



# TCIS WEEKLY NEWS

Sunday, September 21, 2025

Middle School Newsletter - Week #7



## This Week's Cover





## Important Dates and Upcoming Events

- SEPT 23: MS Drama Performances @360 (Advisory)
- SEPT 24: Thai University Fair
- OCT 1: Grade 8 PSAT @MS 6F (7:30am)
- OCT 9: Double 10 Day Ceremony
- OCT 13-17: October Break
- OCT 21: Sports Day
- OCT 24: Parent Teacher Conferences

### Admin Team Section

[Dr. Michael](#)

[School Director: Kru Rung](#)

[Middle School: Dr. Richard](#)

[High School: Mr. Kevin](#)

[ECE & Elementary: Dr. James](#)

[Athletics Department: Mr. Sean](#)

### Middle School

[MS Counselor's Corner](#)  
[English](#)  
[Math](#)  
[Science](#)  
[Social Studies](#)

[Chinese](#)  
[Thai](#)  
[PE](#)  
[Electives](#)

### Directory and Important Links

[Staff Contact List](#)  
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[2025/2026 Calendar](#)

### 2025/2026 TCIS Calendar At A Glance

Sep '25	15	16	17	18	19	19	PD (No students)
	22	23	24	25	26		
	29	30				30	End of Quarter 1
Oct '25			1	2	3	1	Begin Quarter 2
	6	7	8	9	10	9	Double 10 Day Ceremony
	13	14	15	16	17	10	Student Dismissal at 11:30 am / PD Day for Teachers afternoon
	20	21	22	23	24	14-17	13 King Rama 9 Memorial Day - 14-17 October Break
	27	28	29	30	31	23	Chulalongkorn Day



## Message from Dr. Michael



Dear TCIS Parents,

What a wonderful week it has been at TCIS! From honoring our teachers to celebrating student achievements, our community continues to shine.

### Wai Kru Ceremony

Our Wai Kru Ceremony was a beautiful celebration of respect and gratitude. In Thai culture, Wai Kru is a tradition where students formally honor their teachers, recognizing the wisdom, care, and guidance that educators provide. Our student performers did an outstanding job, making the event deeply meaningful for everyone present.

At TCIS, we believe teachers are more than instructors — they are mentors, role models, and champions of every child's growth. Their influence reaches far beyond the classroom, shaping the character, values, and future of our students. As the saying goes, "A teacher takes a hand, opens a mind, and touches a heart." We are deeply grateful for their dedication and commitment.

### Parent Coffee Mornings

We also held three Parent Coffee Mornings this week, and we are thrilled with the great turnout and conversations. These gatherings help strengthen the bond between home and school, and we truly appreciate the time parents take to join us and share in building our community together.

### Wolves on the Move

It has also been a great week for our TCIS Wolves! Our athletes continue to show their hard work, sportsmanship, and determination as they bring home more wins and make us all proud. Whether on the court, the field, or in training, our students are proving that teamwork and perseverance lead to success. Go Wolves!

Thank you for your continued support — together we are making this a strong and memorable year for TCIS.

Regards,

Dr. Michael



























Dear TCIS Family,

🌸🌟 **Wai Kru Ceremony 2025 at TCIS** 🌟🌸

Our TCIS community came together to celebrate the beautiful Thai tradition of **Wai Kru** 2025 a ceremony where students honor their teachers with respect, gratitude, and heartfelt appreciation.

It was a truly meaningful morning filled with smiles, flowers, and warm moments as students expressed their thanks to teachers who guide and inspire them every day.

A big thank you to our Thai Department, staff, and students for making this ceremony so special. Together, we continue to celebrate culture, tradition, and the strong bond between teachers and students at TCIS.

**Inspiring the Next Generation of Doctors , Engineers , and Leaders at TCIS**

At TCIS, we are dedicated to helping our students dream big and get ready for success in higher education!

This week, we were honored to welcome professors and admissions staff from **Thammasat University**. They shared practical tips and inspiring guidance on applying to the **Faculty of Medicine** and **Faculty of Engineering**.

Our students learned how to build strong portfolios, join experience-building camps, and prepare themselves step by step for their university journey.

Such an exciting opportunity to open doors and inspire future doctors, engineers, and leaders!

**Standing Together Through the Floods**

On **September 15, 2025**, TCIS partnered with **Bangplee Yai Chief (Kamnan Keng)** and the **Ruamkatanyu Foundation** to distribute relief packages to community members affected by the recent floods.

We are truly grateful for the opportunity to support our neighbors and stand together as a community during this challenging time.

Regards





## Wai Kru Ceremony







We are pleased to share updates and highlights from the month.

### Parent Coffee Morning

Thank you to everyone who joined our recent Coffee Morning. It was a wonderful opportunity to connect and share important information. If you were unable to attend, [please take a moment to view the slides](#) and available below. As always, you are welcome to book a meeting if you would like to discuss any questions further.

### World Scholar's Cup (WSC)

The World Scholar's Cup is a prestigious three-stage international competition involving over 50,000 students from more than 60 countries. After advancing through the local round, ten of our students competed among the highest achievers at the global round. From approximately 8,000 global competitors, only 1,000–2,000 scholars earn the coveted invitation to the Tournament of Champions at Yale University. We are proud to announce that nine of our students will be joining this final stage. We look forward to sharing their results at the end of November!

### PSAT and University Preparation

On [October 1](#), Grade 8 students will take the PSAT. This is a practice exam designed to prepare students for the SAT in Grade 11. There is no need for special preparation, as Mr. Shaun has already met with students to ensure they are ready. On the day of the test, please remind your child to bring a fully charged laptop, get plenty of rest the night before, and eat a healthy breakfast. Grade 8 students will also attend many university fairs this year to give them ideas for the future.

### Grade 5 & 6 Drama Performance

Next Tuesday, during advisory, our Grade 5 and 6 students will host a drama performance for the middle school. The show will be recorded and shared with families. This is an exciting new program added this year, and we look forward to celebrating the creativity and talent of our young performers.

### October Events

- [October 10](#): Double Ten Day Celebration
- [October 13–17](#): October Break (no school)
- [October 24](#): Parent-Teacher Conferences – Please call to book your appointment with your child's teacher. These conferences are an important opportunity to partner together for your child's success.

We wish everyone a wonderful October and look forward to seeing you at our upcoming events!

Dr. Richard E. Poulin III  
Head of Middle School  
[richard.poulin@tcis.ac.th](mailto:richard.poulin@tcis.ac.th)







# MIDDLE SCHOOL PARENT COFFEE MORNING

TUESDAY, SEPT 16, 2025



MS Schedule	
7:30 - 8:10	Period 1
8:10 - 8:50	Period 2
8:50 - 8:55	Passing
8:55 - 9:15	Morning Break
9:15 - 9:20	Passing
9:20 - 10:00	Period 3
10:00 - 10:40	Period 4
10:40 - 11:10	Recess
11:10 - 11:40	Lunch
11:40 - 11:45	Passing
11:45 - 12:25	Period 5
12:25 - 13:05	Period 6
13:05 - 13:10	Passing
13:10 - 13:50	Period 7
13:50 - 14:30	Period 8
14:30 - 14:35	Passing
14:35 - 15:10	Advisory

## MS SCHEDULE

2025/2026

### LUNCH

- First to have lunch
- Fewer students in line

### ADVISORY

- End of the day
- Important announcements
- Academic Support
- SEL
- Collaboration/SLO
- Clubs



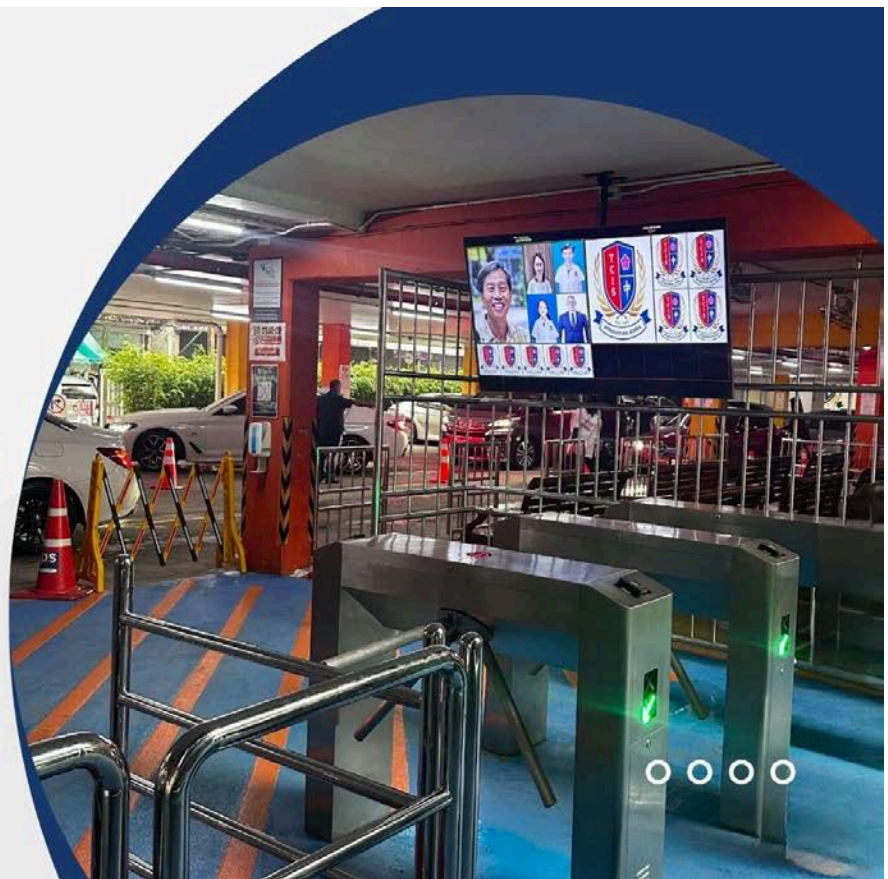
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# EXIT & EARLY DISMISSAL

- Recommend to pick-up in the waiting area.

NOT outside of school

- Please contact [registrar@tcis.ac.th](mailto:registrar@tcis.ac.th) if you are picking up your child.



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## UNIFORM

- **Grade 5 & 6**

Always wear white uniform to school; change at lunch

- **Grade 7 & 8**

Wear PE uniform to school on PE days; change at break

- **Store Room**

Closes at 3:30 PM

- **Out of Uniform**

Borrow a uniform or purchase from the storeroom.

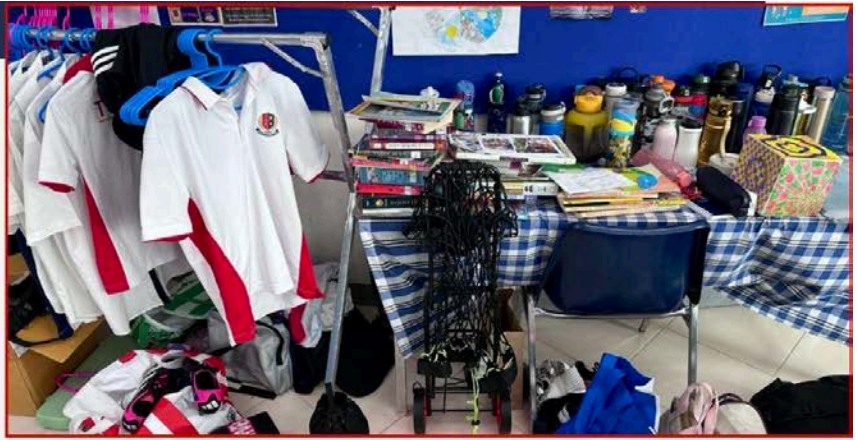


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## LOST & FOUND

- Students are responsible for their belongings
- Use lockers
- CCTV not for lost items
- Protect their laptops

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## TECH WATCH



**TikTok**

Videos being shared



**Discord**

Check your child's messages



**Instagram**

Pictures being posted and messages



**VPN**

Bypassing security



# **+MIDDLE SCHOOL**

## **ENHANCED**

Enhance your child's middle school experience

### **NEHS**

Grades 5 & 6



### **Yearbook**

Grades 7 & 8



### **Student Council**

All Grades



## **WEEK WITHOUT WALLS GRADES 5 & 6**

- Arrive at TCIS Mon Nov 10 @ 7AM
- Depart TCIS @ 8:30 AM
- Return to TCIS Thur Nov 13
- Pick-up @ 3:10 PM
- Fri Nov 14 Day Trip





# Grade 5/6 Team



Mr. Thomas



Ms. Shanesz



Mr. Guy



Mr. Mansel



Mr. Axel



Kru Aom



Kru Aim



Ms. Nid



Ms. Ben



Ms. Porkaew

## WEEK WITHOUT WALLS **GRADES 7 & 8**

- Arrive at TCIS Sun Nov 09 @ 3PM
- Depart TCIS @ 4PM
- Train leaves BKK @ 18:40
- Return BKK Fri Nov 14 @ 06:50
- Arrive at TCIS @ 08:30
- Pick-up before 10:00 AM





# Grade 7/8 Team



Dr. Richard



Mr. Ranc



Kru Toom Tam



Dr. Jessica



Ms. Brianna



Mr. Scoot



Yi-Cheng



Tr. Anne



Ms. Bree



Mr. M

○ ○ ○ ○

## Q&A SESSION

*Thank you for your support!*



**OFFICE**



02-751-1201 ext. 361



[Book An Appointment](#)

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## World Scholar's Cup Champions

After earning a spot at the Global Round, 10 TCIS students competed against the top students and school from the region. There was a lot of competition but also a lot of fun.





