families had a restful and enjoyable holiday season. As we begin the month of January, I would like to share an overview of what students are learning in Physics, AP Physics 1, AP Physics 2, and AP Precalculus, along with how these topics can prepare students for real-world challenges and future learning.

Physics: Students are wrapping up our unit on Dynamics, where they explored how forces affect motion using Newton's Laws. This unit helps students develop problem-solving skills and logical reasoning, which are essential for understanding real-life situations such as vehicle safety, sports motion, and engineering design.

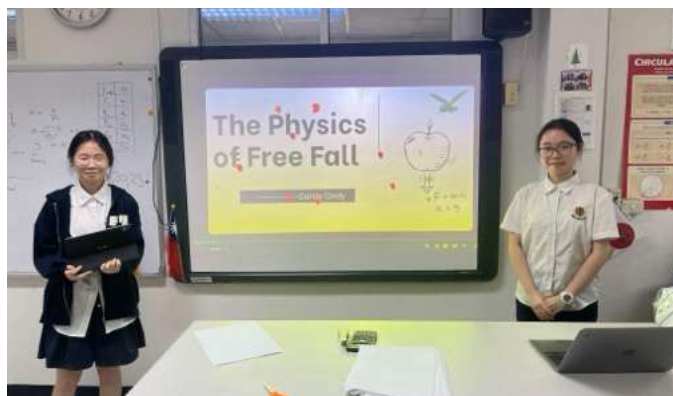
We will soon begin our next unit on Momentum, where students will study collisions and conservation laws—key concepts used in accident analysis, sports science, and space exploration.

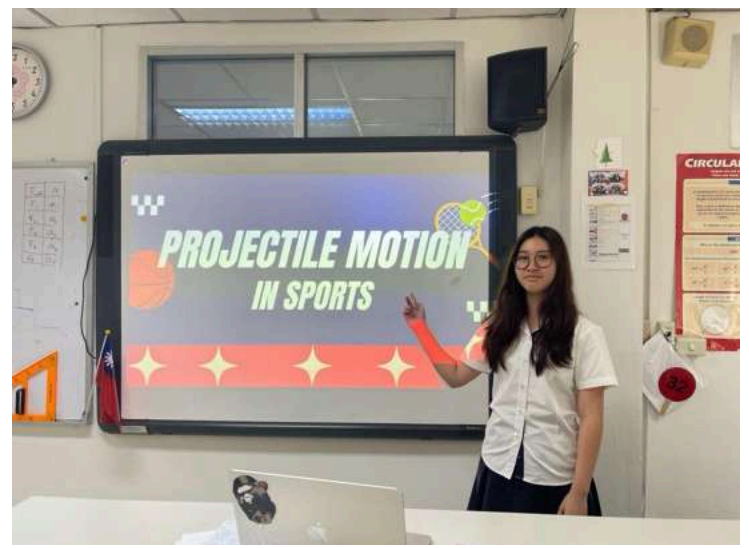
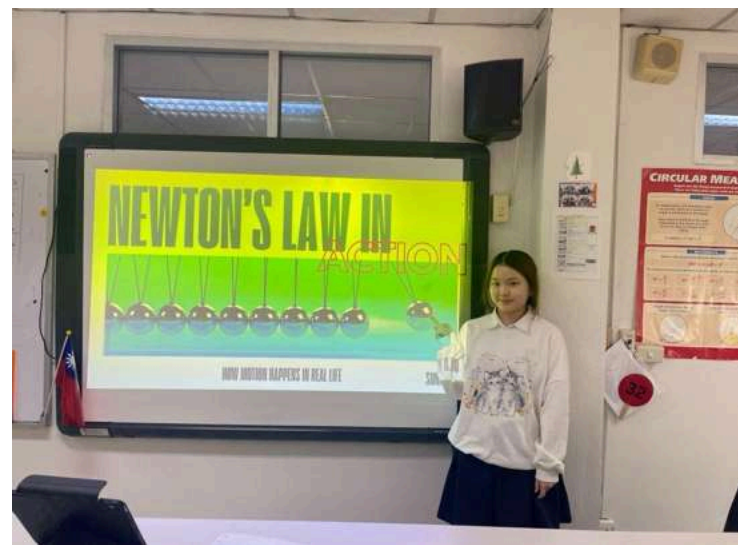
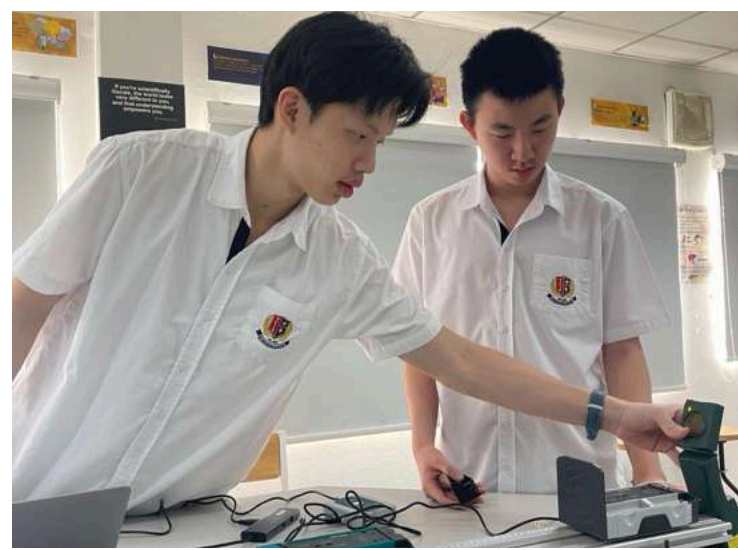
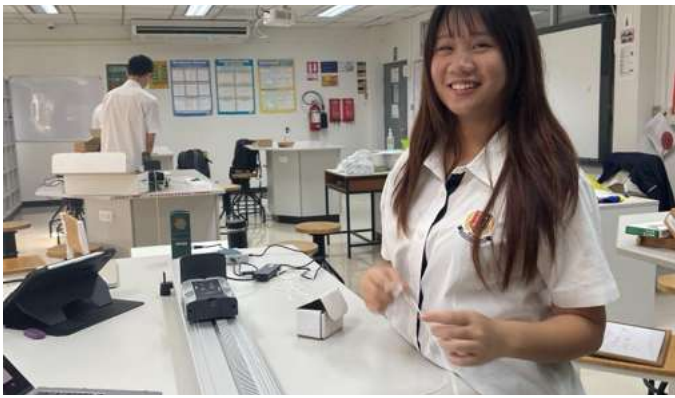
AP Physics 1: Students are starting a unit on Torque and Rotational Dynamics. This unit focuses on how forces cause objects to rotate and how balance and stability are achieved. These concepts are directly applicable to everyday situations such as opening doors, using tools, riding bicycles, and understanding how machines and structures are designed to remain stable. This unit also enhances analytical thinking and prepares students for careers in engineering and physics-related fields.

