PARENT-STUDENT HANDBOOK

2024-2025

2024-2025 Calendar

Created 5 Aug, 2023							
Month	M	T	W	T	F	Date	Details
July '24	1	2	3	4	5	18	New Teacher Orientation Begins
	8	9	10	11	12	30	All Staff Orientation Begins
	15	16	17	18	19	22	Asanha Bucha 20, Buddhist Lent Day 21 - Substituted 22, 23 : School Closed
	22	23	24	25	26	29	King's Birthday 28 - Substituted 29 : School Closed
	29	30	31			31	Registration July 31 - August 2
Aug '24				1	2		
	5	6	7	8	9	6	First day of Academic Year
	12	13	14	15	16	12	Mother's Day 12 : School Closed
	19	20	21	22	23	9	ES - Parent Open Day 7AM - 9AM
	26	27	28	29	30	16	MS/HS - Parent Open Day 7AM - 9AM
Sep '24	2	3	4	5	6		
	9	10	11	12	13	16	Mid-Autumn Festival (observed) : School Closed
	16	17	18	19	20	19	Wai Kru Ceremony
	23	24	25	26	27		
	30						
Oct '24		1	2	3	4	10	Double Ten Day Ceremony
	7	8	9	10	11	11	End of Quarter 1 / Student Dismissal at 11:30 am
	14	15	16	17	18	14	King Rama9 Memorial Day 13 - Substituted 14 : School Closed
	21	22	23	24	25	12-20	October Break
	28	29	30	31		23	Chulalongkorn Day 23 : School Closed
Nov '24					1	Oct 25	Parent Teacher Conferences (No students)
	4	5	6	7	8		
	11	12	13	14	15	15	Loy Krathong Day
	18	19	20	21	22	25-27	Sports Day (25) ES; 26 (MS); 27 (HS)
	25	26	27	28	29		
Dec '24	2	3	4	5	6	4	Father's Day Ceremony
	9	10	11	12	13	5	Father's Day 5 : School Closed
	16	17	18	19	20	16	Christmas Break begins
	23	24	25	26	27		
	30	31					
Jan '25			1	2	3	6	PD Day (No Students)
	6	7	8	9	10	7	First Day Back from Christmas Break
	13	14	15	16	17	15	End of Quarter 2 and Semester 1 (91 days)
	20	21	22	23	24	24	CNY Celebration
	27	28	29	30	31	27-3	CNY Break : School Closed
Feb '25	3	4	5	6	7		
	10	11	12	13	14	12	MakaBucha Day 12 : School Closed
	17	18	19	20	21		
	24	25	26	27	28		
Mar '25	3	4	5	6	7		
	10	11	12	13	14	14	Parent Teacher Conferences (No students)
	17	18	19	20	21		
	24	25	26	27	28	28	End of Quarter 3 (44 days)
	31					29	PD Saturday (No Students)
April '25		1	2	3	4		
	7	8	9	10	11	7	Chakri Day 6 - Substitute 7 : School Closed
	14	15	16	17	18	11	Songkran Celebration
	21	22	23	24	25	14-18	Songkran Holiday : School Closed
	28	29	30				
May '25				1	2		
	5	6	7	8	9	5	Coronation Day 4 - Substitute 5 : School Closed
	12	13	14	15	16	12	Visakha Bucha Day 11 - Substitute 12 : School Closed
	19	20	21	22	23		
	26	27	28	29	30		
June '25	2	3	4	5	6	3	Queen's Birthday 3 : School Closed
	9	10	11	12	13	6	High School Graduation
	16	17	18	19	20	12	End of the Year/Student Dismissal at 11:30 am (Semester 2 - 89 days)
	23	24	25	26	27	13	PD Day (No Students)
	30					16	Summer School Begins
Jul '25		1	2	3	4		
	7	8	9	10	11	10	Asanha Bucha 10 : School Closed
	14	15	16	17	18	11	Buddhist Lent Day 11 : School Closed
	21	22	23	24	25		
	28	29	30			28	King's Birthday 28

Thai-Chinese International School
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Prasertsin Road Bangplee Yai, Bangplee
Samutprakarn 10540, Thailand

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

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

* subject to Thai Govt

Legend
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

Quarter	Days
Q1:	47
Q2:	44
Q3:	44
Q4:	45

Parent Student Handbook

2024-2025

WELCOME MESSAGE
from Dr. Michael

Introduction to the TCIS

Founded in 1995, the Thai-Chinese International School (TCIS) is a private, non-profit day school for boys and girls for the purpose of providing an English-language education for the Taiwanese community of Bangkok along with Thai and other communities. The school curriculum is based on progressive American methods, modified in order to meet the expectations of Taiwanese, Thai and international standards. We offer a college preparatory curriculum including Advanced Placement (AP) courses in more than 15 subjects. Intensive Mandarin language courses with an emphasis on Chinese history and culture are taught daily. English is the medium of instruction in all courses other than Thai and Mandarin. Present enrollment is for pre-kindergarten through grade 12.

Dear TCIS Family Member:

Welcome to Thai-Chinese International School! As we embark on another academic journey, it is with great pleasure that we extend a warm greeting to both returning and new students and families. Here at TCIS, we take immense pride in our standing as one of Thailand's premier educational institutions, ranked among the Top 10 schools in the country. Our hallmark achievement lies in our graduates' ability to fluently communicate in at least three languages, a testament to our commitment to fostering linguistic proficiency.

Central to our ethos is our school mission: "to provide a rigorous educational program that develops strong communicators through languages; English, Chinese, and Thai anchored by American curriculum standards. We encourage students to become responsible leaders that create a positive impact on local and global communities."

TCIS Points of Pride

In celebrating our achievements and aspirations, we proudly highlight the following TCIS Points of Pride:

- Our Mandarin language program, recognized as the best in Thailand.
- The accomplishments of our graduates, who have excelled at renowned institutions such as Stanford University, Princeton University, UC Berkeley, University of British Columbia, University of Washington, National Taiwan University, University of Toronto, and many more.
- Last year's graduating class earned over $16,500,000 USD in scholarships.
- Full accreditation by the Western Association of Schools and Colleges (WASC), a testament to our commitment to academic excellence and continuous improvement.
- An engaging and dynamic elementary school environment that nurtures curiosity and fosters a love for learning.
- Membership in organizations such as the US National Honor Society, National Junior Honor Society, and the National Arts Honor Society underscoring our dedication to recognizing and rewarding excellence.
- Our team of dedicated educators, each fully certified in their respective fields, ensuring the highest standards of teaching and learning.
- A promising future awaits your child at TCIS, where opportunities for growth and development abound.

Importance of the Handbook

As you read this handbook, designed to familiarize parents and students with school procedures and regulations, we emphasize the importance of understanding the rights and responsibilities of all members of our school community. Clear guidelines outlined within this handbook serve as a roadmap for our collective journey towards academic and personal excellence. We firmly believe that the realization of our goals hinges upon the establishment of a strong partnership between all stakeholders within the TCIS family. All content inside this handbook should be in accordance with the approved TCIS Board Policy Manual approved March 2024. Should discrepancies arise, the Board Policy Manual supersedes.

May this school year be filled with wonder, growth, and fulfillment for each member of our community.

Dr. Michael Purser

WELCOME MESSAGE
from Kru Rung

Dear Parents and Students,

I extend a warm welcome to Thai-Chinese International School for the upcoming academic year. As the Thai Director and the designated Child Safeguarding Lead, it is my privilege to ensure the safety and well-being of every member of our community.

Emphasis on Child Safeguarding Policy

In addition to our commitment to academic excellence and cultural diversity, safeguarding our students is paramount. I urge each of you to familiarize yourselves with our Child Safeguarding Policy, available on our website. It outlines our protocols, procedures, and expectations for creating a safe and supportive environment for all.

Role of Community in Safeguarding

As we embark on this academic journey together, I encourage each member of our community to take an active role in safeguarding our students. By remaining vigilant and proactive, we can uphold our collective responsibility to keep our community safe.

Thank you for your partnership and trust in Thai-Chinese International School. I look forward to a rewarding and successful school year ahead.

Ms.Penporn (Kru Rung) Kaewmark

TCIS BACKGROUND

Founding and Purpose

Founded in 1995 as a non-profit co-educational international school in order to provide an English language instruction for the Taiwanese community of Bangkok TCIS became a hidden gem among the international schools of Thailand. As one of the original international schools, TCIS offers the unique opportunity to provide progressive educational learning immersed in two core concepts; language acquisition and cultural awareness. As a college preparatory school we specialize in Advanced Placement classes and hold the distinctions of being a Capstone School where all our staff are Google Certified Educators. The TCIS Foundation Board supports the School Board and the community in maintaining a well-run, top notch facility and place where you can be proud to graduate.

All TCIS faculty are certified in both Thailand and their country of origin. Most hold advanced degrees with many achieving the doctoral and professional level.

As a top Chinese program that specializes in traditional Mandarin, our students are well versed in Chinese and attain the highest scores on Chinese language testing for both native and foreign tongue speakers. The same can be said of our Thai language proficiency as TCIS is proud to be part of the Kingdom of Thailand and supports all Thai language and cultural activities in a multicultural environment. TCIS also has recently seen growth in its Korean and Japanese student population.

Graduating classes have doors opened to them at top universities worldwide as well as domestically.

Accreditation and Memberships

The school is:	
	Licensed under the Private Education Commission of the Thai Ministry of Education
	A full accreditation granted by the Office of Education Standards and Quality Assessment (ONESQA).
	A full six-year accreditation was granted by the Schools Commission of the Western Association of Schools and Colleges (WASC).
	A member of the East Asian Regional Council of Overseas Schools (EARCOS).
	A member of the International Schools Association of Thailand (ISAT)

Faculty and Staff Diversity

The school has a diverse international faculty with fully qualified teachers from many different countries. Predominantly these teachers are native English-speaking teachers, mainly recruited from the U.S.A and Canada. We also have Chinese-speaking teachers recruited from Taiwan ROC, Thai teachers, Teacher Assistants, and office and administrative staff.

Mission, Vision, and Philosophy

Mission: The MISSION of TCIS is to provide a rigorous educational program that develops strong communicators through languages: English, Chinese, and Thai. The curriculum is anchored by American curriculum standards. We encourage students to become responsible leaders that create a positive impact on local and global communities.

Vision: The VISION of TCIS is to empower students by providing a variety of academic pathways to communicate, collaborate, think critically, and become responsible international leaders who positively participate and compassionately contribute to the world.

Philosophy: We are a compassionate, caring and diverse community. We act with integrity and respect. We embrace creativity and balance. We are proud of our diversity and willingness to collaborate. We hold each other accountable to these values. It is our BELIEF that the TCIS community is responsible for the continued growth of each student in a comprehensive educational program.

Commitment to Diversity, Equity, and Inclusion

Accordingly, we commit to explicitly embedding a diversity, equity, and inclusion lens in our organizational culture and our educational practices.

SCHOOL-WIDE LEARNER OUTCOMES (SLOS)

Our **GOAL** is to **develop the following School-wide Learner Outcomes (SLOs)**

ECE and Grade 1 SLOs

Collaborative Worker

I CAN WORK NICELY WITH OTHERS

Effective Communicator

**I CAN USE MY WORDS
I CAN LISTEN WITH MY WHOLE BODY**

Independent Life Long Learner

I CAN TRY TO LEARN NEW THINGS EVEN IF THEY ARE SCARY

Responsible Global Participant

I AM LEARNING ABOUT THE WORLD AND HOW TO TAKE CARE OF IT

Complex Thinker and Problem Solver

I CAN ASK QUESTIONS
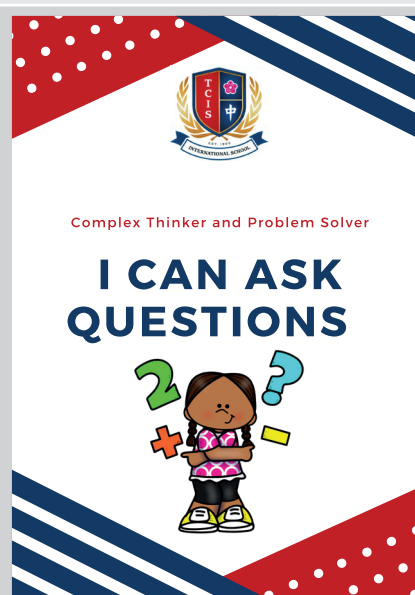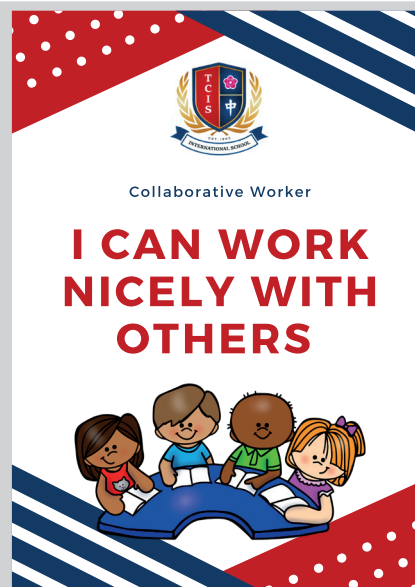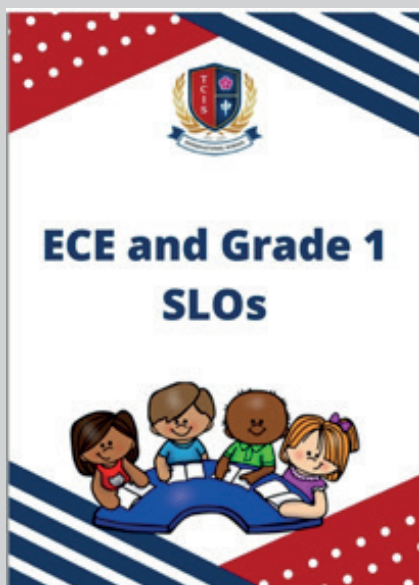
Elementary SLOs

Complex Thinkers and Problem Solvers

COMPLEX THINKERS AND PROBLEM SOLVERS...

- *I can think deeply about the information I have learned*
- *I can make good decisions based on what I know*
- *I can use my knowledge to solve real-life problems*
- *I can learn how to deal with problems in the right way*

Collaborative Workers

COLLABORATIVE WORKERS...

- *I can solve problems*
- *I can work well with others*
- *I can be a leader*
- *I will be a responsible friend to others*

Effective Communicators

EFFECTIVE COMMUNICATORS...

- *I can speak, read and write clearly*
- *I can speak English, Thai and Chinese*
- *I can use facts to support my ideas*
- *I can speak clearly, listen carefully, respond appropriately*
- *I can communicate my feelings*

Independent Life-long Learners

INDEPENDENT LIFE-LONG LEARNERS...

- *I can work hard by myself*
- *I am confident in my work*
- *I will take on challenges*
- *I will ask for help when I need it.*
- *I can learn from my mistakes*
- *I can work towards my personal goals*
- *I am curious and LOVE learning*

Responsible Global Participants

RESPONSIBLE GLOBAL PARTICIPANTS...

- *I understand the problems in our world*
- *I accept and appreciate the people who are different from me*
- *I can solve real world problems*
- *I can use my knowledge to make a difference in the world*

Detailed SLOs for All Students

SCHOOL-WIDE LEARNER OUTCOMES (SLOS)

At the Thai-Chinese International School, we expect students to work to the best of their ability to demonstrate the following:
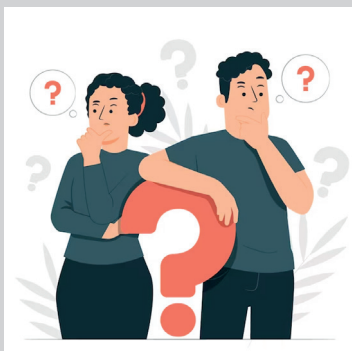
1. Complex Thinkers and Problem-Solvers -
Students will:
- 1.1 Use information from many sources.
- 1.2 Make good decisions based on the information found and think about this information.
- 1.3 Use learned information to solve real-life problems.
- 1.4 Learn how to deal with problems in the correct way.

2. Collaborative Workers -
Students will:
- 2.1 Be able to take on different roles in different situations.
- 2.2 Be able to problem solve by working well with others.
- 2.3 Wants to be a leader.
- 2.4 Be responsible friends to everyone.

3. Effective Communicators -
Students will:
- 3.1 Speak, read, and write English clearly and successfully and use Thai and Chinese languages.
- 3.2 Use many sources to inform and communicate.
- 3.3 Speak clearly, listen closely, and respond appropriately.
- 3.4 Express and support your ideas with facts.

4. Independent Life-Long Learners -
Students will:
- 4.1 Be able to work hard by themselves and feel good about their work.
- 4.2 Be willing to take on challenges, to ask for help, and to learn from mistakes.
- 4.3 Accept new ideas and apply them to the outside world.
- 4.4 Make and work towards goals for personal and life-long growth.
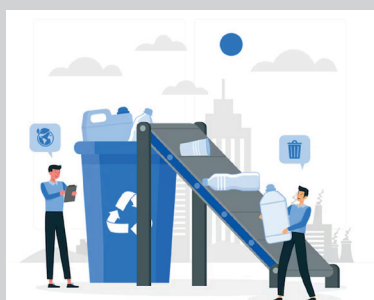
5. Responsible Global Participants -
Students will:
- 5.1 Understand problems in our world.
- 5.2 Accept and appreciate people who are different from them.
- 5.3 Be able to solve problems in the real world.
- 5.4 Use what they have learned to make a difference in the world.

CAMPUS SCHEDULE AND POLICY

Admission Requirements

Admission to TCIS is open to students between 2 and 18 years of age. A personal interview and previous school records will be used to determine placement. In cases where students are not native English speakers, an English test must be taken to determine placement. A native language test or interview may also be used.

Non-native English speaking students will be required to complete an English proficiency test during the admission process; students whose results indicate limited English proficiency will be placed into the ELL Program. A prerequisite of placement will be that the student demonstrates either (a) grade level competency in English and mathematics or (b) the intellectual potential to benefit from the English Language Learner (ELL) course through our Student Support Services. At the Secondary school level, applicants must provide transcripts from previous schools to determine the appropriate grade placement and to ensure a timely graduation. Admission is also dependent upon an applicant providing the relevant documentation required by the school and the Thai Ministry of Education. TCIS uses the MAP and WIDA assessments to determine acceptance and program placement. These are internationally recognized standardized tests.

Readmission to the school requires completion of the full academic year. It is not permissible to engage in a study at home course for part of the school year and then advance to the next grade level. In cases where the student did home study, the full grade level would need to be repeated.

Late Admissions and Early Withdrawals

Students will be allowed to transfer into the school before the beginning of the 4th quarter if places are available. They must have been full-time students during the current academic year up to the point of transfer. Students must provide transfer grades from their previous school. When students withdraw during the academic year, transfer grades will be provided up to the exact date of withdrawal. When a student's withdrawal is unavoidable and a significant proportion (80%) of a semester has been covered, the head of the division may issue semester grades on the basis of work completed.

Withdrawals

A leaving certificate, transfer grades, or transcripts will only be issued to the student if:
1. All fees have been paid
2. The withdrawal form has been completed and the parents have met with the head of division before filling out the withdrawal form

Acceptance of Records from other Schools

For records to be accepted from other schools, they must:
1. Be original.
2. Be certified by the Thai Education Ministry, if necessary
3. Have an official translation if not in English

Assignment of Students to Classes

New students are assigned to class sections by the administrators based on balance equity and ability

Enrollment Age & Range:

1. New students whose age is 1 year above grade level or more will not be considered for admission.
2. Minimum age requirement for each grade level is based on the table below. However, students in Grade 1 through Grade 10 and are from other international schools that are fully accredited may be offered exemptions from the Head of Schools.

Grade Level Placement for 2024/25 Academic Year

Minimum Age Requirements for Each Grade Level		
Age	Class Placement	Birth Date Range
2+	Pre-Kindergarten 2	Born before September 1, 2022
3+	Pre-Kindergarten 3	Born before September 1, 2021
4+	Pre-Kindergarten 4	Born before September 1, 2020
5+	Kindergarten	Born before September 1, 2019
6+	Grade 1	Born before September 1, 2018
7+	Grade 2	Born before September 1, 2017
8+	Grade 3	Born before September 1, 2016
9+	Grade 4	Born before September 1, 2015
10+	Grade 5	Born before September 1, 2014
11+	Grade 6	Born before September 1, 2013
12+	Grade 7	Born before September 1, 2012
13+	Grade 8	Born before September 1, 2011
14+	Grade 9	Born before September 1, 2010
15+	Grade 10	Born before September 1, 2009
16+	Grade 11	Born before September 1, 2008

Enrollment

Generally, new students in pre-kindergarten through grade 11 may be admitted and enrolled at TCIS at any time during the school year if a space in the child's grade/program is available and all admission requirements have been met.

Reapplication policy:

Applicants are permitted to re-apply to TCIS after 3 months; however, the standardized test may not be administered before 12 months have passed since the previous testing date. They must repay the application fee. In the case where there is a limited number of seats, students will be admitted on a first-come-first-served basis or placed on a waiting list.

CAMPUS POLICIES

TCIS Timetables

Classrooms open		7:15 am
Warning Bell		7:25 am
Class Instruction Begins/Students Late*		7:30 am
Dismissal time		3:10 pm
*Late Students: Must report to Registrars for late slips before going to class.		
Buses depart		3:35 pm
Regular Office Hours	7:10 am	4:00 pm
Library	7:10 am	4:00 pm
Nurse's Room	7:10 am	4:00 pm

PK2 - Grade 4 Timetable	
07:30-08:10	Period 1
08:10-08:15	Passing
08:15-08:55	Period 2
08:55-09:20	Snack Break
09:20-10:00	Period 3
10:00-10:05	Passing
10:05-10:45	Period 4
10:45-10:50	Passing
10:50-11:30	Period 5
11:30-12:15	Lunch & Recess
12:15-12:55	Period 6
12:55-13:00	Passing
13:00-13:40	Period 7
13:40-13:45	Passing
13:45-14:25	Period 8
14:25-14:25	Passing
14:25-15:10	Period 9

Grades 5-12 Timetable		
Block 1 A/E	07:30-08:10	Period 1
	08:10-08:50	Period 2
	08:50-08:55	Passing
-15-	08:55-09:15	Break
	09:15-09:20	Passing
Block 2 B/F	09:20-10:00	Period 3
	10:00-10:40	Period 4
	10:40-10:50	Passing
Block 3 C/G	10:50-11:30	Period 5
	11:30-12:10	Period 6
	12:10-12:15	Passing
	12:15-13:05	Lunch Grade 5-12
	13:05-13-10	Passing
Advisory	13:10-13:45	Advisory
	13:45-13-50	Passing
Block 4 D/H	13:50-14:30	Period 7
	14:30-15:10	Period 8

CLOSED CAMPUS POLICY

TCIS has a closed campus policy. Students are not to leave the campus before the end of the day without permission of the head of division and their parents.

