



TCIS WEEKLY NEWS

September 27, 2026

Week # 9 High School Edition



The High School Student Council and their Advisors
Fei Fei (President), Moo Teh (Vice president), Alex (Treasurer), Pera (Secretary)



Important Dates and Upcoming Events

- Sept. 28: **Online Learning** (No students on campus)
- Sept 29: Thai University Fair (1:00-3:00)
- Sept 30: NAHS Induction Ceremony
- Oct 1: ECE & Elementary Parent Coffee Morning
- Oct 2: PSAT G8 (MS6F - Blocks 1-2)
- Oct 2: PSAT G9 (MS6F - Blocks 1-2)
- Oct 5: Grade 1 & Grade 2 Diorama Day (G1 & G2 Parents Invited)
- Oct 5: PSAT G10 (MS6F - Blocks 1-2)
- Oct 7: Ritsumeikan Asia Pacific University visit (G11-12) @360
- Oct 9: Double Ten Celebration (9:20-10:40)
- Oct 12th to 16th: October Break (Return to school October 19th, 2026)

Admin Team Section

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

High School

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August 2026/2027 Calendar

Sep '26		1	2	3	4	9	Online Learning Day ECE on Campus
	7	8	9	10	11		
	14	15	16	17	18	14	PD (No students) : 14 September
	21	22	23	24	25	24	Wai Kru
	28	29	30				End of Quarter 1 : 9 October
Oct '26				1	2		Begin Quarter 2 : 19 October
	5	6	7	8	9	9	Double 10 Day Ceremony
	12	13	14	15	16	13	King Rama 9 Memorial Day and October Break
	19	20	21	22	23	23	Chulalongkorn Day
	26	27	28	29	30	22	Parent Teacher Conferences (No students) : 22 October

Message from Dr. Michael



Dear TCIS Families,

This week, we celebrated one of my favorite days of the school year in Thailand – Wai Kru Day. After living and working in different countries, I continue to be deeply moved by the respect Thai culture has for teachers. I think that respect is one of the reasons so many educators from around the world are drawn to Thailand. Teaching is valued here in a very special way, and Wai Kru is a beautiful reminder of that.

Kru Rung and our Thai Department did a fantastic job organizing this year's ceremony. It is always wonderful to see our students take part, but there is something especially touching about watching our youngest students come onto the stage to pay respect to their teachers. Seeing the flowers, the wai, the smiles, and sometimes a little nervousness from our smallest students makes the day incredibly meaningful.

A special thank you also goes to Mr. Frank, our Board Chair, and Board members Mr. Lu and Ms. Carol for joining us and showing their support for our students, teachers, and school community. Their presence at important school traditions like Wai Kru means a great deal to all of us.

Finally, as we continue through Thailand's rainy season, please keep a close eye on the weather, particularly during arrival and dismissal times. Heavy rain can sometimes create flooding or traffic conditions that require us to delay dismissal or make other adjustments. Please always follow the Official TCIS LINE group for the most current announcements regarding rain delays, early dismissal, or any changes to our normal schedule.

Thank you, as always, for your continued support of TCIS and our community.

Regards,

Dr. Michael





Dear TCIS Families,

Wai Kru is one of the most meaningful traditions we celebrate at TCIS, and I am always very proud to see our students, teachers, and families come together to honor this important part of Thai culture.

The words Wai Kru literally mean “to show respect for teachers.” The word wai refers to the Thai custom of placing the hands together and bowing the head as a sign of greeting and respect, while kru is the Thai word used for teacher. At its heart, Wai Kru is a ceremony of gratitude. It gives students an opportunity to recognize the teachers who guide them, care for them, encourage them, and help them grow.

The tradition also has a long history in Thailand. Some of the rituals associated with Wai Kru can be traced back to pre-Buddhist Thailand, while the modern form of the school ceremony began during the 1940s. The Wai Kru chant traditionally performed by students was written in 1941 by Thanpuying Dussadee Malakul Na Ayutthaya, whose husband was a prominent educator who later became Thailand’s Minister of Education.

Wai Kru is not limited only to schools. Different forms of the ceremony are also found in many important Thai traditions and arts. Dancers, musicians, and even Muay Thai athletes participate in their own forms of Wai Kru to show respect to their teachers and masters. This reflects something very important in Thai culture: knowledge and skill are not simply received—they are passed from one generation to the next through the guidance of teachers, and that relationship deserves gratitude and respect.

At TCIS, our ceremony brings this tradition to life in a very special way. Students participate together in the Wai Kru chant, and representatives present teachers with phuang malai, traditional flower garlands. Students kneel before their teachers and perform graap, a traditional Thai expression of deep respect in which they bow fully toward the floor.

For me, one of the most beautiful parts of Wai Kru is seeing students of many different nationalities and backgrounds participate together. TCIS is an international school, but we are also fortunate to be part of the Thai community. Celebrating Wai Kru gives all of our students the opportunity to better understand the culture of the country in which they live while learning values that are universal: respect, gratitude, humility, and appreciation for those who help us learn.

I would also like to give my sincere thanks to all of our Thai Department teachers. A ceremony such as this requires a great deal of planning, preparation, teaching, organizing, and attention to detail. Much of that work happens quietly behind the scenes, and I am deeply grateful for the care our teachers put into making Wai Kru meaningful for our entire school community.

I would also like to especially recognize our wonderful student volunteers. Their willingness to give their time, help with preparations, support younger students, and assist throughout the ceremony made a tremendous difference. Seeing our students take responsibility for preserving and sharing an important Thai tradition makes me extremely proud.

Most importantly, I hope our students remember that Wai Kru is more than one ceremony on the school calendar. Respect for teachers should continue throughout the year—in the way we listen, the way we speak to one another, the way we approach our learning, and the way we remember those who have helped us become who we are.

Thank you to our teachers, our student volunteers, our students, and our families for helping us continue this beautiful tradition at TCIS.

With gratitude,
Kru Rung



Kru Rung's Photos or Posters





Dear High School Parents,

September has been another busy month with Spirit Week, College Fairs, E-Learning active shooter training, . We would like to thank our high school student representatives Kingston (grade 9), Jasmine (Grade 10), Marco (Grade 11) and Eric (Grade12) who volunteered to join the active shooter training and share student perspectives. **Due to flooding concerns, Monday will be an Online Learning Day.**

University Fairs

TCIS has been hosting a variety of University Fairs with schools visiting from the U.S., Canada and Hong Kong. TCIS Seniors also had a field trip to Patana for an international College Fair. Students have had the opportunity to learn about admissions and scholarship opportunities.

Week Without Walls

Students who will be traveling for the Week Without Walls trip have received their permission forms. Please please return them completed by Monday, September 28, 2026. Thai students will need to submit a parent consent form and copy of their birth certificate. Students who are Chinese or Burmese will need to get a visa for travel to Korea or Japan.