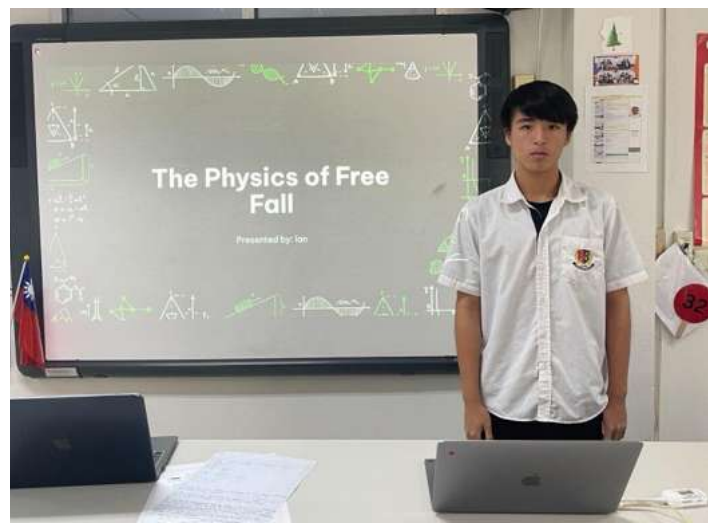
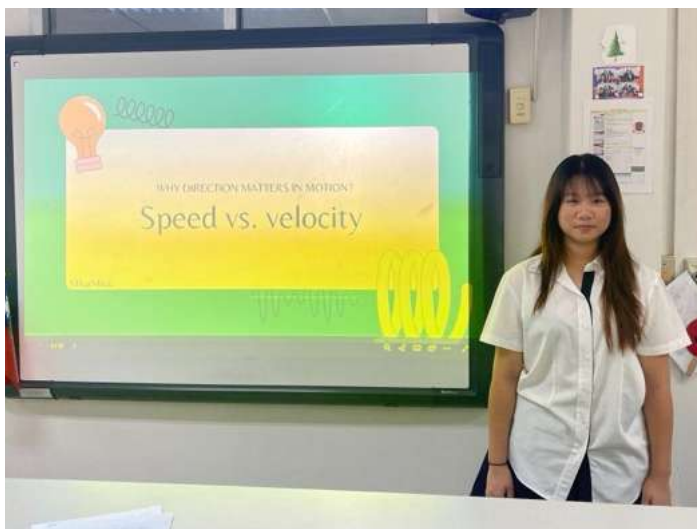
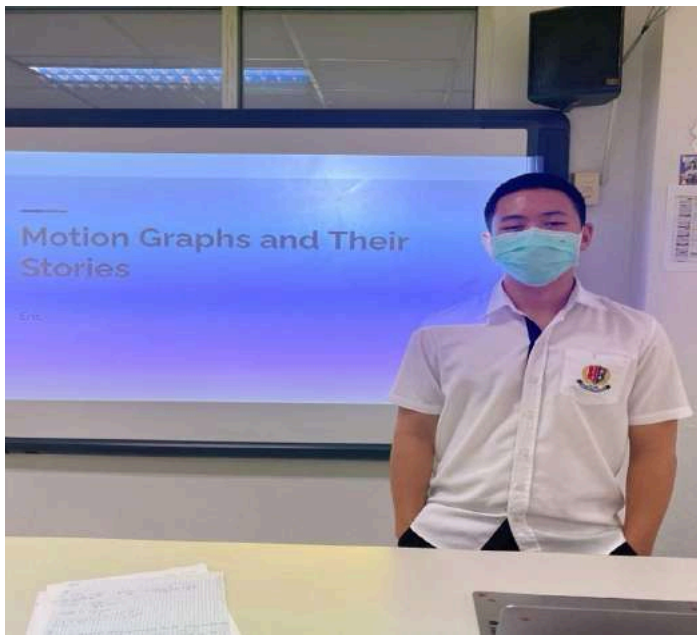
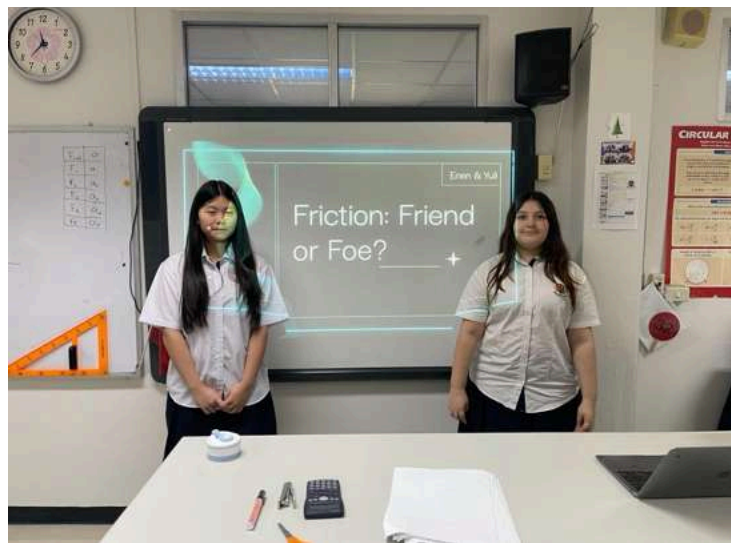
AP Physics 2: Students are beginning a unit on Geometric Optics, where they will investigate how light behaves when it reflects and refracts through lenses and mirrors. This content is highly relevant to real-world technologies, including eyeglasses, cameras, microscopes, telescopes, and medical imaging devices. Students will also develop strong experimental and analytical skills through lab-based investigations.

AP Precalculus: Students are starting a unit on Trigonometric and Polar Functions. These mathematical tools are used to model periodic motion, navigation, waves, and circular motion. Trigonometry plays a crucial role in physics, engineering, architecture, computer graphics, and various scientific and technical fields. This unit helps students build strong foundations for calculus and advanced STEM courses.

Please feel free to contact me (severino@tcis.ac.th) if you have any questions or concerns. Thank you for your ongoing partnership in your child's education.









Dear Parents,

I hope all students and their families enjoyed a peaceful and refreshing holiday break. Wishing everyone a wonderful start to 2026! As we begin the second semester, it's a perfect time for students to return with renewed energy and focus. During the first half of the year, I focused on getting to know each student and together we established strong foundations, clear guidelines, and a supportive classroom base; now we're ready to build on that work as we continue our learning journey! I'm excited for a productive and inspiring semester ahead with your children.

Exploring Anaerobic Respiration: Yeast as a Model Organism

Our Biology students conducted a practical investigation on anaerobic respiration in yeast, using a simple fermentation setup to observe CO_2 production. By combining yeast, sugar, and warm water and sealing the system with a balloon, students were able to visualize metabolic activity through the gradual inflation of the balloon.