For safety reasons, parents are required to leave campus by 7:45 AM. Entry after this time is only permitted with a scheduled and approved meeting with a divisional leader. When entering campus, parents must present their Parent ID card or leave a government ID card at the security gate.

Leaving Campus Early

Students who have to leave school during the day must obtain an Off Campus Pass and sign out with the Division Secretary and Registrar. To obtain an Off Campus Pass, the student must have parent/guardian permission either by a written note, phone call, or personal contact. An Off Campus Pass must be obtained from the Registrar. It must be completed and signed by teachers and the Head of Division. The pass must then be presented to the Gate Guard, where the student (or parent/guardian) must sign out at the gate. If an emergency occurs or the student becomes ill, he/she should report to the School Secretary and phone home for permission to leave. Failure to obtain an Off Campus Pass and to sign out when leaving the building will result in disciplinary action. Once a student leaves campus at the end of the school day, he/she may not return to school.

Campus Reentry Policy

- Purpose: To ensure the safety and security of all students during school hours and after school hours by regulating off-campus trips and managing reentry procedures.
- Policy Statement: Students are not permitted to leave campus to visit off-site locations, such as 7-11, and then return to campus. This policy is established to mitigate safety risks associated with crossing busy streets and to maintain a secure campus environment.
- Details: No In-and-Out: Once students exit the turnstiles, they may not re-enter campus for any reason. Students should be sure to bring all their belongings with them when they exit. Students with ASEP classes must remain inside the turnstiles until their ASEP classes have finished.
- No Off-Campus Visits: Once students exit the school building (garage), they will not be allowed reentry. This includes trips to nearby stores or any other off-campus destinations.

- Safety Concerns: The policy aims to prevent potential accidents and hazards that can occur when students cross streets or navigate off-campus areas unsupervised.
- Security Measures: Limiting reentry helps maintain campus security by reducing the risk of unauthorized individuals gaining access to the building.
- Implementation: Staff will monitor exits to ensure compliance. Students found leaving and attempting to reenter the campus will be subject to disciplinary actions.
- Conclusion: By adhering to this policy, we aim to create a safer and more secure environment for our students. We appreciate the cooperation of students, parents, and staff in upholding these guidelines.

Campus Hours

The Campus opens at 6.00 am and closes at 5.00 pm. All students will be required to wait in the parking garage waiting area until 6:30 am. All TCIS students will be required to scan their Student ID card upon entrance and exit. Students who have forgotten their ID cards will be required to complete a Missing ID form and wait outside the gate until the divisional secretaries or their appointees come to pick students up. Students who have filled out a Missing ID form more than three days in a row will be required to purchase a replacement card. If the student does not have cash, the replacement card will be charged directly to the student's account. Unpaid account fees may result in student records being held until all charges have been paid.

After 4 pm all staff may leave the campus. For security reasons, the parents or designated persons are expected to pick up their children between 3.15 and 4.00 pm. Students who have to stay late due to extra-curricular activities, ASEP programs, or school supervised projects must be picked up no later than 5.00 pm. After 4 pm, any student not in a specific program must scan their cards, exit the turnstiles, and wait in the guard-supervised area until their parents pick them up. All students must clear the school by 4:00 pm unless they are with a teacher. Students who leave the school premises will receive disciplinary action that is progressive. The first three offenses will result in detention at break or lunch. The fourth offense will result in in-school suspension. The fifth offense will result in off campus suspension.

Picking Up Policy

Students must be picked up by an authorized adult. _Therefore, the Parent ID card must be presented to the Security Guard before picking up students_.

Please register for Parent ID cards at the Registrar's office. Two Family ID cards are issued free of charge for each family. Students will not be released to anyone other than the parents/guardian or authorized representative with the Parent ID card. Prior parent/ guardian consent must be given ahead of time if students are to go home with a designated person not listed on the Parent ID card.

Visitors/Guests/Alumni

To ensure maximum safety for everyone in school, guests are required to exchange an ID for a visitor badge from the school guard before entering the campus. Students, parents & guardians have to follow the security protocol as posted.

Visitors must submit a request to visit the campus at least 24-hours in advance. Visitors will not be allowed on the campus without an appointment or on official business. Under no circumstances are visitors allowed to disturb classes in session.

Admission to classes will be at the discretion of the immediate supervisor and the teacher.

Appointments should be made in advance when calling on teachers or administrators.

1. Parents requesting to see their child during instructional time during the school day must make an appointment through the main office, ES, MS, HS. Parents must not go directly to the classroom and interrupt the teacher. Parents are requested to wait in the main office; ES, MS, HS.

2. In cases of divorce, we will make visitation appointments for the parent who has custody of the child only.
3. Nannies are welcome to bring TCIS students to school and pick them up at the end of the school day. Between the hours of 7.30 am and 3:00 pm, nannies, maids, and drivers will not be allowed to remain on the school grounds. Seating is provided in the parking area.
4. To maintain a safe campus, the school restricts student visitors during class hours. Requests must be made to the immediate supervisor at least 48 hours in advance before the planned visit.

Alumni are welcome to visit but must have a specific purpose or reason to visit. All visits by alumni must be approved at least 48 hours in advance before the planned visit by the middle and high school divisional leader. Alumni and returning students must seek approval and identify who they will be the guest of.

ACADEMIC PROGRAM

Curriculum Overview
The PreK-12 Curriculum at TCIS is American-based and draws from the best international practices. It is designed to be rich, meaningful, and thought-provoking so that our students receive a solid foundation in academic skills and social responsibility. It is also a concrete curriculum based on practical experiences so that students can relate their learning to real-life situations.

General Curriculum Information
The School's curriculum and instruction is based on American and international curriculum standards that include the essential skills, knowledge and understandings that reflect the basic characteristics of curricula found in the best independent American and international schools, culminating in a US high school diploma.

Instruction at TCIS shall be designed to:
- fulfill the TCIS mission;
- align with the School's Core Values and Learning Beliefs;
- achieve the School's Learning Objectives; and
- conform with the school's Strategic Plan.

In providing a quality education comparable to the best independent American and international schools, TCIS shall offer the following levels and grades:
- Early Childhood (PK2, PK3, PK4 and KG)
- Elementary School (Grades 1 to 4);
- Middle School (Grades 5 to 8); and
- High School (Grades 9 to 12).

Advanced Placement (AP) Program
Our high school proudly offers the American College Board Advanced Placement (AP) program, including AP Capstone and the AP Diploma. This comprehensive program provides students with the opportunity to engage in college-level coursework across various subjects while still in high school. Here are some key benefits:

1. **College Readiness**: AP courses are designed to develop critical thinking, analytical skills, and in-depth understanding of complex subjects, preparing students for the demands of college academics.
2. **College Credit**: Many colleges and universities grant college credit or advanced placement to students who achieve high scores on AP exams, potentially saving time and money in their college education.
3. **Enhanced College Applications**: Participation in AP courses is a strong indicator of a student's ability to succeed in rigorous academic environments, making them more competitive in college admissions.

4. **Skill Development**: AP courses help students develop essential skills such as time management, problem-solving, and effective study habits that are valuable throughout their educational journey and beyond.
5. **Broad Subject Range**: The AP program offers a wide array of subjects, allowing students to explore their interests in depth and gain a comprehensive education.
6. **AP Capstone Program**: The AP Capstone program, consisting of AP Seminar and AP Research courses, focuses on developing students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. It provides a unique opportunity for students to delve deeply into topics of their choice and conduct independent research projects.
7. **AP Diploma**: Students who successfully complete the AP Capstone program along with four additional AP courses earn the prestigious AP Diploma, demonstrating exceptional academic achievement and college readiness.

By integrating the AP program, including AP Capstone and the AP Diploma, into our curriculum, we aim to provide our students with a challenging and enriching educational experience that will equip them for future academic and career success.

Goals Of Chinese Education

Our Chinese curriculum is designed to provide students with academic and practical learning of the Chinese language and culture. It is a required course from PK to Gr.12. For Chinese natives, our goal is that they can continue higher education in their home countries if they wish, without difficulties, and for Non-Chinese natives, our goal is that they can demonstrate their proficiency in the 5 Cs; Communication, Comparisons, Connections, Communities, and Cultures.

- **Chinese (Mother Tongue)**
  All Chinese native students from PK –Gr. 12 are required to take Chinese courses. Instructional periods vary by grade from 5-10 periods per week. Chinese Mother Tongue class normally focuses on Chinese Literacy. The goal is that students can continue higher education in their home countries if they wish, without difficulties.

- **Chinese (Foreign Tongue)**
  All non-Chinese native students from PK-12 are required to take Chinese courses. Instructional periods vary by grade from 5 to 10 periods per week. Chinese Foreign Tongue Class requires students to demonstrate their proficiency in 5 Cs: Communication, Comparisons, Connections, Communities, and Cultures.

Prior to finishing sixth grade, a student in these classes will have acquired an equivalent proficiency in Chinese as that of a native third-grade student. A high school graduate from these classes will have equivalent proficiency in listening, speaking, reading, and writing in Chinese as that of a native sixth-grade student. Those students who wish to further their knowledge of the Chinese language can take elective classes to serve their particular needs.

Goals Of Thai Language And Culture Education

Thai language is an essential part of language learning at TCIS. The school provides two sections: mother tongue and foreign tongue. Students who are Thai nationals and have a strong background in the Thai language are placed in the mother tongue class. In the foreign tongue classes, students are non-native Thai speakers. We aim to enrich students' ability to learn the language and moral values in order to help them take their places in society as good citizens of today and in the future.

Thai Language and Culture (Mother Tongue) : The lessons focus on effectiveness and proficiency in listening, speaking, reading, writing, literature, social studies and history. Course content is based on the Thai MOE Standards of Thai Language, Cultures, Social Studies and History. All native Thai students from PK - Grade 12 are required to take Thai courses 5 periods per week.

Thai Language and Culture (Foreign Tongue) : Students take Thai courses based on the Thai MOE Standards. The lessons focus on communicating in basic Thai, reading basic Thai, and learning about Thai culture and traditions in order to live life effectively in Thai society.

Academic Achievement- Homework Policy:

Homework

Homework is one of the many tools that help students learn and is part of the formative process of learning. It may consist of daily assignments, long-term projects, preparation for a quiz or test, or review of concepts learned in class. Extended projects are expected to be completed in daily increments. The purpose of homework is to reinforce the ongoing learning in the classroom and promote the involvement of parents in the child's education. Homework provides enrichment, review, and reinforcement of the curriculum, but does not replace effective teaching. Homework should always be meaningful to what is being taught. Balancing the amount of homework assigned by teachers within a grade level is important. Students should not be overloaded with homework on any given evening.

The recommended maximum amount of daily homework, inclusive of all subjects, is as follows:

Grade	Not to exceed...
Pre-Kinder	0-10 minutes per day
Kindergarten	10 minutes
Grade 1	10 minutes per day
Grade 2	20 minutes per day
Grade 3	30 minutes per day
Grade 4	40 minutes per day
Grade 5	50 minutes per day
Grade 6	60 minutes per day
Grade 7	70 minutes per day
Grade 8	80 minutes per day
Grade 9-12	Depends on individual student needs and interests

AP courses require additional time commitments as they are college level.
Homework assignments for students in grades 5-12 are posted on Google Classroom and or PowerSchool.

Emphasize quality, rather than quantity.

Have a realistic time schedule for completion.

Be clearly understood by the student.

Homework Should Always

Be followed by formative feedback that scaffolds student learning.

Be assigned for learning purposes.
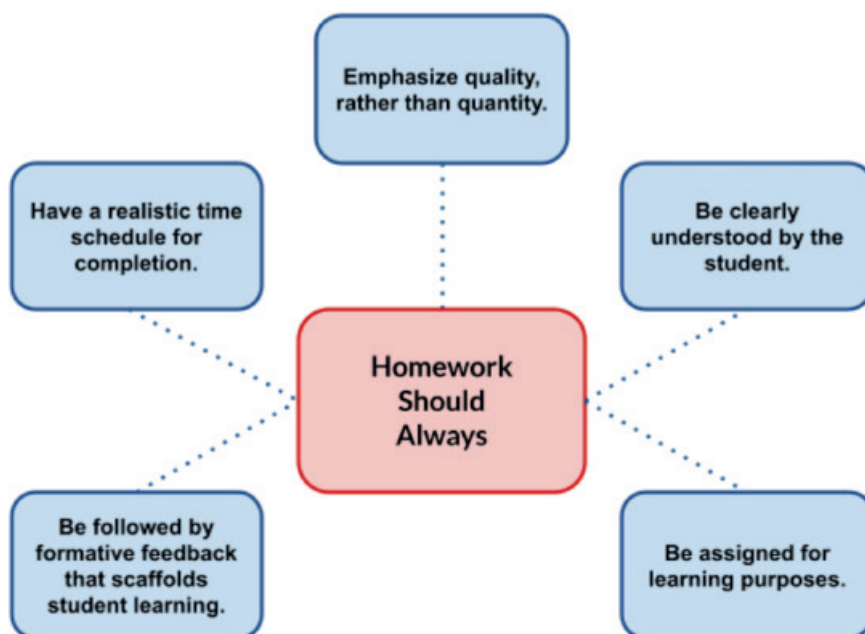
Academic Honesty Policy

Students face many academic and social demands and challenges during the course of the year. Being able to deal with these in an honest, organized fashion is part of each student's development. Students must do their own work; cheating and plagiarism are not tolerated. Plagiarism is turning in work that is not one's own, including AI-generated work. Plagiarism can lead to criminal charges by the owner of the document/information. Most universities expel students after one incident of plagiarism or cheating.

General Academic Integrity Guidelines
Each student shall be expected to:
1) Respect the person, property, and civil rights of others; and
2) Conform to reasonable standards of socially acceptable behavior

In order to be as consistent and specific as possible, the TCIS has identified general conduct violations and disciplinary consequences for various misbehaviors. It is important that you understand this list does not include every disciplinary problem that may arise, that there are times that extenuating circumstances must be considered, and school administrators reserve the right to identify additional behavior problems that result from student conduct. Certain situations may require moving beyond lesser penalties to more strict disciplinary actions, even for a first offense.

This list, however, does provide general guidelines and the understanding regarding academic integrity issues for all our courses.

Academic Integrity Matrix
Introduction:
An offense is defined as assignments turned in between grading turnaround periods. For example, if a student turns in plagiarized assignments on a Sunday and a Monday, but the assignments are not graded until Tuesday, all of these assignments are a single offense. This section describes the action that will be taken once an offense is identified.

Details:
Plagiarism is when a student represents work that has been copied from any published resource such as, but not limited to, Wikipedia, electronic texts, videos, or any source that is not the student's own original work (including AI-generated work) without the proper credit.

Cheating is when a student represents any other person's work from any source including hard drives, software, or answer books (such as, but not limited to, AI software, translator services, etc.) as their own. An example of cheating includes inappropriate email soliciting answers, documented inappropriate discussions, student-to-student copying, or inauthentic data collection in the lab.

A Student Academic Broker is a student who posts work to a secondary source, such as, but not limited to, Facebook, Yahoo! Answers, Google Docs, or shares virtual or hard copy file of any work whether or not compensation occurs.

Academic Consequences

Action	Plagiarism/ Cheating 1st offense	Plagiarism/ Cheating 2nd offens	Plagiarism/ Cheating 3rd offense	Student Academic Broker
Parent Contact by Teacher (CC Head of Division, Head of Department, Curriculum Coordinator)	X	X	X	X
Requirement to Redo Assignment (Maximum score of 75%)	X			X
Automatic F Grade		X	X	X

Behavioral Consequences of Repeated Academic Dishonesty at TCIS:
The Head of Division will implement divisional protocols for **Level 4** violations, including but not limited to a parent conference, letter of apology, behavior contract, and in-school or out-of-school suspension. Students will lose the privilege of participating in TCIS organizations and events, including but not limited to sports teams, clubs, student government, honors organizations, and after-school events for the rest of the academic year. If additional infractions occur after the first parent conference, the Head of Division will consult with the Head of School and the Thai Director regarding additional consequences.

*Throughout the middle and high school years, issues of plagiarism and academic dishonesty shall be reported to universities if so requested during the admission process or at the discretion of the Head of Division.

Artificial Intelligence Policy

Purpose
This document guides our students on the appropriate and responsible use of artificial intelligence (AI), particularly generative AI tools, in their academic endeavors. Generative AI has potential benefits for education and risks that must be thoughtfully managed.

Artificial intelligence refers to computer systems that are taught to automate tasks normally requiring human intelligence. "Generative AI" refers to tools, such as Gemini, ChatGPT, Claude, Poe, Mid-Journey, and Dall-E, that can produce new content, such as text, images, or music, based on patterns they've learned from their training data. This is made possible through "machine learning," a subset of AI where computers learn from data without being explicitly programmed for a specific task. While generative AI tools show great promise and often make useful suggestions, they are designed to predict what is right, which isn't always right. As a result, their output can be inaccurate, misleading, or incomplete.

Scope
This guidance applies to all students, teachers, staff, administrators, and third parties who develop, implement, or interact with AI technologies used in our education system. It covers all AI systems used for education, administration, and operations, including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software, and analytics tools. This guidance complements existing policies on technology use, data protection, academic integrity, and student support.

Guiding Principles for AI Use
The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, and security. We commit to adopting internal procedures to operationalize each principle.
- **We use AI to help all of our students achieve their educational goals**. We will use AI to help us reach our community's goals, including improving student learning, teacher effectiveness, and school operations. We aim to make AI resources accessible in an age-appropriate manner, focusing especially on bridging the digital divide among students and staff. We are committed to evaluating AI tools for biases and ethical concerns, ensuring they effectively serve our unique educational community.
- **We reaffirm adherence to existing policies and regulations**. AI is one of many technologies used in our schools, and its use will align with existing regulations to safeguard student privacy and protect against harmful content. We will not share personally identifiable information with consumer-based AI systems. We will thoroughly evaluate existing and future technologies and address any gaps in compliance that might arise.
- **We educate our staff and students about AI**. Promoting AI literacy among students and staff is central to addressing the risks of AI use and teaches critical skills for students' futures. Students and staff will be given support to develop their AI literacy, which includes how to use AI, when to use it, and how it works, including foundational concepts of computer science and other disciplines. We will support teachers in adapting instruction in a context where some or all students have access to generative AI tools.

- **We explore the opportunities of AI and address the risks**. In continuing to guide our community, we will work to realize the benefits of AI in education, address risks associated with using AI, and evaluate if and when to use AI tools, paying special attention to misinformation and bias.
- **We use AI to advance academic integrity**. Honesty, trust, fairness, respect, and responsibility continue to be expectations for both students and teachers. Students should be truthful in giving credit to sources and tools and honest in presenting work that is genuinely their own for evaluation and feedback.
- **We maintain student and teacher agency when using AI tools**. AI tools can provide recommendations or enhance decision-making, but staff and students must serve as "critical consumers" of AI and lead any organizational and academic decisions and changes. People will be responsible and accountable for pedagogical or decision-making processes where AI systems may inform decision-making.
- **We commit to auditing, monitoring, and evaluating our school's use of AI**. Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures, and practices.

Responsible Use of AI Tools

Our school system recognizes that responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. Teachers will clarify if, when, and how AI tools will be used, with input from students and families, while the school system will ensure compliance with applicable laws and regulations regarding data security and privacy. Appropriate AI use should be guided by the specific parameters and objectives defined for an activity. Below are some examples of responsible uses that serve educational goals.

- **Aiding Creativity**: Students can harness generative AI to spark creativity across diverse subjects.
- **Collaboration**: Generative AI tools can partner with students in group projects by contributing concepts, supplying research support, and identifying relationships between varied information.
- **Communication**: AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations.
- **Content Creation and Enhancement**: AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.
- **Tutoring**: AI technologies have the potential to democratize one-to-one tutoring and support, making personalized learning more accessible to a broader range of students. AI-powered virtual teaching assistants may provide non-stop support, answer questions, help with homework, and supplement classroom instruction.

Prohibited Use of AI Tools

As we work to realize the benefits of AI in education, we also recognize that risks must be addressed. Below are the prohibited uses of AI tools and the measures we will take to mitigate the associated risks.

- **Bullying/harassment**: Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.
- **Overreliance**: Dependence on AI tools can decrease human discretion and oversight. Important nuances and context can be overlooked and accepted. Teachers will clarify if, when, and how AI tools should be used in their classrooms, and teachers and students are expected to review outputs generated by AI before use.
- **Plagiarism and cheating**: Students and staff should not copy from any source, including generative AI, without prior approval and adequate documentation. Using AI to generate answers or complete assignments without proper citation or submitting AI-generated content (original output or paraphrased) as one's own is considered plagiarism. Staff and students will be taught how to properly cite or acknowledge the use of AI where applicable. Teachers will be clear about when and how AI tools may be used to complete assignments and structure assignments to reduce opportunities for plagiarism by requiring personal context, original arguments, or original data collection. Existing procedures related to potential violations of our Academic Integrity Policy will continue to be applied.

Special Consideration: Advancing Academic Integrity
While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity - honesty, trust, fairness, respect, and responsibility.
- Staff and students can use AI tools to fact-check by quickly cross-referencing information and claims, though they must still be critical of the output.
- Advanced AI tools can increase fairness by identifying and minimizing biases in grading and assessments.
- AI can adapt materials for students with different learning needs, showing respect for individual differences.

Additional Recommendations for Advancing Academic Integrity
Teachers may allow the limited use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.

If a teacher or student uses an AI system, its use must be disclosed and explained. As part of the disclosure, students should cite their use of an AI system using one of the following resources:
- MLA Style - Generative AI
- APA Style - ChatGPT
- Chicago Style - Generative AI

Special Consideration: Security, Privacy, and Safety
We will implement reasonable security measures to secure AI technologies against unauthorized access and misuse. All AI systems deployed within the school will be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. For example, providers will make it clear when a user is interacting with an AI versus a human.

Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to.

Review
This guidance will be reviewed annually, or sooner, to ensure it continues to meet the school's needs and complies with changes in laws, regulations, and technology. We welcome feedback on this policy and its effectiveness as AI usage evolves.

Student Assessment
The school's assessment policy takes into account a variety of methods and practices of assessment.

Purpose
Primarily, assessment is to help students gain a better understanding of their strengths and weaknesses and to assist them in taking responsibility for future studies. Assessments are also a vital part of the communication between school and home, which contributes to a successful partnership. Therefore, when seen as a whole, the assessment and reporting procedure should reflect a student's progress in all areas of school life.

Elements of Assessment
Formative assessments are used by the teacher and student to reflect on what knowledge and skills have been learned and developed and can be applied.

Summative assessments take place at the end of the teaching and learning process and allow the student the opportunity to develop and show what has been learned and provide samples of their work to show their understanding. It also helps the teacher judge the level of achievement the student has attained. All summative assessments will be announced by the instructor at least 2 school days in advance.

Examples of formative assessments may include:	Examples of summative assessments may include:
• Class Observations • Conferring Notes • Venn Diagrams • Group discussions • Self-evaluations • Checklists • Drawings • Inventories • Journal Entries • Quiz or Test • Spontaneous Response • Peer Reviews	• Model Production • Investigations • Research • Projects • Essays (Argumentative/Persuasive) • Questionnaires • Exams • Performances • Presentations (oral, written, multimedia)

Evaluating and Reporting Student Performance

All teachers keep an accurate and legible record of student achievement. The PowerSchool program is used as the means of recording and sharing this data.

Syllabi

All middle and high school teachers are required to maintain course syllabi for each subject/class taught. Teachers should post these to their Google Site for parents to access.

Grading

Grading System

Elementary School Grading

Narratives reporting strengths and concerns are submitted each grading period.

Developmental reporting -
Rating Scale for PK2-PK4

B	Beginning
D	Developing
S	Secure
AD	Advanced
NA	Not Applicable

Standards based reporting -
Rating Scale for KG - Gr. 4

4	Meeting Standard with Excellence
3	Meeting Standard
2	Approaching Standard
1	Below Standards
NA	Not Assessed

Middle School 4-Year Plan

	Grade 5	Grade 6	Grade 7	Grade 8
English	English 5 ELL 5-6	English 6 ELL 5-6	English 7 ELL 7	English 8 ELL 8
Science	Science	Science	Science Science ELL 7	Science Science ELL 8
Math	Math 5	Math 6	Math 7 Pre Algebra	Pre Algebra Algebra
Thai	Thai MT 5 Thai FT 5	Thai MT 6 Thai FT 6	Thai MT 7 Thai FT 7	Thai MT 8 Thai FT 8
Chinese	Chinese FB 5 Chinese FT 5 Chinese FT LV 2 5 Chinese MT 5	Chinese FB 6 Chinese FT 6 Chinese FT LV 2 6 Chinese MT 6	Chinese FB 7 Chinese FT 7 Chinese FT LV 2 7 Chinese MT 7	Chinese FB 8 Chinese FT 8 Chinese FT LV 2 8 Chinese MT 8

Extension	Tech 5 Chinese RW 5	Tech 6 Chinese RW 6	Social Studies 7 Chinese RW 7	Social Studies 8 Chinese RW 8
PE	PE 5	PE 6	PE 7	PE 8
Electives	Art Music	Art Music / Band	Art 7 Band 7 Robotics 7 Strings 7	Art 8 Band 8 Robotics 8 Strings 8

* Placement in middle school is based on grade and eligibility

Middle and High School

For middle and high school, TCIS employs the letter-grade system, with the plus or minus symbol as needed. Teachers may use percentages when determining grades. Percentages are then converted to the appropriate letter grade for reporting to parents. Letter grades will be used on report cards. The conversion of grades from percentages is as follows:

Grade	Percentage	Non-weighted courses	Weighted (AP courses)
A+	98-100	4.00	4.50
A	93-97	4.00	4.50
A-	90-92	3.67	4.17
B+	88-89	3.33	3.83
B	83-87	3.00	3.50
B-	80-82	2.67	3.17
C+	78-79	2.33	2.83
C	73-77	2.00	2.50
C-	70-72	1.67	2.17
D+	68-69	1.33	1.33
D	63-67	1.00	1.00
D-	60-62	0.67	0.67
F	59-50	0	0

W = Withdrew
P = Pass
D- = Lowest passing grade
NC = No credit (less than 60%)
I= Incomplete

Middle and high school grades and percentages are calculated according to the table above. Weight for each course in grades 5-8 will be reflective of the amount of contact time. Standard core courses, which meet an average of 5 periods per week, will have a weight of 1.0. Any courses that meet more or less than 5 times per week will be adjusted accordingly. Art, Music, and PE will receive a weight of 0.33.

Required Weighting Grades 5-12 (unless approved by division administrator and published in course syllabus on August 15)
Major Assessments - 60% (minimum of 3 major assessments per quarter)
Quiz and Classwork - 30%
Homework - 10%

Math Department
Our mathematics department recognizes that students learn many different methods of performing calculations. On all major assessments, all methods of calculation resulting in correct answers will be

awarded full credit, except on problems that assess a particular standard specifying only one calculation method. Students who perform part of the calculation correctly but arrive at an incorrect answer may be awarded partial credit based on the correct work that they produced before their error occurred.

Late Work Policy for Major Assessments and Class Work for Grades 5-12
To give students an incentive to actually turn the work in before the marking period is over, teachers put a temporary failing grade (50) in the grade book as a placeholder until the assignment is turned in, at which point the failing grade is replaced with a grade.

Teachers must email the student, parents, Head of Department, Curriculum Coordinator, and Head of Division when the failing grade is entered into the grade book. The day the email is sent is the day the late work penalty calculations start. Once the email is sent, it is up to the student to meet with the teacher and turn in the late work. After an email is sent, teachers are not required to follow up in writing for the same assignment.

Late 1 School Day - 90%
Late 2 School Days - 80%
Late 3-5 School Days - 70%
Late 6-10 School Days - 60%
After 10 School Days - Recorded as a Missing Assignment (50%)

Teachers have the discretion to replace the grade with no penalty on a case-by-case basis. Repetitive lateness of work can result in the loss of academic privileges.

Retaking Summative Assessments and Extra Credit
In middle school and high school, we believe that students should be provided full opportunities to demonstrate their mastery on summative assessments while also considering teacher grading timelines. Retaking assessments are allowed in the case of excused absences or exceptional circumstances that have been approved by the divisional office. The retake assessments may be different than the original but will still align with the standards. Retake assessments will only be allowed for scores 75% and below. Since this is an additional opportunity the maximum will be no more than 75%.

* Retakes are not allowed on semester exams except for excused absences with appropriate documentation.

Extra Credit
There is no provision for students to gain Extra Credit. Extra Credit is defined as a special opportunity offered by a teacher which allows students to improve their current overall grade or a grade received in a specific assessment. Individual teachers set the extra credit policy in their classrooms.

Class Rank for Grades 5-8
At the end of each semester of Grades 5, 6, 7, and 8, students will be ranked scholastically. The final average will be used in all subjects in which units of credits are given to calculate an average.

This average is used to determine eligibility for membership in the National Junior Honor Society and is used for certain academic honors, such as determining a class Valedictorian.

A. GPA shall be computed by the final grade in all subjects taken at the middle school in grades 5-8. Any two (2) or more students whose computed grade point averages are identical shall be given the same rank.
B. Inclusion of a student in graduation honors, such as a Valedictorian/Salutatorian, shall occur only if the student has been enrolled for four (4) consecutive and at least fifty percent (50%) of the total credits required for promotion were earned at the TCIS.

Examinations

High school (grades 9-12) semester exams are administered toward the end of each semester. Semester exams constitute 20% of the semester grade. The semester exam may carry more weight in courses such as AP courses. Any alteration of the weight of the semester exams should be approved by the Head of Division and should be clearly explained in the grading policy distributed to students at the beginning of the semester.

Exam Attendance

If a student is absent from an exam then they must provide a medical certificate verifying their illness or documentation that has been approved by the Head of Division to be able to make up the exam. **Unaccepted absences may <u>not</u> be allowed to take make-up exams.**

* Retakes are <u>not</u> allowed on semester exams except for excused absences with appropriate documentation.

The AP exams, taken in May, are mandatory for all students enrolled in an AP course and will serve as the TCIS final exam for all AP courses. AP exams are scored a 5, 4, 3, 2, and 1 by the College Board. These scores will be converted into a letter grade representing the score for your <u>final exam.</u>

AP Score	Letter (%) grade you'll receive for your final exam
5*	A+ (99%)
4	A (95%)
3	B (85%)
2	C (75%)
1	F (59%)

Students' score on the AP exam can also qualify them for having one or both semester grades increased.

- If students receive a 5, they will receive an A for BOTH semester grades
- If they receive a 4, the lower of their two semester grades will be increased to an A.

<u>Conditions for eligibility for having one or both semester grades changed:</u>
  - Students may not have any unexcused absences for the full year.
  - Students may not have more than 5 excused absences for the full year.
  - Students may not have any unexcused tardies for the full year.
  - Students' homework and project grades must be a C or higher.

AP Refunds:

The Foundation Board also approved grant exam fee refunds based on exam results.
- If the student scores a 4, 75% of the fee will be refunded.
- If the student scores a 5, 100% of the fee will be refunded.

Attendance Requirement for Receiving Grades

- For new students to receive a grade for the quarter, a student must have been in attendance at least five weeks of the grading period. Should the attendance period be less than five weeks and no grades are available from attendance at another school, the student will receive an "NG" (no grade) for the marking period.
- For all other students, 90% of the semester should be completed before grades are issued.

Semester Averages

Semester averages for high school students (Grades 9-12) are determined in the following manner:
- 9-weeks (quarter) grade   40%
- 9-weeks (quarter) grade   40%
- <u>Semester examination   20%</u>
  Semester average   100%

Feedback to Students and Parents

All class work, homework, short quizzes, special projects, tests and examinations evaluated by the teacher are returned in a timely fashion. All grades are recorded in the teacher's official grade book and posted on PowerSchool for two separate marks at least weekly in Grades 5-12.

Incomplete Grades

A student who, for a valid reason, has not completed the required work for a course at the end of the grading period (quarter) or at the end of the semester should be given an "I" as a grade. An incomplete "I" should not be given without the approval of the administration. Any student receiving an "I" has two weeks (four weeks for elementary) to complete the requirements for a course. After that time, the "I" will become an "F" on the report card and will be averaged as such if a grade is not reported.

High School Graduation Requirements

TCIS requires every high school student to complete four full years. Students must be enrolled for eight periods daily and potentially accumulate eight credits per year. In order to receive a graduation diploma, the student must successfully earn the required course credits according to the table below:

Subject	Minimum Credits Required
English	5
Social Studies	2
Mathematics	3
Science	3
Chinese Language (Thai National) Chinese Language (Non-Thai National)	2 4
Thai Language (Thai National) Thai Language (Non-Thai National)	4 2
Fine Arts	1
PE/Health	1*
Electives	9
Total	**30**
Community Service Hours	**40**

Credit Recovery:

Students who take approved online courses (University of Nebraska) must submit documentation from the university confirming registration and the completion of the course(s) and a grade of 70% or higher. These grades are for credit only and do not count towards a student's TCIS GPA. Students who take online courses for advanced placement must complete the course before the next school year and must register for a full credit to match TCIS requirements.

*Students who participate in three or more full competitive varsity sports seasons may receive an equivalency waiver for their PE credit. Students must submit the signed PE Credit for Extracurricular Sports Form at the completion of each varsity sports season for which they wish to receive this credit.

Class Rank

Students will be ranked scholastically at the end of the freshman, sophomore, junior, and finally, at the end of the 3rd report period in the senior year.

The final average will be used in all subjects in which units of credits are given to calculate an average.

This ranking is requested by colleges, is used to determine the eligibility for membership of the National Honor Society, and is used for certain senior honors.

   A. Grade point average shall be computed by the final grade in all subjects taken in grades 9-12. Any two (2) or more students whose computed grade point averages are identical shall be given the same rank.
   B. The rank of the student who immediately follows a tied position will be determined by the number of students preceding him/her and not by the rank of the person preceding him/her.
   C. A student's grade point average and rank in class shall be entered on his/her record and shall be subject to the Board's policy on the release of student records.
   D. Students entering grade 9 shall have no established grade point average (GPA) or class rank until they have completed two (2) semesters at high school.
   E. Inclusion of a student in graduation honors, such as a Valedictorian/Salutatorian, shall occur only if the student has been enrolled for any four (4) consecutive semesters and at least fifty percent (50%) of the credits required for graduation have been earned at the TCIS high school.

Summa Cum Laude and Magna Cum Laude
Students earning a cumulative GPA (Grade 9-12) and have 4.0 or 3.8 as of the third quarter of Grade 12 will be designated as:
4.0 Summa Cum Laude
3.8 Magna Cum Laude

Course Scheduling
All students choose their courses, with the assistance of their counselor, the year prior to taking their courses. The counselor will handle special scheduling circumstances on a case-by-case basis. Changes to course schedules are not permitted after two academic weeks after the first day of the term.

To be eligible to request an Independent Study (IS) period, students should be a junior or senior and must be enrolled in at least 3 AP courses and be on track to meet all graduation requirements. Independent study requires approval from the Counselor and Head of High School. IS periods are listed as NC (no credit) on transcripts and do not count toward the student's GPA. Independent Study sessions will be in the High School Office and will be under the supervision of the counselors.

Mid-Quarter Reports
When required, this report can be sent home anytime during the quarter but is completed in the middle of each quarter to provide a report of student progress and may indicate a concern or the need for improvement in the student's work or attitude. A copy goes into the student's file, and the original is sent to the student's parents. Progress reports may be required to be signed by a parent and returned to the teacher within three (3) days.

Student Progress And Support
Promotion
To be granted placement to the next grade level, a student in the regular program should be working at a grade level or higher. Grade placement for high school students is determined solely by credit accrued at TCIS and other schools. The Head of Division evaluates credits earned at other institutions before placement.

Procedure for Monitoring Student Success
During the course of the year, counselors and teachers monitor students via progress reports, report cards, and parent-teacher conferences. The team will:
   1. Examine the child's school and development history
   2. Examine reasons for low achievement (e.g. emotional problems, low ability, frequent school moves, or absences)
   3. Examine the effectiveness of instruction (e.g. teaching practices, the match between teaching and learning styles, and between student achievement level and curricular demands)
   4. Examine the type and quality of alternative strategies (e.g. direct instruction, remedial services, cooperative learning, peer tutoring, etc.)

5. Examine student attitude and level of parental support.
6. Examine the extent of alternative programming available.
7. Examine test records/profiles, including health records, progress, and attendance reports.
8. Examine previous academic reports and/or psycho-educational studies if available.
9. Acquire teachers' comments (past or present)
10. Acquire teachers' perception of a student's pattern of performance.
11. Observe students during class when possible.
12. Conduct individual achievement testing and, when applicable, assess language ability.

English Language Learner (ELL) Program
The ELL program at TCIS is a vital service that focuses on developing speaking, listening, reading, and writing skills in English so that students can function effectively in the mainstream curriculum, where all instruction is in English. The ELL program is required for beginning speakers of English to accelerate their language acquisition.

In Elementary School, ELL best practices are part of the instruction. Students needing more support may be referred to our English Language Learners Program (ELL).

Middle and high schools may provide intensive English Instruction with modified classes in Science and Social Studies. Students may be assigned single or multiple classes to receive English instruction support or required to participate in supplemental English classes with support provided by the school's English Language Learners Program (ELL).

ELL Placement
When a student applies for admission to the TCIS, they will be given an assessment that includes mathematics and the WIDA Language screener that includes reading, writing, listening, and speaking tasks. The assessment results, along with reports from previous schools attended and success in his/her native language, will be considered to determine the child's placement. In addition, students are also tested in their Mother Tongue: Chinese or Thai, whichever applies. Students are observed and assessed in the first two weeks. Within this period, students may be placed into or removed from the ELL program.

ELL support for middle school and high school students will be provided by the ELL department, with students being placed in accelerated English acquisition classes or receiving supplemental pull-out small groups support intervention. These classes will take place in lieu of the school's mainstream English classes and will focus on quickly getting students to the needed English level to be successful in TCIS.

Students may be designated ELL based on their WIDA language screener results. New and existing students can also be recommended to receive the WIDA screener based on admissions recommendation, Head of Division recommendation, or the previous year's placement. Students who are identified as needing ELL support will be placed in our English Language Learners classes or receive small group reading and writing intervention a minimum of twice per week.

Students performing poorly in English or core classes due to the English language will be assessed for the English levels with the WIDA English Language Screener. Depending on the student's needs, they will be offered the opportunity to enroll in the English Language Learners Program.

Teachers who work with the English Language Learners Program must be approved by the Head of Division in advance.

ELL Program Exit
Students in the English Language Learners program are continually assessed by the content area teachers and counselors.

Students who pass the WIDA English Language Screener with a level 3 or better will be placed back into TCIS's mainstream English classes, where they will receive small group intervention until reaching a WIDA level 4.5. If more support is desired, then students are encouraged to look at TCIS's ASEP programs for support in reading, writing, or speaking.

Chinese As a Foreign Tongue Beginner (CFB) Program
The CFB Program at TCIS is a vital service that focuses on developing speaking, listening, reading and writing skills in Chinese so that students can function effectively in the mainstream Chinese curriculum where most instruction is in Chinese. The CFB program is required for beginning speakers of Chinese to accelerate their language acquisition.

CFB Admissions Policy
Students will be placed according to test results. TCIS accepts Chinese learners of all levels in grades Grade 1 - Gr.11.

Initial CFB Placements
When a student applies for admission to TCIS, he/she will be given an assessment that includes Chinese reading, writing, listening, and speaking tasks in his/her grade level. The assessment results, along with reports from previous schools attended and success in his/her native language will be taken into consideration to determine the child's placement. Students are observed and assessed in the first two weeks. Within this period, students may be placed into or removed from the CFB program.

CFB Exit
Students in the CFB program will be re-evaluated by the mainstream class teacher and CFB teacher at the end of each semester and each subsequent year of CFB study. The assessment of CFB students for re-designation into the mainstream will include, but is not limited to:
1. Test data gathered each semester.
2. Past educational history
3. Current academic standing
4. Past and present teachers' comments and perception of student's pattern of performance
5. Student's age and years in the CFB program
6. Projected performance in the classroom

To exit from the CFB program, the student will need to reach the Chinese language proficiency of "an independent learner." In other words, a student can exit the program only when he/she has developed the minimum proficiency in Chinese needed to satisfy the requirements of a regular class without support and has demonstrated the capacity to further extend her/his language skills independently.

Time Limits for Students in CFB
The amount of time a student remains in the CFB program depends on the individual student's ability to become proficient in Chinese. A guideline of 4 semesters has been set for students to achieve proficiency in Chinese. During a student's fourth semester of CFB, the Head of DivisionHead of Division, CFB teacher, and mainstream class teachers will evaluate the student and decide whether to extend the limit for an additional semester or not. The student may also be evaluated to determine if Learning Support would be more appropriate than CFB.

Re-Entry into CFB
There are rare cases in which a student has exited from CFB, but after a period of time, his/her language skills plateau and fall below grade level. If this is the case, parents will be notified, and measures will be taken that could include placing the student back in the CFB program.

Parent-Teacher Conferences
Parent-Teacher Conference days are designated on the School Calendar. Their purpose is to give parents clear insight into the child's total school experience and to promote two-way communication between parents and the school. All parents are encouraged to attend the Parent-Teacher Conference Days, and

translators will be provided by the school to facilitate effective communication as needed. In grades 1-4, the conferences are student-led. At any time during the year, a parent or teacher may request an individual conference. Appointments for conferences can be arranged individually through the secretary or by contacting the teacher directly.

Recognition (Awards)
Recognition scholarships and certificates for excellence or for outstanding contributions to classes or activities are awarded to students at assemblies and/or at the end of the school year.

Tutoring
The After School Enrichment Program (ASEP) is offered when a parent requests that the child be tutored after school. There is a fee. In general, the following tutorial regulations should be followed:
- Teachers are prohibited from tutoring students registered in their classes except through ASEP.
- Parents are requested to inform the school if a student is receiving outside tutoring so that the teachers can communicate with that tutor in order to better help the student.

Book Borrowing Policy
Textbooks, other than those issued to students, may not be borrowed from the school or sold to parents, students, tutors, etc. Parents and students are encouraged to use the grade level recommended list of books for enrichment purposes at home.

Addressing Concerns
Communication is extremely important in order to create the best possible learning environment. To respond effectively and streamline communication regarding your child, please use the steps procedures/options below starting with #1 and only going to the next step if needed:
1. Make an appointment with the child's teacher.
2. Make an appointment with the Head of Division.
3. Make an appointment with the Head of School and Thai Director
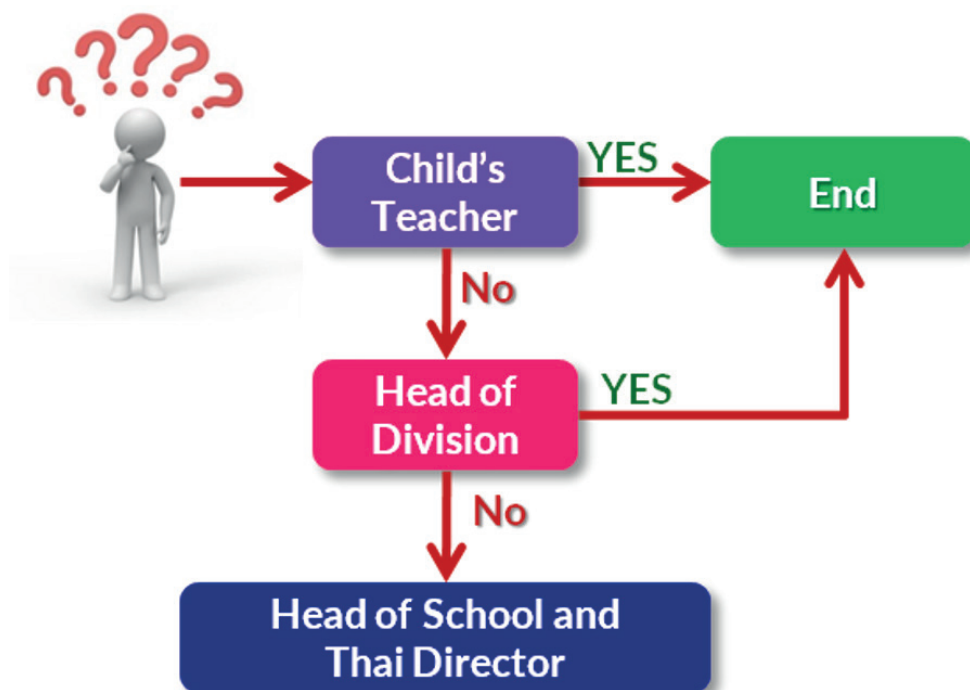
** Confidentiality in these meetings are of highest priority, which includes all email correspondences and attachments. Any information that is shared to other parties other than the parties involved in a case are considered a breach in confidentiality and will result in repercussions.