## World Scholar's Cup Champions





## Pitai & Hye-Seong (Grade 5) Represent Thailand at the Voices of Singapore Festival 2025

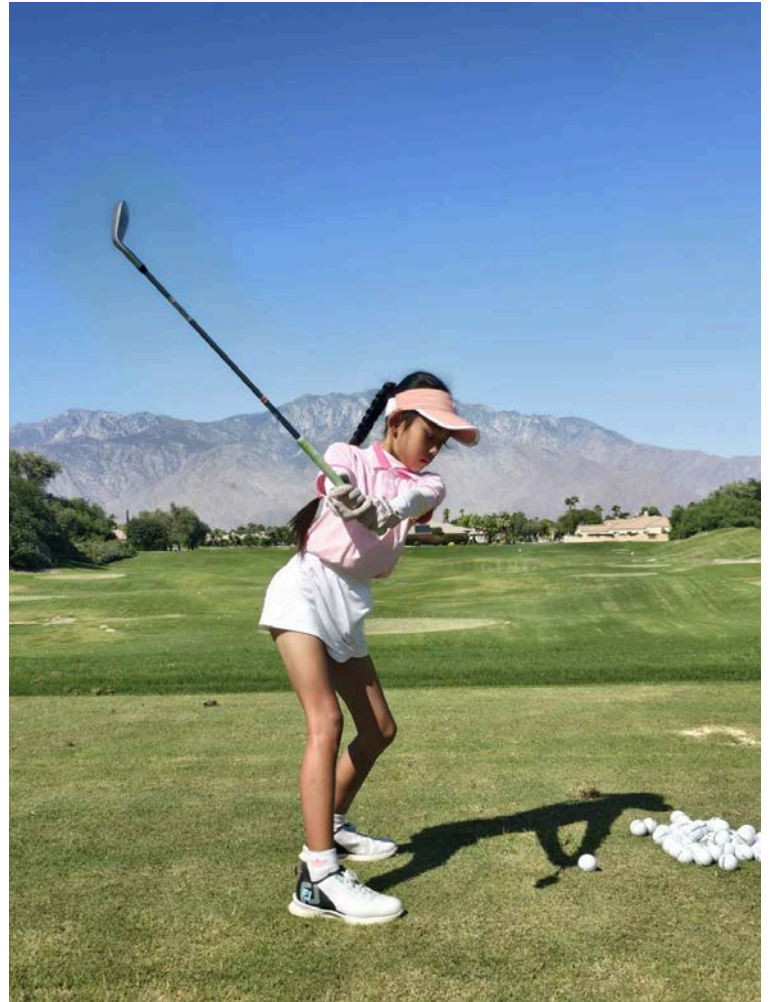
Pitai and Hye-Seong, Grade 5 students, proudly represented Thailand as a member of the Thailand Children's Choir at the Voices of Singapore Festival 2025, held from September 6–9.





## Piew (Grade 5) Laya Tammanu Golf Tournament

Piew proudly competed in the Laya Tammanu Golf Tournament, the Palm Springs Open 2025, held from September 13–14, 2025. Demonstrating skill and determination, she secured an impressive 5th place finish in the tournament. This achievement highlights her hard work and growing success in golf.





# Spirit Week

Student Council organized themes for the week to boost our TCIS spirit and build our community.





## Learning in Action

Quarter 1 is nearly complete and students are deep into learning and completing projects.





## Chinese Speech Competition

Congratulations to Angel (Grade 8) and Vivian (Grade 6) on earning medals in the very competitive Chinese Speech competition.





## Sports

Sports have been busy with students accomplishing some wins and enhancing their skills. Go Wolves!





## Sports





## Mr. Kevin's Message



Dear High School Parents,

We had another exciting week which started off with a High School Parent Coffee Morning. We had an amazing turn out of over sixty parents in attendance. Thank you to all who attended. For those of you who couldn't make the meeting, I am happy to share the [High School Coffee Morning Presentation](#). You can [click here](#).

- **SEPT 23-24:** ROTC Registration Day for G11-12 (23, Sept), G10 (24, Sept),
- **SEPT 24:** Thai University Fair (HS) - @Gym 5
- **OCT 2:** PSAT G9 @MS 6F (7:30am)
- **OCT 3:** PSAT G10 @MS 6F (7:30am)

### ROTC Grade 10 Students

This is a reminder about the **Physical Fitness Test for Enrollment as ROTC Students**. Details are as follows:

- **Date:** Tuesday, **September 24, 2025**
- **Time:** 7:30 AM – 12:00 PM
- **Meeting Point:** School soccer field **by 7:20 AM**  
(All students must go by the school bus, which departs at 7:30 AM)

### Physical Fitness Test follow details as below:

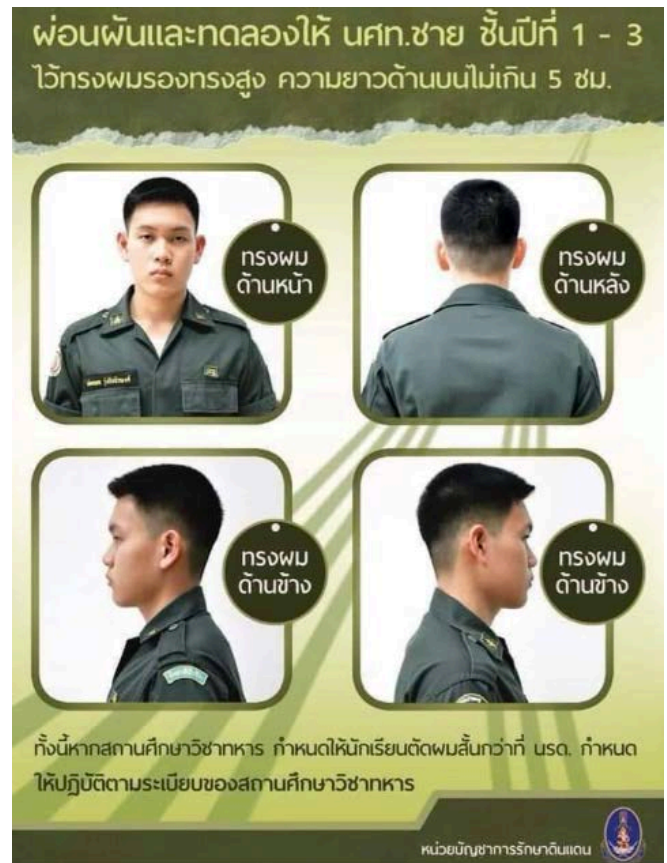
1. Push-up 22 times in 2 minutes
2. Sit-up 34 times in 2 minutes
3. Run 800 meters in 3 minutes 15 seconds

### Dress Code:

- Proper haircut and natural hair color (**Please make sure to get your haircut done before September 24, 2025**)
- School PE uniform
- Sneakers (sports shoes)

### Please bring:

- Blue pen
- Cash for purchasing ROTC equipment



Kevin Curran  
Head of High School





# Welcome to our Coffee Talk!



## HS Coffee Morning Today's Schedule

1. University Preparation
2. CS Hours
3. Week Without Walls
4. IB Program
5. Questions

## What Students Should Be Completing To Prepare for University

- ☐ IELTS
- ☐ SAT
- ☐ Resume
- ☐ Portfolio
- ☐ College Essay(s)
- ☐ Requested Letters of Recommendation
- ☐ Final University List
- ☐ Organization to Track Applications
- ☐ Community Service Hours





# Student Responsibilities

- Follow instructions and meet deadlines
- Meet with the counselors regularly about your college plans
- Talk to your parents regularly about your plans
- Research colleges and the application processes
- Complete your resume (CV), essays, personal statements, portfolios etc.
- Schedule and take exams (SAT, IELTS, TOCFL, BMAT, UCAT, etc.)
- Prepare for and complete college interviews
- Ask for letters of recommendation and other necessary documents in a timely manner (*requests should have been made last March/April*)
- Attend college visits and events, ask questions, learn
- **Complete applications before deadlines**
- Share results of tests, applications, etc. with counselors
- Choose and pay deposit for one university
- Apply for visas, if necessary

College applications are a **student's** responsibility.

## Parent Responsibilities

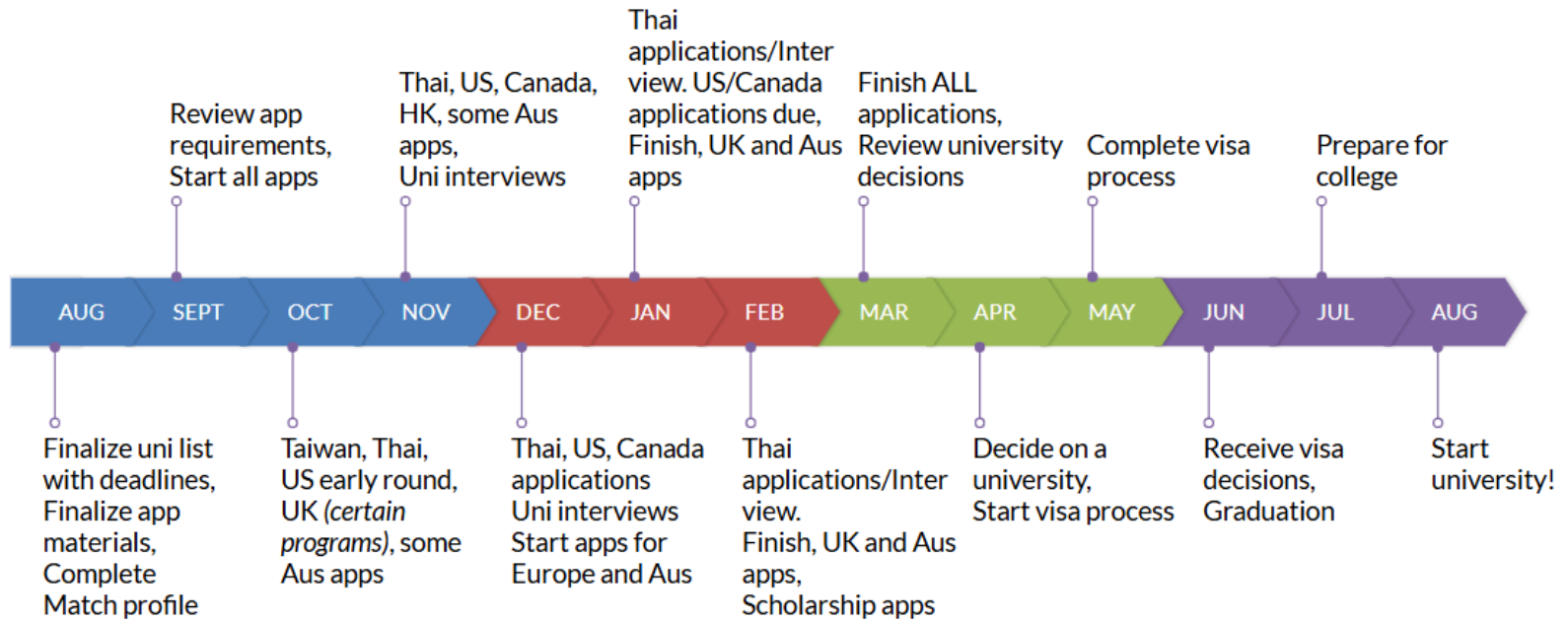
- Talk with their child about their plans for the future
- Discuss and decide on a realistic budget for your education
- Help complete the visa process (must provide financial documents)
- Help their children learn necessary life skills (laundry, cooking, personal budgeting, etc.)

## College Counselor Responsibilities

- Meet with students and parents when needed
- Invite universities to visit and communicate this with students
- Obtain and send official report of students' grades
- Write letters of recommendation (LoR)
- Help students search for university options
- Support students in the application process, reviewing materials when asked, uploading LoR's
- Share information about IELTS, SAT, etc. with students
- Track application status and results



# Grade 12 Timeline



## Taiwan



### • August / September

Early round / First round applications (Overseas Chinese)

- Requirements: GPA (G10-G11), Portfolio, SAT, IELTS (Intl program), TOCFL (Chinese program), autobiography, study plan

### • January / February

International and Overseas Chinese Second round applications

- Requirements: GPA (G10-G11), Portfolio, SAT, IELTS (Intl program), TOCFL (Chinese program), autobiography, study plan

### • October / November / December

International First round and Overseas Chinese applications

- Requirements: GPA (G10-G11), Portfolio, SAT, IELTS (Intl program), TOCFL (Chinese program), autobiography, study plan

### • March / April

International Second round

- Requirements: GPA (G10-G11), Portfolio, SAT, IELTS (Intl program), TOCFL (Chinese program), autobiography, study plan



# Thailand



- **October 28** - TCAS registration for all Thai nationality students
  - Early round / First round applications
  - Requirements: GPA (G10-G11), Portfolio, SAT, IELTS, BMAT /UCAT(med. program)
- **November**
  - Requirements: *Same as above*
- **December**
  - Requirements: GPA (G10-G12 *\*first sem*), Portfolio, SAT, IELTS, BMAT/UCAT (med. program)
- **February**
  - Requirements: GPA (G10-G12 *\*first sem*), Portfolio, SAT, IELTS
- **March**
  - Requirements: *Same as above*
- **April**
  - Requirements: *Same as above*



## Upcoming University Fairs

**September 17** @Bangkok Patana

**September 18** @TCIS

**September 24** @TCIS





# Thai University Fair

September 24

G12: 1:00pm - 2:30pm

G8-11: 2:15pm - 3:00pm

**\*Starting with the Class of 2027 60 hours will be required.**

Grade Level	Minimum Hours
Beginning of Grade 10	10
Beginning of Grade 11	25
Beginning of Grade 12	40

\*Although these are the minimum requirements, we encourage all students to exceed these hours and be engaged in as many community service programs as possible.

1. Choose a cause or issue that resonates with your interests or community needs. The service should be intrinsic regardless of hours allocated. **We do not want students to be doing community service because of the hours but rather because of the experience and positive impact they can make on the community.**
2. Develop your project plan and obtain **pre-approval** from the **Head of Division** and **Thai Director** (for non-IBDP students), or the **CAS Coordinator** (for IBDP students) even if the activity is listed as an approved activity.
3. Carry out the project with dedication, respect, and responsibility.
4. **Reflect and** consider your impact, what you learned, and how the experience influenced your personal growth.
5. **Document Your Work:** Complete the [Community Service Form](#)



## Scholarships

Scholarships for students in Grades 6-12 will be awarded based on Academic GPAs. For Grades 8-12 in order to qualify for scholarships, students must have a minimum number of Community Service Hours according to the chart below:

Grade Level	Community Service Hours
Grade 8	10
Grade 9	20
Grade 10	30
Grade 11	40
Grade 12	50

Scholarship recipients must also participate in at least one TCIS-sponsored extracurricular activity (i.e. Honor Societies, Model United Nations, World Scholars Cup, Sports, etc.)

## Previous Trip Memories





# Vietnam Itinerary G9/10



## Flight Departure

- **Monday Nov. 10**

- **Meet at Suvarnabhumi Airport at 5:00 AM** to check in together.