Upcoming Events

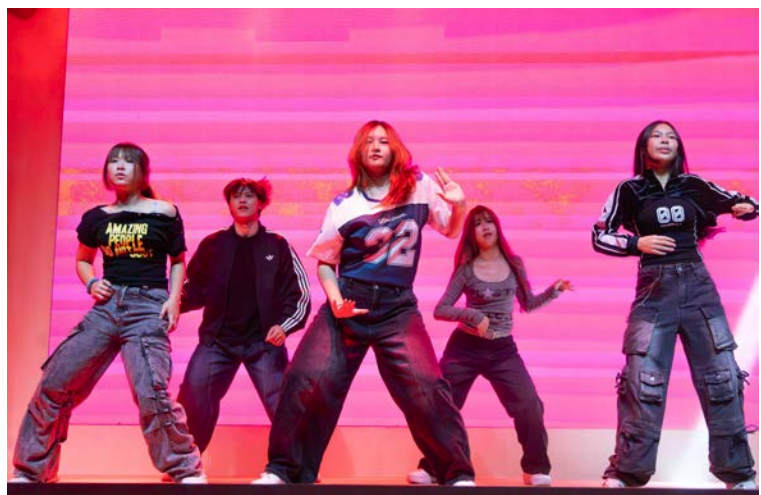
- Sept. 28: **Monday Online Learning** (No students on campus)
- Sept 29: IB Coffee Morning (7:30 am - 360)
- Sept 29: 🇹🇭 Thai University Fair 2026 @5th Floor Gym
- Sept 30: NAHS Induction Ceremony
- Oct 2: PSAT G9 (MS6F - Blocks 1-2)
- Oct 5: PSAT G10 (MS6F - Blocks 1-2)
- Oct 7: Ritsumeikan Asia Pacific University visit (G11-12) @360
- Oct 9: Double Ten Celebration (9:20-10:40, [Poster](#))

Regards,
Kevin Curran
Head of High School





High School Assembly
[Click here](#) for the Dance Class Performance [Video](#) September 25th



TCIS Girls Volleyball Against American School Bangkok
Our TCIS girls varsity wolves slaughtered the ASB eagles in two straight games to win the match



Wai Kru Ceremony: Honoring our TCIS Teachers



Wai Kru Ceremony on September 24, 2026



Wai Kru Ceremony



U.S. University Fair 2026



U.S. University Fair







Dear Middle School Parents,

Unifrog: [Parent Presentation](#)

Last year we introduced Unifrog to grades 6 and up. Unifrog is an online career and education guidance platform designed to support students in exploring their interests and making informed decisions about their future pathways.

Students should use Unifrog because it consolidates the entire progression process into one centralized hub. They can research over 600 job roles and 100 subject guides, compare university courses, colleges, and apprenticeships globally, and record their extracurricular activities and key skills. It also provides structured writing tools to help students draft CVs, cover letters, and personal statements with expert guidance..

By engaging with Unifrog regularly, students build a comprehensive portfolio of achievements and gain the clarity needed to successfully take their best next step after school. Please start now reviewing with your child so they are proficient by high school.

PSAT: [Practice Test and Study Guide](#)

Students met with Mr. Shaun to review how to login and check that their laptops can access the test. On October 01 students need to arrive fully rested, eat a healthy breakfast, and come with a charged laptop. There is a built in Desmos calculator in the test, so students do not need to bring a calculator. They will take attendance with their first block teacher and then report to MS 560 as soon as possible.

NewsELA: [Articles](#)

Teachers will submit assignments and articles to students through NewsELA. It is a powerful platform that improves knowledge, comprehension, and literacy skills. Students can login and explore articles on their own at any time. It is a great resource for current events. Please encourage your child to read. 20 minutes of reading every day. [Reading 20 minutes daily introduces about 1.8 million words!](#) Below is this week's stats:



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



Secretary: Ms. Palm

Email: pattathorn@tcis.ac.th

Phone: 02-751-1201 ext. 361



Dear TCIS Family,

ECE and Elementary Parent Coffee Morning: Week Without Walls

We are excited to invite you to the upcoming TCIS ECE and Elementary Coffee Morning with parents, which will take place **from 7:45am to 8:30am, on Thursday, October 1st, 2026**. The coffee morning will mostly focus on Week Without Walls, but we will also briefly talk about some other ECE and elementary items, such as report cards and MAP testing.

[Parent Coffee Morning Poster](#)

Diorama Day - **Grade 1 and Grade 2 Parents Invited**

Grade 1 & 2 parents are invited to join **Diorama Day** that will take place at **2:00pm, on Monday, October 5th, 2026** in the grade 1 & grade 2 classrooms to listen to students and talk about their wonderful diorama creations to parents! [Diorama Day Poster](#)

October Break

The last day of school before the October break will be **Friday, October 9th, 2026**. There will be no school for students from Monday, October 12th to Friday, October 16th, 2026. Students will return to school before 7:10am, on **Monday, October 19th, 2026** for Monday assembly.

Parent Teacher Conferences - Thursday, October 22nd, 2026.

Parent Teacher Conferences will take place on Thursday, October 22nd, 2026. We will send out information about how to reserve your slots, soon.

Wai Kru

The Wai Kru Ceremony at TCIS was a truly meaningful and beautiful celebration. I'm grateful and privileged to be part of this important Thai tradition. A huge thank you to our incredible Thai team, led by **Kru Rung**, and to everyone who helped make the ceremony so special—from our students and performers to the MCs, IT, maintenance, teachers, and teacher assistants.

Thank you as well to our Foundation Board members, Ms. Carol, and Dr. Michael for your presence and support. Wai Kru is a wonderful celebration of the dedication and heart our teachers bring to TCIS every day. I'm proud to be part of this amazing community. [Wai Kru Photos](#) [Wai Kru Video](#) (From Mr. Morris)