CHILD SAFEGUARDING

Child Safeguarding Policy

The Thai-Chinese International School is committed to fostering a safe, respectful, and nurturing environment for every student under our care. Recognizing the paramount importance of child protection and safeguarding within our educational setting, we have developed a comprehensive Child Protection and Safeguarding Policy. This policy outlines our unwavering commitment to the welfare, safety, and protection of all children from abuse, neglect, and harm in any form.

The Child Protection and Safeguarding Policy is designed to serve as a cornerstone of our school's ethos, ensuring that every member of our community—staff, students, parents, volunteers, and visitors—understands their roles and responsibilities in creating and maintaining a secure environment for our children. This document is built upon a foundation of legal frameworks, including the Children Act 1989 and 2004, the United Nations Convention on the Rights of the Child, and the Thai Child Protection Act 2003, among others, ensuring our practices meet both international standards and local legal requirements.

Central to this policy are detailed definitions of key terms such as 'Child', 'Safeguarding', 'Child Protection', 'Bullying', 'Cyberbullying', 'Physical Abuse', 'Emotional Abuse', 'Sexual Abuse', and 'Neglect', providing clarity and a common understanding for our school community. Through robust reporting mechanisms, including an anonymous online tool and a dedicated Support Services Team, we aim to ensure that concerns can be raised confidently and confidentially.

Our commitment extends beyond preventative measures to include comprehensive support systems for victims, rigorous safe recruitment practices, and mandatory ongoing training for our staff. Furthermore, recognizing the evolving nature of child protection challenges, particularly in the digital realm, we have incorporated guidelines to combat cyberbullying and ensure digital safety.

The policy also outlines a structured approach for regular review and updates, ensuring our practices remain relevant and effective against emerging threats. Accessibility and inclusivity are key, with the policy made available in multiple languages and formats, ensuring that every member of our school community is informed and empowered to contribute to our collective safeguarding efforts.

Definitions and Scope

In the context of the Thai-Chinese International School's Child Protection and Safeguarding Policy, it is crucial to establish clear definitions for key terms to ensure a common understanding and effective communication across our community. Below are the definitions of terms as they relate to our policy:

- **Child**: Any individual under the age of 18 years, in accordance with the United Nations Convention on the Rights of the Child and the legal age of adulthood in Thailand. This includes all students enrolled at the Thai-Chinese International School, irrespective of their nationality, ethnicity, religion, language, or any other status.
- **Safeguarding**: Measures and actions taken to promote the welfare of children and protect them from harm. Safeguarding is about preventing harm to children's health or development, ensuring they grow up with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.
- **Child Protection**: A subset of safeguarding, child protection focuses on preventing and responding to abuse, neglect, and exploitation of children. It involves actions taken to protect specific children who are suffering, or are at risk of suffering, significant harm.
- **Abuse**: Abuse of a child is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual, emotional, or neglect.
  - **Physical Abuse**: Inflicting physical injury upon a child. This may include hitting, burning, harming, or putting the child in danger of physical harm.
  - **Emotional Abuse**: Any action that harms a child's mental health or social development, including but not limited to verbal abuse, bullying, and exposure to domestic violence.

- ○ **Sexual Abuse**: Involves forcing or enticing a child to participate in sexual activities, including exploitation through pornography or prostitution, as well as physical contact with or without penetration.
  - ○ **Neglect**: The failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision, medical attention, or education.
- **Bullying**: Repeated, intentional, and aggressive behavior by an individual or group that causes discomfort, pain, or harm to another person or group. This can be physical, verbal, relational, or involve damaging an individual's property.
- **Cyberbullying**: Bullying that takes place over digital devices like cell phones, computers, and tablets. It includes sending, posting, or sharing negative, harmful, false, or mean content about someone else and can involve sharing personal or private information causing embarrassment or humiliation.
- **Designated Safeguarding Officer (DSO)**: A staff member appointed to take lead responsibility for child protection issues in school. The DSO acts as a point of contact for anyone with concerns about a child and liaises with external agencies. rung@tcis.ac.th
- **Child Safeguarding Team (CST)**: A group within the school, including the DSO and other key staff members, responsible for implementing and overseeing the school's child protection and safeguarding policies and procedures.

When someone tells a teacher or principal about bullying, they have to follow special rules called TCIS Anti-Bullying Guidelines and Procedures to help stop it.

Bullying can happen in different ways:

Talking Bullying Examples
- Making fun of someone or calling them names.
- Scaring or bossing someone around.
- Whispering secrets or laughing at someone when they don't know.
- Telling lies to get someone in trouble.
- Saying mean things or jokes about someone.

Physical Bullying Examples
- Hitting, kicking, or pushing someone.
- Following someone around to make them scared.
- Blocking someone's way on purpose.
- Taking or breaking someone's stuff.
- Trapping someone or making mean hand gestures.

Friendship Bullying Examples
- Spreading rumors or lies about someone.
- Leaving someone out on purpose.
- Tricking or pressuring someone into doing something they don't want to.
- Picking on someone for how they look or act.
- Passing mean notes or drawing unkind things.
- Getting others to not like someone.
- Making faces or gestures without talking to make someone feel bad.

These definitions form the backbone of our Child Protection and Safeguarding Policy, guiding our actions and decisions to ensure a safe and nurturing environment for every child at the Thai-Chinese International School.

Role of Community in Safeguarding
Responsibilities of Parents, Staff, and Students
Parents and Guardians
- **Partnership in Safeguarding**: Engage in open communication with the school regarding safeguarding policies and concerns about child welfare.
- **Support at Home**: Provide a safe home environment and reinforce the school's education on personal safety and rights.

Students
- **Self-Protection**: Participate in safeguarding education programs and use this knowledge to protect themselves and others.
- **Reporting Concerns**: Feel empowered to report any concerns for themselves or peers to a trusted adult within the school.

Reporting Procedures
How to Report Concerns
The Thai-Chinese International School is committed to providing a safe and supportive environment for all students. A key component of our Child Protection and Safeguarding Policy is a clear, accessible, and effective set of reporting mechanisms for concerns or incidents related to child welfare. These mechanisms ensure that all members of our school community feel empowered and equipped to act in the best interests of the child.

Immediate Reporting
- **Direct Reporting to Designated Safeguarding Officer (DSO) or Child Safeguarding Team (CST)**: Any member of the school community who has concerns about a child's welfare should report these immediately to the DSO or a member of the CST in person during school hours and via phone call after school hours. In addition to in-person reporting, contact details for the DSO or a member of the CST will be widely published throughout the school and in all safeguarding materials.
- **Confidential Online Reporting System**: A secure and confidential online reporting form will be available on the school's intranet. This allows for anonymous submission of concerns, ensuring that individuals feel safe and protected when reporting sensitive information. However, all faculty and staff have a lawful duty to report and are required to report in person rather than confidentially.

Confidentiality and Handling of Reports
The school guarantees protection and support for anyone who, in good faith, reports a concern about child welfare. The identity of individuals reporting concerns will be kept confidential, and the school will take all necessary steps to ensure that individuals are protected from retaliation or harm.

Through these comprehensive reporting mechanisms, the Thai-Chinese International School ensures a responsive and effective approach to safeguarding, where every member of our community is empowered to contribute to the protection and well-being of our students.

Guiding Principles:
Confidentiality: All information shared regarding child safeguarding concerns will be treated with the utmost confidentiality and will only be disclosed to individuals with a legitimate need to know.

Best Interests of the Child: The best interests of the child will always be the primary consideration in any decision regarding information sharing.

Consent: Whenever possible and appropriate, consent will be obtained from parents/legal guardians before sharing information about their child, except in cases where doing so would place the child at risk of harm.

Anonymity and Protection Procedures:
Identification of Safeguarding Concerns: Any faculty member who becomes aware of or suspects that a child may be at risk of harm or in need of safeguarding should promptly report their concerns to the designated child protection officer or counselor.

Information Gathering: The designated child protection officer or counselor will gather relevant information about the safeguarding concerns through confidential discussions with the reporting faculty member and any other relevant individuals, while respecting the privacy of the child and their family.

Information Sharing: Information regarding safeguarding concerns will be shared on a need-to-know basis with other faculty members or external agencies involved in child protection, such as child welfare authorities or law enforcement, in accordance with legal requirements and school policies. Only individuals directly involved in addressing the safeguarding concern will have access to this information.

Anonymity and Protection: The school guarantees protection and support for anyone who, in good faith, reports a concern about child welfare. The identity of individuals reporting concerns will be kept confidential, and the school will take all necessary steps to ensure that individuals are protected from retaliation or harm.

Record-Keeping: Accurate and secure records of all safeguarding concerns and information sharing activities will be maintained in accordance with data protection regulations and school policies.

Monitoring and Review: The effectiveness of this policy will be regularly monitored and reviewed to ensure ongoing compliance with legal and ethical standards and to identify areas for improvement.

Child Protection & Safeguarding Policy - https://www.tcis.ac.th/child-safeguarding
TCIS Child Safeguarding Report Form - https://www.tcis.ac.th/child-safeguarding

Student Education on Safeguarding
- **Age-Appropriate Curriculum**: The school integrates age-appropriate safeguarding education into the curriculum at all grade levels. This includes teaching students about personal safety, healthy relationships, and recognizing abuse or neglect. The curriculum also covers online safety and cyberbullying, equipping students with the skills to navigate the digital world safely.
- **Empowerment and Awareness Sessions**: Regular assemblies and workshops are conducted to raise awareness among students about their rights and how to seek help if they feel unsafe. These sessions encourage open discussion about concerns and reinforce the message that the school is a safe place to report problems.
- **Peer Support Programs**: Older students receive training to serve as peer supporters or mentors, offering guidance and a listening ear to younger students. This program fosters a supportive school culture where students feel comfortable discussing concerns with their peers, who are then trained to escalate these concerns to adults.
- **Parental Involvement**: The school involves parents in the educational process by providing resources and workshops on child protection topics. This ensures that safeguarding is a collaborative effort between the school and the home.

Resources and Support
- Counseling Services
- External Resources and Helplines

Bullying
Bullying is repeated and unreasonable behavior directed towards a student, group of students, or anyone that creates a risk to health and safety. It can include behavior such as name-calling, stealing/hiding someone's belongings, physical violence, verbal abuse, initiation practices, sabotaging someone's homework or projects, ridiculing someone's opinions, or practicing social isolation.

Anyone who experiences or witnesses bullying should report it as soon as possible to counselors or heads of division. When bullying is reported, it will be investigated quickly and in accordance with our procedures.

Maintaining Strong Relationships – Anti-bullying
At TCIS we recognize that bullying, whether it is physical, cyber or emotional, can have a significant impact on student safety, learning and the school climate. Therefore bullying is one of the offenses which has a range of consequences which may include suspension or exclusion.

Our students may be suspended for bullying and/or may be considered for expulsion. Possible reasons for suspension or expulsion may include the following:
- Violent acts.
- Previous instances of bullying.

If the student's continuing presence at TCIS creates, in the school's opinion, an unacceptable risk to the safety of another person. In this situation, the TCIS administration may suspend or exclude the student. Students who are bullied, who bully others, or who witness bullying will receive the necessary support so they can learn effective strategies for interacting positively with others and for promoting positive peer dynamics.
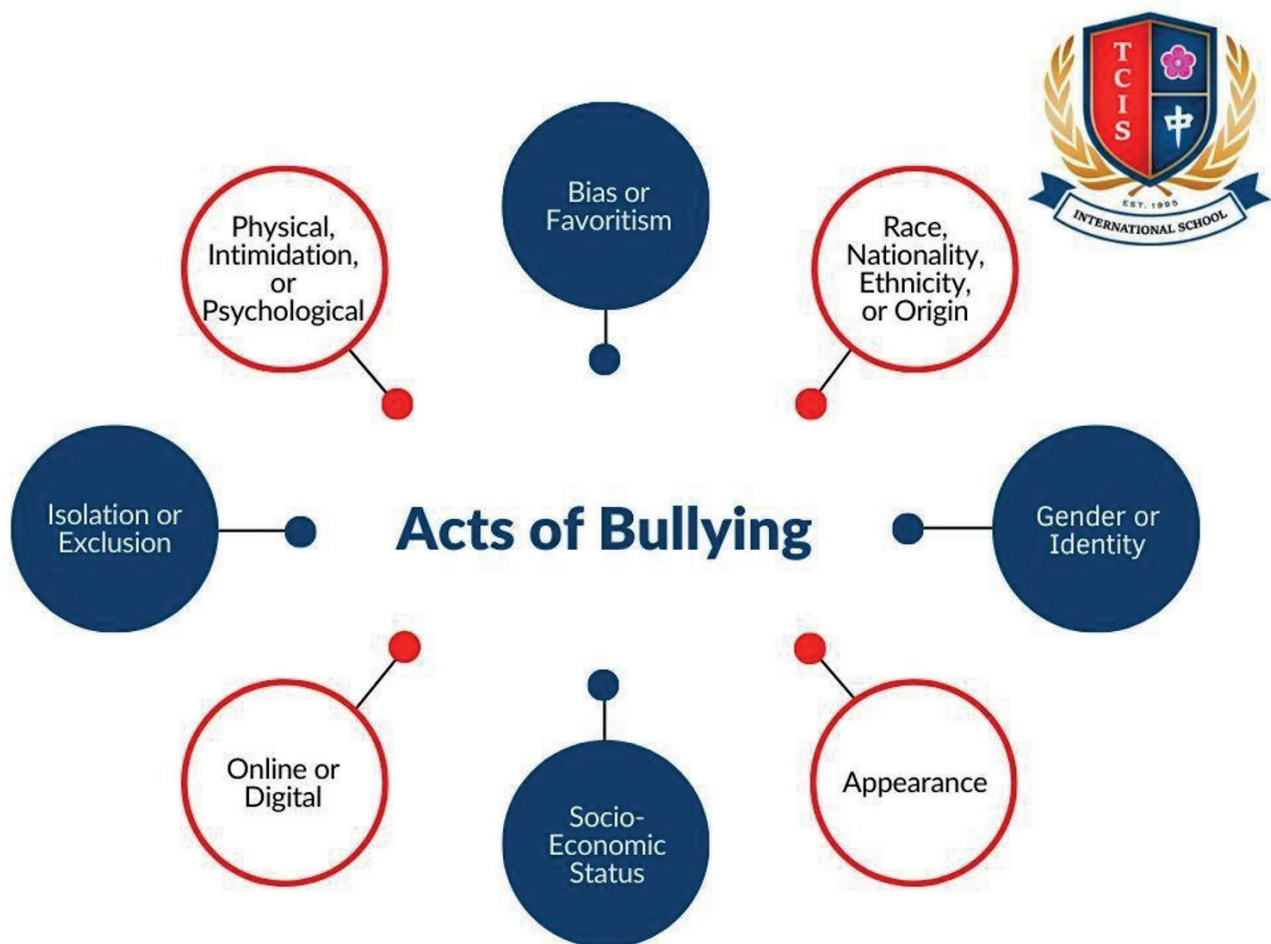
STANDARDIZED TESTING

Annual On Campus Tests

Test	MAP	PSAT	AP	SAT
Grades	Grades 1-7	Grades 8-11	Grades 9-12	Grades 11-12

MAP Testing

MAP (Measure of Academic Progress) is a battery of standardized aptitude tests created by NWEA (Northwest Evaluation Association), which can be used to assess students in grades two through eleven. The test contains four sections administered twice per year: Mathematics, Language Usage, Reading, and Science. MAP testing is administered for grades 1 - 7. Full reports, including scores and data, will be released to parents and teachers each time the test is administered. ELL students will be tested in the mainstream classroom since the test already has the ability to adjust itself to various levels.

SAT/PSAT

SAT- Scholastic Achievement Test
PSAT - Preliminary Scholastic Achievement Test

Each October, all grade 11 students are required to take the SAT test. To prepare for the SAT, students will take the PSAT in grades 8 through 10. The students receive complete preparation materials from the College Board, the publishing agent for the PSAT. The student's PSAT scores in verbal, math, and writing can be used to estimate how they would have done on an actual SAT I. The PSAT sub-tests are scored on a scale of 20-80. There are three scores: Reading, Writing and Language Use, and Math.

BEHAVIOR EXPECTATIONS

Code Of Conduct & Expectations

The code of behavior expected from our students rests on three basic rules: respect for yourself, respect for others, and respect for the property of all. School expectations are logical extensions of these three basic rules. All our students have the right to a quality education and learning environment. No one individual or group should interfere with this process. Students are expected to be respectful, responsible and reflective of their actions.

CODE OF CONDUCT & EXPECTATIONS

RESPECT FOR ONESELF → TCIS → RESPECT FOR OTHERS

RESPECT FOR ALL PROPERTY
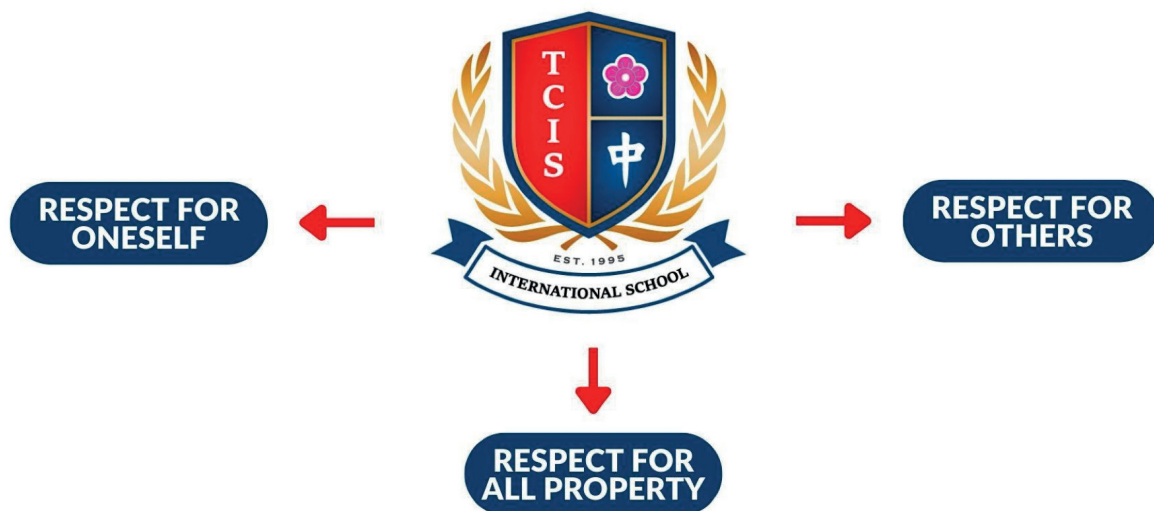
TCIS Codes Of Behavior

We believe that education involves not only the development of knowledge but also the reinforcement of desirable attitudes and values to make TCIS a positive place in which to learn and work.

We count on our students to show pride in being members of TCIS. We believe that, within a healthy school environment, all students will:

1. Treat adults and fellow students with courtesy, respect, and fairness.
2. Respect school property and other people's personal belongings.
3. Avoid behavior that is disruptive in classes or at school gatherings.
4. Wear the school uniform in the correct fashion throughout the day.
5. Refrain from inappropriate language and public displays of affection.
6. Report on time to assembly, homeroom, and all classes.
7. Leave at home all objects that are not appropriate for school or which may cause harm to others.

Student Rights And Responsibilities

Learning

Students have the right to a meaningful, challenging education appropriate to their learning level and to feedback on courses taken.

They have the responsibility to make the most of their opportunities, to work hard, be punctual and appropriately prepared for class, and contribute to the creation and maintenance of the classroom climate.

They have the responsibility to attend all school assemblies, homeroom, and classes unless formally excused by the school.

They also have the responsibility to ensure that all work is their own and that they have not used unfair practices in producing assignments or tests.

Respect

Students have the right to voice their opinions on matters that directly affect the quality of their education, to be treated as individuals, and to be free from all forms of discrimination. They also have the right to expect to be given instructions by adults firmly yet courteously.

Students have the responsibility to show respect to their peers, the school staff, teachers, and the head through courteous language and appropriate behavior.

Codes of Behavior

Students have the right to expect clear notice about what is expected of them within the school and to receive equitable, fair treatment.

Students have the responsibility to follow the school codes of behavior, and to show consideration for others by respecting other people's belongings and by avoiding disruptive behavior, the use of obscene language, and inappropriate displays of affection.

Health

Students have the right to a clean, safe school. They have the responsibility to maintain a healthy lifestyle free from cigarettes, drugs, and alcohol and to keep themselves clean and tidy.

Student Representatives

Students have the right to elect their peers to their Student Council. They have the responsibility to support the initiatives of recognized student groups within the school and to foster school spirit by taking part in school activities.

Voice
Students have the right to be heard by the administration and to receive feedback.

Students have the responsibility to participate in discussions that can affect the quality of activities that concern them, and to exercise self-control, build self-respect and build personal dignity.
Each student is responsible for his/her conduct and actions and must accept the consequences that can occur for actions taken.

Behavior Policies
In order for the school to run smoothly and maintain TCIS values, students are expected to honor a number of policies.

Attendance/Absence
Students are expected to be in school and in class every day. Classroom experiences cannot be duplicated and are a crucial part of the coursework needed to earn credit. Absences diminish the educational experience of all the students in the class. Regular/consistent school attendance helps develop responsibility and self-discipline and prepares students for the world of work.