## Flight Return

- Friday Nov. 14 Arrive at 12:45 in the afternoon
- Pick up your child at Suvarnabhumi Airport
- **Re-Entry Visas Needed For Non-Thais to return to Thailand**

# Japan Itinerary G 11/12



## Flight Departure

- **Sunday Nov. 9**

- **Meet at Suvarnabhumi Airport at 4:45 PM** to check in together.

## Flight Return

- Friday Nov. 14
- Pick up your child at 7:05 PM at Suvarnabhumi Airport

**\*Re-Entry Visas Needed For Non-Thais to return to Thailand**



**GET  
VIETNAM VISA  
NOW!**



# Japan Visas



Trip Provider is willing to assist with this process.  
There are additional fees for those that need visas

## TCIS Chaperones (Vietnam)



Mr. Tony  
(Head of Chinese Department)



Mr. Sean  
(Head of Sports)



Mr. Andrew  
(Humanities teacher)



Mr. David  
(Head of Sciences)



## TCIS Chaperones (Vietnam)



**Mr. Matthew**  
(Math teacher)



**Kru Ben**  
(Thai Teacher)



**Ms. Sheeba**  
(Biology teacher)



**Ms. Jasmine Lee**  
(Music teacher)



**Ms. Vicky**  
(Chinese teacher)

## TCIS Chaperones (Japan)



**Mr. Kevin**  
(Head of High School)



**Mr. Shaun**  
(High School Counselor)



**Mr. Severino**  
(Physics teacher)



**Ms. Kelly**  
(ELL Teacher)



# TCIS Chaperones (Japan)



**Dr. Li-Chou**  
(Music teacher)



**Ms. Yuhan**  
(Chinese teacher)



**Ms. Kelsey**  
(English teacher)



**Kru Buab**  
(Thai Teacher)

## Week Without Walls Room Assignments Sign-up



THAI-CHINESE INTERNATIONAL SCHOOL - VIETNAM 2025			
ROOM NO.	PIN	NAME	ROOM TYPE
1			TWIN
2			
3			TWIN
4			
5			TWIN
6			
7			TWIN
8			
9			TWIN
10			
11			TWIN
12			
13			TWIN
14			
15			TWIN
16			
17			TWIN
18			
19			TWIN
20			
21			TWIN
22			
23			TWIN
24			
25			TWIN
26			
27			TWIN





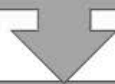
# An Intro to the IB Diploma Programme

IBDP Committee

Monday, September 15, 2025

## What is the IB Diploma Programme?

The International Baccalaureate (IB) Diploma Programme is a comprehensive and rigorous two-year curriculum.



The Diploma Programme is highly regarded for university admissions throughout the world. IB students routinely gain admission to some of the best-known universities worldwide.



The Diploma Programme is being added at TCIS as an *additional* option for students in grades 11-12.



# Why IB?



## College Pathways: TCIS vs AP vs IBDP

TCIS Diploma	TCIS + AP Courses	TCIS + IB Diploma Programme*
<p>Minimum requirements for graduation</p> <p>Strong foundations in core subjects, flexibility to explore multiple areas of interest</p> <p>Least rigorous option; less impressive to university admissions officers</p>	<p>Allows students to study more rigorous courses in individual disciplines</p> <p>Flexible course plan; courses last one year and can be taken in grades 9-12</p> <p>More rigorous option; more impressive to university admissions officers</p>	<p>Allows students to study rigorous courses in all disciplines while choosing to specialize in 3-4 subjects.</p> <p>Less flexible course plan; courses last two years and are taken during grades 11 and 12.</p> <p>Considered by many universities in Canada, UK, Europe, Singapore, Australia to be strongest, most impressive option</p>

*\*Students may also enroll for IB Certificates in one or more individual subjects.*



# Who should take the IB Diploma?

- There are two groups of students who should undertake the IB Diploma:
  - **Students aiming for streamlined university entry** – particularly those applying to regions where the IB is highly recognized and can provide direct admission advantages, such as the UK, Canada, Europe, Australia, and Singapore.
  - **Students who are academically strong and intrinsically motivated** – learners who thrive on challenge, enjoy independent research, and want the breadth and depth of a rigorous, internationally respected curriculum.

## What Does the IB Diploma Programme Include?





# Interested 9<sup>th</sup> and 10<sup>th</sup> Grade Students

**When deciding which subjects to take there are several factors which should be considered:**

- Which subjects do you enjoy?
- Which subjects are you good at?
- What does the course involve?
- What type of career(s) are you interested in?
- What are the requirements of the universities at which you intend to apply?

## Questions





## Dr. James' Message



Dear TCIS Family,

### Wai Kru

The Wai Kru Ceremony at TCIS was a truly meaningful and moving event. I feel grateful and privileged to take part in such an important cultural tradition. Thank you to our incredible Thai team—led by Kru Rung—for pouring your time, energy, love, and attention into creating a ceremony that was both beautiful and unforgettable.

Special thanks to Mr. Frank, members of the TCIS Foundation Board, and Ms. Carol for your presence, and to Dr. Michael for his steady leadership and daily support of our teachers. To everyone else who helped bring the ceremony to life—including our fantastic MCs, student performers, the IT team, maintenance staff, and fellow teachers—thank you. It was a true team effort, and I'm proud to be part of this amazing TCIS community. And, of course, thank you to our amazing TCIS teachers and teacher assistants. Wai Kru is a celebration of everything that you bring to our incredible school. [Wai Kru Photos](#)

Finally, a truly heartfelt thank you to Kru Fai, Kru Nongsong, and our students for the special student-made Wai Kru card you created for me. I was deeply touched by this meaningful and beautiful gesture. Every day, I feel incredibly fortunate to be part of this amazing community, and moments like this are very meaningful to me. [Wai Kru Card to Dr. James](#)

### Parent Coffee Morning

Thank you for attending Wednesday's ECE & Elementary Parent Coffee Morning! It was wonderful to see so many of you there. These gatherings are a valuable opportunity for us to connect, share ideas, and hear your feedback — all of which help strengthen our community and enhance the experience for our students. I look forward to seeing you at our next Parent Coffee Morning! [ECE & Elementary Parent Coffee Morning Slides](#)

### Design Themes for Elementary

From our Google Form: This year, our ECE classrooms were beautifully redesigned with an Ocean theme, and the results have been truly inspiring for our youngest learners. Now, we would like your input as we look ahead to refreshing the elementary, middle school, and high School buildings.

Please take a few moments to share your preferences through the Google Form linked below. Your feedback will help us create learning environments that are both engaging and reflective of our community's creativity.

The more feedback we get from the community, the better!

Here is the Google Form link:

- [TCIS Design Themes](#)

### Kodomo Storytelling and Hygiene Event

From 9:30am to 10:30am, Thursday, September 25th, 2025, Kodomo Company will visit TCIS and provide a special storytelling and hygiene information workshop to our ECE and elementary students. This will be a fun interactive teaching and learning event for students and teachers, and we look forward to sharing lots of photos with parents. [Kodomo Poster](#)

### Non-Uniform Day

Our next non-uniform day on **Friday, September 26th, 2025** will be in the theme of Day vs Night. Students can wear clothes that represent the day time (maybe with the sun or bright yellow clothes) or the night time (maybe all black clothes with the moon or stars). Kindly no pajamas during this non-uniform day. No masks are allowed, and all clothes must be school appropriate. [Day vs. Night Non-Uniform Day](#)

Kind regards,

Dr. James

[james.cooke@tcis.ac.th](mailto:james.cooke@tcis.ac.th)







## Learning in Action





Dr. James Photos: Student Wai Kru Card Presentation By Grade 3 Students







# PARENT COFFEE MORNING

Connect, Learn, and Support Student Success



## Welcome to the ECE & Elementary Parent Coffee Morning

Wednesday, September 17th, 2025





# Agenda

ECE Schedules

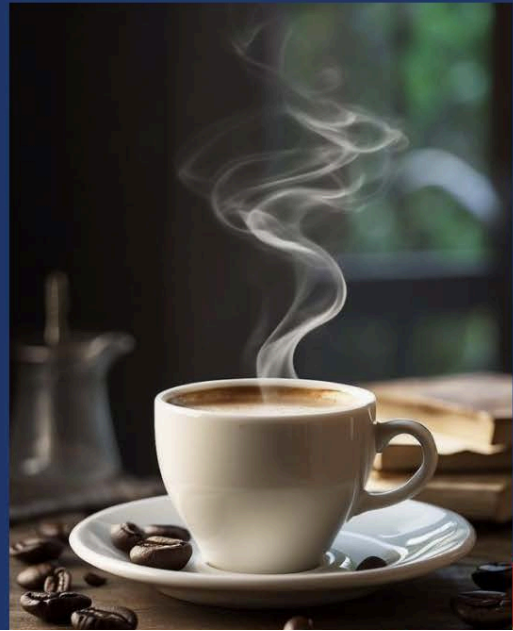
Standards-Based Grading

NWEA MAP

Week Without Walls

Important Reminders

Questions



## ECE Schedule

All classes receive the same number of periods.

B class is primarily Chinese.

- A and C class teach non-Chinese classes for B class.
- Nap and Snacks and Centers in B class
- Very smooth transitions between classes.

PK3 & PK4 A, B, & C		KG A, B, & C	
Subject	Periods Per Week	Subject	Periods Per Week
English	5	English <ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li><li>• Phonics</li></ul>	12
Math	5	Math	5
Thai	5	Thai	5
Chinese	10	Chinese	10
Art	1	Art	1
Library	1	Library	1
Music	1	Music	1
PE	1	PE	1
STEM	1	STEM	2
Hands On Activity	5	Center Play	1
Nap	5	Explorative Play	1
Snack and Centers	5	Snack and Centers	5



# Standards-Based Grading

## Q. What is Standards-Based Grading

- A. Standards-based grading measures how well students master specific learning standards. Grades reflect current understanding.





Students' grades are not negatively affected by early mistakes made at the beginning of the semester.

Uses a 1 - 4 scale. The numbers are not points (they cannot be added together), but rather they relate to learning achievements.

## Q. Is it Ok to See 1s and 2s in the Beginning of the Semester?

- A. Yes, it is normal to see 1s and 2s in the beginning of the semester as students work towards mastery. This takes time.

## STANDARDS BASED GRADING SCALE

<b>4</b> Above grade level		Student is working on skills beyond their current grade level
<b>3</b> On grade level		Student has mastered this skill/standard and is confident in their abilities
<b>2</b> Approaching grade level		Student is working on mastering this skill/standard and requires some support
<b>1</b> Below grade level		Student has not mastered this skill/standard and requires additional practice and support

Just like a child riding a bike, students learn at their own




# Standards-Based Grading Activity

## You are the Teacher.

## Grade the Student Using Standards-Based Grading



## Standards-Based Grading Quiz: Grade A or B?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Final Grade
1	1	1	1	2	2	3	3	3	?
									

A. Do we average out the students scores and divide by 9 weeks:

$$1+1+1+1+2+2+3+3+3=17$$

$$17/9 = 1.889$$

**Final Grade = 1.88**

B. Do we observe that after 9 weeks, the student consistently showed he is meeting the standard:





Below Standard .....1

Approaching Standard.....2

**Meeting the Standard..... 3**

Meeting with Excellence.....4

## Standards-Based Grading: Answer B

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Final Grade
1	1	1	1	2	2	3	3	3	3
									

Great Job, Moms & Dads!

Learning is a process that takes time.

We do not deduct point for students taking time to learn.





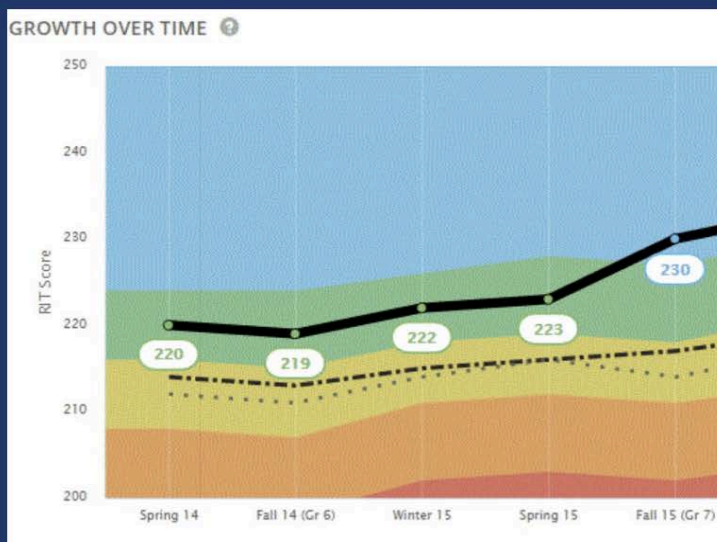
# MAP Test - What is It?

What is the NWEA MAP Test?

The NWEA MAP (*Measure of Academic Progress*) Assessment is an **adaptive test** that measures student performance in subjects such as reading, mathematics, science, and language usage.

Teachers use the results to inform instruction.

It is one of many assessments teachers use to build a picture of each student.



## Rasch Score (RIT Score)

Think of it like a ruler for learning.

It does not tell if your child is *good* or *bad* at school.

The number represents your child's academic achievement, or what they know and can do, at a specific point in time.

The higher the RIT score, the more your child has learned.

The RIT score measures growth over time, not just performance against their grade or peers.

250	Student understands and applies concepts below 250
240	Student understands and applies concepts below 240
230	Student understands and applies concepts below 230
220	Student understands and applies concepts below 220
210	Student understands and applies concepts below 210
200	Student understands and applies concepts below 200
190	Student understands and applies concepts below 190
180	Student understands and applies concepts below 180
170	Student understands and applies concepts below 170
160	Student understands and applies concepts below 160
150	Student understands and applies concepts





## Family Report

**What is this report?** A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

**What is MAP Growth?** A test that adapts to your child's responses in real time to measure your child's skill level.

**Why is my child taking MAP Growth?** MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

Grade: 1  
Thai-Chinese International School

### What do Achievement and Growth mean?

**Achievement**—How well your child has learned skills in a subject compared to similar students nationwide.\*

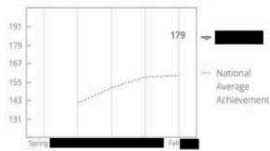
**Growth**—A measure of your child's personal progress over the year.

**What is a RIT score?** The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

\*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade

## Mathematics

### High Achievement 93rd Percentile



Overall score (RIT score) was a 179 on a range of 100-350. Your child is in the 93rd percentile, which means they scored better than 93% of their peers.