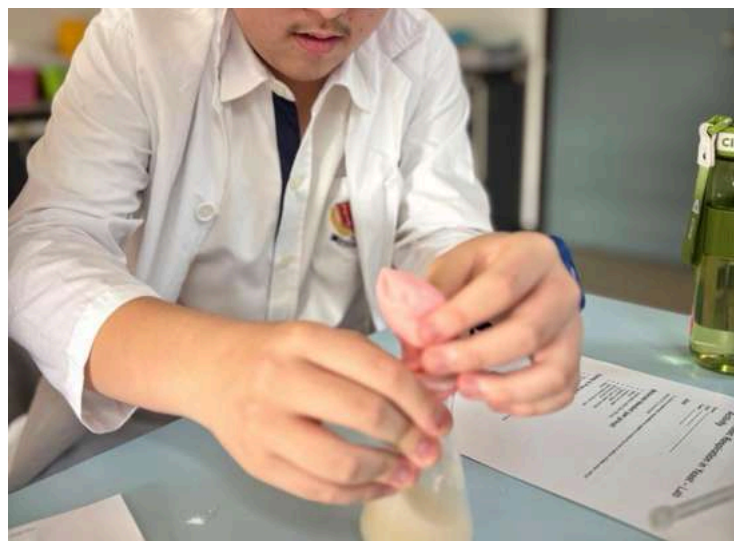
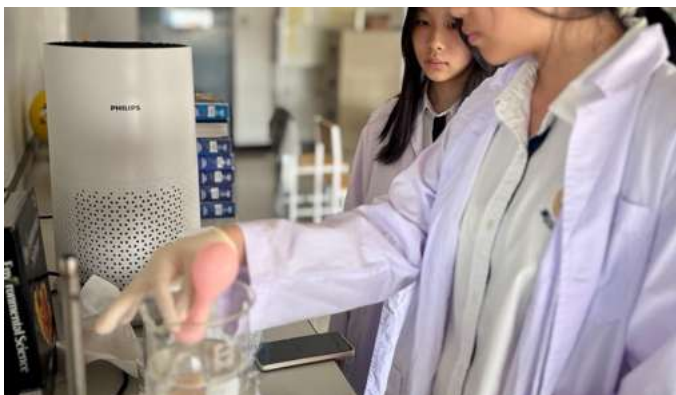
This hands-on activity supported a deeper understanding of:

- how yeast cells switch to anaerobic pathways in the absence of oxygen
- the role of glycolysis and fermentation in producing carbon dioxide
- how temperature and substrate availability influence metabolic rate

Students engaged thoughtfully with their observations and were able to clearly explain the process and outcomes. The clarity with which they interpreted the results reflected strong conceptual understanding.

Practical investigations like this continue to strengthen scientific thinking and reinforce theoretical learning.









Language Department

French: Mr. Brian



Dear Parents and Guardians,

Happy New Year to all our French Elective families!

It's incredible to reflect on how far we've come this school year. We're now past the halfway point, and your children should be proud of their accomplishments thus far. It has been a joy to see their growth, creativity, and determination in the classroom. Thank you for your continued support in making this an enriching and rewarding year.

And so we begin the third quarter in our French elective. I'm excited to share what content and skills your child will be developing in the coming weeks. We have just started Chapter 5, in which students learn how to talk about leisure activities, sports, and seasonal pastimes. They will practice asking and answering questions about hobbies and schedules, using key verbs such as *faire*, *jouer*, and *aller* in different tenses. Additionally, we will explore aspects of French culture, including popular sports and recreational traditions in France and Québec. Following this, Chapter 6 will give them an opportunity to build upon this foundation by introducing vocabulary and structures related to food, meals, and dining etiquette. Students will learn how to order food in a restaurant, express likes and dislikes, and use partitive articles appropriately. This unit will also allow us to discuss French culinary traditions and compare them to those in other cultures.

All of this learning will lead up to an exciting final project in which students will take on the role of a weather newscaster! Using the vocabulary and grammatical structures from these chapters, they will prepare and

record a short video acting as weather reporters. This project will allow them to demonstrate their speaking skills, creativity, and understanding of how to describe weather conditions, activities, and locations in French.

Before we look ahead, I'd like to celebrate what your children accomplished last semester! At the end of Quarter 2, students completed a creative genealogy project called "Mon arbre généalogique" (My Family Tree). Each student created a detailed family tree using possessive adjectives and French vocabulary to label family members and their relationships. They then chose one family member and wrote a descriptive paragraph in French, including the person's age, physical appearance, personality traits, likes, and dislikes. The attached pictures showcase some of the wonderful presentations from this project—you can see the creativity, effort, and pride students put into their work. It was truly rewarding to see them apply their French language skills in such a personal and meaningful way!

Wishing all the best for everyone in 2026!

Sincerely,
Monsieur D (Mr. D)



Mon père

Il s'appelle Tun, il a quarante-six ans.

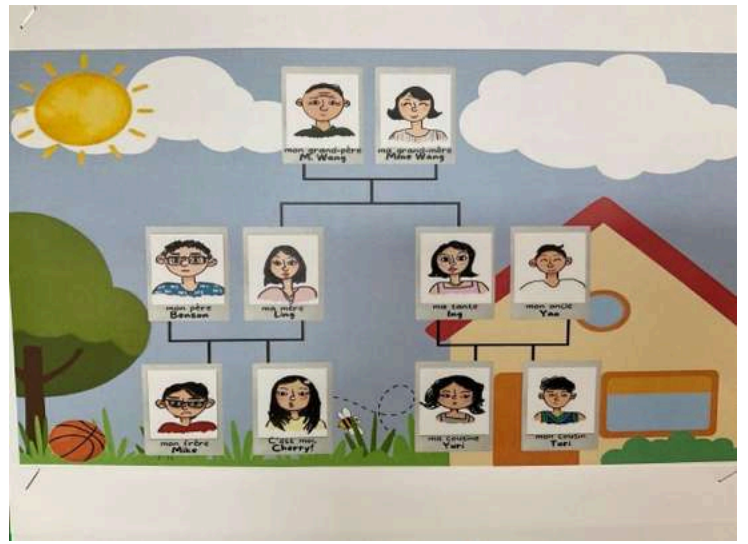
Il n'est ni grand ni petit. Il a les cheveux noirs. Il a les yeux noirs.

Il est très intelligent. Il est très marrant. Il n'est pas paresseux.

Il aime la physique et les mathématiques. Il aime lire. Il aime la glace chocolat.

Il n'aime pas l'eps. Il n'aime pas la musique moderne. Il n'aime pas nager.







Dear Parents,

今年度作文比賽得獎名單出爐！本年度作文比賽圓滿落幕，同學們以深刻的觀察與真摯

的文字，展現了優秀的思考力與表達能力，成果令人驚艷。

The list of winners for this year's essay competition has been announced! The competition has successfully concluded. With keen observations and sincere writing, the students demonstrated excellent critical thinking and expressive abilities. Their achievements are truly impressive.

九 & 十年級組 題目：〈不是所有的魚都活在同一片海裡〉

- | | | |
|-------------------|----------------|-----------|
| 🏆 第一名 龍睿卓 Rezo | 🏆 優選 謝秉鎔 Ian | 林育安 Jack |
| 🥈 第二名 秦浩俊 Gawin | 聶心悅 Yumi | 羅佳欣 Katia |
| 🥉 第三名 陳宥婕 Yuki | | |

得獎作品連結：[九 & 十年級組](#)

十一 & 十二年級組 題目：〈人間值得〉

- | | | |
|-------------------|------------------|-----------|
| 🏆 第一名 胡珪鎔 Hu | 🏆 優選 孫靖奕 Candy | 謝彥鈞 Drake |
| 🥈 第二名 林幸衍 Rita | 王宥鈞 Amanda | |
| 🥉 第三名 黃芝茜 Bella | | |

得獎作品連結：[十一 & 十二年級組](#)

期末報告成果分享

此外，學期末十年級與十一年級的期末報告也已正式出爐！同學們投入大量時間與心力，完成了許多嘔心瀝血、極具深度與創意的作品，十分值得細細欣賞與分享，歡迎大家一同閱讀、交流與肯定同學們的努力成果。

In addition, the final reports for the tenth and eleventh grades at the end of the semester have also been officially released! Students devoted a great deal of time and effort to producing many meticulously crafted works rich in depth and creativity. These works are truly worth careful appreciation and sharing. Everyone is warmly invited to read them, exchange ideas, and acknowledge the students' hard-earned achievements.