TCIS believes that attendance is an important aspect for learning. The goal of each student should be to attend every school day listed in the school calendar in order to optimize their learning opportunities. Persistent absences can result in:
- Increased stress upon the student who must catch-up on missed work.
- Problems within student relationships if a student cannot fulfill group class/homework commitments.
- Gaps in the student's learning because a student does not receive the extended opportunity to be in a developmental learning environment.
- Negative impact on other students' learning since teachers are engaged in helping absent students catch-up, rather than focusing on the whole class.

Please be informed that student attendance is reported on all official transcripts.

Universities around the world note the number of missed school days as an indicator of student persistence, commitment, and time management. Absences are one of the factors that predict success at university and can affect the admission process. Students and families should take great care and only obstruct school attendance when absolutely necessary.

- Attendance will be taken at the beginning of each day with the Homeroom/Advisory Teacher from 7:30am – 7:35 am
- Parents will be notified by 8:00 am if their student has been marked absent or tardy.
- Late students sign in on arrival with the Registrar's office. Students will give their teacher the late pass.
- In Middle and High School, the subject teachers will mark attendance in every class
- The Division Secretary will call the parents of absent students if they haven't received notification and add an excusal response to the attendance records.
- Teachers will assign initial consequences to the student for lateness.
- If a student has continuous attendance issues then the Head of Division will meet with the parents.
- Parents are notified that their child may be in danger of not being promoted to the next grade level or graduate due to excessive absences and a behavior contract may be included.

Attendance	
Excused Absences	**Unexcused Absences**
Absences are considered excused when they meet any of the following conditions: • Attending school sponsored activities • Illness or injury prevents the student from physically attending school • Local health professional orders the isolation of the student • Death of an immediate family member • Emergency medical, dental or other similar emergency appointment approved by the Head of Division • Student is observing an event specifically required by the religion of the student or student's parents • Student is obtaining a visa or fulfilling other Thai residency requirements • A reason not listed above that has been approved in advance by the Head of Division	Absences are considered unexcused when they fail to meet any of the conditions listed under Excused Absences. Below is a list of absences that TCIS regards as illegitimate reasons to be absent from school: • Test preparation or assignment completion • Traffic/transportation problems • Educational courses or camps overseas or in country • Family vacations and visits • Attending family graduation ceremonies overseas • Healthcare visits that could be arranged outside school hours • A reason not listed deemed illegitimate by the Head of Division *Personal reasons are not excused absences unless they are explained and preapproved by the Head of Division.*

PLEASE REMEMBER: Parents should inform the Registrar in advance so that the office can contact the student's teachers. A parent or guardian must email the Registrar within one day following the absence.

If a student is absent for a condition related to an illness/medical condition for which documentation has already been submitted, the parent should reference the documentation when reporting the absence (i.e. migraines, IBS, severe asthma, follow up medical appointments, etc.).

Family Support
While every possible allowance is made for students who are absent due to illness, unavoidable doctor appointments, family emergency, religious observance, visa trips, or participation in a school-sponsored activity, we stress that absences resulting from extended vacation and family trips are inappropriate reasons to miss school. Parents are asked to contact the Registrar or the Head of Division's secretary at least 24 hours before any appointments that affect school attendance but generally, as far in advance as possible of a foreseen absence. The school may require medical documentation related to student absences. For extended absences of multiple days, parents must schedule a meeting with the Head of Division. Without adequate advance notice or if the reason for the absence is not satisfactory to the school, we reserve the right to record any absences as unexcused.

*For pre-planned absences to be considered as an excused absence, parents need to meet with the Division Head to make a request. Students and parents must complete a pre-planned absence form and submit it to the division office.

Cumulative Daily Attendance
Students must be present for at least 5 out of 8 classes in order to be counted present for the whole day.

Tardiness is unacceptable at TCIS and is subject to disciplinary action and/or attendance contract. While events happen to cause occasional tardiness (car trouble, forgetting to set an alarm, etc.), these are unacceptable reasons for chronic tardiness.

After three tardies, teachers should address the student and contact the parent. If a pattern of tardiness persists (an accumulation of 4 or more tardies denotes a pattern of tardiness), teachers are expected to contact the Head of Division after they have communicated the concern in writing with the parent.

At the middle and high school levels, four (4) tardies in a single class will be converted to an unexcused absence for that class.

Consequences of excessive and/or unexcused absences:
In order to retain the privilege of earning both a grade and credit for a class, high school students must not exceed a total of eight unexcused absences for the year. Upon a student reaching eight unexcused absences, (excused absences do not count toward the eight) he/she will be placed on an attendance notice. If a student violates the notice, a letter grade of "F" will appear on the transcript and will affect the student's overall GPA. However, credit may still be earned based on the student demonstrating competency in the course as defined by the teacher, Head of Division, and the class syllabus. If a student receives credit, the grade will appear as "FC" on the transcript and it will affect overall GPA. Students will have the right to appeal this decision and remain as a student in the class until the appeal has been heard.

After 3 unexcused absences, students will receive a warning letter from the teacher.	After 5 unexcused absences, students will receive a detention from the teacher.	After 8 unexcused absences, parents will be called and the student will be put on a behavioral contract by the Head of Division.

All students are expected to monitor their absences through Powerschool and notify immediately the Divisional Office if there are questions related to attendance records.

Make-Up Work:
Students must make up work for excused absences within a number of school days equal to the number of school days absent. Students are responsible for securing and completing assignments. If students have not completed their make-up work within the allotted time frame, the late work policy will be applied. At the same time, students must understand that there are classroom experiences that cannot be duplicated and will affect their grade in the class.

When a student is unexcused from a class, they may not be given credit for any work missed, nor can they make up missed tests or quizzes.

Pre-Arranged Absence:
Copies of the Pre-Arranged Absence Form are available via Google Classroom and must be completed at least seven (7) school days in advance, printed and signed by a parent or guardian, and submitted to the divisional secretary. Students are responsible for collecting assignments in advance of the absence. A signed form does not automatically exempt students from the school's eight unexcused absence policy.

Student Responsibilities:
- To attend each class every day on time. (Punctuality is a sign of respect for the teacher and the desire to be an effective student.)
- To attend all Monday assemblies that begin at 7:15 am.
- To ensure all attendance records (teacher, Head of Division and attendance offices) have been corrected when student arrives late
- To make sure a parent excuses absence with a note or call by 7:30 am the morning following absence (any absence not called in or excused by note by 7:30 am the following morning will be treated as unexcused)
- To present a note to the teacher for all in-school absences (e.g. field trips, school business, athletic events, etc.) prior to date of absence
- To sign in with the registrar when tardy.

- To sign in and/or out with the registrar when leaving and/or returning to campus at any time during the day
- To provide proof of parental permission prior to leaving school. The attendance of any student who leaves school without providing proof of such permission will be marked as an unexcused absence.
- To seek and make up work for any excused absence
- To attend six or more classes in order to participate in an after school athletic contest or extracurricular activity for that day

Parent Responsibilities:
- To ensure that students arrive at school on time which includes the 7:15 am, Monday Assembly
- To avoid, as much as is possible, absences from school for reasons of personal convenience
- To call or write a note to excuse out-of-school absences by 7:30 am in the morning ; Notes related to excused absences will not be accepted from students
- To discuss with student and follow up with the school when necessary on reported absences (available in PowerSchool)
- To help students understand the relationship between habits and responsibilities, now, and in the future

*Please note: Doctor's notes are required for health related absences of more than 2 days. Students who miss school for any reason (excused or unexcused) are responsible for making up all missed classwork. In addition if an exam is missed because of illness then the student must submit a doctor's certificate to be eligible for making up the assessment.

Student Passes
Students are expected to be in their classes at all times when they are in session unless the student has teacher approval to be elsewhere. When teachers dismiss students from a class during instructional time, students should have a hallway pass.

Hall Pass
A student who needs to be out of class at any time should sign-in and sign-out of the room. She/he should carry a Building Pass or note signed by the class teacher or subject teacher for the period.

Clinic Pass
A Clinic Pass, signed by the Nurse, the class teacher or subject teacher for the period, must be presented by every student going to the school clinic for treatment during the class hours, except in the case of an obvious emergency.

PE Excused Pass
If a student needs to be excused from PE class, a letter from a parent or doctor must be sent with the child and include an explanation/note of direction, unless the symptom has occurred at school. Excused from PE passes cannot be signed by the nurse. This should be arranged through the appropriate divisional offices for all students.

Tardiness
All students who arrive after 7:30 am must, upon entering the building, report immediately to the Registrar to obtain a pass to class. Frequent tardiness, like excessive absences, may result in disciplinary action.

Assemblies
All students are required to attend Monday assembly appropriately. All students are expected to show proper respect during the announcements, the singing of the Thai National Anthem, and the raising of the Thai flag.

Division or class assemblies will be scheduled at regular intervals. These are an extension of the class program.

Courtesy
Courtesy in behavior, language, and manner is expected of students at all times. These regulations apply to all school-related activities including field trips.

Care of School Property
In order to have a school we can all be proud of, it is necessary for everyone to feel a sense of responsibility. Students who deface, damage, or destroy school materials or property can expect strict disciplinary action and be required to pay ensuing expenses.

Any student, or the parent or guardian of that student, shall be held liable for all property belonging to the school and lent to the student or individual and not returned on demand of the school. Such property must be returned in reasonable condition considering the time used and the manner in which the property was used.

Vandalism
Students are expected to respect themselves, others, and their environment. It is the school's intention to seek redress of any student, or the parents of that student, in the amount of the damage for any act of vandalism committed by that student. Vandalism includes negligent, willful damaging or taking of any school property. Any student who is a member of the school who commits an act of vandalism is also liable to disciplinary action by the school.

Personal Items
TCIS is not responsible for any personal items (including laptops) lost, damaged, or stolen at school. TCIS students are not to bring merchandise or personal items to sell on campus for personal profit.

Security
Students should have their names written on all their personal belongings. Books and personal items are not to be left unguarded. Students are not allowed to wear valuable jewelry or bring expensive items to school, nor should they leave money or other items of value in their school bags, in the classrooms, or in lockers. The school will not be responsible for items that are lost or stolen. Lockers must be locked at all times.

Gaming and Gambling
Strategy card games and other appropriate games may be played outside of the classroom during students' free time. Gambling of any kind is not permitted.

Language
One goal of TCIS is to encourage all students to use English effectively. The language of instruction is English. Inappropriate language, swearing or insults addressed to others will not be tolerated.

Lost and Found
It is the responsibility of every student to take care of their school materials and personal belongings and TCIS is not responsible for any lost items. We encourage students to label all items to minimize the risk of lost items. Lost and Found items are turned over to the Library and may be claimed for a fee. Other items may be turned in or claimed at the Registrar's office. The registrar is in charge of the Lost & Found cabinet. If you have a lost item, check the Lost & Found cabinet and see the registrar to claim the item. Unclaimed items will be donated to a charity after two weeks.

Change of Address
Students or parents are expected to notify the Registrar's office when their address, email, or telephone number has changed so that the school is able to contact the parent or guardian without delay, in case of emergency.

General Statement on Racism and Sexism
Thai-Chinese International School will take concrete steps to support and promote gender and racial equity and will not condone nor tolerate any form of racial or gender harassment or discrimination.

Regulations For Dress
Dress Code
TCIS students are required to be appropriately dressed and groomed wearing school uniforms at all times. No other changes to uniform dress may be made without approval from the Head of Division.

Flip flops are not allowed.
Uniform and Appearance
- School uniforms are compulsory except on "No Uniform Days" and must be purchased from the uniform shop. On "No Uniform Days," students are required to follow the No Uniform Dress code expectations.
- Uniform shirts must be properly buttoned.
- Skirts, when worn, must be no shorter than the student's fingertips when arms are fully extended.
- Clothes must be of suitable size and length. Clothing that is excessively too large or too small is unacceptable.
- Clean shoes or sneakers appropriate to the school setting are to be worn. Rubber flip-flops, open-toed sandals, backless shoes, slippers, sandals, Crocs, and high heels are not allowed.
- All students must wear their school shirts at all times, regardless if they are wearing a school sweater, jacket or hoodie.
- Students may wear no more than one earring in each ear. No hoop or dangling earrings are permitted.
- Body piercing is not allowed for either sex. Jewelry that is distracting and draws attention should not be worn (large earrings, long dangling earrings, hoop earrings, etc).
- Expensive jewelry and watches should not be worn to school since they could be lost or stolen and could be a source of danger for students traveling on their own.
- Face paint and excessive make-up is not allowed. Tattoos are not allowed for either sex (either real or fake).
- Hairstyles that distract from learning are not allowed. The head of division will make the judgment.
- PE uniforms are required for PE classes and for certain activities/occasions. They are only to be worn for PE classes and are not a substitute for the regular uniform.
- If Middle and High School students have PE class scheduled for the first block of the day, they are permitted to wear their school PE uniform to school. Students are required to bring their school uniform to change after their class. Students must change, at the end of PE class, into their school uniform for the rest of the day.
- When students have Physical Education in blocks 2 or 3, they are to change into their PE uniform during the break before class and change back into their school uniform after class. If students have PE during Period 4 they are not required to change back into school uniform.
- All uniform items must be purchased through the school from the storeroom.
- If for any reason the storeroom cannot outfit the student, please see the Business Manager.

Class teachers check students' appearance daily. If the uniform is not appropriate, the student is sent to the division office and will be reported to the parents via an Email or phone call.

If the outdoor temperature becomes significantly cooler than normal (below 20oC) ES boys may wear long pants in place of their ordinary uniform shorts and girls may wear leggings with their shorts/skirts. Girls in MS and HS may wear long pants or leggings underneath their skirts.

Students should adhere to the dress code of TCIS. Students are expected to be in the correct TCIS uniform each school day and while attending school activities held outside school hours. If not in school uniform, students will be required to purchase a new uniform or will remain in the division office until parents deliver the appropriate uniform. If the student does not have cash to purchase a replacement uniform, the replacement uniform will be charged directly to the student's account. Unpaid account fees may result in student records being held until all charges have been paid.

Each Thursday and Friday (after written approval by the divisional head and the head of divisions), Grade 12 students may be able to wear an approved TCIS Senior Shirt, unless this conflicts with a school event. This is a privilege and if class members do not honor the expectations then they may

jeopardize this privilege for themselves and the entire grade. All shirt designs and colors must be preapproved by the Division Head and Head of School. Students who wear Senior Shirts on days that are not allocated will be considered out of uniform and may need to purchase or call home to bring the proper uniform.

Non Uniform Days
TCIS also has a "No Uniform Day" Dress Code. We require students to dress neatly and smartly.
- Strapless or strap-tops and revealing attire are not allowed on the TCIS campus.
- Shorts must be no shorter than the student's fingertips when arms are fully extended.
- Shirts/pants must not advertise alcohol/tobacco products nor contain obscene language/images or display impolite/improper messages.
- Students must wear clothes of suitable size and length. Students must not wear outfits that are skin tight or sleeveless, expose the midriff, or have high hemlines or low necklines.
- Distressed or ripped pants are not permitted.
- Face paint and excessive make-up is not allowed.
- Students may wear no more than one earring in each ear. No hoop or dangling earrings are permitted.
- Body piercing is not allowed for either sex.
- Jewelry that is distracting and draws attention should not be worn (large earrings, long dangling earrings, hoop earrings, etc).
- Suitable shoes must be worn for appropriate appearance, comfort, and safety. Slippers, beachwear sandals, and high heels are not allowed.
- Prescribed PE uniforms or any appropriate PE clothing and footwear may be worn during PE periods.

Disciplinary Guidelines (Prohibited Items)
Drugs, Alcohol, Tobacco, Marijuana, and Vaping
TCIS is a substance-free campus. The use, possession, or buying/dealing/sharing of illegal or prescription drugs and prohibited substances at school, or while participating in a school-sponsored activity, is a serious violation of school policy that may result in any of the following:
- Informing the parents (conference with the Head of Division and the Director)
- Parents will be counseled to seek the best solution to improve and change student behavior.
- Restriction from school-related activities

Illegal and prohibited substances include narcotics, stimulants, barbiturates, hallucinogenic drugs, marijuana, medication not prescribed by a registered medical practitioner, tobacco, vapor cigarettes, or any kind of vaping, and alcohol. When parents register their son or daughter at TCIS, they also sign a consent form for their son or daughter to be subject to the school's random urine testing policy, personal searches, and locker searches (see section 5.5-2). Students who seek help for a drug or alcohol related problem through the school support system will be treated with understanding and compassion, provided the students show they are working to overcome the problem. The school curriculum includes lessons on the effects of smoking on the human body, to discourage the use of tobacco.

Drug Testing Policy
Thai-Chinese International School is not only concerned about our students' academic development but also the physical and social development of each TCIS student. In order to provide the safest possible environment for our students, every TCIS student from grades 5-12 can be randomly tested for drug use through urinalysis at any time during the school year. When students enroll, parents are required to sign a release form stating they are aware of the Drug Policy and will cooperate with the school when necessary.

A student can be selected for drug testing with no suspicion of drug use. If a student is tested for drug use, the parents will be notified. If a student tests positive for drugs, the following people will be informed of the results: the student, his/her parents, and appropriate school personnel will be notified.

Communication/Headset Devices

Mobile phones or similar items used inappropriately during the school day may be confiscated for safekeeping until the end of the day. Students may be asked to meet with the Head of Division before the item is reclaimed. If this occurs three times, parents will be invited to come to pick up the item. Teachers may collect phones in a safe location during a specific class period.

Weapons

To maintain order and discipline and to protect the safety of everyone in the school community, a certified or classified school employee may confiscate any dangerous device, weapon, or explosive. A report will immediately be made to a teacher. The HOS and Thai Director shall take such disciplinary action as determined necessary. The parent or guardian will be notified as soon as possible.

Others

The following items, which may be hazardous or distracting to others, may not be brought to school.
- Firecrackers, lighters, or matches
- Roller-skates or skateboards
- Inappropriate books, pictures, or magazines
- Vapor cigarette, e-cigarette, or cigarette
- Water pistols or toy weapons
- Steel rulers, cutters, blades, or knives
- Laser pointers
- Wallet chain

Festival and Event Child Safeguarding

To ensure the safety of all attendees, especially children, at our school-wide events, we have established comprehensive Child Safeguarding guidelines:
- Knives: Students are prohibited from bringing knives on campus for use in booths or events. Any adult bringing a knife must register it with the office and acknowledge full responsibility. Unauthorized knives will be confiscated, and retrieval requires coordination with event authorities. Food items should be precut. If cutting is necessary, safe alternatives like plastic utensils should be used.
- Fryers: Unsupervised use of deep fryers is prohibited due to safety concerns. Deep fryers should only be operated by supervised adult staff, preferably from professional vendors with customers kept at a safe distance.
- Cooking Over Open Flames: Cooking over open flames fueled by gas canisters is strictly prohibited due to the risk of leaks and explosions. Only electric pan or pot is allowed, no gas.
- Electrical Cords: Electrical cords must be elevated off the ground to prevent tripping hazards. They can be secured to tent poles with removable cable ties to keep them out of the way while remaining accessible for use.
- Supervision Clarification: Clear instructions and expectations for supervision must be provided for each area of activity to ensure effective oversight.
- Booth Opening Times and Supervision: Each booth must have at least one assigned adult responsible for supervising students, similar to our club structure. Booths are not permitted to open early, as stipulated in the sign-up process and agreed terms on the Google Form.
- Weapons Policy: Our school maintains a strict no-weapons policy, prohibiting firearms, toy guns, water guns, swords, and shields on campus. This policy aims to create a safe and secure environment for all, promoting peaceful conflict resolution and non-violent communication skills.
- Agreed Terms: All participants must agree to the terms outlined in the Google Form, ensuring clear expectations. In case of policy breaches, a signed document confirming awareness of our Child Safeguarding Policies protects both the school and our community.

Disciplinary Guidelines

We want all students to have a successful and positive learning experience and to feel that they truly belong here. In order to promote a safe and orderly school, we have very high expectations for appropriate behavior while at school.

Student/Parent Grievance Procedure

A grievance is defined as a complaint made by a student or parent to a staff member or administration on a charge of unfair practice. Depending on the nature or seriousness of the complaint, the Manager and the Director should be approached. TCIS administration and staff will honor the students' or parents' right of inquiry through existing channels of communication that do not infringe upon the rights of others. Concerns, complaints, or suggestions from parents or the community should be communicated through the appropriate channel. We encourage students, teachers, and parents to communicate in order to resolve problems before they become major issues.

All major concerns, complaints, or suggestions must be signed by an individual or group for the matter to be acted upon.

Steps for filing a grievance:

All steps should be completed respectfully, and the problem should be discussed reasonably. If the first step does not resolve the problem, the student moves to step two, and so on. No step is to be omitted. Parents may be involved in the process but must also follow the guidelines.

1. The student or students talk to the teacher, and together they work to resolve the problem. This should resolve most issues.
2. If step one does not resolve the issue, the student or students talk with the counselor.
3. If the problem still has not been resolved, the student or students, with the counselor's help, should write a written statement of the problem and the solutions attempted and present that to the appropriate Head of Division.
4. Few problems should make it beyond step three. If necessary, the problem may be taken to the Head of School at step four.

Choice And Consequences

There are times when students make the wrong decisions or choices with regard to their behavior. At TCIS they are expected to take responsibility for those decisions and actions. Disciplinary measures are listed on the following pages as a series of consequences for improper student conduct.

Behavior Level Choices And Consequences

Response Strategies, Disciplinary Consequences and Interventions

In the Matrix, each behavior is assigned to one of four Response Levels. The four Response Levels are the progressive steps that the teachers and admin will use to respond to behavior. Each response level has a set of corresponding Disciplinary Consequences, Interventions, and Response Strategies. Brief definitions of Disciplinary Consequences, Interventions, and Response Strategies are listed below:

Type of Action	Definition	Examples
Response Strategy	These are the steps that a school employee takes to end a student's misbehavior or defuse a student's conflict.	• Redirection • Take a break to calm down • De-escalation techniques, such as avoiding power struggles

Disciplinary Consequence: The consequences for a student's misbehavior

- Academic Recovery/Behavior Reflection/Detention
- Temporary confiscations
- Verbal warning: A verbal reminder and provision of appropriate attire, if available, along with a plan to adhere to the dress code in the future.
- Parent/Guardian/Student conferences
- Restorative practices and techniques
- In-house suspension / At-home suspension
- Loss of privileges: Temporary loss of participation in preferred activities with an opportunity to earn it back through demonstrating positive behavior.
- Loss of non-academic privileges: (e.g., recess time) with a chance to regain them through improved punctuality.