Kind regards,

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





TCIS
EST. 1998
INTERNATIONAL SCHOOL
THAI-CHINESE
INTERNATIONAL SCHOOL

*Same Community.
Brighter Horizons. ♥*

31 YEARS
of Learners
of a Brighter
Tomorrow ♥

ECE & ELEMENTARY
PARENT
COFFEE MORNING
WEEK WITHOUT WALLS

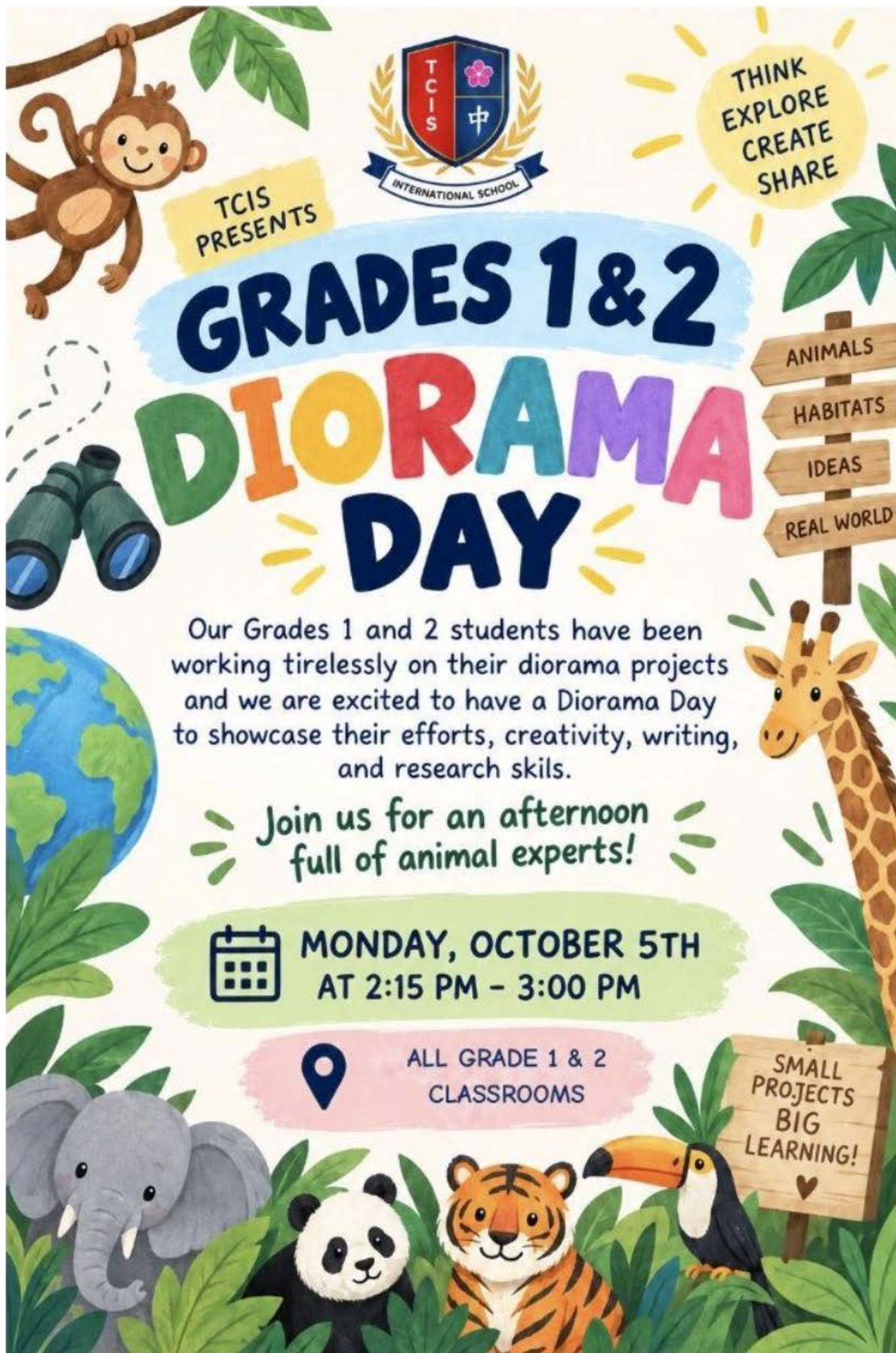
AGENDA
Explore. Experience. Grow. Together. ♥

-  Petting Zoo
(ECE & Elementary)
-  Grade-Level
Field Trips
-  Thai Cultural
Field Trips
-  Teacher
Rotation
Activities
-  Parent-Invited
Activities
(ECE)
-  Sports Day

 **THURSDAY**
OCTOBER 1ST, 2026

 **7:45 AM – 8:30 AM**

 **@ 360 AUDITORIUM**







Student's Special Achievements Section: Phawin

Congratulations to Phawin: Phawin received two gold medals in the HKIMO and Big Bay Bei Mathematics Competitions. His outstanding results have qualified him to participate in the WIMO Mathematics Competition in Shenzhen, China, on January 2-3, 2027.





Dear TCIS Family,

It is hard to believe we are already approaching the end of our first quarter! Over the past several weeks, students have settled into their classes, completed assessments, and taken on increasingly challenging work. As Quarter 1 comes to a close, we encourage students to finish strong by staying up to date with assignments, preparing carefully for assessments, and asking teachers for support when needed.

PSAT Testing: October 1–5

Students in Grades 8–10 will participate in PSAT testing during the week of October 1–5. The PSAT provides students with valuable experience with college-readiness assessments and helps them become familiar with the types of questions and skills assessed on the SAT. Students should approach the assessment seriously, while remembering that it is also an opportunity to learn about their current strengths and areas for continued growth.

IB Parent Coffee Morning: September 29

Parents of students in Grades 7–10 are invited to join us for our IB Parent Coffee Morning on Tuesday, September 29. This session will provide an opportunity to learn more about the IB Diploma Programme at TCIS, including the structure of the program, expectations for students, and how families can begin thinking about future academic pathways.

Even if the IB Diploma Programme still feels far away for your child, understanding the options available in high school can help families make informed decisions and support students in developing strong academic habits now. We hope you will join us!

Finishing Quarter 1 Strong

The final weeks of a quarter are a good time for students and families to review progress together. Please encourage your child to check PowerSchool and Google Classroom, complete any outstanding work, and communicate with teachers if they have questions or need additional support.

Looking Ahead to Quarter 2

As we move into Quarter 2, students will continue building on the skills and knowledge developed during the first months of school. This is a great time to reflect on what has gone well, identify areas for improvement, and set new academic goals. We encourage students to approach the new quarter with renewed focus and a commitment to continued growth.

Thank you for your continued partnership throughout our first quarter. We look forward to a strong finish and an exciting start to Quarter 2!

Regards,

Mrs. Jasmine
Curriculum Coordinator



THAI-CHINESE INTERNATIONAL SCHOOL

PARENT COFFEE MORNING

Join us to learn more about IBDP!

 Tuesday | September 29, 2026

 7:30 AM - 8:45 AM

 360 Auditorium

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

- Programme Overview
- Student Readiness



For More Information

02 751 1201 x208

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

TCIS CHILD SAFEGUARDING TEAM

safe@tcis.ac.th



KRU RUNG
THAI DIRECTOR
CHILD SAFEGUARD LEAD



DR. MICHAEL



MR. TONY



MR. KEVIN



DR. RICHARD



DR. JAMES



MS. BREE



MS. YOUNAH



MR. ZEN

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



KEEPING CHILDREN SAFE IN EDUCATION WHAT YOU NEED TO KNOW



A child means
everyone under
the age of 18.



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



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



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

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

Global Citizens

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



Open-Minded Thinkers

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



Well-Balanced Individuals

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



Optimistic Risk-Takers

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



Lifelong Learners

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



Voices for Collaboration

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



Empathetic Leaders

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



Solution-Oriented Problem Solvers

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



Mr. Shaun Mefford's Counselor's Corner



Greetings TCIS Parents,

Over the past month, I have been working closely with many students who have already started the university application process. Several students even received early offers from their targeted universities already!

Seniors should be actively researching application requirements, preparing materials, and carefully tracking deadlines to ensure a smooth application process. The counseling team strongly encourages students to apply to early and first rounds to increase the likelihood of earning a scholarship and acceptance to their preferred program.

University Fairs and Visits

TCIS recently hosted university visits from National Taiwan University (NTU), National Sun Yat-sen University (NSYSU), and a university fair made up of 10 American institutions. In mid-September, we escorted our seniors and interested juniors to the Greater Bangkok University Fair at Bangkok Patana. This fair included over 230 universities from around the world and was an excellent opportunity to speak with reps about their programs and requirements. On September 29, we will host our annual Thailand university fair and on October 7, Ritsumeikan Asia Pacific University in Japan will visit.