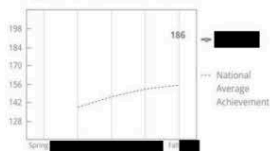
### Growth

No growth data to show.

A percentile cannot be provided. No comparative data is available for this subject and grade level.

## Reading

### High Achievement 99th Percentile



Overall score (RIT score) was a 186 on a range of 100-350. Your child is in the 99th percentile, which means they scored better than 99% of their peers.

### Growth

No growth data to show.

## Family Report

**What is this report?** A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

**What is MAP Growth?** A test that adapts to your child's responses in real time to measure your child's skill level.

**Why is my child taking MAP Growth?** MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

Grade: 1  
Thai-Chinese International School

### What do Achievement and Growth mean?

**Achievement**—How well your child has learned skills in a subject compared to similar students nationwide.\*

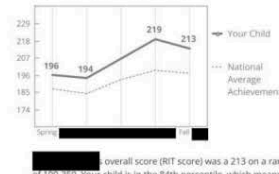
**Growth**—A measure of your child's personal progress over the year.

**What is a RIT score?** The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

\*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade

## Mathematics

### High Achievement 84th Percentile



Overall score (RIT score) was a 213 on a range of 100-350. Your child is in the 84th percentile, which means they scored better than 84% of their peers.

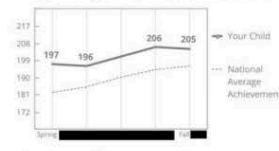
### High Growth 81st Percentile

Your child's growth from Fall 2024 to Fall 2025 is in the 81st percentile, which means they made more progress than 81% of their peers.



## Reading

### High Average Achievement 69th Percentile



Overall score (RIT score) was a 205 on a range of 100-320. Your child is in the 69th percentile, which means they scored better than 69% of their peers.

### Average Growth 49th Percentile

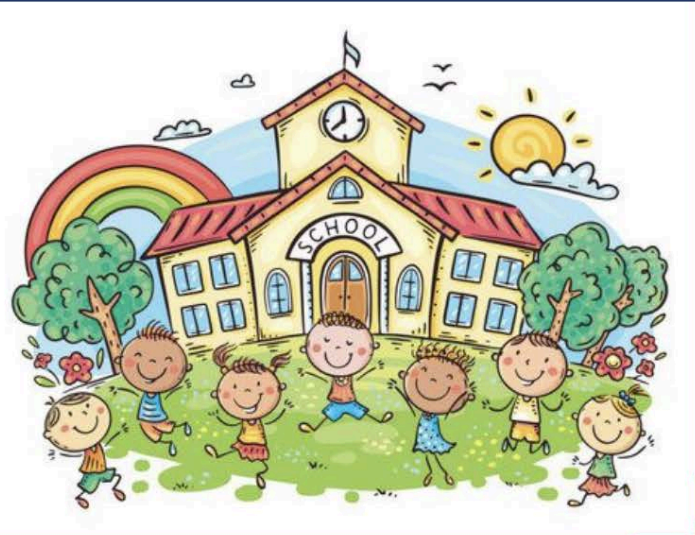
Your child's growth from Fall 2024 to Fall 2025 is in the 49th percentile, which means they made more progress than 49% of their peers.



# Week Without Walls - What is It?

A focus on experiential learning and learning outside of the classroom.

Our first year for an ECE and elementary Week Without Walls.







## Possibilities

- Thai Field Trip
- Track and Field (Selected G2 -G4 students)
- Sports Day (ECE and Elementary)

- Petting Zoo
- Art Project
- Grade-level field trip (elementary)
- ECE Playground Camp Activity
- Scavenger Hunt
- Teacher Planned Activities
- Math Contest

## Week Without Walls: Thai Field Trip

- Tamfarmdee

Tuesday, November 12th, 2025

[illegible]



## Important Reminders






- Arrive at school by 7:20am.
- Parents kindly exit the ECE by 7:30am
- Refrain from walking with your child when they are walking in their class lines in the mornings.
- iMoos and phones - not allowed during school-day
- Please display your Student Name Card in your car
- Signing out students during events. No returning to class









# Questions?





கிரே கிரே  
Kirei Kirei  
キレイ キレイ

# KODOMO



## SCHOOL ROADSHOW

**Drama Show**  
Performed by Kodomo & Kirei Kirei  
Mascots 🧡💛💚💚

**Toothbrushing Lesson**  
Teaching kids to brush their teeth with the  
"Two-Finger" technique 🦷🌟

**Product Hunt Game**  
Join fun activities and win prizes from  
Kodomo & Kirei Kirei 🎁🌟

**Product Giveaway**  
Free products from Kodomo & Kirei Kirei  
for all kids who join the activities 🎁🧸🧴

Date : 25 September 2025, from 09:30 AM – 10:30 AM 📍 Venue : School Auditorium



# TCIS Non-Uniform Day Friday, September 26th, 2025



**Please dress appropriately.  
NO PAJAMAS PLEASE  
No midriff revealing shirts, no costume masks**



Hey Wolves,

Our athletics season is in full swing, and it has been exciting to see the energy, commitment, and teamwork across all age groups!

### **G7U & G5U Basketball**

Both our G7U and G5U basketball teams are off to a fantastic start. They've been playing great basketball and showing growth each week. The new jerseys look amazing, and it's clear the players love representing TCIS in them.

As a reminder, our basketball season is short. To continue developing their skills, I strongly encourage players to stay active with the sport even after the season ends. Attending basketball camps, joining academies, or participating in any type of offseason training will make a big difference. Playing consistently—ideally every day—is crucial in athletic development. If you'd like recommendations for programs, please don't hesitate to reach out.

### **Varsity & JV Soccer**

It has also been wonderful to see our older Varsity Soccer players stepping in to work with the JV team. Their encouragement and leadership play an important role in strengthening our TCIS sports community. When older athletes support and guide younger players, everyone benefits.

If any high school students are interested in helping out with the younger divisions, please connect with me (Mr. Sean). It's a valuable opportunity for older players to mentor, and for younger athletes to learn from those with more experience.

As always, please keep up to date with all game schedules and practice schedules on Google Classroom. If you need the link for the teams, please reach out to me and I will gladly add you to the classroom!

Thank you for your continued support of TCIS Athletics. Something special is happening here at TCIS and the student athletes are fully ready to WIN!

**GO WOLVES!**

Mr. Sean





## School Counselors: Ms. Bree & Ms. Younah



Dear TCIS Family,

This month, counselors had the opportunity to meet with Grade 5 and Grade 7 students during Advisory to complete their roadmap.

Through this session, students were encouraged to reflect on their own school journey, consider their goals, and think about the steps along their personal roadmap. It was a valuable time for students to pause and look ahead, while also sharing their thoughts and insights.

For us, school counselors, it was equally meaningful. Reading each student's responses allowed us to gain deeper insight into their perspectives, hopes, and experiences at school.

Next month, we look forward to working on roadmaps with our Grade 6 students and writing one of this year's goals with our Grade 8 students.

Please reach out to us anytime if you feel that your child may need additional support.

Kind regards,  
Ms. Bree and Ms. Younah



How can your school counselors or school help support you in this area? \*

學校或輔導老師可以如何幫助你？

Your answer

Would you like to meet with a school counselor about anything else? \*

你有其他事情想和輔導老師聊聊嗎？

Your answer

Is there anything else you'd like to share with us school counselors? \*

還有什麼想和我們輔導老師分享的嗎？

Your answer



Ms. Bree: [bree.tsai@tcis.ac.th](mailto:bree.tsai@tcis.ac.th) | Ms. Younah: [younah.kim@tcis.ac.th](mailto:younah.kim@tcis.ac.th)

# TCIS CHILD SAFEGUARDING TEAM

safe@tcis.ac.th



**KRU RUNG**  
THAI DIRECTOR  
CHILD SAFEGUARD LEAD



DR. MICHAEL



MR. TONY



MR. KEVIN



DR. RICHARD



DR. JAMES



MS. BREE



MS. YOUNAH

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



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

## Global Citizens

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



## Open-Minded Thinkers

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



## Well-Balanced Individuals

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



## Optimistic Risk-Takers

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



## Lifelong Learners

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



## Voices for Collaboration

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



## Empathetic Leaders

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



## Solution-Oriented Problem Solvers

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







Dear Parents and Guardians,

We've had a busy and productive month in 5th Grade English Language Arts! I wanted to take a moment to share some highlights from our recent work and give you a look ahead at what's coming next.

We just wrapped up our Bloom Ball projects, where students analyzed their independent reading books. Because of the unexpected flooding and online learning days, we shifted from a paper Bloom Ball to a digital version using Google Slides. Despite the change in format, students impressed me with their ability to adapt and still dive deeply into the characters, themes, and important moments from their books. Below are pictures of students presenting their projects in groups.

Looking ahead, we are beginning our narrative writing project. In this unit, students will take a personal memory and bring it to life by creating a "mental movie." We'll be practicing strategies to strengthen their writing, including adding vivid description, crafting realistic dialogue, and building action to draw the reader in. I'm excited to see the creative stories they will develop over the coming weeks.

As always, thank you for your support at home—it makes a big difference as students grow into confident readers and writers. Most weeks we will have **weekly assignments on ReadTheory** where students need to read 5 passages and complete comprehension questions about them. I'm looking forward to sharing more of their progress soon!

Warmly,  
Mr. Guy











Hello Parents!

We are just finishing up our Bridge to Terabithia book! The students have been learning about friendship, grief, and adventure. They explored how the characters changed throughout the story and practiced working with characterization.

Right now, students are writing their own personal narratives. They have three important upcoming assessments:

- A personal narrative major assessment
- A test over the book and taught vocabulary
- Their characterization project

In addition, students have been creating a Language Skills Notebook, where they complete their daily grammar and language usage work. This has been both fun and very beneficial!

Please remind your child to:

- Bring their own pencil case to class
- Use a smaller bag to carry around campus (instead of their heavy backpack)
- Read 15 minutes at home every night

Thank you for your support!







Dear Parents and Guardians,

I'm excited to introduce you to two fantastic online tools that will support your child's English language development this year.

[ReadTheory.org](https://www.readtheory.org)

ReadTheory offers personalized reading comprehension exercises with adaptive learning technology that adjusts difficulty based on your child's performance. The platform strengthens comprehension, vocabulary, and critical thinking skills while fostering independent learning and building confidence. Students are expected to achieve a passing score (70%) on at least 12 reading activities per month, which will be integrated into their overall classroom grade.

[NoRedInk.com](https://www.noredink.com)

NoRedInk provides engaging, personalized grammar instruction that adapts to your child's interests and skill level. The platform uses topics your child enjoys—from sports to pop culture—to create relevant grammar exercises that make learning more meaningful and memorable. Each quarter, students will complete a set of activities focusing on specific grammar points, and these assignments will count as a classroom grade.

Both platforms are accessible from any device, making it easy for students to practice at home and on the go. I encourage you to explore these tools with your child and consider incorporating them into their daily routine.

Thank you for your continued support in your child's learning journey!

Sincerely,  
Mr. D (Mr. Brian)



READTHEORY

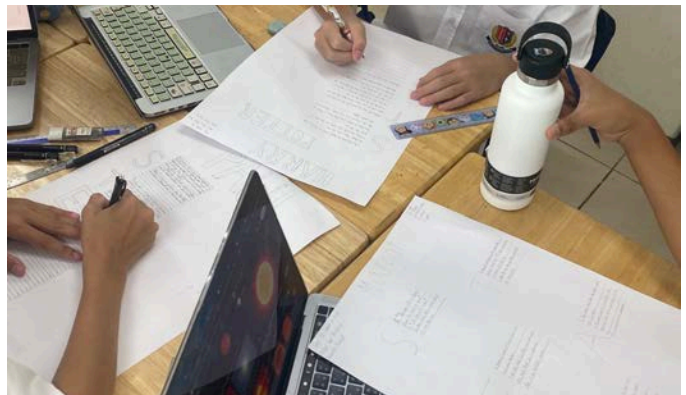
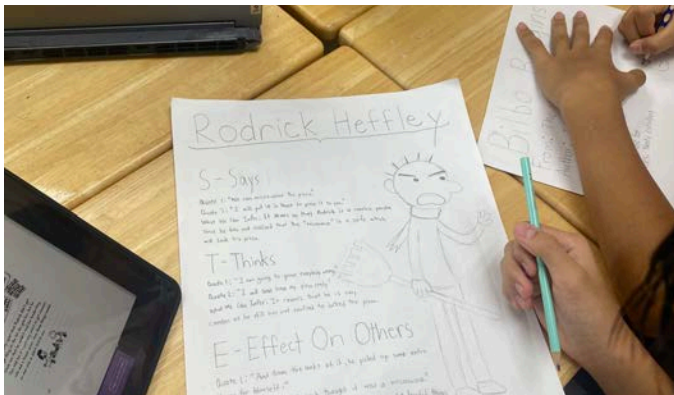


Dear Parents,

As quarter 1 is quickly coming to a close, students have done great work within the Critical Literacy unit. We recently finished a poster project on indirect characterization using the "STEAL" method. The students were given creative freedom to select a previous character from a short story or book they've read before. They planned their poster in a Google Doc and then spent this week transferring that information over to a poster while adding creativity and drawings to it. We started presentations on Thursday and will finish up this upcoming Monday. It has been really nice to see how creative the students are and even how well some of them can draw. After finishing up this unit, we will move on into our Dystopian & Persuasive Writing unit. I'm excited to explore the upcoming content with our scholars.

Thank you for helping mold our students to be the best they can be!

Sincerely,  
Ms. Brianna







Dear Parents,

In our ELL class we are coming to the end of our second unit that has focused on school life. The topic of school has helped us to develop our use of different grammar and sentence structures including possessive pronouns, questioning and articles, whilst building on the work in our previous unit. For reading we have centred our work on digraphs and looked at expanding our vocabulary with words that fall into this category.

We have engaged in a variety of different activities and games to help utilize this learning in real-life settings. I am excited to see the progress the students are making and look forward to the imminent start of our next unit on daily life and hobbies.

Please continue to support your child in their English journey by ensuring they keep up-to-date with assignments and find time to build in good reading routines.