- Loss of participation points or incentives: coupled with support to improve language skills and adherence to the policy.
- Loss of technology privileges: Temporary restriction of access, gradually reinstated upon improved behavior and adherence to guidelines.
- Expulsion
- Cultural Competency Training: Require the student to participate in training sessions to increase awareness and sensitivity.

Interventions: A support system that is used to help struggling students. These supports can be designed to help a student with academics, attendance, or behavior. Interventions work best when they are customized for the student's needs.

- Behavior Intervention Plan (BIP): Collaboratively develop a plan targeting specific behaviors and implementing support strategies.
- Mentoring
- Positive reinforcement
- Counseling and mental health
- Problem-Solving Team
- Reintegration meetings after discipline
- Reflection: Reflection activity, such as writing a letter of apology or engaging in acts of kindness towards affected peers, alongside accountability measures.
- Check-in/Check-out System: Daily monitoring and feedback system to address behavior patterns and provide support.

Restorative Action: Any measure given in response to a policy violation. Restorative Actions are meant to offer education, encourage self-reflection and accountability, and to deter future violations.

- Restorative Circles: Facilitate a discussion involving the student, teacher, and affected peers to address the impact of their behavior and find resolutions.
- Restorative Dialogue: Clarify language policies and expectations, emphasizing respect for linguistic diversity.
- Restorative Intervention: Discuss the reasons behind the dress code and its impact on the school community.
- Restorative Conversations: Hold a meeting involving the student, relevant staff, and peers to address underlying issues and repair harm.
- Restorative Mediation: Facilitate a structured conversation to address the impact of the behavior and restore relationships.
- Restorative Practice: Structured conversations to explore underlying reasons for language use and develop strategies for respectful communication.
- Restorative Consequence: Assigned tasks/projects focusing on honesty and integrity.
- Restorative Justice Meeting: Facilitate discussions to address the impact of the language and promote understanding and respect.

The Response Levels 1-4

Level	Party	Level Definition	Example Discipline	Example Intervention
Level 1	Teacher	In-class responses from the teacher	• Contact parents • Restorative Action	• Student conference
Level 2	Teacher	Classroom responses, consequences, and interventions	• Lunch Detention • Restorative Action • Parent conference • Loss of Privilege	• Contact parent • Teach proper behaviors and replacement behaviors
Level 3	Head of Division	Admin responses & in-school consequences	• Repair harm • Restorative Action	• Problem-Solving Team Plan • Behavior Plan
Level 4	Head of Division	Most intense in-school responses and out-of-school consequences	• Repair harm • Out-of-School Suspension • Possible expulsion.	• Counseling • Intense, individualized support • School Intervention Plan ("SIP")

LEVEL 1: Teacher-Student
These behaviors receive consequences according to each student's teacher's discipline and classroom policies. After adequate warning, possible consequences include the student losing a privilege in class and/or detention from breaks or lunch recess. It is also expected that a student apologizes and/or takes reparative action as appropriate.

Examples	Consequences
• Disruptive behavior in class • Disobedient to teachers or staff • Ignores the rights of others • Arrives at class after the bell rings • Does not use English to the best of the student's ability in the classroom (except in Thai and Chinese classes) • Does not follow the dress code • Chewing gum • Leaving trash, rubbish, or belongings in undesignated areas • Ordering food and drink deliveries from outside the school • Shows a lack of discipline when variation from routine occurs • Runs in the halls or engages in any disorderly or potentially dangerous behavior in the halls, stairs, or classroom • Uses profanity • Has a first offense of insolence or refuses to comply when asked • Disrespectful towards peers (argument, bullying, making fun, harassing, etc...)	• Contact parents • Restorative Action • Student- Teacher Behavior

LEVEL 2: Teacher-Student-Parent
The classroom teacher coordinates the setting of consequences according to classroom policies. Further consequences may include:

Examples	Consequences
- Any behavior in Level 1 in which the classroom teacher sees a pattern developing (3 or more instances of the same behavior in the course of a month) - Dangerous or rough play at recess or playing in an off-limit area during recess (such as in the 2nd and 3rd-floor hallways or the Kindergarten play area) - Continued use of Profanity and Swearing by any person - Acting or speaking with the deliberate intention to mislead or misinform - Using cell phones, computers, headset devices, electronic games, computer games, etc., at an inappropriate time or in an inappropriate manner - Dangerous or Rough Play at Recess; Playing in Off-Limit Areas	- Contact parents - Restorative Action - Check-in/Check-out System - Loss of Privileges Escalating Response: - Teacher Led Behavior Contract: Clear expectations and consequences for truthfulness, with agreed-upon rewards for compliance. - Technology Contract: Review and sign an agreement outlining acceptable use policies and consequences. - Loss of Technology Privileges - In-school suspension

LEVEL 3: Student-Admin

Examples	Consequences
- Any behavior in Level 2 in which the classroom teacher sees a pattern developing (3 or more instances of the same behavior in the course of a month) - Inappropriate public display of affection - Skipping class - Being in a classroom unsupervised - Repeated, documented insolence or refusal to comply when asked - Repeated, documented disrespect of peers (argument, bullying, making fun, etc)	- Referral to the admin - Conference with the homeroom teacher - Notification of the parents - Documentation of the behavior placed in the student's cumulative file - Establishing a behavior contract - Detention from break or lunch recess - In-school suspension - Out of school suspension - Support Plan (SP) - Restorative Conversation - Restorative Practice - Restitution

LEVEL 4: Student-Admin-Parent	
Examples	**Consequences**
Any behavior in Level 3 in which the classroom teacher has seen and documented a pattern (3 or more instances of the same behavior in the course of a month) • Racial/religious/national slurs • Open defiance of authority • Fighting/physical assault • Setting off fire alarms in a non-emergency • Vandalism/damage to school property • Cheating/plagiarism • Possession or creation of pornographic materials • Gambling • Stealing • Inappropriate use of the internet or technology • Inappropriate use of Artificial Intelligence • Acts of academic dishonesty • Forgery • Hazing—actions that persecute, harass, humiliate, or coerce other students • Chronic failure to comply with the dress code • Repeated, documented public display of inappropriate affectionate behavior • Possession of a weapon (see Serious Violations) • Possession of drugs, alcohol, or tobacco (see Serious Violations)	• Any of the consequences from Level 2 or 3 may apply, plus • Required parent conference • Referral to the Director for support and intervention • Apology and reparative action • In-school suspension (ISS) or Out-of-school suspension • Parent Meeting • Support Services Team (SST) Meeting • Behavior Support Plan Review • Intensive Support Plan • Restorative Justice Meeting • Cultural Competency Training • Police intervention

Out of Classroom Consequences

Consequences Title	Definition	Limit of Consequence	Response Level
In-School Learning Program (ILP)	ILP is a separate classroom placement for students. Students are removed from the classroom environment. The student can make up assignments missed and all teachers must visit the student to ensure that they can complete the work.	Administrators should start with a small number of periods or days (e.g., 1 day) in ILP before increasing the number of days.	Level 3
Out-of-School Suspension (OSS)	OSS results in a student being removed from the school environment for a designated period of time. The student can make up any assignment missed while on an OSS, and the student's teachers must allow the student to meet with them to help the student complete work and to answer questions, as schedules permit.	Upon return from OSS, the admin will ensure that at least one Intervention plan is in place. Administrators should start with a small number of days (for e.g., 1 day) in OSS before slowly increasing the number of days.	Level 4

Progressive Consequences Approaches

Level	Interventions	Examples
Level 1 to Level 2	The teacher should use basic classroom management methods.	After attempting to correct the specific behavior (e.g., for at least three days), may move up to a Level 2. Parents must be called.
Level 2 to Level 3	The teacher should use strategies like behavior contracts.	After attempting to correct the behavior at least three times, may move up to a Level 3. Parents must be called into the school.
Level 3 to Level 4	If the student repeated the same Level 2 behavior, the admin must implement an Intervention plan.	Admin should not move to a Level 4 unless the student's Intervention plan has been implemented. If the plan is unsuccessful and the admin believes that no Level 3 Intervention will help, may move to a Level 4.

Student Infractions	Level 1	Level 2	Level 3	Level 4
	Teachers		Admin	
Academic Dishonesty				
Plagiarizing, committing forgery, or cheating on a minor assignment (i.e. a classroom worksheet, a quiz, or classroom test).	x	x		
Plagiarizing, committing forgery, or cheating on a major assignment (i.e. an end of semester exam or benchmark exam). In lieu of receiving an exclusionary consequence, an administrator should consider giving the student a failing grade for a first offense. Exclusionary consequences are appropriate for repeat behavior.			x	x
Tampering with or assisting another in tampering with the school district's computer network, systems, exams, or grades (i.e. changing grades in Student Information System). This includes "hacking" any school-issued device.				x
Disruptive and Uncooperative Behavior				
Disrupting instruction and the learning of other students in the classroom. Examples: ● Speaking out of turn, make inappropriate or humorous comments at inappropriate times ● Trying to engage others while they are working ● Dropping things, laughing, or making noises on purpose ● Bothering other students ● Being out of seat/walking around class ● Over socializing ● Knocking on doors/windows of classrooms	x	x	x	

Behavior				
Refusing to follow directions or truthfully respond to questions or requests of teachers, staff, or administrators. Examples: • Refusing to give name or information • Giving false name or information • Fraudulently representing TCIS for personal gain • Possessing hall pass without authorization • Refusing to follow class instructions and/or do assigned work • Refusing to remove/put away items or materials as requested by teacher, staff, or administrator • Refusing to sit in assigned seat Level 4 is reserved for students with an extensive history of repeated offenses. Before recommending Level 4 exclusionary discipline, the student must have been referred to a Problem-Solving Team and have a School Intervention Plan ("SIP") in place.	x	x	x	x
Inciting or encouraging a fight, including taunting, baiting, or organizing disruptive activities with or without the use of electronic devices. Examples: • Encouraging students to fight • Texting a student to incite a fight			x	x
Preventing instruction for a significant time or acting in a way that significantly disrupts class, school, or a school sponsored activity. Examples: • Throwing objects such as furniture, laptops, books, etc. • Making extreme outbursts:			x	x
Using force or some other means to gain entry to a secure or locked school facility without permission. Examples: • Breaking a window to gain entry • Taking an employee's keys and using them to gain entry into a building and/or room				x
Making inappropriate body gestures towards a teacher or staff. Examples: • Rolling of eyes • Using the middle finger	x	x		
Failure to Remain in Class or School				
Being late to class. For repeated tardiness, a teacher may refer a student to the Administrator (Level 3 Response). However, the Administrator's consequence and Intervention should be designed to maximize the student's in-class time	x	x	x	

Behavior				
Not being in an assigned class. Examples: • Leaving class without permission • Being in the hallway without permission • Refusing to return to class when asked by teachers, staff, or administration When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention. Administrators should not use out of school consequences for this behavior.		x	x	
Leaving school campus during scheduled class without permission. When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention.			x	
Failing to follow van/bus rules or the instructions of the bus/van driver. For minor or occasional failures to follow bus rules, the student may lose school activity privileges; however, for repeated or serious or safety-related failures, a student may lose bus privileges, temporarily or permanently.		x	x	
Failing to follow the instructions of staff, a coach, teacher, or chaperone on a field trip, camp or during an extracurricular or after-school activity or event.	x	x	x	

Not Remaining in Class or School

Behavior				
Being late to class (being tardy). For repeated tardiness, a teacher may refer a student to the Administrator (Level 3 Response). However, the Administrator's consequence and Intervention must be designed to maximize the student's in-class time.	x	x	x	
Not being in the students assigned class. Examples: • Leaving class without permission • Being in the hallway without permission • Refusing to return to class when asked by teachers, staff, or administration When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention. Administrators should not use out of school consequences for this behavior.		x	x	
Leaving school campus during scheduled class without permission. When selecting consequences for this behavior, Administrators should select those which allow a student maximum in-class time such as lunch time detention			x	

Failure to Respect Property of Others

Behavior				
Damaging, defacing, destroying, or taking property that belongs to another person or the School. This behavior does include school prank(s). Teachers have discretion to handle minor situations in the classroom.		x	x	x

Behavior				
Physically taking or obtaining property from another's person without consent. Examples: • Picking another student's pocket • Taking a wallet from someone's pocket • Taking something from a purse or bookbag while it is being worn			x	x
Inappropriate Language				
Using profanity or minor offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols.	x	x	x	x
Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols **directed at another student.**		x	x	
Using offensive language that is related to racism, hate or bigotry.			x	
Using profanity or offensive language or making inappropriate or offensive gestures, verbal or written comments, or symbols directed at school personnel. For students in ECE/ES, teachers have the discretion to address the first occurrence of this behavior in the classroom. For students who repeatedly use direct profanity at school personnel, the school will resort to a Level 3 to resolve the issue. Repeated instances after a Level 3 intervention will result in Level 4 response		x	x	x
Requesting sexual acts or favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Due to the nature of the behavior and age of the students, Administrators must hold a parent/guardian conference with the student, his or her family, and the teacher.			x	x
Bullying, Harassment and Threats				
Threatening conduct (including verbal, written, or electronic communication or physical gestures) directed toward another student, teacher, staff member, administrator, or other person where there is no reasonable expectation of bodily harm.		x	x	x
Acting in a manner that makes another student reasonably believe they are in danger of physical harm, including, but not limited to, verbal statements, written statements, non-verbal aggression, and intimidation.			x	x
Making threats of weapon violence towards another student where the student reasonably believes and reports that they are in danger of physical harm, including, but not limited to, verbal statements, written statements, pictures and messages on social media and other emails, chat, and text applications.		x	x	x

Inappropriate Use of Technology			
Using any personal device in class for calling, texting, playing games, browsing the internet, using apps, or listening to music without teacher approval. Temporary confiscation may be used as an additional consequence. Long-term confiscation or loss of privileges may be used as an additional consequence for students with repeat offenses.		x	x	
Committing minor, inappropriate uses of technology. Examples: ● Using computer for games, messaging services, chat rooms, and other non-school related activities ● Using computer to download, store, or create non-school related files that don't cause dam- age to the device, such as videos, music, apps, data or other programs ● Using computer to transmit personal information such as home telephone number over the internet		x	x	
Making unauthorized changes to program settings or engaging in any behavior or activity that damages or disrupts network performance on school devices. This includes a denial of service attack				x
Committing major, inappropriate uses of technology. Examples: ● Changing a school-issued device's settings/configurations ● Deleting, examining, copying, or modifying files, data, or device settings of another user ● Using computer to download, store, or create non-school related files that cause damage to the device ● Sending unauthorized anonymous and/or false communications using applications such as, but not limited to, Google Chat, Line, Whatsapp ● Bypassing the School's web filter through a web proxy			x	x
Committing the most significant inappropriate uses of technology. Examples: ● Performing any activity that voids the device, service agreement, software license or warranty such as, but not limited to, jailbreaking or rooting (hacking the device to bypass digital rights management software) ● Using a school-issued device or the School's internet/network for non-educational financial or personal gain ● Using a school-issued device or the School's internet/network for illegal activity, including uses that violate federal, state, or local laws or regulations				x

Recordings & Transmissions				
Recording a subject, using photos, audio and/or video, without the subject's or school's permission.	x	x	x	x
Recording a subject, using photos, or video, while the subject is in a nude or partially nude state. Examples: ● Recording an individual in the restroom or locker room ● Recording exposure of body parts (i.e. mooning, flashing, etc.)			x	x
Sending, transmitting, uploading, downloading, or distributing a recording of a subject, including other students, staff, teacher, administrator, or other person, without the subject's approval and with intent to harm or demean the subject.			x	x
Sending, transmitting, uploading, downloading, or distributing obscene, threatening, harassing, pornographic, sexually explicit, or racist materials. Example: ● Nude or partially nude "selfies" ● Memes, GIFs, screenshots, other digital images			x	x
Inappropriate Physical Contact and Aggression				
Initiating an inappropriate physical act directed at another student that does not rise to the level of a fight or physical attack, such as pushing, shoving or horseplay.		x	x	x
Fighting with another student. The Administrator has discretion to determine the appropriate Response Level based on: ● at least, each student's actions ● the length of the fight ● the number of participants ● the students' actions leading up to the fight ● the damage both to the school and the people involved If a student is defending themselves, the Administrator may select a lesser Disciplinary Consequence, including no consequence when appropriate. For students who engage in large, severe fights or who fight repeatedly, the Administrator should determine the proper consequence.			x	x
Physically attacking another student. The Administrator should consider, at least, the participants' actions leading up to the assault, the number of participants, and the physical harm caused to the victim. For students who engage in severe assaults or who repeatedly assault others, the Administrator should determine the proper consequence.			x	x
Physically harming a TCIS employee or other adult, including throwing an object at or striking an adult who is intervening in a fight. The Administrator has the discretion to start with any Response Level, and should consider the following: ● Whether the student intended to cause the harm ● The severity of the injury caused An administrator has the discretion to begin with a Level 3 Response if the student acted intentionally or caused severe injury, such as requiring medical attention.			x	x

	Col 1	Col 2	Col 3	Col 4
Inappropriate Touching				
Engaging in an activity or horseplay that includes touching another student's private parts without his or her permission. Due to the nature of the behavior and age of the students, administrators should hold a parent/guardian conference with the student, his or her family, and the teacher. Admin must be involved in the response of this item but teachers must notify.			x	x
Touching another student's private parts with permission or letting another student touch your private parts, including public display of affection (making out). Due to the nature of the behavior and age of the students, administrators should hold a parent/guardian conference with the student, his or her family, and the teacher.		x	x	x
Intentionally touching another student's private parts without consent as defined in the glossary. Due to the nature of the behavior and age of the students, administrators should hold a parent/guardian conference with the student, his or her family, and the teacher.			x	x
Use/Possession/Distribution of Unauthorized Items				
Using any items that disrupts the learning environment. Example: • Playing with a toy • Eating in class	x	x	x	
Unauthorized selling or distributing of goods not otherwise not approved by the teacher	x	x	x	x
Knowingly using, possessing, or participating in the distribution of items that are prohibited by law.			x	x
Gambling				
Engaging in a game of chance requiring the use of money or the exchanging of goods (i.e. poker or dice).		x	x	x
Alcohol, Drugs, Inhalants, and Tobacco				
Failing to comply with TCIS Medication Policy and Procedure, which students must follow prior to taking drugs of any kind at school. This provision applies to Over the Counter and Non-Prescription Medicine. All medicine must be observed by the School Nurse.		x	x	x
Using or possessing tobacco, nicotine inhaler, e-cigarettes, and/or Vape			x	x
Being under the influence of any alcoholic beverage or any prohibited drug.			x	x
Using or consuming alcohol or any prohibited drug			x	x
Having possession of alcohol, prohibited drugs, or drug paraphernalia.			x	x
Buying, selling, or participating in the distribution of an alcoholic beverage or any other prohibited drug or drug paraphernalia to another student. Distribution may be inferred by the particular facts including the amount of alcohol or drugs in a student's possession.			x	x

Buying, selling, or participating in the distribution of tobacco, nicotine inhaler, e-cigarettes, Vape products, to another student. Distribution may be inferred by the particular facts including the amount of prohibited items in a student's possession.			x	x
Buying, selling, or participating in the distribution of Over the Counter and Non-Prescription Medicine, to another student. Distribution may be inferred by the particular facts including the amount of the drugs in a student's possession. When assigning Disciplinary Consequences for behaviors involving Over the Counter and Non-Prescription Medicine, the school administrator should consider the intent of the student (i.e. helping a student with a headache as opposed to trying to make money off the sale of the medicine).		x	x	x
Weapons/Firearms				
Possessing a toy weapon where the toy weapon is not used to threaten, intimidate, harm or cause a disruption.		x	x	x
Possessing a toy weapon where the toy weapon is used to threaten, intimidate, harm or cause a disruption.			x	
Possessing a weapon, other than a firearm as defined below. This includes, but is not limited to, bullets, pocket knives, switchblade knives, box cutters, swords, daggers, tasers, metal knuckles, BB guns, pellet guns, flare guns, air rifles, and Airsoft Rifles or anything deemed a weapon by a school official. For this to apply, the student must not have demonstrated any intent to use the weapon.			x	x
Possessing and attempting or threatening the use of a weapon except a firearm against another person or to cause disruption.				x
Possessing a firearm, which is defined as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device.				x

SERIOUS VIOLATIONS

Serious violations render a student liable to parent meeting, remedial process, and police intervention if the school cannot resolve the problem:

1. Possession of dangerous weapons
2. Possession, use, buying, or selling of drugs and alcohol
3. Stealing
4. Willful damage or destruction of school property
5. Fighting
6. Ongoing bullying or harassment
7. Verbal or physical abuse aimed at any TCIS employee
8. Unsafe behavior that poses harm to yourself or others

At all times the Head of Division may recommend a discussion to include further consequences such as exploration or home study to protect the safety and welfare of all students.

TUITION & OTHER FEES

Registration Fee (Non-Refundable)
<u>For new students:</u>

All newly admitted students and returning students (PK2-PK4) who enroll from KG-G11 pay a one-time registration fee (non-refundable) of 100,000 Baht. This one-time fee is to be paid upon initial enrollment of a student.

Campus Development Fund: (For new students)
All newly enrolled students at TCIS are required to pay a one-time Campus Development Fund fee of 100,000 Baht. This fee will be refunded in full upon student withdrawal from TCIS.

Payment Schedule
Tuition and fees for current students are due and payable **before** the beginning of each semester. Tuition and fees for the **First Semester** starting in **<u>August</u>** are due and payable around the last three weeks of **<u>May</u>**. Tuition and fees for the **Second Semester** starting in **<u>January</u>** are due and payable around the first three weeks of **<u>November</u>**.

New students, who are accepted and wish to enroll at TCIS, must pay the full tuition at the Cashier's Office by the published deadline. This payment guarantees the students a place at TCIS. Details of the registration process will be given at that time. Until full tuition is paid, the student will be placed on a waiting list.

Non-compliance with our policy to pay the tuition fee before the first day of school, will mean that textbooks will not be distributed to the student on the first day of the semester.

<u>**Remark: Please note that tuition fees are scheduled to increase each year.**</u>

Acceptable Forms Of Payment
1. TCIS will only accept payment by the following methods:
   - Bank cashier checks
   - Direct cash deposit at any branch of the school's bank
   - Online or wire transfer to the school bank account
   - Credit card (Master Card, Visa, and JCB. Surcharge of 1.5% will be applied.)
   (Note: Bank charges resulting from payment through a cashier's check will be paid by the parents. All personal or company checks will not be accepted.)
2. Payment must be made in Thai Baht.
3. Post-dated checks and up-country checks are not accepted.
4. A 500-Baht service change is levied on any check returned by the bank.