Match by Concourse

The first round of reverse admission scholarship offers for seniors occurred on September 21 through **Match**. A few key reminders for students and families:

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

The first Junior Seminar meeting took place a month ago, with a resume writing assignment. Feedback on student resumes will be provided by me. Students should make the necessary changes and keep their resume updated throughout the year. Resumes are often part of the application process or required in portfolios by many universities.

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

PSAT and SAT

PSAT - October 1 (G8), October 2 (G9), October 5 (G10)

SAT - October 3 (registration closed)

SAT - November 7 (deadline - Oct. 23)

SAT - March 6 (deadline - Feb 19)

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

Have you checked Google Classroom?

UC Berkeley International Web Series - September 30

Biz Innovate Bootcamp - October 1-2

Columbia Dual Degree Program Info Session - October 4

Match House Leadership Camp - October 12-16 and 19-20

Monash University Engineering Webinar - October 15

Premed Projects Medical Experiences - October 11, 18, 25, and November 1

Psychology Competition - January 15-19

London International Youth Science Forum - July, 2027



Athletic Director: Mr. Sean



Wolves!

It's an exciting time for TCIS Athletics, with our Wolves continuing to compete hard, build momentum, and show what it means to never quit!

The Varsity Girls Volleyball team continues to dominate this season, riding an impressive four-game winning streak in League Play! Their hard work, teamwork, and determination have been on full display, and we're excited to see how far this team can go as the season continues.

The Varsity Boys Volleyball team is also looking impressive. Despite being without a few key players, the Wolves have continued to battle and compete at a high level.

Under the leadership of senior Samor, the team is developing into a tough opponent. With tournaments coming up, this is a team that could be very dangerous when tournament time arrives. We can't wait to see what they can accomplish!

The JV Boys Soccer team is showing tremendous potential and looks like a team destined for some wins in the near future. Perhaps most exciting is the team's no-quit attitude. Regardless of the score or the challenge in front of them, these players continue to fight until the final whistle.

That kind of determination is exactly what TCIS Athletics is all about!

Our SeaWolves also had an exciting day at a recent Swim Friendly Meet. Grade 8 Cullen and Grade 9 Caleb absolutely dominated their events, finishing nearly 15 seconds ahead of swimmers from other schools!

What an incredible accomplishment and a fantastic showcase of their hard work in the pool. There are certainly exciting things ahead for our SeaWolves!

With tournaments coming up at the end of October, there is plenty to look forward to across TCIS Athletics. We hope to see our TCIS community out in the stands supporting our athletes, cheering loudly, and showing the Wolves what it means to have a home crowd behind them!

Thank you for supporting our athletes and coaches throughout the season.

GO WOLVES!

Mr. Sean Allen
Athletic Director





Dear Parents,

September has been a busy month as students continue moving forward with their university applications. Students have now completed their second document check, giving us another opportunity to review their progress and make sure important application materials are being prepared on time.

Finishing Quarter 1 Strong

As we approach the end of Quarter 1, seniors are balancing university applications with the demands of their regular classes. It is important that students continue working hard academically while also making steady progress on applications. University planning takes time, and consistent work now will help prevent unnecessary stress as deadlines approach.

Standardized Tests

Students who have not yet taken the SAT or IELTS, or who would like an opportunity to improve their scores, should register for upcoming test dates and complete these exams as soon as possible. Testing requirements vary by university, so students should carefully review the requirements for the programs to which they plan to apply.

Coming Up After Fall Break

After Fall Break, students will continue to have dedicated Senior Seminar time to prepare and refine application documents. We will also begin mock university interviews, giving students an opportunity to practice answering common interview questions, discussing their goals and experiences, and presenting themselves confidently and professionally.

How Parents Can Help

As deadlines get closer, please continue checking in with your senior about their progress. Ask what they have completed, what still needs to be done, and which deadlines are coming next. This is also a good time to make sure plans regarding university choices, finances, testing, and family expectations are clear.

Thank you for supporting our seniors during this busy season. Quarter 2 will bring important deadlines and exciting milestones as applications begin moving from preparation to submission.

Regards,

Mrs. Jasmine



Dear Parents,

Our AP Research students have been making great progress as they move through the early stages of their research projects. They have now completed several important steps in the research process.

Students have completed their annotated bibliographies, giving them an opportunity to explore and evaluate research connected to their topics. They have practiced finding credible sources, summarizing key findings, and explaining how each source can contribute to their own research.

Students have also organized their PREP Folders, which will serve as a central place for their research materials throughout the year. These folders will help them keep track of their sources, research questions, project development, reflections, and important AP Research documents.

Finally, students have made their decisions on their project proposals. After exploring different ideas and considering the focus, scope, feasibility, and value of their research, students have selected the projects they will continue developing. This is an important step as they move from exploring their topics to planning how they will conduct their research.

We are excited to see these projects continue to develop throughout the year as students take greater ownership of their research and begin investigating questions that are meaningful to them.



Dear Parents,

The month of September is flying by, and I can't believe we are already at the end of the first quarter! As the quarter comes to a close, many classes are doing major assessments. Even though this can be a stressful time, everyone continues to give great effort in class and come to school every day with a smile, ready to learn about the world. I really love to see the hard work and dedication of the students and their continued interest in social studies classes, as these are the subjects most applicable to life.

In **World Geography and Culture**, we are finishing our unit on Asian Geography and Culture. We did an overview of the physical and human geography of East, Central, South, and Southeast Asia. We have also learned about the concept of development in Geography and the different ways that is measured. We are currently working on one of their major assessments for this unit: a presentation about major world religions. All of the major world religions have their origin in Asia, so it is very fitting for this unit. I'm looking forward to seeing the presentations!

In **Modern World History**, we have been learning about the time period from 1200-1450. We have spent a lot of time studying networks of exchange like the Silk Road, Trans-Saharan Trade Routes, and the Indian Ocean Trade Network and how these networks facilitated the exchange not only of goods, but also culture, religion, technology, language, and much more. We have now switched our focus to learning about the Mongol Empire, which is fascinating. After this unit, we will be focusing on the time period from 1450 to 1750, when expanding empires become the main theme.

In **AP Human Geography**, we are into our second unit, which is all about population and migration. During this unit, the students are learning about population dynamics, demographic transition, types and causes of migration, and many more related topics. One of the big things we talk about is the challenge facing countries with aging populations and things governments can do to impact the birth rates in their countries. The students have done a great job with this unit so far!

In **Foundations of Social Studies**, we are finishing our second unit, which was all about geography and map skills. A main focus of this class is English language development through social studies, so the students learned a ton of geography-related vocabulary. We also spend a lot of time learning about different types of landforms and how geography impacts culture around the world. The students are becoming more comfortable using English in class to talk about social studies, which is fantastic. Our next unit will be all about culture, so I am sure the students will love it.

In **AP Psychology**, we are into our second unit, which is all about biological bases of behavior. In this unit, we discuss the debate between nature and nurture, sleep, and sensation. We also discuss neurons as well as the brain and all of its parts. Having this biological knowledge is extremely important to the study of psychology. We have also done our first free response question in class and the students did a really great job overall. All of the information from this unit will be extremely valuable for the students when they take the AP Exam in May.