Sincerely,  
Mr. Jay



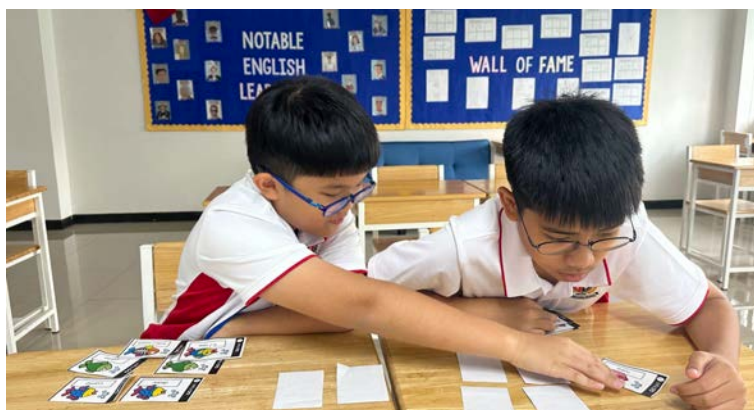


Dear Parents,

We've been hard at work in ELL focusing on meaningful review of the present simple, present continuous, and past simple tenses. Verb tenses can be very tricky for English learners with Thai or Chinese as a mother tongue for a very good reason: verb tenses don't exist in Thai or Chinese! While there are fairly simple patterns we can follow in the present simple and present continuous tenses, the past tense has many irregular verbs that require repeated practice. We've practiced these verbs through story reading, writing and speaking games, amongst other activities, but we can't just practice to practice; instead, we need to use these words in an authentic context. To do so, students wrote postcards from a trip they'd taken and read them to the class, also showing us a picture of the place they visited. It was amazing to hear about the different places they've visited! In the photos below, you can see some of their work, as well as our groups having fun while matching up present simple and past simple verbs. We'll keep up the hard work!

Kind Regards,

Ms. Kelly







Hi Lisa! Last year my family and I went to Taiwan. We saw some famous places and we saw some Chinese food. I like it very much. Now we want to go back to Taiwan. My dad likes playing video games. I and my friends like to eat dinner, also my dad likes to see the sea, we want to have, and we want to back to Penghu. See you soon!

By: Jiaqi

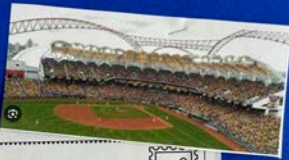
To: Lisa  
Taiwan



Hi, 叶先生!

Last year, I went to Beijing with my friends. We visited Tiananmen Square, the Forbidden City, the Great Wall and the Old Summer Palace. We also watched the flag-raising ceremony in the early morning. We ate Beijing duck. I liked playing games. I saw many people.

To: 叶先生



Hi Lucas

I went to Taichung Intercontinental Baseball stadium. I saw baseball players in baseball player in baseball field. My cousin and I watched a baseball game. It was a hot day and I drank watermelon smoothie. The team I supported won. I left. I liked my team.

See you soon  
Ethom

To: Lucas  
Taiwan



Hi Ethom!

I went to Taichung Intercontinental Baseball stadium. I saw baseball players in baseball field. My cousin and I watched a baseball game. It was a hot day and I drank watermelon smoothie. The team I supported won. I left. I liked my team.

To: Ethom  
Hi Ethom  
Taiwan



Hi Yuzhi Xuan

I went to Qian Dao. I climbed a mountain. I went to Qian Dao lake and it was beautiful. I ate old yogurt and it was delicious. I saw the grassland. There were some sheep on the grass. I watched the sea.

See you soon!  
- Tao Lang Xing



Dear Parents,

I am excited to share some updates from our math classes! To support student learning, I recently added a new set of mini whiteboards for each student. These have already been a wonderful tool for quick practice, participation, and collaborative problem-solving in class.

Here's what each grade level has been working on:

- **Pre-Algebra:** We have been solving equations with integers and are now exploring the properties of mathematics (commutative, associative, distributive, etc.).
- **Grade 7:** Students are focusing on ratios and proportional relationships, applying them to real-world problem-solving.
- **Grade 6:** We finished working with unit rates and are now moving on to learning about percentages.
- **Grade 5:** Students are practicing multi-digit whole number operations and extending this into decimal fraction operations.







Dear Parents,

Hope you've had a great month of September so far! Here is what's been happening in the grade 7 Pre-Algebra class this month:

We finished our first unit on integers and rational numbers and began our second unit on scale, ratio and rates. Students worked on a scale project where they could scale up/down a picture/drawing created by them. We also had a major assessment on these topics.

We are concluding the quarter with a unit on proportion and percent and students will have their 3rd and final major assessment on these topics on Monday, September 29th. Students have the opportunity to try a practice test on these topics as many times as they want so please get well prepared and end the quarter strong!

We will begin discussing algebraic expressions and equations during the second quarter. Looking forward to another great quarter. Have a great rest of the month!

All the best,

Dr. Sean





Dear TCIS Parents,

In the middle of Quarter One, students are settling into the rhythm of our content learning and have been doing more labs.

## Laboratory Work and Assessment

Labs are a 60% assessment grade due to their use of all facets of science:

- Communication
- Content knowledge
- Execution of lab procedures
- Collaboration
- Collection of data
- Analysis of that data

Students have rubrics which they are checked against to ensure they understand expectations and can track their progress.

## Current Learning by Grade Level

**5th Grade** - Students continue their exploration of the "Web of Life" through worm binning, fish tank care, and soon, terrarium creation.

**7th Grade** - Students are getting a chemistry approach to ecosystems, understanding the transfer of energy and matter that occurs at the basic processes of life. At the same time, they are creating ecosystem research which they will use for models and a trading card game.

**8th Grade** - Students are learning about natural hazards as well as the monitoring needed to prevent disasters and the mitigation strategies that humans can use to prevent hazards from becoming disasters.

## Contact Information

Please feel free to reach out at [anne.vela@tcis.ac.th](mailto:anne.vela@tcis.ac.th) with any questions or comments about your child's science learning.

Best regards, Teacher Anne













Dear Parents and Guardians,

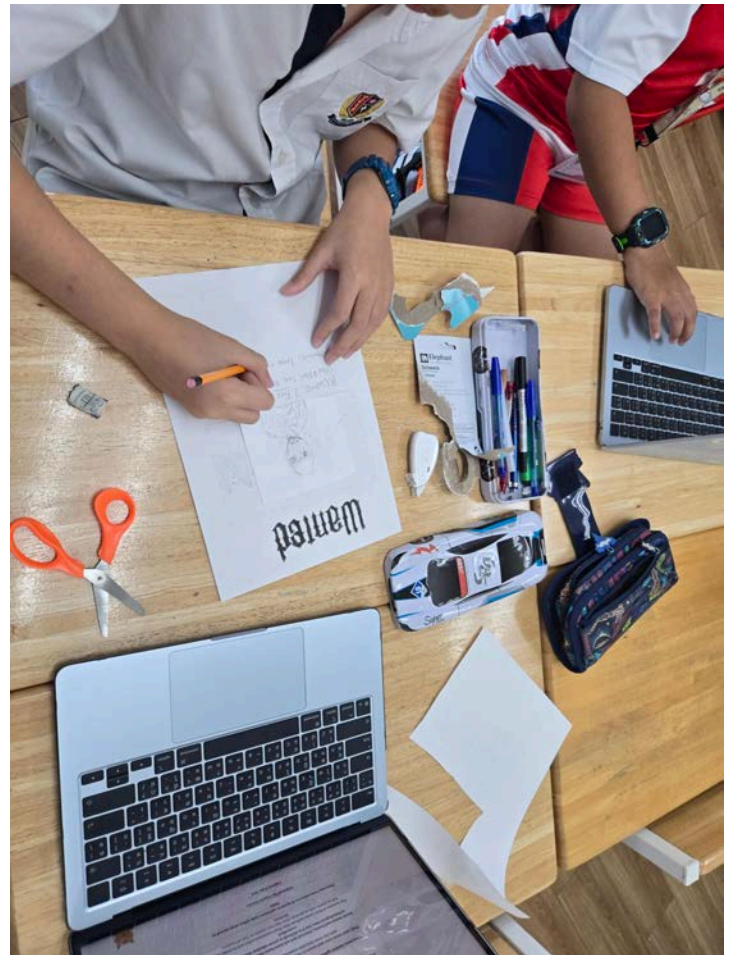
It has been an engaging few weeks in Social Studies, and I'd like to share what both our 7th and 8th graders have been working on in class.

Our 7th graders just wrapped up their Early Humans "Wanted Poster" project. This activity challenged students to research early hominids and present their findings in a creative way, highlighting important traits, survival strategies, and contributions to human development. It's been a fun way for students to think like historians while also applying their creativity.

Meanwhile, our 8th graders have been exploring the Silk Road and the travels of Marco Polo. In this unit, we analyzed primary sources to understand how trade routes connected cultures, exchanged ideas, and shaped world history. Students practiced close reading and critical thinking as they considered the reliability of historical accounts and the different perspectives of people along the Silk Road.

Both grades have shown curiosity and persistence in their studies, and I'm excited for where we'll head next in our journey through history. Thank you for your continued support—it helps bring our classroom learning to life!

Warmly,  
Mr. Guy





Dear Parents and Students,

September is here, and the first quarter is nearly complete. Let's take a quick look back at the learning highlights of the past weeks.

On **September 10 and 11**, heavy flooding moved our classes online, but students still showed great enthusiasm and active participation, making those unexpected days of remote learning both meaningful and productive.

### **G6 CMT**

This month, **Vivian** and **Morning** proudly represented TCIS in the nationwide Chinese Speech Contest hosted by the **Chinese Association in Thailand (Chong Hua)**. Congratulations to **Vivian** for receiving the **Outstanding Performance Award**—a wonderful recognition of her effort and talent.

In class, students continue to explore the beauty of **Tang Dynasty poetry** and the expressive charm of **modern poetry**. Through **recitation, movement, and rhythm**, they are learning to feel and convey the emotions within each poem.

We are also excited to welcome **Mr. Tsai Victor** from Taiwan, who is leading a four-week cultural program on **traditional Chinese folk dance**. G6 CMT students have begun learning the graceful **Silver Plate Dance**, completing their first practice this week.

### **Reading & Writing**

Students created **modern poems** inspired by nature, designed **poetry posters**, and selected their **top three pieces** for Q1 recitation. They also read **種樹的男人** *The Man Who Planted Trees*, kept **reading logs**, and will soon hold a **Socratic seminar** on tree planting as a solution to environmental damage, where they will share thoughtful reflections on how planting trees can help heal the earth.

### **G5 & G6 CFB – Mid-Autumn Festival**

G5 and G6 CFB students are learning lessons related to the Mid-Autumn Festival. Through stories, videos, music, and poetry, they are deepening their understanding of the festival's traditions and cultural meaning. At the end of each class, they also spend ten minutes reading Chinese picture books, cultivating both patience and a love for reading.

### **G7 CFB – Cross-Cultural Connections**

G7 CFB students are exploring topics related to cross-cultural understanding and human geography. For their current project, they are creating country introduction slides, while the lesson texts provide insight into different eating habits around the world, expanding both their language and global awareness.



G8 CFB students selected themes such as world travel, backpacking, and international volunteering for their latest project. They are designing presentation slides to introduce their chosen topics and, through the lesson texts, are also learning to discuss the challenges of adapting to new environments.



日期	姓名	書名	作者	書名	作者		
日期	姓名	書名 <td>作者</td> <td>日期</td> <td>姓名</td> <td>書名<td>作者</td></td>	作者	日期	姓名	書名 <td>作者</td>	作者
18-34	8/24	《...》	...	18-34	8/24	《...》	...
35-45	8/30	《...》	...	35-45	8/30	《...》	...
46-56	9/7	《...》	...	46-56	9/7	《...》	...
57-71	9/15	《...》	...	57-71	9/15	《...》	...
72-86	9/22	《...》	...	72-86	9/22	《...》	...
87-101	9/29	《...》	...	87-101	9/29	《...》	...
102-116	10/6	《...》	...	102-116	10/6	《...》	...
117-131	10/13	《...》	...	117-131	10/13	《...》	...
132-146	10/20	《...》	...	132-146	10/20	《...》	...
147-161	10/27	《...》	...	147-161	10/27	《...》	...
162-176	11/3	《...》	...	162-176	11/3	《...》	...
177-191	11/10	《...》	...	177-191	11/10	《...》	...
192-206	11/17	《...》	...	192-206	11/17	《...》	...
207-221	11/24	《...》	...	207-221	11/24	《...》	...
222-236	12/1	《...》	...	222-236	12/1	《...》	...
237-251	12/8	《...》	...	237-251	12/8	《...》	...
252-266	12/15	《...》	...	252-266	12/15	《...》	...
267-281	12/22	《...》	...	267-281	12/22	《...》	...
282-296	12/29	《...》	...	282-296	12/29	《...》	...
297-311	1/5	《...》	...	297-311	1/5	《...》	...
312-326	1/12	《...》	...	312-326	1/12	《...》	...
327-341	1/19	《...》	...	327-341	1/19	《...》	...
342-356	1/26	《...》	...	342-356	1/26	《...》	...
357-371	2/2	《...》	...	357-371	2/2	《...》	...
372-386	2/9	《...》	...	372-386	2/9	《...》	...
387-401	2/16	《...》	...	387-401	2/16	《...》	...
402-416	2/23	《...》	...	402-416	2/23	《...》	...
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537-551	2/23	《...》	...	537-551	2/23	《...》	...
552-566	2/23	《...》	...	552-566	2/23	《...》	...
567-581	2/23	《...》	...	567-581	2/23	《...》	...
582-596	2/23	《...》	...	582-596	2/23	《...》	...
597-611	2/23	《...》	...	597-611	2/23	《...》	...
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627-641	2/23	《...》	...	627-641	2/23	《...》	...
642-656	2/23	《...》	...	642-656	2/23	《...》	...
657-671	2/23	《...》	...	657-671	2/23	《...》	...
672-686	2/23	《...》	...	672-686	2/23	《...》	...
687-701	2/23	《...》	...	687-701	2/23	《...》	...
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717-731	2/23	《...》	...	717-731	2/23	《...》	...
732-746	2/23	《...》	...	732-746	2/23	《...》	...
747-761	2/23	《...》	...	747-761	2/23	《...》	...
762-776	2/23	《...》	...	762-776	2/23	《...》	...
777-791	2/23	《...》	...	777-791	2/23	《...》	...
792-806	2/23	《...》	...	792-806	2/23	《...》	...
807-821	2/23	《...》	...	807-821	2/23	《...》	...
822-836	2/23	《...》	...	822-836	2/23	《...》	...
837-851	2/23	《...》	...	837-851	2/23	《...》	...
852-866	2/23	《...》	...	852-866	2/23	《...》	...
867-881	2/23	《...》	...	867-881	2/23	《...》	...
882-896	2/23	《...》	...	882-896	2/23	《...》	...
897-911	2/23	《...》	...	897-911	2/23	《...》	...
912-926	2/23	《...》	...	912-926	2/23	《...》	...
927-941	2/23	《...》	...	927-941	2/23	《...》	...
942-956	2/23	《...》	...	942-956	2/23	《...》	...
957-971	2/23	《...》	...	957-971	2/23	《...》	...
972-986	2/23	《...》	...	972-986	2/23	《...》	...
987-1001	2/23	《...》	...	987-1001	2/23	《...》	...