Warm Regards,
Ms. Jane 曾老師





Dear Parents,
Recently, students participated in a Chinese Handwriting and Writing Competition. They worked hard to write neatly and create stories using what they have learned in class.

All students showed great effort and did a wonderful job. Please join us in giving them a big round of applause for their hard work.

Below are the First Place Winners for this competition:

Traveling Chinese 1 - Foview

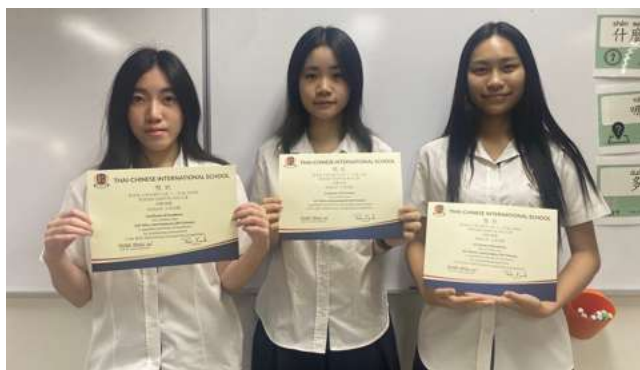
Traveling Chinese 2 - Peem

Modern Chinese 1 - Samor

Modern Chinese 2 - Kelly

AP Chinese - Remy

Thank you for your continued support.



Ms. Vicky



Dear Parents and Guardians,

Happy New Year! 🎉 We hope you and your child had a joyful and relaxing winter break. As we welcome 2026, we are excited to share some wonderful moments and upcoming cultural learning opportunities from our Chinese language classes.

Grade 10: Real-Life Language Application

At the end of last semester, our Grade 10 Foreign Language Chinese students completed their learning with a creative final project — a “One-Day Real Estate Agent” project. Students explored real property listings and used the vocabulary and sentence structures they had learned to describe details such as layout, location, and pricing. This project not only reinforced their language skills, but also helped them make meaningful connections between the classroom and the real world.

Grade 9: Cultural Discovery through Performance

This semester, our Grade 9 students began with cultural learning in preparation for their Chinese New Year performance. In addition to sharing their winter break stories, students have been introduced to the traditional Taiwanese temple dance known as Bajiajiang (The Eight Generals). They are exploring the rich history behind this performance art and have begun designing their own Bajiajiang face paint masks to deepen their understanding of symbolism and expression in Taiwanese folk culture.

We look forward to an inspiring semester ahead, and thank you for your continued support in your child’s learning journey.

Sincerely,
Ms. Vicky



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• 每月 180,000 泰銖
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Contact
Tel: 090xxxxxx




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• 房租: 14,000 baht
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• 房屋格局: 一室一衛

設施:
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- 健身房
- 洗衣房
- CCTV
- 門禁卡
- 商店
- 花園
- 無線網路





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這間位於 Maru Ekkamai 2 的 1 房公寓每月租金大約 36,000 泰銖，押金通常能 2 個月加 1 個月預付。房子在 Sukhumvit 63 (Ekkamai)，從 BTS Ekkamai 站走路大約 7 分鐘，交通非常便利。格局為 1 房 1 衛浴，室內面積約 30-43 平方公尺，適合單身、上班族或學生入住。房內提供基本家具，包括床、衣櫃、桌椅、冷氣、冰箱等，生活機能齊全。附近有便利商店、餐廳、咖啡店和超市，環境熱鬧但安全。這間公寓的優點是離捷運很近，周邊店家多、採光好，入住方便又舒適。

設施:

- ✓ 24小時保安
- ✓ 健身房
- ✓ 游泳池
- ✓ 社區花園
- ✓ 電動單車
- ✓ 空中花園



實景照片:





Dear Parents,

The High School Chinese Writing Competition concluded recently, featuring diverse tasks tailored to various proficiency levels. Notably, the Modern Chinese Literature I&II cohort participated in the competition designed to assess their mastery of fundamental skills, including correct stroke sequence, spatial character arrangement, and overall handwriting excellence.

The midterm report for this class is based on students' off-campus travel experiences. Students recorded videos, added music, Chinese narration, and written descriptions, aiming to train students' listening, speaking, reading, and writing skills.

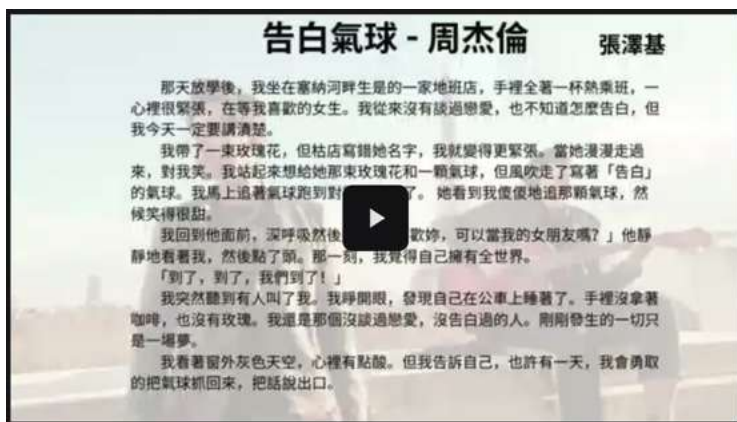
Please click the pictures for videos.

Love Story

- 🏆 Champion: 張澤基 Eric
- 🌟 Outstanding Achievement: 唐鑠洵 Cherry, 羅弘知 Jackson

We are very proud of all students for their effort and creativity. Congratulations to all the winners and well done to everyone who participated!

Dr. Jessica



愛的故事



我要介紹的歌曲是Taylor Swift的《愛情故事》。這首歌是我小時候最喜歡聽的歌。它是關於一對相愛的男女之間的故事，而且歌的名字一看就知道，這是關於戀愛的歌。Taylor也用很溫柔的聲音把這首歌唱出來，聽起來很溫暖。

這首歌的歌詞不難，描述一對相愛的男女之間有很多的問題。特別是女方的家人不希望他們在一起。這讓他們害怕擔心未來的發展。歌詞的故事有點像羅密歐和茱麗葉的故事，但這首歌的結局是好的。最後這對男女因為很愛對方，沒有放棄，最終在一起。Taylor在歌的結局用很溫柔的聲音去唱出來，讓我感到很動人和有希望。

歌曲的內容也很明顯，因為它是愛的甜甜情。雖然兩個人很害怕，也很擔心被拒絕，他們還是努力的去面對困難和愛對方。歌曲聽起來很動人，也讓人想努力得到對方的愛。

對我來說，這首歌很特別，因為歌詞和曲調都讓我感覺到兩個人之間的愛。Taylor不只是用愛的甜甜蜜蜜來表達愛情，她也用兩個人面對的一些問題和不放棄對方來表達愛。雖然我希望愛只有甜甜的感覺，但從這首歌學到，不是每個故事都是美好的，愛是要兩個人互相幫忙和一起透過問題，共同學習，互相成就對方來完成的。