As always, if you ever have any questions please do not hesitate to contact me via email (andrew.brenzel@tcis.ac.th) at any time, and I will do my best to respond as soon as possible. I am here to help and am dedicated to ensuring that all students deepen their understanding of social studies concepts during their time in my class. I hope you all have a great rest of the month of September and a wonderful October ahead!

Sincerely,
Mr. Andrew Brenzel





Dear Parents,

Good Day and my best wishes to you and your family!

There are lots of exciting topics being explored in different courses.

In **Psychology**, we are finishing up the semester with a study of morality and how it relates to the conventions of society. We are also looking at how intelligence changes over lifespan and different kinds of psychological research methods.

The **Business Economics** classes have been studying stocks, bonds, the industries of the future and how much progress the world is poised to make this century economically, which is definitely a good source for optimism.

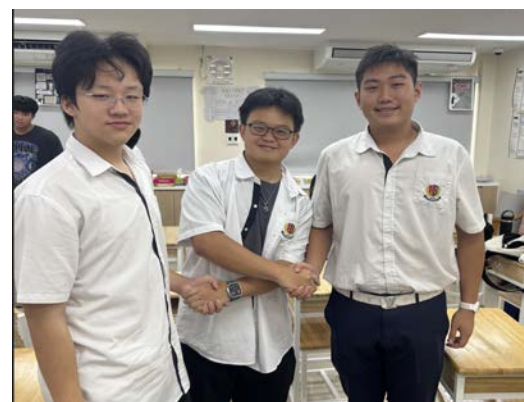
AP Economics has us finishing the first marking period with numerous facts and theories and Gross Domestic Product, and **IB Economics** is about demand, supply, market equilibrium, not to mention consumer and producer surpluses. These are not easy courses, but I believe that a foundation has been set for the students to thrive this year. I hope parents can suggest to students that reading difficult material will pay enormous dividends down the road.

One of the clubs I advise is the **Business and Entrepreneurship Club**, and there have been some exciting developments in this group! Two teams have successfully registered for the Wharton Global High School Investment Competition, which will provide them the opportunity to create their own diversified portfolios and compete against other teams from around the world. This competition could serve as a springboard for projects in Business Economics Class and beyond.

The ability to persevere and grow is what makes progress possible, and our efforts so far demonstrate how much more we can accomplish. Go keep encouraging our students, and Go Wolves!

Best Regards,

Mr. Scott Gillette





Dear Parents,

College Prep students have finished developing their personal memoirs, which focused on creating vivid scenes, incorporating meaningful reflection, controlling pacing, and revising their writing. They've also continued building SAT Reading & Writing skills through Khan Academy practice and progressing through their Independent Reading Projects, analyzing elements such as character, theme, and plot in their chosen novels.

AP Seminar students have wrapped up the individual skill practice and are now synthesizing those foundations in a guided practice of the AP Seminar

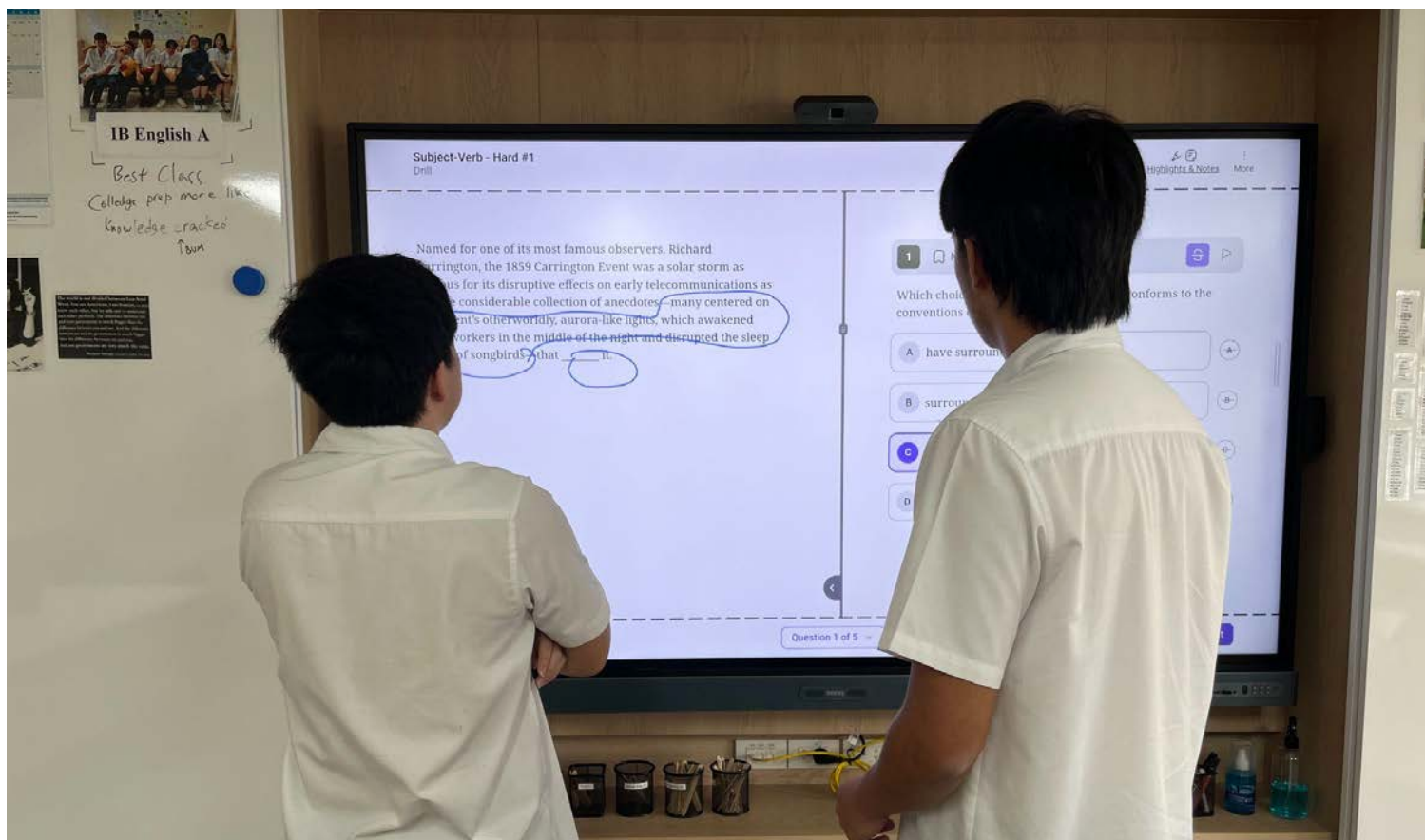
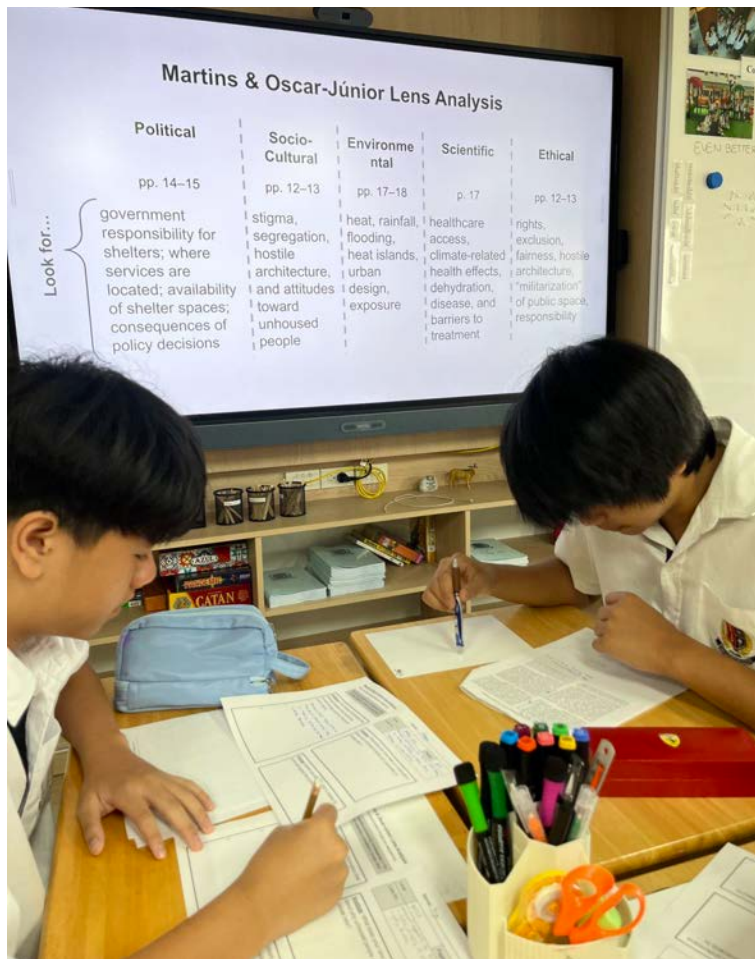
Performance Task 1. Students are investigating various issues connected to homelessness through different lenses and perspectives, working in teams that will combine their research before forming an argument to answer their research question.