第三章 問題 Page 49 - 57

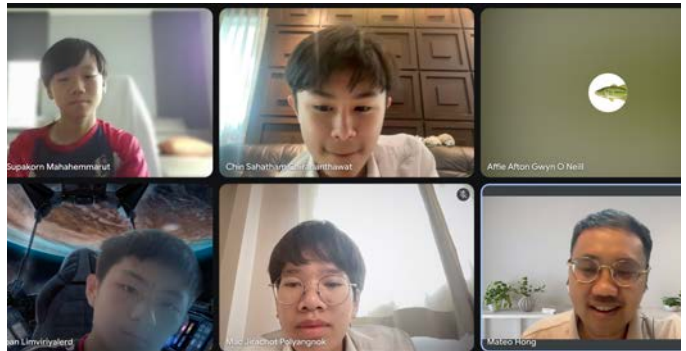
問題：為什麼作者這樣說？  
一個人緊緊靠著身體和意志，就使一塊荒地變得富饒，我深深覺得，人的力量還是值得讚揚的。  
可是一想到必須保持高尚的情操，擁抱無私奉獻的寬大心胸，人的力量才能充分發揮時，  
我就對那位質樸的老農夫感到敬佩，他的偉業簡直如同神蹟。

許惠語  
作者最後一次見布菲那時，那塊已經從荒涼的地變成了充滿生機的歡快小鎮。  
作者描述以前連人的願望已成為溫柔的微風，從前乾枯的小溪已有源源不絕的  
湧水，乾枯的樹已有繁茂的枝葉，是此地重生的象徵。

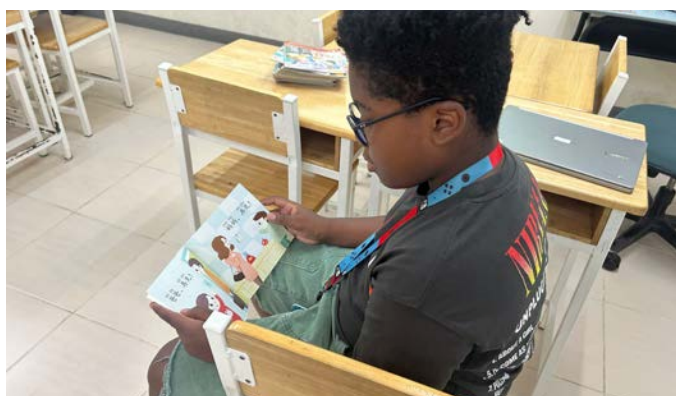
1945年6月，作者最後一次見到87歲的布菲那時，從1913年到1945年，歷經32年，作者  
已經認不出以前走過的地方。作者從建築物、人口、環境來說明這些巨大的改變，原本的  
荒地，只有少數三個居民，沒有希望的村落，現在整個都變了，大家都想住在這裡，  
因為這有乾淨的水、清新的空氣，甚至可以種菜、種田了。  
最奇特的地方是，P42，布菲那說他在某年種了一棵橡樹，卻沒有一顆存活，他因此  
放棄種橡樹，改種山毛櫸，但在P52卻提到：每一座「橡樹林」中的農場都有水，代  
表他種的那一棵橡樹可能在某些因素下悄悄地長大了。  
蘇易軒

老師也認同，他的層次確實在很高的自我實現層次  
不是一般人能達到的

作者在這一章節一直在比較過去與現在，如果我們從馬斯洛需求層次理論來看這個故事，就會知道，一般人只注重生理、安全、社交等比較低層次的需求，但布菲那不斷的種樹，不管別人怎麼說，他一直在無私的奉獻，做一般人做不到的事情，這根本就是自我實現的最高層次。由此，可以看出，作者很希望他自己也可以像布菲那一樣吧！  
蔡易軒











Dear Parents,

**In Grade 7**, students are currently working on a major project that started in Q1 and will conclude in Q2. Each student is writing an informational essay about a country of their choice, and as part of their research, they are diving into the country's geography, history, and culture. Beyond the individual writing task, students collaborated in groups to create their own music videos—each one designed to be engaging and humorous. If you catch yourself laughing, that means their cleverness worked!

👉 *Here are the links to the videos:*

- [G7 CFT1](#)
- [G7 CFT2](#)

**In Grade 6**, students combined visual storytelling and speaking practice in a creative project. Each student made a digital comic on Canva about their personal talents—ranging from sports to art to music. After designing their comic panels, they recorded their voice to narrate the story in Mandarin. This activity helped build confidence in speaking while showcasing what makes each student special.

👉 *Here are the links to their videos:*

- [G6 CFT1](#)
- [G6 CFT2](#)

**In Grade 5**, students designed colorful posters introducing school clubs of their own creation. From cooking clubs to magic clubs, their creativity really shined through! They will be giving oral presentations next week to explain the purpose and activities of their clubs—feel free to drop by and check them out. This project helps them practice both descriptive writing and public speaking in Mandarin.

👉 *Here are the links to their posters:*

- [G5 CFT1](#)
- [G5 CFT2](#)

Chen Laoshi



Dear Parents,

In September, our Chinese classes focused on **character education**. Through a series of engaging stories, students explored important virtues such as **avoiding jealousy, helping others, being honest, and taking responsibility**.

To strengthen their language skills, students practiced **listening, speaking, reading, writing, and typing** in various classroom activities. These included **recitations, Q&A discussions, handwriting exercises, drama, and digital typing tasks**, allowing them to build confidence and accuracy across all areas of Chinese learning.















Dear Students and Parents,

We are excited to share the latest highlights and updates from our Chinese Mother-Tongue program, as well as some reminders for Section G5-6 Students.

### Student Achievement [Angel's Speech Video](#)

We warmly congratulate **Angel 陳子琪 (G8)** for winning **2nd Place in the Junior Mother-Tongue Category** at the **2025 Chinese Speech Competition** organized by the Thai-Chinese Chong-Hua Commerce Hall 中華會館. This is a remarkable achievement that reflects Angel's hard work and dedication. Congratulations!

### Online Learning Success



Our two-day online learning program this September was carried out very successfully. Despite the virtual setting, students actively engaged in lessons, group work, and writing guidance sessions. We are proud of everyone for maintaining such strong learning momentum online.

### Classroom Updates

#### Grade 8 – CMT

- Currently studying Xu Zhimo's 徐志摩 "What I Know About Cambridge 我所知道的康橋" and Xu Renxiu's 徐仁修 "The Secret Path Woven by Tung Blossoms. 油桐花編織的祕徑"
- The focus of this unit is on **six key techniques in descriptive writing**, which students will apply to both reading analysis and writing practice.

#### Grade 7 – CMT

- Exploring **Tang dynasty quatrains** (with a goal of learning at least five poems). (登鶴雀樓、黃鶴樓送孟浩然之廣陵 & 李白詩、杜甫詩、王維詩)
- Reading Yang Huan's 楊喚 modern poem "Summer Night 夏夜."
- **Reading/Writing:**
  - Completed two novels: *The Crocodile Gang* (Group 1) and *The Homeland of Red Ferns* (Group 2).
  - Preparing for a **class book club discussion in September**.
  - Writing project: Students have completed drafts of "*Paper Boats Carrying Family Love* 承載親情的紙船" and are now finalizing layout and design.

## Grade 5 – CMT

- [Practice Video](#): **Double Ten Performance** Preparation! Looking forward to watching their show on Oct. 09. Thanks to Mr. Tsai's young and powerful instruction.
- Reading Liu Xuan's 劉軒 "*Happiness Notebook* 幸福筆記本" and three selected short stories.
- **Reading/Writing:**
  - Finishing self-selected Chinese novels this week.
  - Beginning **book report writing** guidance, with a goal to finish before the Double-Ten Festival.



## Study Habits & Resources

- Students are encouraged to **submit vocabulary homework every Wednesday** to build a consistent learning routine.
- Please make good use of Google Classroom resources such as **Padlet** and **Quizlet** for review and practice.



**歌詞**

陽光落在校園的跑道  
腳步聲把夢想都唱高  
笑容單純得像雲一樣  
不怕風雨來試探心的重量

奔跑吧 在這無盡的青春大道  
風揚起 我們自由自在的心跳  
沒有誰能阻擋 這份最真的驕傲  
單純的夢 正閃耀

就算黑夜把未來藏得太高  
我們依然大聲呼喊 不會停靠  
因為青春 是最勇敢的歌謠  
一直唱到天際閃爍星光閃耀

奔跑吧 在這無盡的青春大道  
風揚起 我們自由自在的心跳  
沒有誰能阻擋 這份最真的驕傲  
單純的夢 永遠閃耀

我們奔跑着 單純又驕傲  
自在自適地 把青春唱到老

8.20 A+ 5/10

單詞：單純，奔跑，自在自適

這首歌聽得相當好，而且非常的引人共鳴，利用AI工具所補出的旋律也非常的抓耳。感覺這首歌如果在抖音上發表應該會是相當受歡迎的一首歌。



Awesome Homework from G8 Angel. [Play to enjoy her Chinese music piece!](#)

## ★ G5-6 Section Reminders

1. **Be on time** to every class, including advisory. Remember, each day includes a 5-minute transition period.
2. **Use and organize your lockers properly.** Do not leave personal items on benches, in hallways, or on the football field to avoid loss or confusion.
3. **Complete homework and review lessons at home.** Recently, more students have been assigned to the Recovery Room for late submissions or retakes due to unsatisfactory performance. Please note: the Recovery Room can also be used as a **quiet study space** with teacher approval.
4. During the **rainy season**, please bring umbrellas or rain gear. Go to bed early and wake up early to reduce the risk of traffic delays and tardiness due to rain.

Thank you for your continued dedication and cooperation. Let's keep working together to make this semester a successful and enjoyable one!

Warm regards,

Mr. Thomas 蕭老師









Dear Parents and Guardians,

Grade 8 Chinese Foreign Tongue students combined language, coding, and empathy to create interactive trilingual games (Chinese-English-Thai) that help new students feel like home at TCIS. The games introduce school schedules, dress code, and student handbook rules in fun, accessible ways.

This project wasn't just about language; it was a STEAM-integrated experience where students practiced 21st-century skills like problem-solving, digital storytelling, UI/UX design, and cross-cultural communication. Most importantly, they learned how to use technology to serve their community.

👉 Check out their amazing work:

🕒 Schedule Games

Orchid, PunPun, Momi – <https://reurl.cc/3MRV8V>

Jeda, XinXin, Best – <https://reurl.cc/ZNE6aV>

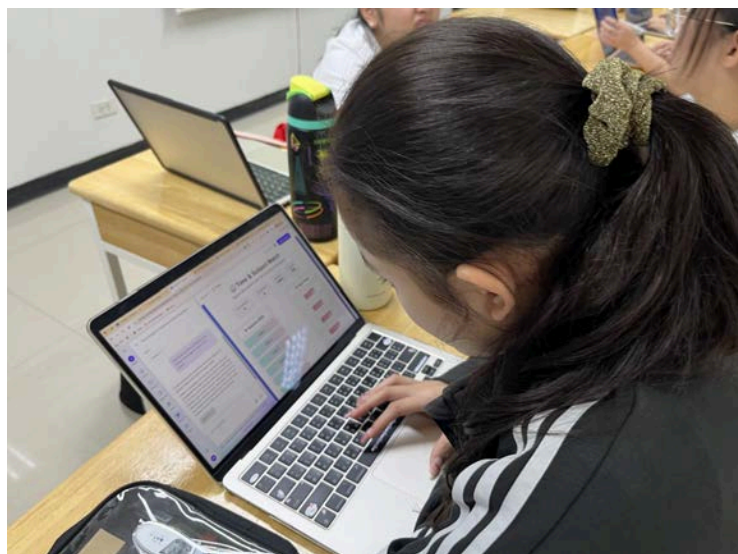
👕 Dress Code

Ranie, Prom, Kirsty – <https://reurl.cc/bmqO4r>

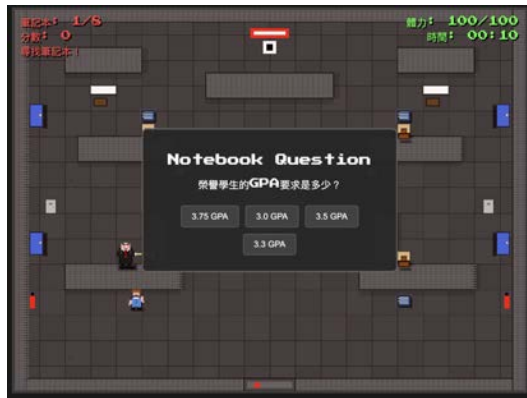
📖 School Rules

Diesel, August, Pob – <https://reurl.cc/9nxKzX>

TJ, Marvyn, Book – <https://reurl.cc/IYlxLI>









Dear Parents,

This month, both our FT and MT students delved into the history and significance of the Wai Kru ceremony. Through these lessons, they gained a deeper appreciation for this important Thai tradition.