TAYLOR SWIFT



《Love Story》於2008年間世，迅速席捲排行榜，成為流行金曲。

「從禁忌中誕生的童話。」



唐鏐洵

ABOUT ME

《All of Me》是一首描述深刻愛情的經典英文歌曲。歌曲的內容主要講述一個人願意毫無保留地愛著對方，包括對方的優點、缺點、脆弱與不完美。歌詞中反覆出現的告白「All of me loves all of you」表達了最直接也最真實的情感：不是只在對方最好的一面時才愛，而是完整地接受對方的全部。歌曲也提到兩人之間的依賴與互補，即使在爭吵或低潮時，這段感情仍然是彼此的力量來源。

這首歌所呈現的是浪漫而真誠的戀愛之情。它不像許多情歌那樣強調熱烈或衝動，而是描寫一種成熟、穩定、願意承擔責任的愛。歌詞中的意象，例如「你是我的結局與開始」和「即使我輸了，我也在贏」，都象徵著愛情裡的包容與信任。這種情感是一種深度的連結，讓人感受到被理解、被支持，也願意為對方付出。

聽完這首歌，我就想到了我父母給我的愛。無論生活有多困難，或爭執，我們還是原諒對方、幫助對方。這才是真正的愛！讓我記得說無論是在家或在國外上大學，我會把父母的愛放在心裡，永遠記得他們從小到大給我的愛和一切！

月亮代表我的心

首先，《月亮代表我的心》是一首非常有名的中文情歌，歌手是鄧麗君。這首歌的旋律很溫柔，也很好記。歌裡用「月亮」來象徵愛，意思是月亮像她的心一樣亮、清楚、也不會改變。

接著，這首歌主要是在說一個人想把自己的愛告訴對方。她說她的愛是真心的，而且很深。她也說她的感情不會因為時間而改變。月亮代表她的心，就是想讓對方知道，她的愛是穩定的，她不是說說而已，而是真的把對方放在心裡。整首歌的內容很簡單，就是一直在表達一件事——「我愛你，而且你可以相信。」

然後，這首歌給人的感覺非常溫柔。它不是強烈或激動的爱，而是一種很安靜、很穩定的感情。聽起來像有人在慢慢地告訴你，她會一直陪著你。整首歌的氣氛很暖，也讓人覺得被珍惜。這種平和的感覺是很多快節奏的歌沒有的。

最後，我覺得這首歌最特別的地方就是它的簡單。歌詞不複雜，可是情感很直接、很真。它讓我想到真正的愛其實不需要說太多話，只要真誠就夠了。現在很多感情都太快，也太容易變，但這首歌提醒我，慢一點、穩一點、真心一點，才是最重要的。這也是為什麼這首歌到現在還那麼多人喜歡。



白祐高



17.10.2014
們先去了築地魚市場，品嚐了壽司鍋，也體驗了製作傳統日式木臼麵食。不可不試，那裡的食物非常美味，和台灣的非常相似。



Dear Parents,

Following the Father's Day Exhibition Contest "**In His Steps**", held before the Christmas break, we are pleased to announce the winners:

1st Place: Thai 12E – *Distance Learning via Satellite (DLTV) or "Kru Tu"*

2nd Place: Thai 9G – *Royal Rainmaking Project*

3rd Place: Thai 10C – *Royal Computer Development Initiatives*

Special Recognition Awards:

Thai 12G – *Flood-Retention Project (Kaem Ling)*

Thai 10A – *Chang Hua Man Royal Project*

Congratulations to all participating classes for their outstanding work.

2nd Place



3rd Place



Special Recognition Awards



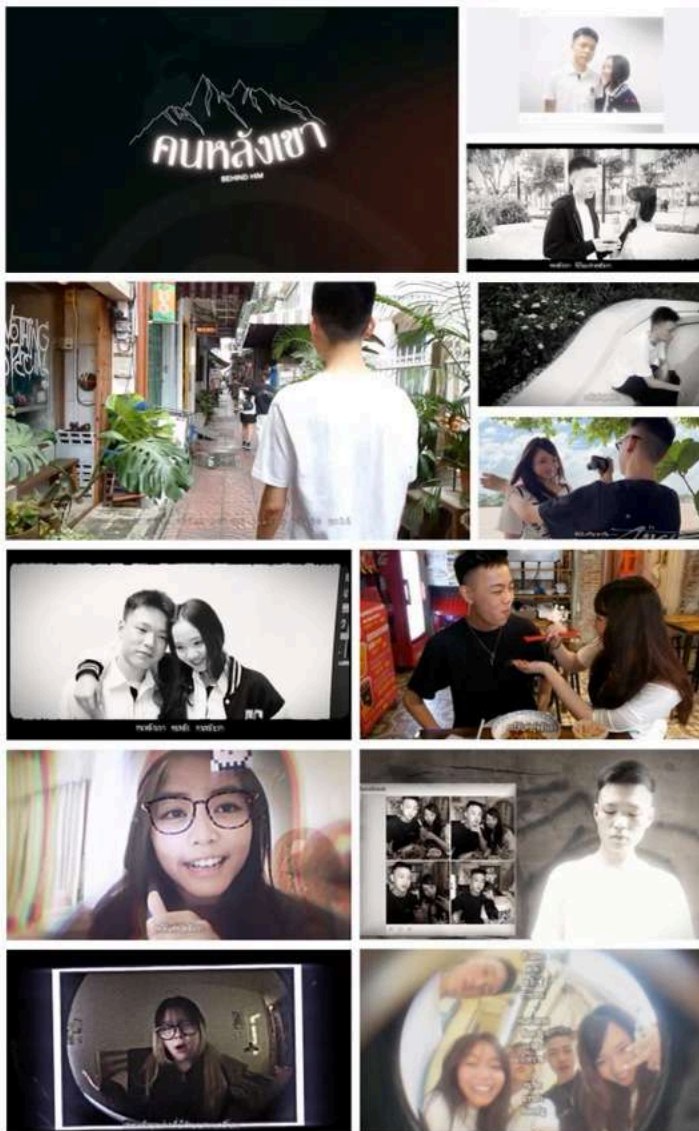
Special Recognition Awards



In addition, we are pleased to showcase images from the Grade 12 **Thai Idioms Music Video Project**. In this project, students transformed Thai idioms into original songs, performed them, and created creative music videos that clearly conveyed the meanings of the idioms they studied. This impressive project reflects both creativity and deep understanding, and we are very proud of their work.

หลังเขา
Out of Touch

ฝนตกไม่มีเค้า
Out of the Blue



กลับเนื้อกลับตัว
To Turn Over a New Leaf

สิบปากว่าไม่เท่าตาเห็น
Seeing is Believing



ลงเรือลำเดียวกัน In the Same Boat



กระต่ายหมายจันทร์ To Reach for the Moon





Dear Parents,

Happy New Year to everyone!

After the New Year break, my students from all grade levels have returned with great energy and enthusiasm, ready to continue the lessons we had started before the holidays.

Grade 9 students are learning the classic Thai literature *Khun Chang Khun Phaen*, focusing on reading and appreciating Thai poetic verses and traditional values.