Late Payment
At the beginning of each semester, students will be suspended if tuition is not paid. Late tuition payments will be charged a 1,000 Baht per week late fee per each child. After 2,000 Baht in late fees have accrued, the student will be suspended until the tuition installment is paid in full.

Non-Returns Or Non-Appearance
Returning students, who do not appear at school in August 2024 or January 2025, without prior written notice to the school, automatically forfeit their studentship at TCIS and shall be treated as new students upon return to the school.

Payment of Tuition and Fees by Installment
Payment of tuition fees by installation are prohibited except under the following circumstance(s):

If the student has been continuously enrolled at TCIS for one year.
No more than three installment payments per semester will be scheduled.

Payments are due on the 7th day of each month as follows:
1st Semester: first payment due in June, subsequent payments due in July and August
2nd Semester: first payment due in November, subsequent payments due in December and January

Summer School, Set lunch and other fees are excluded from this policy. These fees must be paid in full within the normally established payment deadline.

Requests for installment payments must be completed by parents at least one month prior to each semester installment payments are requested. Approval for one semester does not automatically extend to subsequent semesters.

Overdue payments will be charged a fine of 1,000 Baht per week per each child. Overdue payments of more than two weeks will result in suspension of students. Payment in arrears over two weeks will result in termination of student status.

Tuition Fee Reduction Policy
Eligibility: If a family has 3 or more children enrolled at TCIS

1. **2 children:**   **no discount**
2. The 3rd child: 25% reduction of tuition fee
3. The 4th child: 50% reduction of tuition fee
4. The 5th child: 50% reduction of tuition fee
(Tuition fee to be reduced will be based on the youngest child)

ELL Support Fee
ELL students pay an extra fee of 35,000 Baht per semester in addition to the regular tuition. This fee will be collected in advance along with the regular tuition fees at the end of each semester.
The fee is non-refundable.

Chinese Foreign Tongue Beginner Fee (CFB Fee)
CFB students pay an extra fee of 30,000 Baht per semester in addition to the regular tuition.
This fee will be collected in advance along with the regular tuition fees at the end of each semester.
The fee is non-refundable.

Regarding the Above Fees
Students admitted into ELL and CFB at the beginning of each semester will be charged a semester fee, while students admitted to the course(s) in the second or the fourth quarter will be charged for that quarter's fee. In the event a student is admitted into or exits from the relevant program(s) at the beginning of the semester, the applicable member of staff is to determine the necessity of continuance /completion or termination of the course, and is to submit a report of the decision to the Business Manager within the first 14 school days from the start of the semester. Please note that the school will refund the tuition fee of these programs ONLY to those who exit during the first 14 school days. Any student who is placed to exit these programs after the first 14 school days will not get the refund.

Early Withdrawal
Tuition refunds will be granted in accordance to the following schedule:
- 15 calendar days or more prior to the school opening 100%
- The 19 calendar days from the opening of school 50%
- From the 20 calendar days through the 39 day 25%
- From the 40 calendar days onwards 0%

The tuition refund will be calculated based on the net tuition amount. Other miscellaneous fees are non-refundable. Special circumstance refunds will only be granted with sufficient written notification and it is subjected to the authorized personnel approval.

Late Enrollment Discount
Tuition (excluding miscellaneous fees) will be prorated for enrollment of less than a full semester by applying the following conditions:

If the School is open for:
15 days	payment	0% discount
16-26 days	payment	10% discount
27-37 days	payment	20% discount
38-48 days	payment	30% discount
49 days and over	payment	40% discount

Tuition Refunds
Please be advised that all tuition refunds are without interest. The school will endeavor to process refunds to students within three months, after receiving a signed withdrawal notice by the parents/guardians indicating in print the payee's name and bank account number (if any).

Student Return Policy And Process

Required Documents to Drop Student
1. Official school transcripts
2. Student certificate from previous school
3. 3 Photos – 1 inch x 1 inch
4. Copy of Thai ID card for Thai Students, copy of passport for non-Thai students

Required documents to Withdraw Student
All Application processes and payments (tuition fee) will be the same as for new students.

Remark:
- Transcript must be requested at least 1 week in advance.
- For Withdrawal and Drop students, there will be a charge of 100 Baht per copy.
- Student requests to send documents by mail (in Thailand) will be charged 100 Baht per item.

After all Applications are reviewed and completed, Student Services will make an appointment with a counselor for you.

NOTICE OF WITHDRAWAL & TRANSCRIPTS

Notice Of Withdrawal
A student is required to notify the Registrar and homeroom teacher as soon as it is known that he/she will be withdrawing from TCIS.

A Withdrawal Form must be completed before the last day of attendance. A two-week notice (except in very special cases) is needed to receive the Progress Report, the school fee reimbursement, and the transcript.

- Progress reports are issued and transcripts are given only when students have completed withdrawal procedures.
- Students will not receive transfer grades, records, certificates, or a diploma until all fees are paid.
- A temporary leave may be requested for no longer than one academic year. Former TCIS students who have taken temporary leave or discontinued their schooling at TCIS will pay all registration, tuition, and other school related fees required of new students.

Transcripts
Requests for transcripts must be submitted to the Registrar at least five full working days in advance. Grade 12 students must receive approval for transcripts to be released directly from the Thai Director. The transcript fee when applicable must be paid to the Cashier and the receipt submitted to the Registrar before transcripts can be released. The first two transcripts per student per school year will be provided without charge. Additional copies will cost 200 Baht each. No charge is made for transcripts forwarded to another school upon that school's request. School will not reprint the Graduation Diploma.

College Application Packages
Most students now complete online university applications. In cases where students will submit hard copy applications, they should follow the process outlined below. College Application packages include the student's transcript, letters of recommendation, the Program of Study, and the high school profile.
1. The student pays the Cashier per courier (Shipping rates are based on the total weight of package and country) (FedEx/DHL) application package and obtains a receipt.
2. The student fills out a request form for a transcript and any additional documents from the Registrar's office. The student requests a transcript and any additional documents with the Divisional Secretary.
3. The Registrar's office prepares the requested documents. The student is responsible for making sure teacher recommendations reach the Registrar's office. The student is responsible for making sure teacher recommendations reach the Student Services Office.
4. The Registrar's office ships the package of documents via courier by the requested date upon receipt of payment.

STUDENT ACTIVITIES

Activities Programs
Student Activities are a positive learning experience for students if they recognize that they may achieve their highest personal potential through friendly competition, integrity, and self-discipline. Students must realize that decisions and consequences are part of the learning of responsibility.

Elementary School Activities
In the Elementary School we offer a variety of opportunities for students outside of the classroom. We have a Choir and ES Band who perform at our concerts throughout the year. We have the Student Council so students can take on leadership and promote service learning. In addition, we have intramural sports offered during lunch throughout the year. We also have Thai and Chinese traditional dances throughout the year to promote and celebrate culture.

Extra Curricular Athletics
The Athletics Program provides students with the opportunity to develop their skills and a positive attitude towards sportsmanship and competition. Games, friendly matches, and tournaments against other local and international schools will be organized. School sports teams will include soccer, tennis, swimming, basketball, and others. Parents will be responsible for transportation from practices and games/events. There may be a fee associated with the programs.

After School Activity & Athletic Code of Conduct Philosophy
The students' after-school programs are dedicated to interscholastic activities, which are integral to the program. The activities will be a positive learning experience for all our students if they recognize that they may achieve their highest personal potential only by embracing a lifestyle dedicated to competition, integrity, and self-discipline. In addition, selection to a team is an honor and a privilege, and, as such, carries responsibilities commensurate with leadership roles.

As leaders and as very visible representatives of TCIS, students are obligated to represent themselves in an exemplary manner.

Special Guidelines For Athletics Participants
All participating members should recognize that they have the following responsibilities:
1. They are official representatives of the Thai-Chinese International School.
2. They are expected to be leaders in promoting good school citizenship.
3. Their actions, inside and outside school, build student respect and contribute to spirit.
4. Students and Parents must sign the TCIS Athletic Code of Conduct Agreement and Transportation Consent Form before they can participate in any school-sponsored athletic activities.

Therefore, behaviors that will not be tolerated are:
a) Fighting
b) Stealing
c) The use of profanity
d) The use of, or being under the influence of, alcohol, tobacco, vapor cigarette, marijuana, or drugs
e) Unsportsmanlike or rude conduct
f) Taunting opponents or officials
g) Destruction of property

Students who exhibit any of the above behaviors may be suspended from athletic participation for a period of time and face school disciplinary action. If the behavior occurs during an athletic contest, the student will be removed from the contest or from the stands, and a parent may be required to immediately pick-up their child from the event. Students who fail to maintain a standard of conduct satisfactory to Thai-Chinese International School shall be ineligible to participate in athletic events for a period of time (1-9 weeks) and will be subject to student handbook disciplinary procedures.

These responsibilities imply that proper respect should be given to the Athletic Director, teachers, coaches, officials, fellow participants, and the student body.
A. The Athletic Director and coaches will have the right to act on all violations of the code, recognizing that all decisions must have the approval of the Head of Division. Appeals, in writing, should be directed to the Head of Division.
B. Middle and high school students must maintain a GPA of 2.0 or above and should not fail any academic subjects in order to participate in extracurricular athletics. The most recent quarter or mid-quarter grades will determine eligibility for the subsequent quarter. Students who are struggling academically will be evaluated by their team of teachers, who will decide by consensus whether or not to implement an academic suspension from extra-curricular activities. Parents will be notified if it is decided that a student is ineligible to participate in extracurricular athletics.
C. Elementary school students need to receive passing grades in order to participate in extracurricular athletics. Any student with a failing grade in any subject on a quarterly report card may become ineligible to participate in an organized extracurricular athletic competition until the next progress or grade reporting period. Students who are struggling academically will be evaluated by their team of teachers, who will decide by consensus whether or not to implement an academic suspension from extra-curricular activities. Parents will be notified if it is decided that a student is ineligible to participate in extracurricular athletics.

Coaches monitor students receiving progress reports and failing grades.

Students should inform their teachers at least five school days in advance if they are going to miss any part of a class due to an athletic event. Students are responsible for making up any work they miss due to athletic events, which occur during the school day.

ALCOHOL, TOBACCO, AND DRUG RULES
A. To assure maximum individual performance and maximum contribution to team efforts, the use of tobacco in any form is prohibited.
B. To maintain good health and comply with the law, students must not indulge in the drinking of alcoholic beverages at any time.

C. No unauthorized drugs should be used at any time. The use of, or possession of, all forms of tobacco, alcohol, marijuana, or any non-prescription drugs is prohibited. Moreover, the abuse of prescription drugs will not be tolerated.

D. Voluntary Referrals. Coaches need to inform students that if someone needs help, it is safe to seek help. Team captains need to take an active role in supporting chemical-free alternatives and insisting on a team norm of non-use. In a concerned person referral, the coach gets help for the student and does not suspend him/her, depending on the seriousness of the violation. Often, the help begins with a referral to qualified personnel. The parents will be informed.

E. All team members will abide by any additional training regulations as set forth by the coach/coaches.

F. Distribution. If any student is found guilty of possessing or having under his/her control any chemical substance, with the intention of selling, giving away, or otherwise distributing the same on school grounds, while involved in any school function or activity, the student's parents, the Head of Division and the Athletic Director will be notified.

CONSEQUENCES OF POLICY VIOLATIONS
Violation of any rules will result in:
1) Meeting with the respective coaches.
2) Further actions as deemed necessary by the Head of Division (these may include counseling, restitution, suspension from activities, and/or community intervention).

GENERAL RULES
To qualify for extracurricular athletics activities, participants must meet all the requirements set up by TCIS. Generally, the requirements and conditions are as follows:

A. Regular school attendance is required from all participants. Students absent from school any part of the day a game or practice is scheduled shall not participate in the said activity unless excused by the Head of Division. Students are expected to attend school the morning after an event.

B. Athletes will be issued the best possible equipment. Each student will assume responsibility for the equipment and will be charged for any lost or damaged item. Equipment issued by coaches or equipment managers shall be used only when participating in any athletic contest or practice. No equipment shall be taken without the consent of a coach or equipment manager.

C. All participants are required to travel to and from all competitions with the team in school-provided transportation. Parental or guardian permission forms are required to participate in contests/competitions/activities. Students may return home from competition on their own only with the special permission of the coach, or a note from home.

D. For all school-sponsored trips, students should wear appropriate clothing as designated by the coaches.

E. Inappropriate language will not be tolerated and may result in a reprimand.

F. In all activities, students shall adhere to the spirit of the written rules.

G. We expect good role modeling from our students. All students should support the Student Behavior Code through their daily actions. Failure to do so may be grounds for referral to the coach and Athletic Director for further action who will recommend a course of action to the Head of Division.

Student Council
The Student Council at the TCIS encourages student participation in self-government and school activities and assists in the promotion and coordination of all student activities. To be eligible for election, a student must have a minimum grade point average of 2.5.

Clubs, Committees, And Activities
Clubs, committees, and activities tend to vary slightly from year to year depending on the make-up of the student body and the availability of teacher sponsors. All clubs and committees are organized only with the approval of the sponsor teacher and the Head of Division. Special after-school activities require parental permission. Circulars to parents regarding activities must be countersigned by the sponsor teacher and Head of Division. Parents must provide transportation for students taking part in clubs and extracurricular activities.

Field Trips

Field trips promote unity among students and add another dimension to the learning process. In general, teachers are encouraged to organize field trips as part of instruction and for enrichment. Each grade across all divisions should have at least 1 field trip per year. Field trips for the middle and high school students will be determined by course needs and will vary from year to year.

- Students are to dress in school uniform, unless otherwise specified.
- Parental permission must be obtained in advance.
- Although the school cannot be held responsible for accidents that might occur, every effort will be made to ensure the safety and welfare of all students. Parents must agree to sign a waiver of school responsibility for such trips.
- A First Aid Kit and the copy of the accident insurance card obtained from the Nurse, must be taken on all trips
- Students may be denied participation if behavior violations have occurred.

Faculty sponsors should encourage all students to go on field trips. If there is less than 75% attendance, the trip should be canceled, as this would defeat the purpose of the field trip.

Arrangements must be made for any student not going on the trip. It is left to the discretion of the teacher whether a project should be assigned for students not attending the field trip.

Week Without Walls

Week Without Walls is an exciting and transformative experiential learning program available for students in grades 5-12! This unique opportunity is designed to take your learning beyond the traditional classroom and immerse you in real-world adventures that will enrich your education and personal growth.

Week Without Walls is a special week dedicated to experiential learning, cultural exploration, and adventure. During this week, you will engage in hands-on activities, outdoor explorations, and community service projects that will help you apply what you've learned in school to real-world situations. This program is not just about having fun outside the classroom; it's about extending your learning, building new skills, and creating lasting memories. To facilitate this happening, the trips are designed to remove distractions such as technology, and replace experience with real-world activities.

Your Participation Matters. Week Without Walls is an integral part of our educational program at TCIS, and it is expected for all students in grades 5-12 to join. Your participation will not only benefit you academically but also personally. You'll gain skills and experiences that will stay with you for a lifetime, helping you grow into a well-rounded, confident, and capable individual.

COMMUNITY SERVICE

TCIS has many altruistic activities, which support community service through related classes as well as special charity drives that may be initiated and organized by teachers, students, or parents. All intended projects must be pre-approved by the Head of Division. High school students are expected to complete 40 hours after entering grade 9 and by the time they graduate.

Dance And Activities Guests

This provides an opportunity for students who have left TCIS in high school and have not completed the graduation requirements to be able to attend the TCIS Prom.

At TCIS, we want to ensure that we are providing a safe environment for learning and all activities both on campus and off. Guest students who wish to attend the TCIS Prom must comply with the following requirements:

- The prom guest student and parents must meet with the High School Administration
- Parents will need to complete a permission form.
- The guest student will agree and sign the Code of Conduct document.

- If the guest student does not comply with the Code of Conduct expectations at the event then TCIS reserves the right to dismiss the guest student from the TCIS Prom venue. In this case parents will be required to pick up their child from the Prom and no refund will be provided.
- The cost of the guest prom ticket will be designated by the school and nonrefundable.

PUPIL SERVICES

Library
The library is open from 7:15 am to 3:45 pm every school day for individual reading and research. Teachers may arrange regular weekly library classes or special library classes for research projects. Students wishing to use the library during regular class periods must obtain a note from the class teacher. Elementary students need a Library Pass during lunch and recess.

All materials must be checked out at the circulation counter before being taken from the library. Library users are expected to respect the rights of others by complying with Library Expectations and Borrowing Policy.

Library Expectations
- Treat all people and materials with care and respect:
  Show courtesy to all; keep food and drinks out of the library; handle books carefully
- Be productive:
  The library is a workspace, not a play space or social hall—students need to be actively engaged in a specific educational task when visiting the library. No musical devices or computer games are allowed in the library. A Device Pass may be signed out to students who wish to use a phone or computer for school work in the library.
- Work in a manner that allows others to be productive:
  Work quietly; return materials back where they belong when finished or place them on the labeled carts for re-shelving.
- Share resources (when limited, priority is given to those working on assigned schoolwork):
  Return materials promptly; priority is given to those who need them for assigned schoolwork.
- Students are responsible for their books from the moment they check them out with the library staff. The library staff is not responsible if students lose their books in the library and cannot locate them before they leave.
- Students must be responsible for returning books to the drop box or directly to the librarians.

Consequences:
Depending on the age of the student and the gravity of the offense, failure to observe library expectations may result in any of the following consequences, at the discretion of the Librarian or Assistant:
- Confiscation of phone or computer for the day
- Time out from the library or loss of library privileges
- Notes to classroom teacher and/or parents

Borrowing Policy:
All students may check out four books at a time, not including required textbooks. Parents may check out up to four items at a time using the family pin number issued by the office.
- All books are checked out for two weeks. Magazines and CDs can be checked out for only one day. Reference books cannot be taken from the library.
- Students may renew materials one time if not on hold by another student.
- Students with overdue books will not be allowed to borrow any additional books until All overdue books are returned or paid for.
- Lost or damaged books that need replacing must be paid for. A 20% surcharge is added to the cost of the book to cover freight and library processing. If lost books are found at a later stage and returned to the library, the cost of the book will be refunded less the 20% handling fee.

- At the end of the school year, or upon final checkout from the school, all student and family library accounts must be cleared.

SCHOOL HEALTH SERVICES
If a student feels sick, or is suspected of having a fever or diarrhea (with or without nausea and vomiting) at night or in the morning, please keep the child at home to take treatment and rest, rather than sending the student to school to spend most of the class hours in the nurse's room if the student's condition worsens. Moreover, the parents may eventually have to be called, come to the school, and take the student home earlier than usual. If a student at school is feeling unwell, they must report to the nurse to record their illness before they are dismissed.

School Health Services
The responsibility of the school nurse and the nurse's aide are to give first aid treatment in the case of an emergency and to treat minor injuries and illnesses occurring at school. The nurse's room is open from 7:00 am. to 4:00 pm. There is one registered nurse and one nurse's aide available during these hours. The athletics program has a school nurse who works until the sports games finish. The parent consent form, issued with the Student Health Record at the beginning of a new student's admission, is a request for the school authorities to render emergency treatment for the child at a specified hospital. This course of action will only be taken if there is a need and/or if the parent or guardian cannot be reached in time.

Health Services
- When the student becomes ill at school, he/she is referred to the nurse's room. If the child is complaining of a stomach ache and/or headache, the student will take 30 minutes of rest. The nurse will check whether consent was given to administer Tylenol or its equivalent for minor aches and pains and inform the parents. The nurse will notify them if the condition has not improved.
- If the student has a temperature of 100°F or 38°C or in the case where the situation is considered to be beyond a basic illness, the parents will be called to collect the child.
- If the parents can't be reached, the nurse will evaluate the situation and either keep the sick student until the end of the day or, after notifying the Business Manager and the Director, the nurse will take the student to the hospital.
- For emergency cases or where deemed necessary, the student will be transferred to the hospital, and the school nurse/nurse's aide will accompany the student to the hospital. The nurse/nurse's aide will notify the parents immediately in this case.
- Health examinations will be performed twice a year.

Contagious Diseases
If the student is diagnosed with an infectious disease such as Covid-19, Influenza, RSV, Hand-Foot-and-Mouth Disease, Chickenpox, Measles, Hepatitis A, Pink Eye, etc., the student should stay at home until he or she has recovered from the contagious disease. Parents should notify the office, homeroom teacher, or school nurse. Before returning to class, this student should visit with the school nurse on his/her first day back to school to present a Doctor's certification that the student has recovered from his/her illness.

Head Lice
- If any student shows signs of infestation, the school nurse should be informed.
- The school nurse will check all students in the student's homeroom and any siblings.
- The school nurse will send the appropriate letters home to the student and all students in the same grade.
- The student will not be allowed to attend school until there are no signs of lice.
- Prompt treatment should be implemented to avoid the spread of lice.
- The student must visit with the school nurse on his or her first day back to school.

Vision Screening
- Vision problems are the responsibility of parents.

- The school nurse/nurse aide will provide vision screening for all students. Students who need further extensive examinations will receive a referral letter.
- Parents should produce a note to inform the nurse/homeroom teacher of the results of the student's vision examination.

Medication
The nurses are not allowed to prescribe treatment or medication for students. However, they may give medication for a minor headache or to reduce fever while waiting for parents. They may administer medicine prescribed by a physician if the student brings a signed note from the parents. If temporary medicine or continued dosage is to be given by the nurse, then parents must provide their own medicine along with a doctor's note explaining the medication and including directions. All medication must be kept in the nurse's room.

Vaccinations
The clinic stays in touch with the Ministry of Public Health to keep abreast of any outbreak of infections. Details regarding current vaccinations are sent out to parents for their information. Students in kindergarten, grade 1, and grade 6 will get some vaccinations from the doctor according to the Thai Ministry of Public Health. Records of previous vaccinations are kept on file with the school nurse.