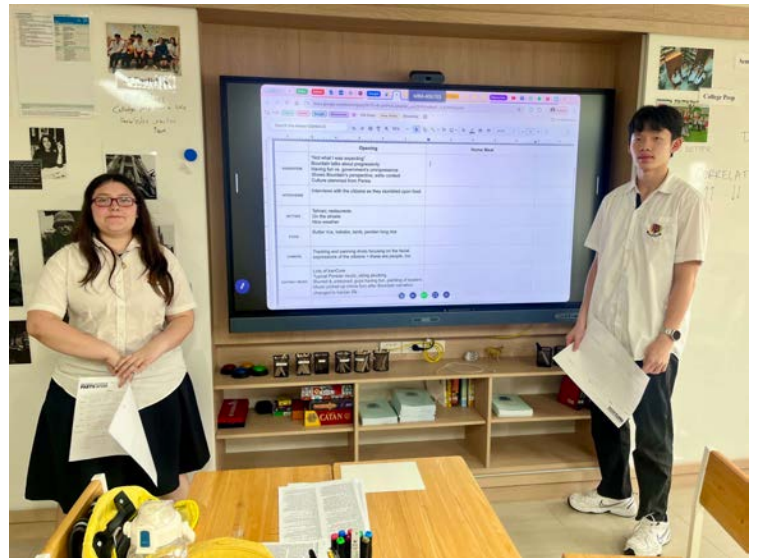
In IB English A: Language and Literature, students have been practicing how verbal and visual choices work together to communicate meaning, using a selection of medical infographics as well as an episode of Anthony Bourdain's *Parts Unknown* documentary TV series as the focus content. They simulated applying these skills in a Paper 1-style analysis similar to what they will see in their Year 2 IB exams.

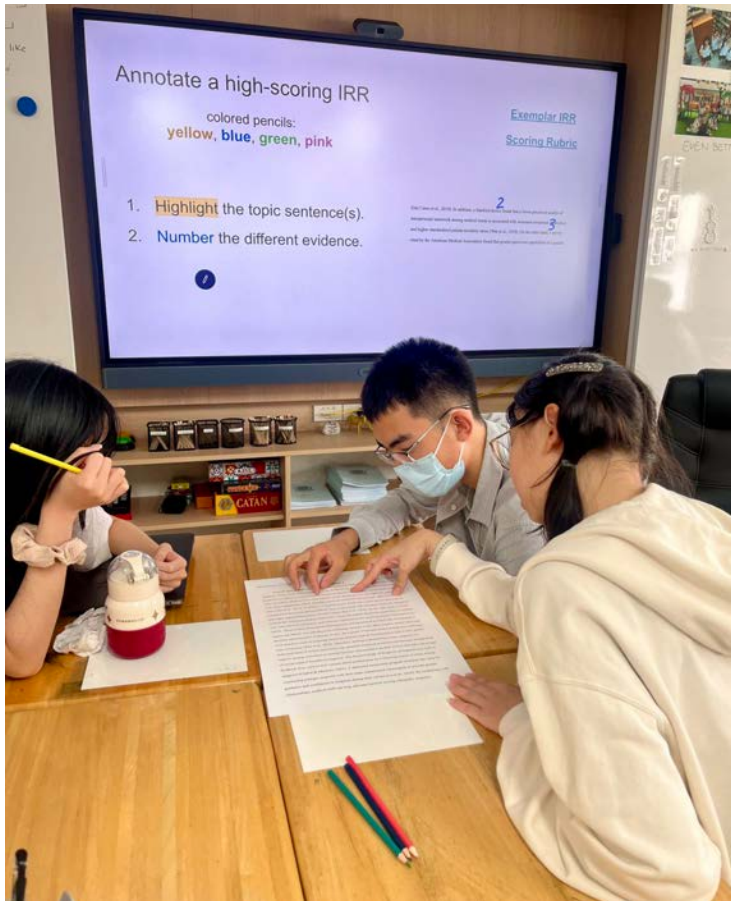
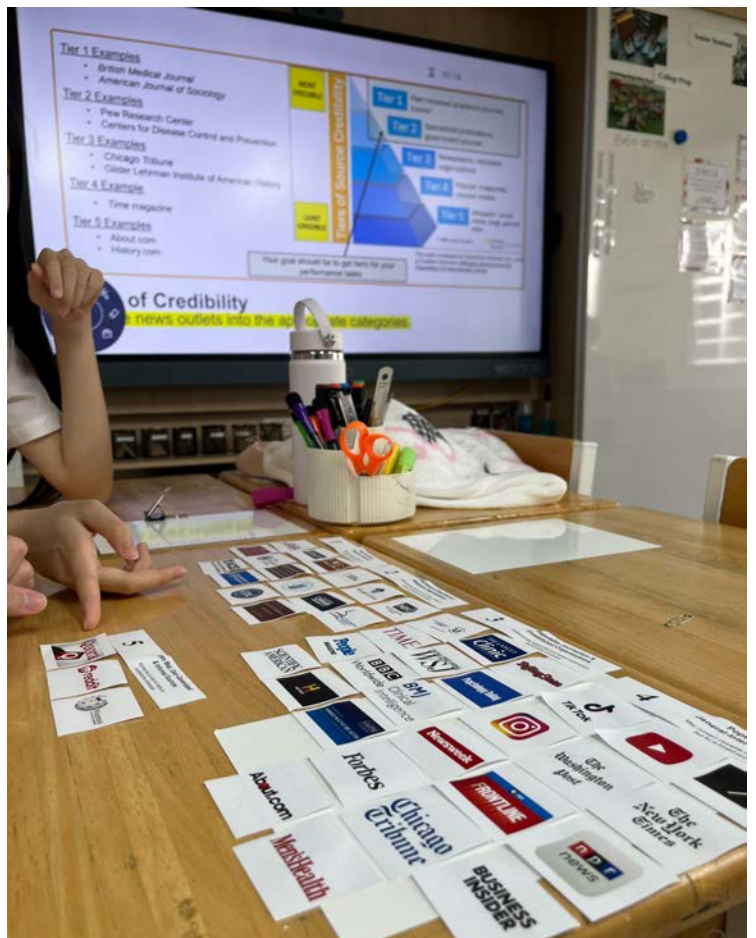
Students in the Senior Seminar elective are staying organized during the university application process by tracking application deadlines and upcoming test dates and using them to prioritize what they need to accomplish during each block. We also begin each class with a student-selected short film; pairs present the short and lead a brief discussion connecting its themes to the challenges, choices and transitions students may encounter as they prepare for life after high school.