Thai I students are studying the Thai National Anthem and the concept of Thai identity. They practice singing the anthem and analyze its meaning through comparison and discussion.

Thai II students are learning about traditional rice farming in Thailand. Through poster projects, they explore Thai roots and gain a deeper understanding of the common phrase "*Khin Khaw Rue Yang - Have you eaten rice yet?*" in Thai culture. **Thai III** students are studying local OTOP products, focusing on *Pla Salid* from Bang Bo, a well-known local specialty, and learning how local wisdom connects to everyday life.

It is wonderful to see students learning with curiosity, cultural pride, and positive energy as we begin the new year together. I look forward to another meaningful and inspiring term of learning.







Dear Parents and Community,

Seasons Greetings and Happy New Year. We hope your 2026 is prosperous, joyous and fulfilling!

Upcoming Events and Current Exhibitions

Advanced Art: Figure Drawing Still Life Exhibition: 3rd Fl. Building 3

Art 1 Printmaking: 3rd Fl. Building 3

Intro Painting Selected Work: 3rd Fl. Building 3

NAHS: Terry Fox Chocolate Dipped Frozen Banana Charity Sale January 16th

NAHS



The NAHS had a very busy December. NAHS students joined the Animal Welfare Club, NJHS, and NEHS to help create donation boxes and raise funds for those affected by the devastating flooding in Southern Thailand. NAHS members purchased giveaway items and volunteered outside during four days of recesses and lunches to encourage donations. This joint effort between groups highlighted our community's generosity and empathy. Through the NAHS QR code and cash box, we collected over 12,000 baht, which was added to the total amount donated through the NJHS.



Our NAHS also hosted the first-ever Secret Santa Art Trade! We had 48 participants from the high school who exchanged small, handmade works of art based on the recipient's preferences. To support participants in completing their pieces, we provided art supplies and assistance during two lunch periods. Once finished, each artwork was placed in a magnetic frame and paired with a candy cane donated by the NAHS.



The creativity and craftsmanship displayed by our community far exceeded our expectations. The artworks were clever, and full of humor. The exchange took place on December 9th, and the smiles and joy we witnessed were truly heartwarming. We sincerely thank everyone who took part in this year's Christmas event.

In January, we will be making and selling chocolate covered bananas to raise funds for cancer research through the Terry Fox Run.



ADVANCED ART

Advanced Art students have measured and cut frames for their Figure Drawing artwork. They worked collaboratively to install their pieces, taking special care not to damage the delicate chalk pastel surfaces. As a culminating activity for the unit, students also wrote a reflection on their work and learning process.



All art students were required to create a digital portfolio video highlighting their artwork from the semester, using photos taken throughout the past two quarters. To support their success, students were given three class periods to complete and refine their videos. Here is an example of [Ing Ing's portfolio work](#).

INTRO PAINTING



Intro Painting students put the finishing touches on their Large-Scale Still Life paintings, which were displayed on the 6th floor of the Middle School for a Board Exhibition. After completing their reflections, students began working on their portfolio videos, which serve as their exam grade.

In High School Art, strong emphasis is placed on the process of creation, not just the final product. Documenting one's work is a great way to demonstrate an artist's thinking and problem-solving throughout the creative journey.

Students have now begun a mini unit on reflective surfaces. For this small painting, they have chosen to render a complex bow, allowing them to explore light, reflection, and detail on a smaller scale.



ART 1

Art 1 students have completed their printmaking unit. Most students successfully created six or more prints from their lino blocks, experimenting with beautiful color gradients using water-based inks. Each student wrote a reflection on their printmaking process and titled their work.

Before the break, students framed their prints and worked collaboratively to install their exhibition with the help of our laser level. They assisted with measurements and offered peer feedback, making the process of creating this large display smooth and efficient. Three prints from each student are currently on view on the 3rd floor of Building 3. In addition, students created a digital portfolio video featuring process photos and final artworks from throughout the semester.

Students will now begin a mini unit on light effects and complementary colors, exploring how light interacts with form to enhance visual impact.



DIGITAL ART

Digital Art students are well underway with our PAWS Bangkok Charity Box Design unit. Students have learned how to use the pen tool in Adobe Illustrator to select and design specific areas of their boxes. They have layered pattern designs and created their own cat-inspired characters, adding a fun and personal touch to each project.

As part of the design process, students also considered potential accessories or features a charity could use to help raise additional funds. To support their creative development, they completed a mid-process reflection on their progress and design choices.

We are excited to complete these charity boxes in the new year and begin our fundraising campaign in support of PAWS Bangkok. Included here is an example of Nat's progress so far.





Dear Parents,

Happy new year! It was wonderful to welcome the students back with renewed energy in 2026.

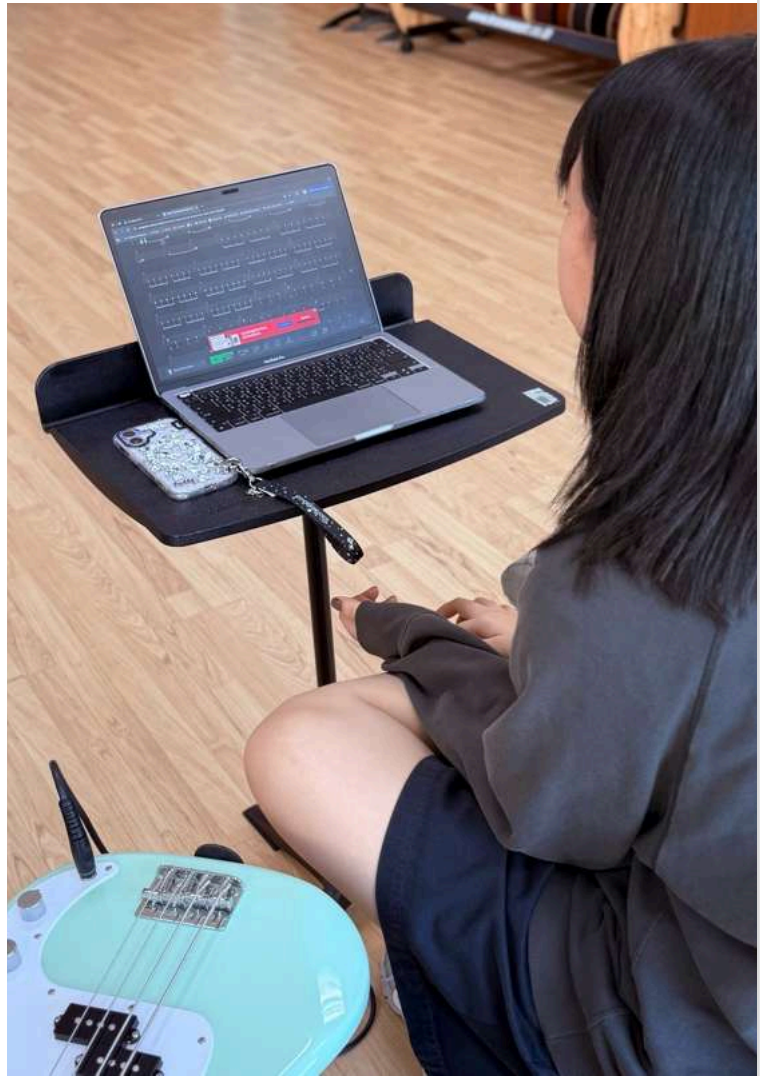
In the high school ensemble and digital classes, we have started new units. These units will continue to build on the foundation of skills and experience that students have accrued so far in the school year, then extend them further with new learnings and projects.