Accident Insurance Claim
A worldwide, comprehensive (24-hour) accident insurance coverage is provided for all students up to 65,000 Baht per accident. In case of injury due to an accident, the procedure to file a claim is as follows:

- Nurse will prepare a claim form: The student needs to bring an original medical certificate duly signed by the attending doctor.
- Hand in the original receipt(s) of medical expenses from the hospital, to the school clinic within 7 days from the date of the accident.
- The office will make a reimbursement within a few weeks.
- Original receipts for further follow up can be claimed accordingly.
- The process will take approximately one month, and each claim must be compensated within a 3- month period.

Photocopying Service
Students may have personal photocopies made in the storeroom only. Copies must be paid for at the time of copying and students will be issued a receipt. School copying takes priority over student copying.

Internet Service And Policy
TCIS offers its students access to the Internet. This computer technology will help propel our school through the communication age by allowing students and staff to access and use resources from distant computers, communicate and collaborate with other individuals and groups around the world, and significantly expand their available information base. The Internet is a tool for lifelong learning.
Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet, which could result in unwanted financial obligations for which a student's parent or guardian would be liable.

While the TCIS's intent is to make Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. Even as TCIS institutes technical methods or systems to regulate Internet access, those methods cannot guarantee acceptable use of the Internet. Nevertheless, TCIS believes that the benefits to students of accessing the Internet exceed any disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Students are required to adhere to the Acceptable Use Policy (AUP).

Use of the Internet at TCIS is a privilege, not a right. Any student who uses the Internet for purposes other than those that fit within the TCIS's mission and purpose will face disciplinary action. Inappropriate use of the Internet includes, but is not limited to, the following:

    a. Accessing, uploading, downloading, or distributing pornographic, obscene, or sexually explicit material
    b. Transmitting obscene, abusive, sexually explicit, or threatening language
    c. Violating any local, national, or international law
    d. Vandalizing, damaging, or disabling the property of another individual or organization
    e. Accessing another individual's materials, information, or files without permission
    f. Violating copyright or otherwise using the intellectual property of another individual or organization without permission

Canteen

Food and Beverages are served at the canteen. Set lunch is available for all Pre-K - Grade 2 students. Lunch will be catered by the Canteen company to PreK and KG classrooms. Grades 3-12 can choose their own lunch from a variety of options. The following canteen rules are enforced in order to teach students to help keep the school clean and to train them to be considerate of those who will be using the facilities after them:

- Students wait their turn by following self-service lines.
- Food, dishes, utensils, etc. may not be taken outside the canteen.
- After eating, students should clear the table by taking their used dishes to the trash containers provided and separating litter properly.
- Chronic violators of canteen rules will be referred to the Head of Division for disciplinary action.

Ordering or delivering food and drink from outside the school and selling food or drinks to other students is prohibited without prior approval.

Food and drinks are not allowed in the building or classrooms unless pre-approved by the Head of Division. Students may bring their own water bottles to class. No glass bottles or containers are allowed on campus.

Student Lockers (Grades 5-12)

Each grade 5-12 student is provided with a locker. Lockers must be kept locked at all times. Students must properly store their belongings and keep their items safe. Items may not be stored in the hallways or common areas. The school accepts no responsibility for lost items. If a student forgets the password they may see the Head of Division.

Students may not paste stickers on their lockers, and are to clear out their lockers at the end of the school year. Students are responsible for any damage to their lockers.

Transportation

School bus transportation for many students attending the school is provided - contact General Affairs for more information. Students are not permitted to ride with other students who are driving.
Parents of students participating in extracurricular activities are responsible for their own child's transportation home after practices and/or games or events.

Computer Policy

The Faculty and Administration believe technology is a powerful and integral part of the TCIS instructional program. While there are many good computers on the market, please understand PC/Windows-based computers are not supported for academics at TCIS.

    1) **TCIS Elementary School**
        a) School-owned technology is provided for elementary students
        b) If students bring cell phones or watches with cellular access, they may be collected by the teachers in the morning and returned at the end of the day. The school is not responsible for any devices brought by students and parents take full responsibility for sending students with any device.

2) TCIS Grades 5 & 6

a) School-owned Chromebooks are provided for grades 5 & 6 students. However, parents are encouraged to provide students with an IPad or Chromebook or MacBook.

b) All students in Grades 5-6 need access to a computer at their home. Students will be using Google Classroom and various websites for school work. We do recommend a laptop but any computer for home use is fine. iPads and tablets are acceptable but have some limitations. Windows-based computers are fine for home use as well but are not allowed on the school network.

c) Grade 5 & 6 students can opt out of the school-owned Chromebooks if they have their own MacBook or IPad.

   i) iPads are more durable for Grade 5 & 6 students and are recommended.

d) Students with school owned Chromebooks should provide their own bag for taking the Chromebook around at school. Students will not be assigned a Chromebook until they have a computer bag. Student bags should have their own tag with nickname and PIN number on them.

TCIS Approved Devices
- Grade 7-12 MacBooks or iPads (student owned)
- Grade 5 & 6 - Chromebooks (school owned) or MacBooks / iPads (student owned)

If Windows based computers are brought on campus, they are not allowed to access the TCIS Network. Students with Windows computers must provide their own internet connection.

If students bring cell phones or watches with cellular access, they may be collected by the teachers in each class. The school is not responsible for any devices brought by students and parents take full responsibility for sending students with any device.

SCHOOL EVENTS

Dances (Social Functions)
Dances are normally scheduled throughout the year. Students must apply for (if allowed at the dance) admission for their guests a week prior to the dance. All TCIS rules apply to the guests and it is the responsibility of the host student to accompany the guest to and from the dance.

Any student who breaks any rule or strays into a part of the campus that is off-limits will be dismissed immediately, and permission to attend future dances will be denied. Students and guests who leave a school dance must sign a Departure Log, which is available for parent's inspection. Once a student has left the dance, he/she may not return. The maximum duration of any social activity or dance is three hours.

Such activities are to be terminated no later than 7:30 pm for grades 5-8 and 9:00 pm for grades 9-12. The Junior-Senior Prom is an exception. Students whose privileges of attendance have been withdrawn, and/or those who are not currently registered at the school, may not attend or take part in any school function without the express permission from the event organizer and the Head of Division.

Note: Parents are expected to arrange transport home for their child when the function ends.

Graduation / Promotions Ceremonies
Kindergarten Promotion Ceremony
A promotion celebration will be held for all kindergarteners at the end of the school year.

Grade 4 Promotion Ceremony
Fourth graders celebrate their promotion from the lower school and entry into middle school.

Grade 8 Promotion Ceremony
Eighth graders celebrate their promotion from middle school and entry into high school.

High School Graduation
This important ceremony may be held on or off campus, in an appropriate setting, to comfortably accommodate all parents, teachers, and guests in recognizing the achievements of the senior class and to celebrate the culmination of the secondary school years.

Sports Day
Each school division will hold its own sports day. Games may include basketball, four square, soccer, relay races, rope-pull, and obstacle course.

International Day/Earth Day/Global Issues Day
TCIS promotes the concept of responsible global participants for all students. Special events and projects are highlighted throughout the school year.

Talent Shows
A talent show is produced by each school section to exhibit the depth of talent in the student body. Parents and special guests are invited.

Winter/Spring Concerts
A divisional winter and spring concert will be held annually to share students' musical talents.

EMERGENCY PROCEDURES

Fire/Evacuation Drills
In accordance with school regulations, students will be instructed and trained in evacuating school buildings so that in the event of an emergency, they may do so in the shortest possible time without confusion or panic. Fire Drills are held periodically, at least once per semester.

Sometimes there will be no prior warning of a drill, but every drill should be handled as if it were a real emergency. Teachers will go over the procedures for a drill with their students early in the year, stressing the importance and seriousness of safety. A quick, quiet, orderly evacuation is expected. Evacuation routes are posted in each room.

Students should be reminded that, at the sound of the alarm, everyone should immediately stop whatever he/she is doing, quietly exit the classroom, and proceed to the designated area. Students who are outside the classroom should go immediately to the designated area.

Emergency Evacuation
In the event of civil unrest, the Business Manager and the Head of School will be in contact with local authorities and embassies to determine the seriousness of the situation. Should the need arise to send students home, parents will be informed, and the procedures for emergency school closure will apply.

In the event of a fire or bomb threat, students will follow prescribed building evacuation procedures. Should the need arise to evacuate students from the campus, they will be directed to an appropriate site where transportation home will be arranged.

First Aid
The Nurse's Clinic is located on the ground floor and staffed by a full time nurse trained in first aid. The clinic treats all minor injuries occurring at school. When a student has a severe injury at school, the clinic will:
- Give immediate first aid care;

- Inform parents or any older sibling in school, as well as the Business Manager;
- Depending on the student's condition, the clinic will wait for the parents/guardians, OR
- Obtain permission from the parents/guardians to take the student to the nearest hospital.

Clinic nurse will accompany the injured student to the hospital and wait until the parents/guardians arrive.

School Closing And Paper Packet/TCIS Online Academy
In the event that TCIS is closed due to natural calamity, utility calamity, and/or political unrest, students will have class online. Teachers will take attendance and share assignments electronically through Google Classroom (G3-G12) or SchoolStatus Connect (ECE-G4).

Government Imposed School Closure
In the event of a government imposed TCIS school closure, for 5 days or less, there will be no refund of tuition fees or expenses.

Inclement Weather Policy
Safety is our top priority, especially when it comes to the unpredictable nature of weather. Please adhere to the following guidelines to ensure everyone's safety during activities amid inclement weather conditions.
- When thunder is heard or lightning is seen, the leading edge of the thunderstorm is close enough to strike with lightning. We will suspend outdoor activities for at least 30 minutes and move to the previously designated safer location immediately.
- Once outdoor activities have been suspended, wait at least 30 minutes after the last thunder is heard or lightning is witnessed prior to resuming play.
- Any subsequent thunder or lightning after the beginning of the 30-minute count will reset the clock and another 30-minute count should begin.

COMMUNICATION CHANNEL

For all issues:
Step 1: Discuss with the classroom teacher
Step 2: Discuss with the Head of Division
Step 3: Discuss with the Head of Schools

ACCEPTABLE USE OF TECHNOLOGY POLICIES (AUP)

Scope
This policy applies to all members of the TCIS community—students, faculty, administrators, staff, alumni, parents, volunteers, adjuncts, coaches, and others—who access the TCIS school network using school owned or personally owned equipment, including wireless devices. Each academic year, the IT department and Head of Division will review this policy and the technology contract, signed by students, will refer to this policy. In the Lower School, homeroom teachers will review the Acceptable Use Policy with their students and a section of the Code of Conduct, signed by all students, will refer to this policy. All students are referred to the Student Handbook for more information. Faculty and staff are guided also by the regulations set forth in the faculty handbook.

Definitions
- **Users** are members of the TCIS community—the students, faculty, administrators, staff, alumni, parents, volunteers, adjuncts, coaches, and others—who share the TCIS School network, Internet and data.
- **The TCIS School Network** comprises all computers, terminals, printers, networks, contracted systems, online and offline storage media and related equipment, software, and data files that are owned, managed, or maintained by the school for use to support academic and administrative activities.

- **Intellectual property** refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce.

A. Expectations

1. Access to the TCIS network is a privilege intended to facilitate education, school-related communication, research, and other school business. TCIS reserves the right to limit or prohibit user access to the network in its efforts to maximize network use for academic purposes or as a result of the violation of the Acceptable Use Policy.
2. All users are responsible for appropriate use of the TCIS technological resources, which include the computer network, computer labs, Chromebooks, iPads, Chromeboxes, hardware peripherals, audio-visual systems, digital boards, communication systems, databases, etc.
3. All students, teachers, faculty, staff, administrators, and coaches, must use their TCIS email accounts rather than their own personal email accounts for TCIS-related business and for parent/student communication.
4. All students and employees must maintain personal email accounts for non-school related business.
5. Users must register personally owned computers and personal devices used on school grounds with the Technology Department prior to connection of any such computer or device to the TCIS school network.
6. Any computer or electronic device connected to The TCIS network may be required to have approved anti-virus or system security software installed. Computers or other devices not meeting these requirements may be restricted from the network.
7. All computers and personal electronic devices owned by individual members of the community and used on school grounds are subject to this policy.
8. TCIS databases that secure information about academic life, community members, and school business are the property of TCIS. Information contained therein is confidential and can neither be distributed nor used for personal gain. TCIS reserves the right to restrict access to such databases.
9. Illegal activities utilizing The TCIS network—such as drug or alcohol related activities; threatening the safety of another; vandalism; libel; gambling; cyberbullying; distributing obscenities; receiving, transmitting, or possessing child pornography; infringing copyrights; making threats—are strictly forbidden and may be reported to the authorities.

B. Good Network Citizenship

All users should practice acceptable online etiquette, including but not limited to:

1. Be polite and use appropriate language in written and voice communication.
2. Use the network, computer systems, and communication tools in constructive ways.
   a. Only use computers, other electronic hardware, file systems, and network resources that are authorized for your use. When in doubt, ask permission first.
   b. Do not be disruptive to others or discriminatory in any way.
   c. Do not attempt to tamper with the equipment or subvert or impair the operations of the network.
   d. Do not alter or delete any information that is contained on the TCIS network or on any TCIS databases.
   e. Access only appropriate material(s). Do not transmit or attempt to access offensive or obscene material.
3. Use legally obtained software.
4. Use your own login and credentials and not another's. Do not misrepresent yourself online. Respect the privacy of other people's files and email.
5. Use of a computer or communication tool to harass or threaten another clearly violates this policy and the TCIS Honor Code.
6. Respect academic rules regarding proper documentation and potential plagiarism concerns. When in doubt, consult a teacher or librarian.

C. Responsible Use of the TCIS Network

1. Engaging in any activity that threatens the integrity of the TCIS school network is prohibited. Physical or electronic tampering with computer resources is not permitted. Personal networking

equipment such as servers, routers, switches, hubs, and wireless access points are not permitted on the TCIS school network without approval of the Technology Department. Unauthorized or inappropriate access to password-protected data, intentionally damaging computers, technology peripherals, or computer networks is subject to disciplinary action. Suspected abuse of network systems should be reported immediately to the Director of Information Technology, IT Staff, or administrator.

2. Users must not attempt to fix, reconfigure, disconnect, or relocate any of the school's equipment, including data or voice jacks, printers, wireless access points, peripherals, etc. Please contact the TCIS Technology Department for assistance.

3. Online entertainment activities such as video game playing, video and audio streaming, and instant messaging compete with academic uses of network resources and are prohibited on school or personally owned equipment in the libraries, computer labs, and classrooms without teacher permission. This prohibition will be extended to the hallways and other public spaces in order to free up bandwidth for educational purposes, if necessary. After the school day is concluded (3:30 pm), when using their personal electronic devices, students should prioritize their academic responsibilities above recreational interests, abiding by the spirit of this policy at all times.

4. Users will respect all copyright, trademark, and other laws governing intellectual property. No software may be installed, copied, or used on school equipment except as permitted by law. All software license provisions must be strictly adhered to.

5. Use of the TCIS school network for commercial purposes, advertising, personal profit, unauthorized fundraising, or political lobbying/campaigning is prohibited.

D. Good Digital Citizenship

1. Your use of technology should be informed by the ideals of the TCIS Code of Conduct, be in line with the expectations set by the classroom teacher, and not be distracting to you and/or to other students in the class. Technology should not be used as an excuse for not meeting the expectations of the course.

2. Read all school and course communications on a daily basis. For example: emails, Google+, and course website postings.

3. Come to class with your laptop prepared: necessary files and software backed up and accessible, anti-virus software up to date, and a charged battery with a spare battery, if applicable. You must plan your day so that you can have adequate power for all academic requirements.

4. Learn and develop the technological skills required for participation in the course.

5. Have open only the programs, windows, and tabs that are relevant to the course as permitted by the classroom teacher.

6. Use the same discretion in online communication as you would use in a classroom setting and be respectful in all shared media.

E. Electronic Communications

1. The contents of any electronic communications, including email, instant messaging, listservs, blogs, wikis, and social networking sites should be composed with utmost care. Because many of these tools occupy online public spaces, the potential to bring harm to oneself, to others, and to TCIS must be recognized, as recipients may forward messages to locations where there is no control over future dissemination. Please respect the rules and regulations required of any communication representing TCIS in the electronic environment.

2. TCIS reserves the right to review network usage and access data files, email, voicemail, and other communications utilizing the TCIS school network. Accordingly, members of the TCIS school community should have no expectation of privacy with respect to any such usage, files, or communications.

3. All users must respect and value the privacy of others, behave ethically, and comply with all legal restrictions regarding the use of electronic data. All users must also recognize and avoid violating or infringing the intellectual property rights of others.

4. TCIS logo, school name, and branding tagline cannot be used in any electronic media or communication or otherwise without the prior written permission of the TCIS Marketing Coordinator.

F. Safety
1. In the interest of safety, all users are instructed never to divulge personal information (address, phone number, photographs, etc.) over the Internet to anyone they do not know.
2. Users should keep their passwords secure and never share passwords with others.
3. Using online resources to threaten, intimidate, or harass an individual or group will not be tolerated and will be subject to disciplinary action that might lead to dismissal.
4. Using electronic communication tools to invade an individual's privacy, harass an individual, or offend an individual could result in criminal and/or civil action.
5. Information contained in student or personnel records is confidential and in many cases that information is protected by Thai law. Concerns about confidentiality should be discussed with the appropriate supervisor, Head of Division, Head of Information Technology, or Head of School.

Consequences For Breach Of AUP
Refer to Student Handbook
5.9 Behavior Level Choices and Consequences
Level 1
Level 2
Level 3
Level 4
Serious Violations

As part of the school's education program, we offer students supervised access to the Internet. This allows students access to a large array of online educational resources that we believe can greatly enhance the learning experience.

However, access to and use of the Internet requires responsibility on the part of the user and the school. These responsibilities are outlined in the school's Acceptable Use Policy (enclosed). It is important that this enclosed document is read carefully, signed by both the student and parent or guardian, and returned to the school.

Although the school takes active steps to promote safe use of the Internet, it recognizes the possibility that students may accidentally or deliberately access inappropriate or objectionable material.

THE THAILAND PERSONAL DATA PROTECTION ACT (PDPA)

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

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

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

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

The rights of data owners under the PDPA include the following:
- Right to be informed
- Right to access
- Right to data portability
- Right to object
- Right to erasure/ right to be forgotten
- Right to restrict of processing
- Right to rectify

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

There are both criminal and civil liabilities for breaches of personal data privacy. For instance, the collection, use or disclosure of sensitive personal data illegally is liable to a fine of five million Baht on conviction. Collection, use or disclosure of general personal data without a legal basis is liable to a three million Baht fine on conviction, and failing to get consent from data's owner or refusing the data's owner access to their personal data is liable to a one million Baht fine on conviction.

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

Please see the school website for current PDPA information.

GOOGLE FOR EDUCATION

I give permission for TCIS to create/maintain a Google Workspace for Education account for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice below.

Using their Google Workspace for Education accounts, students may access and use the following "Core Services" offered by Google (described at https://workspace.google.com/terms/user_features.html

TCIS 2024-2025
Thai-Chinese International School
PARENT/STUDENT HANDBOOK RECEIPT & AUP CONFIRMATION

Before signing, the Handbook and AUP should be read carefully to ensure that the conditions of use are accepted and understood.

Please review the **PARENT/STUDENT HANDBOOK RECEIPT & Google for Education, AUP**, sign and return this permission form to the Head of Division.

Student

STUDENT: I have received and read the Thai-Chinese International School Parent/Student Handbook. I understand that I am expected to follow the regulations contained therein and I agree to do so.

STUDENT: I agree to follow the school's Acceptable Use Policy on the use of the Internet. I will use the Internet in a responsible way and obey all the rules explained to me by the school.

_____ _____ _____ _____ _____
Student's Nickname   PIN   Grade   Student's First Name   Student's Last Name

Student's Signature: _____ Date: _____

Parent/Guardian

PARENT/GUARDIAN: I have read the contents of the Thai-Chinese International School Parent/Student Handbook and have read the agreement, which my son/daughter has signed. I agree to support the policies of TCIS.

PARENT/GUARDIAN: I have read the Acceptable Use Policy and grant permission for my son or daughter or the child in my care to access the Internet. I understand that Internet access is intended for educational purposes. I also understand that every reasonable precaution has been taken by the school to provide for online safety but the school cannot be held responsible if students access unsuitable websites.

In relation to the school website, I accept that, if the school considers it appropriate, my child's school work may be chosen for inclusion on the website. I understand and accept the terms of the Acceptable Use Policy relating to publishing students' work on the school website.

I hereby give my full and complete permission, without reservation or restriction, for my child and or my child's school work (art, projects, research, University Acceptances...) to be photographed, (still or motion), and/or tape recorded, (audio or video), by employees of TCIS, its education partner organizations, and/or agents of the media and for the images and/or recordings to be used by TCIS for the purposes of advertising, marketing and promoting TCIS.

_____   _____
Parent Signature   Date

_____
Parent Email

_____
Parent Cellphone

PRE-PLANNED ABSENCE FORM

Advance written request by the parent/guardian and approval of the Head of Division shall be required for absences at least 1 week in advance.

Student name _____ Homeroom _____ Pin#_____

Requested absence from _____ until _____ Total days of absence _____

Reasons for absence (please be specific)
_____

Reasons why absence cannot be taken during non-school hours
_____

_____

Agreement

I understand that absences from the classroom may have a negative impact on a student's progress for that class, since it is difficult and sometimes impossible to "make-up" class discussions, group projects, lectures, audio-visual presentations, laboratory demonstrations, guest speakers, and other one-time-only events in the educational process.

Student: I agree to complete all work provided to me by my teachers for the period of my absence to the best of my ability. I understand that I may have additional work to complete upon my return to school. I will complete this work and turn it in to my teachers within the agreed upon time frame. I am aware that failure to do so may result in academic consequences.

Parent: I agree to minimize the detrimental effect of absence by having my child complete assignments given to him/her by his/her teacher. I am aware that failure to do so may result in academic regression. I realize my child may have additional work to complete upon his/her return to school.

Student's Signature: _____Parent's Signature: _____

Date: _____ Phone Number: _____

Teacher acknowledgement	Course work that has been assigned or attached
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
4 _____	4 _____
5 _____	5 _____
6 _____	6 _____
7 _____	7 _____
8 _____	8 _____

Office Use: Request for pre-approval of absence due to Additional Justifiable Personal

Reasons:_____

Excused Absence / Unexcused Absence (circle one)

Head of Division's Signature: _____Date: _____

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