Kind regards,
Ms. Kelsey











Dear Families,

We've had a very busy month in ELL!

In **ELL A**, we have just begun Unit 3, Active Living. The vocabulary focuses on body parts, action verbs, and sports. Our grammar focus is on the modal verbs like can/can't, have to/don't have to and must/mustn't. These topics are important for discussing permission, ability, possibility, and obligation.

In **ELL B**, we are about to begin Unit 3, Plurilingual. The vocabulary focuses on languages, countries, and nationalities; words for learning languages; and negative prefixes. Our grammar focus is countable and uncountable nouns and relative clauses.

In each unit of both classes, students are assessed with a quiz for grammar and vocabulary and a major assessment for a communicative task. Students are allowed to retake the grammar and vocabulary quizzes for full points because their purpose is sharpen grammatical accuracy and vocabulary precision, something that requires practice. For major assessments, students can reattempt the task and earn up to a 75% if they earn a grade lower than that, in accordance with school policy.

Our major assessments largely target the productive skills- writing and speaking. The assessment for Unit 1 was a writing project, and Unit 2 was a speaking task. Our third major assessment is reading comprehension, something we practice almost daily. See the photos below of students practicing their speaking (and listening!) skills!

Thanks for your support of your students!

-Ms. Kelly





Dear Parents,

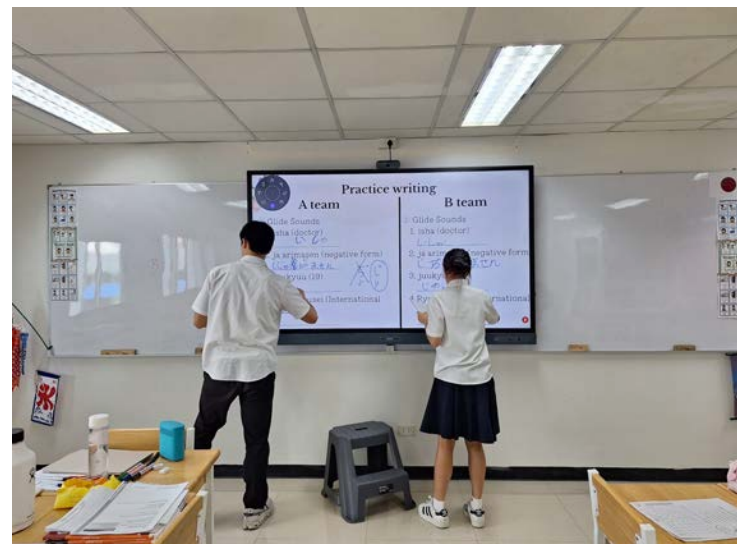
We have now wrapped up Unit 1 in Japanese I! Over the past few weeks, students have learned self-introductions, numbers, time, Hiragana characters, and how to form basic Japanese sentences. We practiced through activities such as Hiragana Karuta and interactive team challenges. When learning time, students listened to a time given in Japanese and raced to draw the correct time on the BenQ board before we practiced writing it together as a class. Students also raced in teams on the BenQ board to write Japanese vocabulary in Hiragana.

Along with language learning, students also had the opportunity to learn about yukata, including how it is traditionally worn, and even tried wearing one themselves. Through these activities, students practiced all four language skills, including listening, speaking, reading, and writing, and showed their progress through a Unit 1 quiz and self-introduction presentation.

As we move into Unit 2: Shopping, students are getting ready for their next major project! In groups, they will research Japanese food and items that could be sold at our Japanese Cultural Day on November 3. Students will practice shopping expressions, prices, and real-life communication while learning more about Japanese products and culture. The winning idea will have the chance to become a real booth at Japanese Cultural Day!

These activities connect with the ACTFL 5Cs, especially Communication, Cultures, and Connections, as students use Japanese in meaningful situations and bring what they learn in class into our student-led Japanese Cultural Day. We look forward to seeing their ideas come to life in November!







Dear Parents,

I am happy to check in with all of the parents as we approach the end of our first quarter of the academic year. So far, it seems that the students are having a good time and learning a few useful skills in the process. All of our classes are moving on from the basics and digging into new units and new skills. I find it rewarding to see students using new knowledge to create projects to showcase their skills. From storytelling to creative thinking, they seem to be doing it all.

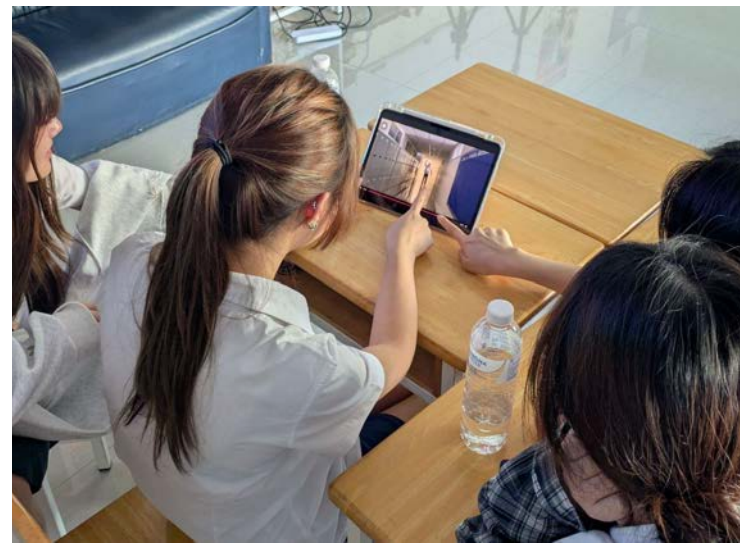
Journalism: our student journalists have learned about interviewing and storytelling. They had the opportunity to “interview someone they know well” and to create a news segment about one of the clubs here at TCIS. Now they are working to improve their news storytelling techniques as they prepare their September Monthly news segment. We are on the way to creating our first WTV segments in the upcoming months.