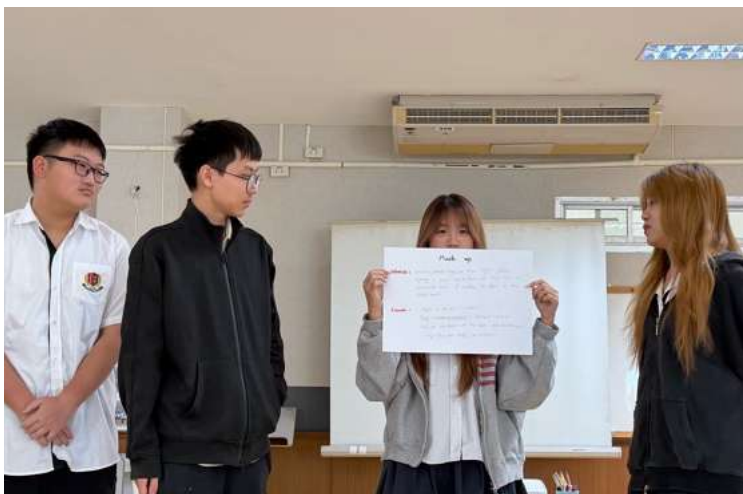
Pop Ensemble classes began a unit called *Concert Prep* - and it is exactly that! In 2025, we were unable to deliver public performances due to restrictions, so this year we are focusing solely on developing performances that will be shared at various upcoming events, including the first ever TCIS Battle of the Bands on 6th February, the Chinese New Year festival 13th February, an evening public music concert 5th March (invitations and more information will be released closer to that date!) and the Concordian Interschool Battle of the Bands 17th March. We are also going to be starting a new lunch time concert program (watch this space!) to invite students to take advantage of even more performance opportunities. After all, the more experience they can get, the better they will become at performance! Students are very excited to finally show off some of their work and skills that they have developed and I am eager to nurture their performance experience this year.

Chamber Music class has started a unit called *Composers*. They will choose a composer and piece that they are inspired by, analyse the techniques used and then apply it by composing their own piece using those techniques. By composing in the style of another great composer, students will learn new skills and gain a deeper appreciation for the art of composing. Students will be able to then apply this practically by performing their composed pieces. I am excited to see what the students produce in their first composition of the year!

Digital Music Production class has begun a unit called *Remix*. In this unit, students will either remix a song or create a mashup of two or more songs. The original tunes should still be recognisable, but with creative changes applied by the students. They are very excited to use songs from their favourite artists and provide their own twist on it! Students have developed their skills in music production greatly from when they started this year. I am very excited to see what they produce this semester.









Dear Parents,

Happy New Year Everyone!

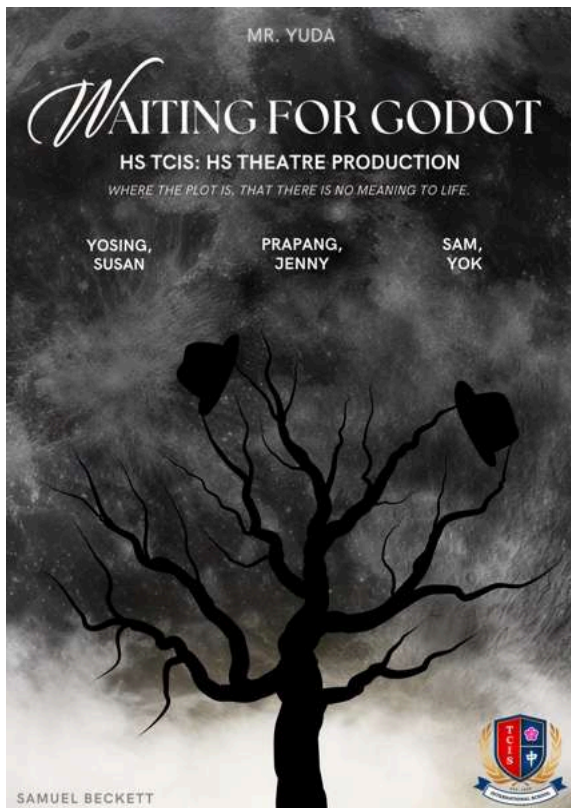
We wrapped up a busy and exciting **2025**, and we're moving full speed ahead toward our **big musical production** this year. To kick things off, we invite you to enjoy a few online performances from **Samuel Beckett's *Waiting for Godot*** below.

Set in a bleak, fantasy-like world, the play takes place in a barren, rocky gray desert where, no matter how far the characters travel... they always end up in the same place. **Estragon and Vladimir** have been stuck there for over **50 years**, passing the time with conversation, arguments, and hope as they wait for someone who promises, every single day, to arrive *tomorrow*. That person, **Godot**, never comes, sending instead a messenger boy to say he will arrive the next day. Strange, funny, and deeply reflective, the play invites us to think about time, hope, and why we keep waiting. Due to the King's mother passing, we decided to do an online show. **Our next musical productions will be live, and we'll invite the parents and our entire TCIS Community!**

Thank you for continuing to support our drama and theatre program! Our performing students are learning through costumes, makeup, blocking and more. We'll dance, sing, act and for our upcoming production of **Matilda Jr.** We can't wait to share more with you soon!

Drama and Theatre teacher/
Musical Director

Yu Da Kim



Online Performances (click
below to view):

[Susan and Yosing](#)

[Yok and Sam](#)

[Prapang and Jenny](#)

Physical Education

Coach Wade



Dear Parents,

Happy New Year! We are excited to welcome students back and continue a great school year together. The energy has been strong as we jump back into classes, and we're looking forward to another semester of growth, learning, and movement.

In Personal Fitness, students are learning the foundations of nutrition and how to use food as a tool to improve focus in the classroom, performance in sports, and overall well-being. Our goal is to equip students with the knowledge and habits needed to become healthy, confident eaters for life. Alongside this learning, students are participating in full-body, teacher-led workouts designed to build overall fitness and expose them to different workout styles they can use long term.

In PE, we are blending fitness with team sports to keep students active while developing teamwork and game understanding. This semester, students will have opportunities to learn and play sports such as American football and volleyball, along with other activities that emphasize movement, communication, and fun.