To reinforce their learning, students participated in a variety of engaging activities:

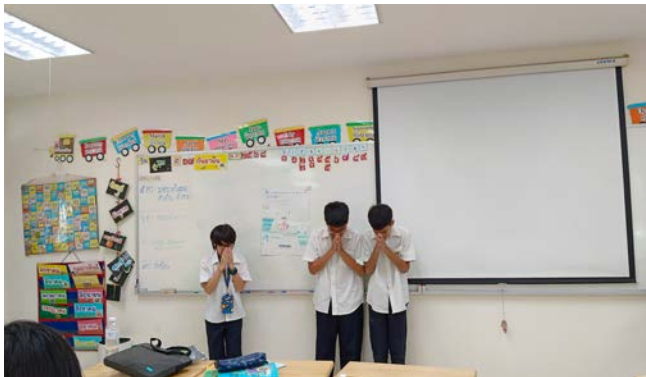
Grade 5 - 6 students created creative Wai Kru tray posters. Working in groups, they designed and drew the Wai Kru tray they wanted to present. This project helped them develop their design skills, creativity, and collaboration abilities. They learned to plan their work, listen to and accept each other's ideas, and practice presenting their work in front of the class.

Grade 7 - 8 students were assigned the Thai song "Khun Kru Gradat Sai" music video as a project. Each group was tasked with creating a music video for the song which they had to act in the video for different roles. This activity encouraged them to plan their work, be creative, and work together both inside and outside of class. It also allowed students to use their technological skills in photography and video editing.

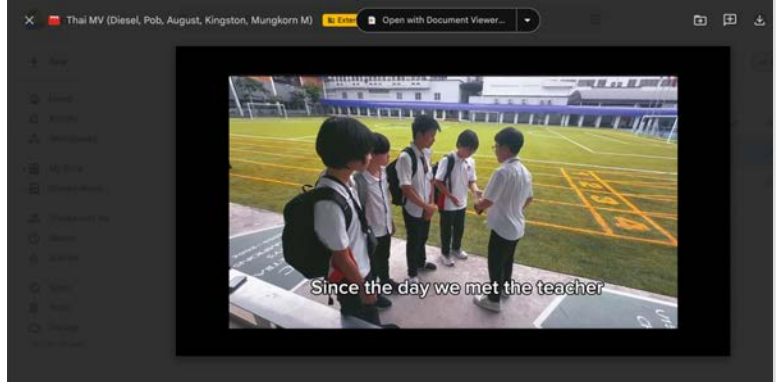
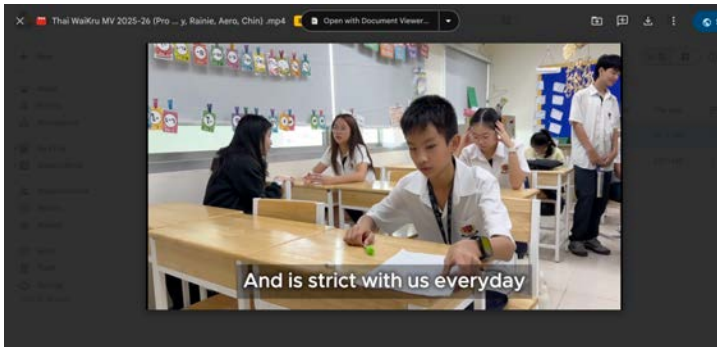
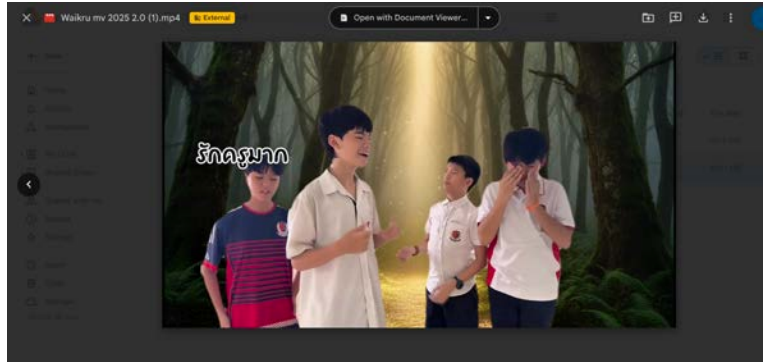
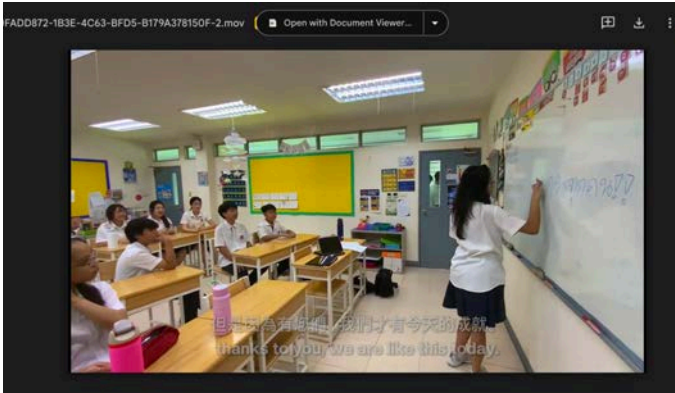
These activities were designed to inspire creativity and encourage students to express their ideas. They also helped students develop important social skills like respectfully accepting or declining ideas, which are essential for happy and effective collaboration in the future.







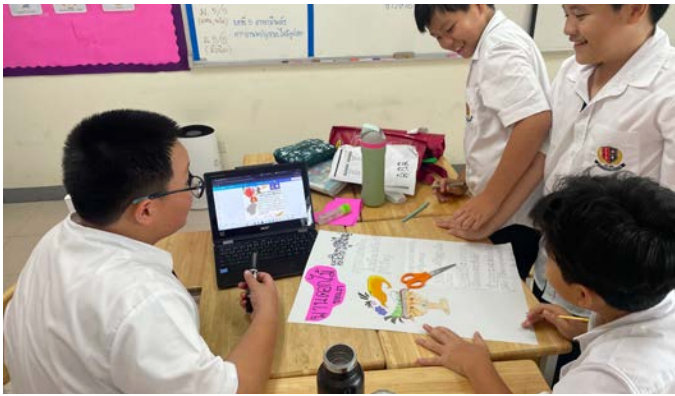




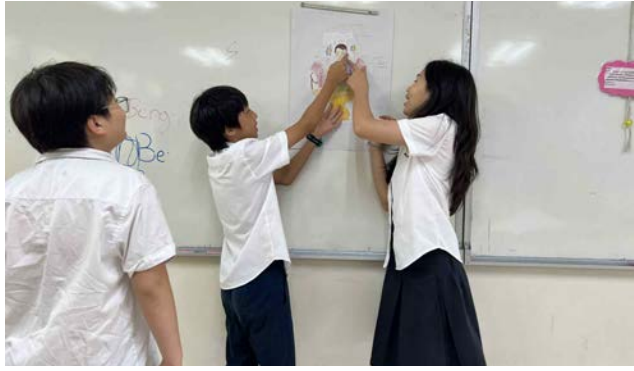
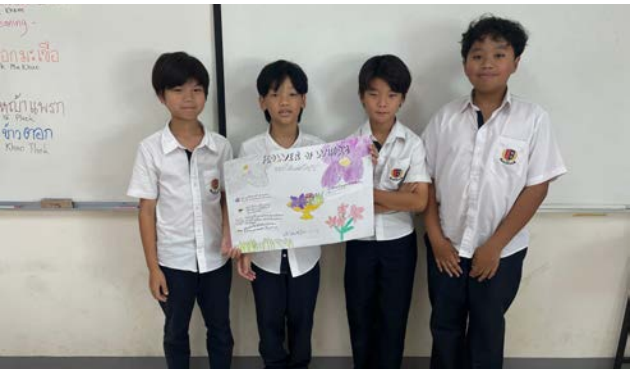




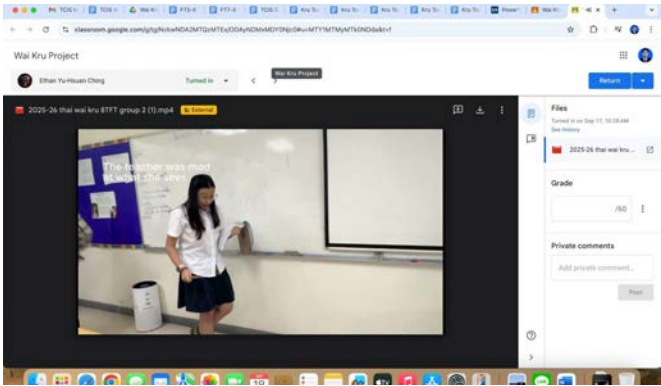
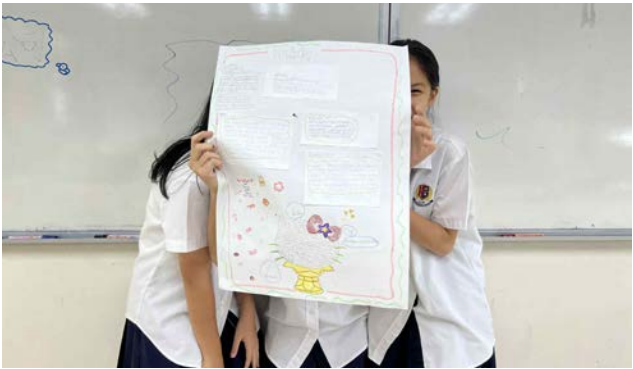




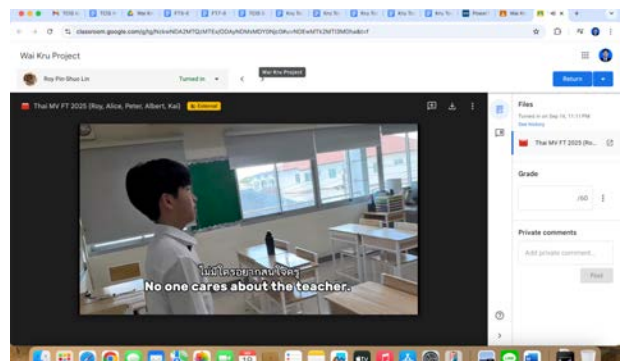
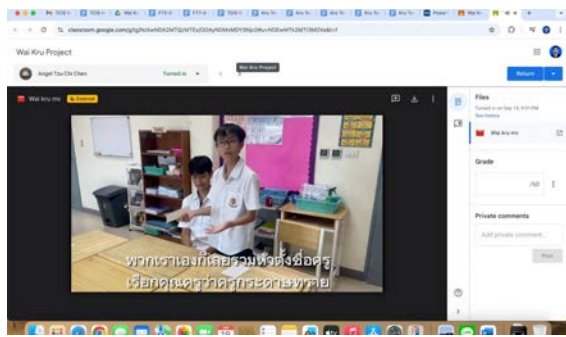
















Dear Parents,

Our middle school students are wrapping up their fitness unit in PE, and it has been exciting to see the growth they've made. Throughout the unit, students explored the five components of fitness through a variety of activities, workouts, and challenges that helped them better understand how to build healthy habits. They worked on improving their endurance, strength, flexibility, and coordination while also learning how to track and reflect on their personal progress. As we finish the unit, students are leaving with a stronger foundation of knowledge and skills they can carry into future activities, both inside and outside of PE.







Dear Parents and Community,

Art 8 students have completed their oil pastel radial design projects. Throughout this unit, they explored radial design in both nature and human-made structures, studied repetitive design, and deepened their understanding of color theory. They also practiced blending techniques, learned to control their materials, and developed ways to create volume and contrast in their artwork. As a culminating activity, students wrote reflections on their process and how they utilized the elements and principles of art in their projects. Examples of their work can be found on the next page and on exhibition in the MS Building.

Our next unit will include a brief review of light effects on objects, along with the correct terminology for discussing the subject.







Artwork by Minso and Yok top row.  
Artwork by Momi and Han bottom row.



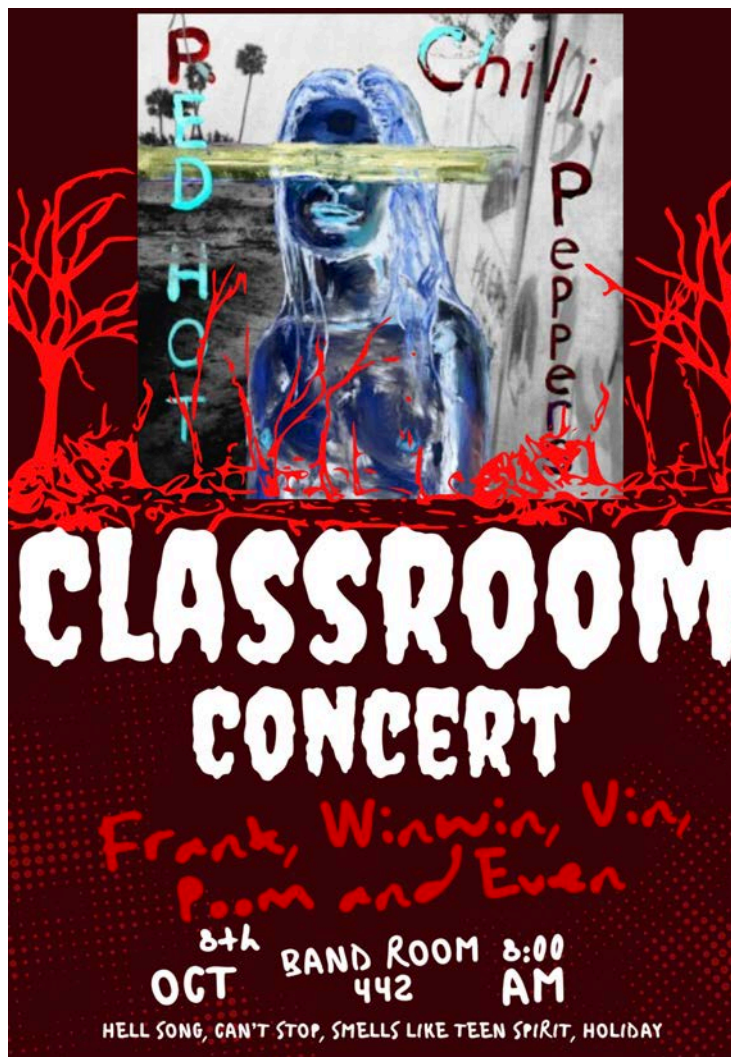


Dear Parents,

Ensemble 7 has been hard at work preparing for their debut concert which will take place on October 8th at 8am. Staff and faculty who are able to bring their classes have been invited to join us for the concert. We have two bands in the class performing a mixture of rock and pop songs. They made their own event posters as shown below too! The students are excited to show off their talents and I can't wait to see them perform for an audience!