Best,
Coach Wade

Canteen Menu This Week



Pre K / Grade 2 Menu B



Week Day Date	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Snack	Egg Sandwich	Marble Cake	French Toast	Mini Croissant	Cereals
Salad	Salad	Salad	Salad	Salad	Salad
Main Western	Roasted Chicken with Rosemary and Lemon	Baked Honey Chicken (O.B.)	Pasta with Chicken Ham Carbonara Sauce	Pork Stew	Mac & Cheese
Main Western	Grilled Fish with Tomato Sauce	Roasted Pork with Olive Oil and Rosemary	Baked Fish with Tomatoes Sauce (O.B.)	Grilled Fish with Butter and Herb	Fish Finger
Main Thai	Fried Rice with Egg	Fried Egg	Tom Kha Chicken	Fried Chicken	Steamed Chicken with Soy Sauce
Main Thai	Minced Pork Soup	Garlic Chicken	Fried Pork with Lemon Sauce (O.B.)	Yakisoba	Fried Minced Pork with Garlic
Vegetables	Green Beans	Carrot	Broccoli	Carrot	Mixed Vegetables
Potatoes	Natural Potatoes	Baked Potatoes	Boiled Potatoes	Mashed Potatoes (O.B.)	French Fries
Noodles	Minced Chicken Noodles	Minced Pork Silver Needle Noodles	Chicken Noodles with Bitter Lemon	Maccaroni Chicken Soup	Pork Rad Na
Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits
Dessert					Ice Cream
Afternoon Snack	Blueberry Danish	Minced Pork Bun	Gyoza	Oatmeal Cookies	Danish Custard



Pre K / Grade 2 Menu B



Week Day Date	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Snack	แซนวิชไข่	มาร์เบิลเค้ก	เฟรนโทสต์	มินิครวัชของ	ชีเรียล
Salad	สลัด	สลัด	สลัด	สลัด	สลัด
Main Western	ไก๋อบโรสแมรี่และเลมอน	ไก๋อบน้ำผึ้ง	พาสต้าคาโบนาร่าแฮมไก่	สเต็กหมู [เนื้อ]	มักกะโรนีอบชีส
Main Western	ปลาอย่างขอสมะเชื้อเทศ	หมูปอบน้ำมันมะกอกโรสแมรี่	ปลาอบขอสมะเชื้อเทศ	ปลาอย่างเนยสมุนไพร	พิซซ่าฟิงเกอร์
Main Thai	ข้าวผัดไข่	ไข่ดาว	ต้มยำไก่	ไก่ทอด	[เนื้อ] ไก่ย่างซีอิ๊ว
Main Thai	แกงจืดหมูสับ	ไก่กระเทียม	หมูทอดขอสมะนาว	ยากิโซบะ	หมูสับทอดกระเทียม
Vegetables	ถั่วแขก	แครอท	บล็อคโคลี่	แครอท	ผักรวม
Potatoes	มันธรรมชาติ	มันฝรั่งอบ	มันฝรั่งต้ม	มันบด	เฟรนฟราย
Noodles	ก๋วยเตี๋ยวไก่บด	เกี๊ยมอี๋หมูสับ	ก๋วยเตี๋ยวไก่มะระ	ซูปมักกะโรนีไก่	ราดหน้าหมู
Fruits	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล
Dessert					ไอศกรีม
Afternoon Snack	เดนนิชลูเบอร์รี่	ซาลาเปาหมูสับ	เกี๊ยวซ่าไก่	คูกี้ข้าวโอ๊ต	เดนนิชคัสตาร์ด

Personal Data Protection Act (PDPA)

The Thailand Personal Data Protection Act (PDPA)

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

Personal Data	Sensitive Data
Any information relating to a natural person, which enables the identification of such person, whether directly or indirectly, but not including information of deceased persons.	Any personal data pertaining to: <ul style="list-style-type: none">• 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 2025-2026](#)

[TCIS Yearbook 2024-25](#)

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

Final 2025-2026 Calendar

Created 5 Nov, 2024									
Month	M	T	W	T	F	Date	Details		
July '25		1	2	3	4	10-11	Asarnha Bucha Day 10, Buddhist Lent Day 11		
	7	8	9	10	11	21	New Teacher Orientation		
	14	15	16	17	18	28	King's Birthday		
	21	22	23	24	25				
	28	29	30	31		29	All Staff Orientation		
Aug '25					1				
	4	5	6	7	8	4	First Day of School		
	11	12	13	14	15	12	Mother's Day		
	18	19	20	21	22				
	25	26	27	28	29	30	TCIS 30th Anniversary Party		
Sep '25	1	2	3	4	5	1	TCIS 30th Anniversary School Celebration		
	8	9	10	11	12				
	15	16	17	18	19	19	PD (No students)		
	22	23	24	25	26				
	29	30				30	End of Quarter 1		
Oct '25			1	2	3	1	Begin Quarter 2		
	6	7	8	9	10	9	Double 10 Day Ceremony		
	13	14	15	16	17	10	Student Dismissal at 11:30 am / PD Day for Teachers afternoon		
	20	21	22	23	24	14-17	13 King Rama 9 Memorial Day - 14-17 October Break		
	27	28	29	30	31	23	Chulalongkorn Day		
Nov '25						24	Parent Teacher Conferences (No students)		
	3	4	5	6	7				
	10	11	12	13	14	10-14	Week without Walls		
	17	18	19	20	21				
	24	25	26	27	28				
Dec '25	1	2	3	4	5	5	Father's Day		
	8	9	10	11	12				
	15	16	17	18	19	19	End of Quarter 2 and Semester 1 (94 days) Student Dismissal at 11:30 am		
	22	23	24	25	26		/ PD Day for Teachers afternoon		
	29	30	31						
Jan '26				1	2				
	5	6	7	8	9	5	Begin Quarter 3		
	12	13	14	15	16				
	19	20	21	22	23				
	26	27	28	29	30	30	Parent Teacher Conferences (No students)		
Feb '26	2	3	4	5	6				
	9	10	11	12	13	13	Chinese New Year celebration (Full Day)		
	16	17	18	19	20	16-20	Chinese New Year break		
	23	24	25	26	27				
March '26	2	3	4	5	6	3	Makha Bucha Day		
	9	10	11	12	13	13	End of Quarter 3		
	16	17	18	19	20	16	Begin Quarter 4		
	23	24	25	26	27	18-20	PD Days (No students)		
	30	31							
April '26			1	2	3				
	6	7	8	9	10	6	Chakri Day		
	13	14	15	16	17	10	Songkran Celebration (Full Day)		
	20	21	22	23	24	13-17	Songkran Holiday		
	27	28	29	30					
May '26					1				
	4	5	6	7	8	4	Coronation Day		
	11	12	13	14	15				
	18	19	20	21	22	29			
	25	26	27	28	29				
July '26	1	2	3	4	5	3	Queen's Birthday		
	8	9	10	11	12	4	End of Q4 and S2 (86 days)/End of Year-Student Dismissal at 11:30 am		
	15	16	17	18	19		/ PD Day for Teachers afternoon		
	22	23	24	25	26	8	Summer School Begins		
	29	30							
Jul '26			1	2	3				
	6	7	8	9	10				
	13	14	15	16	17				
	20	21	22	23	24				
	27	28	29	30	31	28-30	King's Birthday 28, Asanha Bucha Day 29, Buddhist Lent Day 30		



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* subject to Thai Govt

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

Total Student Instruction Days 180

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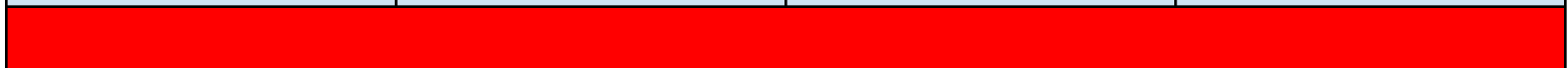
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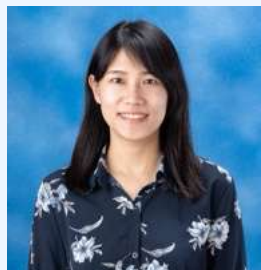
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