Ensemble 8 has been collaborating to perform later in the year as well. They have been practicing *Polaroid Love* - a KPop tune that has been arranged for their particular instruments, forming a woodwind quartet. The students have been refining their own instrument skills as well as continuing to develop their ensemble skills - learning the importance of peripheral vision and listening. Next week they will begin learning a new piece alongside their current one as we prepare for their first performance on November 7th.

For parents and the wider community, you will be able to see students perform at our first combined music concert on November 28th from 2:30pm-3:10pm. More details will be sent out in the lead up to that concert, so stay tuned! 🎵



Irene Ariel Sao-en Wawa Neya Gatchan

## Classroom Concert

Ensemble 7 invites you to join our classroom concert!

08:00 A.M. **08.10.2025**

MS. LEE CLASSROOM 442

### SONGS

1. ที่ค้นหนังสือ - BOWKEYLION
2. Shake it off - Taylor Swift
3. Toxic til the end - Rose

TICKET PRICE **FREE**









Dear Parents,

**Grade 7** students explored how to program robots using movement blocks, focusing on how program flow works from top to bottom. They experimented with changing movement speed, learning the difference between setting blocks (which define how a robot will act) and action blocks (which make the robot move). By studying linear movement and calculating distances with wheel diameter and circumference, students connected coding to real-world math and physics. The lesson concluded with a fun mini challenge, programming their robots to turn and navigate around "Moon craters."

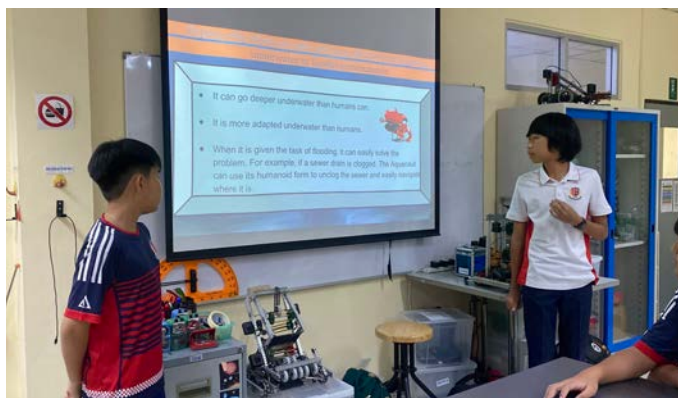
During online learning days caused by the floods, students explored the defining qualities of robots, intelligence, sense perception, dexterity, power, and independence. They met real-world robots currently working alongside humans and rated them on these qualities. Students then selected four robots and identified the real-life problems each could solve, from assisting in healthcare to supporting disaster response. This activity encouraged critical thinking about how robots are shaping society and solving challenges in innovative ways.



**Grade 8** students have been busy exploring how robots solve real-world challenges! In class, they worked with VEX EXP beams, channels, and plates to design devices that extended the farthest distance off their desks, learning about structural strength, balance, and creative problem-solving.

During the recent online learning days caused by the floods, students connected their robotics studies to current events by researching Aquanaut, an underwater robot designed for ocean exploration and disaster recovery. They discovered how robots like Aquanaut can operate safely in environments too dangerous for humans and compared it with classroom robots such as EV3, Spike, and EXP. Students created and presented slides on how Aquanaut could be used during floods to keep people safe, reduce damage, or explore the unknown.

These activities helped students see the direct connection between classroom robotics and real-world problem solving, reinforcing both engineering skills and global awareness.







Hello TCIS Community!

## **Grade 5 & 6 Tech Newsletter**

### *Wrapping Up Our Digital Citizenship Unit*

Dear Families,

Over the past several weeks, our Grade 5 and 6 students have been learning important lessons about how to be safe, smart, and respectful online. These skills are essential as children spend more time using technology for school, social connection, and entertainment. Below is an overview of what we've been working on in each grade level, along with some key takeaways you can continue to reinforce at home.

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### **Grade 5 Focus Areas**

#### **1. Digital Friendships – Keeping Online Friendships Safe**

- Students compared online-only friendships to in-person ones, noticing both the benefits (connection, shared interests) and the risks (not always knowing who someone really is).
- They practiced ways to respond if an online friend asks for something that makes them uncomfortable, such as saying “no,” logging off, and telling a trusted adult.

#### **2. Reading News Online – Understanding News Articles**

- Students explored the parts of an online news page: headlines, bylines, photos, captions, and more.
- They learned to be cautious of sponsored content and advertisements that may look like real news.
- They practiced identifying the structure of an article and spotting the difference between fact and opinion.

#### **3. Is It Cyberbullying? – Recognizing and Responding**

- Students discussed the differences between being mean, in-person bullying, and cyberbullying.

- They considered how it feels to be a target and why empathy is important.
  - They identified strategies to deal with cyberbullying, including blocking/reporting, not responding, and being an “upstander” for others.
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## **Grade 6 Focus Areas**

### **1. Chatting Safely Online – Knowing Who You’re Talking To**

- Students reflected on how well they really know the people they interact with online.
- They talked about what kinds of information are safe to share, and which should always stay private.
- Using the “Feelings & Options” routine, they practiced recognizing red flag feelings and planning safe responses.

### **2. Digital Drama Unplugged – Managing Online Conflicts**

- Students saw how quickly drama can escalate online and how it can affect not just the people involved, but their friends and peers as well.
- They brainstormed de-escalation strategies, such as pausing before responding, moving the conversation offline, or choosing not to engage.

### **3. Finding Credible News – Spotting Reliable Sources**

- Students learned that not everything online is true—and that some people intentionally post false or misleading information.
  - They practiced using criteria (author, date, source, purpose) to determine credibility.
  - They applied these skills to evaluate different websites and articles for reliability.
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## How You Can Support at Home

- Ask your child about their online friendships and what they do to stay safe.
- Explore a news article together and point out the different parts.
- Talk about times when digital drama or unkind behavior can happen and discuss positive ways to handle it.
- Remind your child that if something online ever feels “off,” they should trust their instincts and come to you or another trusted adult.

Thank you for partnering with us as we help students grow into thoughtful and responsible digital citizens!

- Mr. Scott



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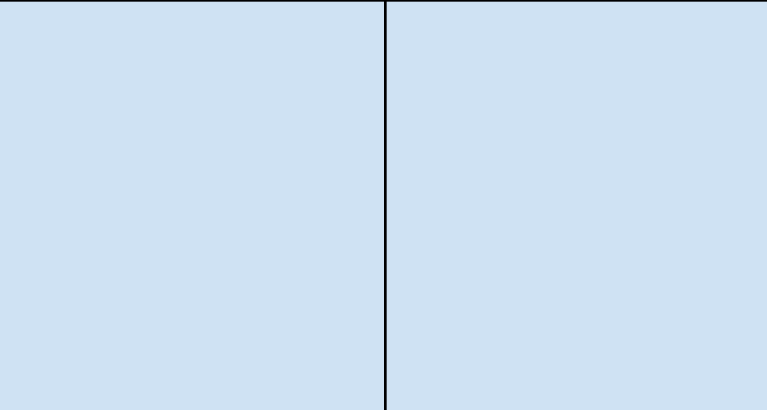
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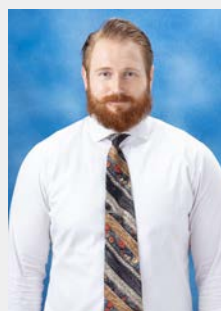


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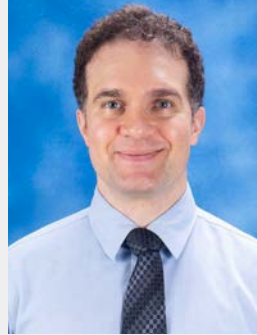
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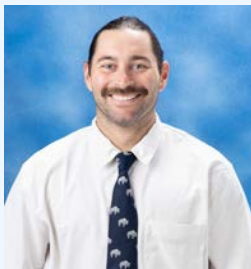




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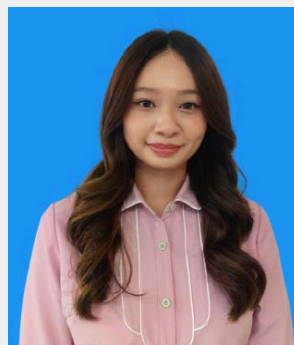
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IT Supervisor  
Mr. Ex

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IT Technician  
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IT Coordinator  
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IT Support  
Mr. Palm



## The Thailand Personal Data Protection Act (PDPA)

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

Personal Data	Sensitive Data
Any information relating to a natural person, which enables the identification of such person, whether directly or indirectly, but not including information of deceased persons.	Any personal data pertaining to: <ul style="list-style-type: none"><li>• racial or ethnic origin</li><li>• political opinions</li><li>• religious or philosophical beliefs</li><li>• sexual behavior</li><li>• criminal records</li><li>• health data, disability</li><li>• trade union information</li><li>• genetic data, biometric data, or any data which may affect the data subject in the same manner as to be prescribed by the PDPC.</li></ul>

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

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

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

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

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

There are both criminal and civil liabilities for breaches of personal data privacy. For instance, the collection, use or disclosure of sensitive personal data illegally is liable to a fine of five million baht on conviction. Collection, use or disclosure of general personal data without a legal basis is liable to a three million baht fine on conviction, and failing to get

consent from data's owner or refusing the data's owner access to their personal data is liable to a one million baht fine on conviction.

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

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

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

## Important Links for Parents

[Student-Parent Handbook 2025-2026](#)

[TCIS Yearbook 2024-25](#)

## Nurse: School Health Services

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

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

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

**Nurse Arisara Suktrakool (Yok)**

**Email: [nurse@tcis.ac.th](mailto:nurse@tcis.ac.th)**

**Phone 02-751-1201 ext. 220**





# Pre K/Grade 2 Menu B



Week day Date	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Snack	แซนด์วิชไข่ นมและผลไม้ตามฤดูกาล	ขนมปังมะพร้าวบดเกลียว นมและผลไม้ตามฤดูกาล	เค้กเนยสด นมและผลไม้ตามฤดูกาล	พิซซ่าหน้า นมและผลไม้ตามฤดูกาล	คุกกี้ช็อกโกแลตชิพ นมและผลไม้ตามฤดูกาล
Salad	สลัด	สลัด	สลัด	สลัด	สลัด
Main Western	สเต็กหมู	พาสต้าคาร์บอนาร่าไก่	มีทบอลสโตล์สวีเดน	มักกะโรนีบร็อกโคลี่กับเบคอนกรอบ	นิกเก็ตโค
Main Western	ปลาซุสแบ่งทอด	หมอบรอสเส็ต	ปลาอย่าง	ปลาราคะเคียวและเห็ดทรัฟเฟิล	ปลาโพรวองซ์
Main Thai	ไก่สับผัดกะเพรา (ไม่เผ็ด)	ไก่ทอดน้ำแดง	ไก่ผัดกระเทียม	ไก่ทอดยี่งอ	ขาหมูพะโล้
Main Thai	ไข่เจียว	ปลาทอดกระเทียม	บวบผัดลูกชิ้นกุ้ง	หมูผัดไข่	ไข่ต้ม
Vegetables	ดอกกะหล่ำ แครอท ถั่วลันเตา	กะหล่ำปลีตุ๋นเนย	ข้าวโพดอบชีส	แครอทต้มแบบฝรั่งเศส	ผักรวม
Potatoes	มันบดโรสแมรี่	มันฝรั่งผัดเนย	มันฝรั่งแกงกะหรี่	มันฝรั่งอบ	เฟรนช์ฟรายส์
Noodles	ก๋วยเตี๋ยวลูกชิ้นหมู	ก๋วยเตี๋ยวไก่ตุ๋น	ราเมนหมู	สุกี้	ก๋วยเตี๋ยวไก่จืด
Fruits	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล
Dessert					ไอศกรีม
Afternoon Snack	ขนมปังหน้าพิซซ่า นมและผลไม้ตามฤดูกาล	ทุตติ้งขนมปังเนย นมและผลไม้ตามฤดูกาล	แซนด์วิชไก่จืด นมและผลไม้ตามฤดูกาล	พายกรอบ นมและผลไม้ตามฤดูกาล	เกี๊ยวไก่ต้ม นมและผลไม้ตามฤดูกาล



# Pre K/Grade 2 Menu B



Week day Date	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Snack	Egg Sandwich Seasonal Fruit & Milk	Coconut Twist Seasonal Fruit & Milk	Butter Cake Seasonal Fruit & Milk	Tuna Puff Seasonal Fruit & Milk	Chocolate Chip Cookies Seasonal Fruit & Milk
Salad	Salad	Salad	Salad	Salad	Salad
Main Western	Pork Stew	Chicken Carbonara Pasta	Swedish Meatballs	Baked Mac & Cheese with Crispy Bacon	Chicken Nuggets
Main Western	Fish in Batter	Roasted Pork with Mushroom Sauce	Grilled Fish	Fish with Tomato and Basil	Fish Provencal
Main Thai	Minced Chicken with Basil (Not Spicy)	Sausage with Red Sauce	Stir-Fried Chicken with Garlic	Chicken Teriyaki	Braised Chinese Pork Leg
Main Thai	Thai Omelet	Fried Fish with Garlic	Stir Fried Angled Gourd with Shrimp Balls	Miso Soup	Boiled Egg
Vegetables	Cauliflower, Carrot, Garden Pea	Braised Cabbage with Butter	Baked Corn Cheese	Vichy Carrot	Mixed Vegetables
Potatoes	Rosemary Potatoes	Sauteed Potatoes	Maxim Potatoes	Anna Potatoes	French Fries
Noodles	Pork Balls Noodles	Braised Chicken Noodles	Pork Ramen	Sukiyaki	Shredded Chicken Noodles
Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits
Dessert					Ice Cream
Afternoon Snack	Pizza Bread Toast Seasonal Fruit & Milk	Bread Butter Pudding Seasonal Fruit & Milk	Shredded Chicken Sandwich Seasonal Fruit & Milk	Crispy Pie Seasonal Fruit & Milk	Boiled Chicken Dumpling Seasonal Fruit & Milk



## Final 2025-2026 Calendar

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



## Thai-Chinese International School

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Samutprakarn 10540, Thailand

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

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

\* subject to Thai Govt

Holiday School/Office Closure

Work Day/PD Day (Teachers but no students)

Half Days for Students

Conference Day (no students)

Summer School

Total Student Instruction Days 180