Theory of Knowledge: in TOK we have just wrapped up the theme of Knowledge and The Knower. Now we move on to the chosen theme of Knowledge and Language where students will study how language shapes the way we communicate, understand and create knowledge. But first, we have just finished writing a practice assessment and will discuss our feedback as we move towards our first year final assessment of the TOK Exhibition where we discuss how TOK manifests in the world around us.

Film Lab: in our classes we have been studying camera movements along with framing and composition in order to create better looking films. We then took some time to analyze a short film scene to see how well the professionals create scenes that are interesting for the audience to watch. Knowing what makes a scene interesting should help our students to create their first short films. Look for them on WTV in the near future.

Advanced Film: our advanced film students have been learning how to analyze films. We have watched films together in class and then taken time to discuss the elements that make them good. We then created a short film to see how these analytical elements work to create successful film projects. Soon we will begin writing short scripts to base new film projects on, but first we have one analysis and one short film project before the end of the quarter.

Digital Media: our digital media class is also following an introduction to film/media production. Our first project after learning how to move the camera and compose a successful shot is a short silent film written by our students. After we complete the first short film, we will begin to move into digital content creation with some personalized video blogs.





Dear Parents,
Speech Communications

The students have been building debate and public speaking skills. Classes focused on clear claims, organized points, and confident delivery. They practiced presentations and audience awareness to prepare for upcoming debates. The goal is stronger speaking, not just louder speaking.

Global Literature

The class is finishing theme presentations on "*Master Harold*"... *and the Boys*. Students explained ideas such as power, friendship, and injustice using evidence from the play. Next they will begin *Convenience Store Woman* and look at voice, routine, and belonging in that story.

Foundations of Literature & Composition

This week students are tightening MLA format and publishing finished short stories to their online writing portfolios. They practiced headings, titles, and clean first pages, then uploaded work so families and teachers can read it in one place.

Creative Writing

Writers worked on dialogue that does more than fill space. Lessons focused on natural talk, better word choice, and lines that show character and move the story. Students revised scenes so readers hear the people instead of being told how they feel.





Hello TCIS community!

Level Up: Integrated Design & Game Development

Recruiting the Team: Student Posters

Our students took on the challenge of getting their classmates to sign up for a TCIS Esports team. Each student designed a recruiting poster, on paper or on screen, that had to make someone stop, look, and want to join. One aim was to develop the transferable skills of marketing and graphic design.

Students began by researching how high school esports leagues work and why they are growing. Rocket League is our confirmed competition game, and each poster also featured a second real high school esports title along with a reason it belongs. Before building anything, students sketched thumbnail layouts to plan their designs.

Every poster had to show what makes a strong teammate, which skills players build by joining, a call to action for tryouts, and one fun element that shows the team's personality. The project ended with a 30 to 60 second elevator pitch, where each student recruited a classmate on the spot.

Now Exploring: Esports Psychology

Winning in esports takes more than fast mechanics. Our new unit looks at the mind behind the controller: how psychology applies to gaming, how to stay well, and how to handle pressure. We have finished three lessons so far.

Lesson 1: What Is Psychology?

Students were introduced to the field of psychology and how it applies to esports. They joined a class discussion, watched a short video on fundamental concepts, and finished with a pre-knowledge survey and reflection. Students can now explain what psychology is and how it applies to esports.

Lesson 2: Psychological Well-Being

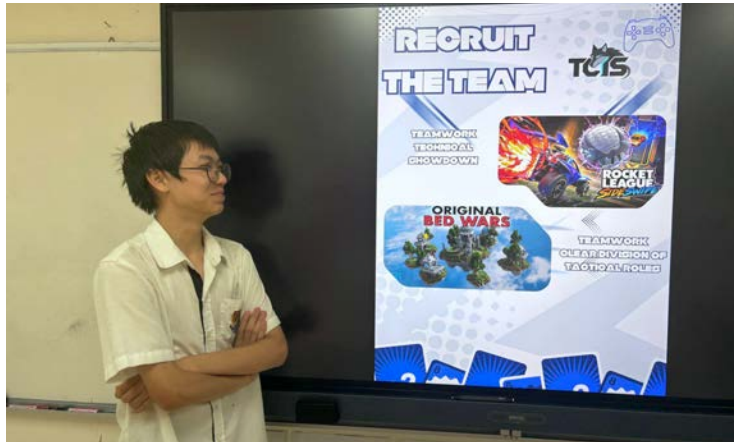
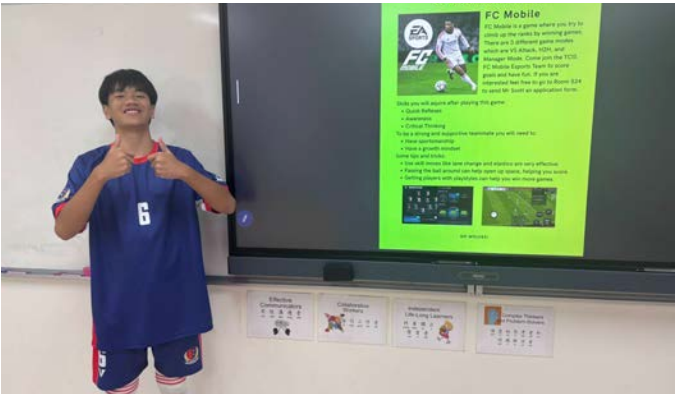
Students learned the difference between psychological well-being and happiness, and why well-being matters for gaming performance. They discussed ways to improve it, then mapped out a plan for their future as an esports player. Students practiced breaking large goals into smaller, actionable steps.

Lesson 3: Stress and Burnout

Students learned about the types of stress, the fight-or-flight response, and burnout. They monitored their own stress levels during gameplay and practiced breathing exercises to promote calm and relaxation.

As always, thank you for your continuing communication and collaboration.

Go Wolves!





Dear Parents,

Geometry/Algebra II: In Geometry, students explored how lines and angles relate by studying parallel lines, transversals, and angle pairs. They used algebra to solve problems and practiced proving when lines are parallel. Recently, they reviewed slope and learned how to write equations of lines in different forms. These skills help build logical thinking and prepare students for more advanced geometric concepts.

Algebra II: In recent lessons, students explored advanced strategies for solving quadratic equations. They practiced completing the square and using the quadratic formula to find rational, irrational, and complex solutions. We also discussed how the discriminant helps predict the types of solutions a quadratic will have. These skills are key to developing flexible problem-solving approaches in algebra.

AP PreCalculus: The students explored rational functions and examined their overall end behavior on graphs. We actively practiced finding key mathematical features like zeros, holes, and vertical asymptotes to understand how they shaped the visual representation of each function. Finally, our class rewrote complex polynomial and rational expressions into equivalent forms, which helped everyone build confidence in their advanced algebraic skills

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





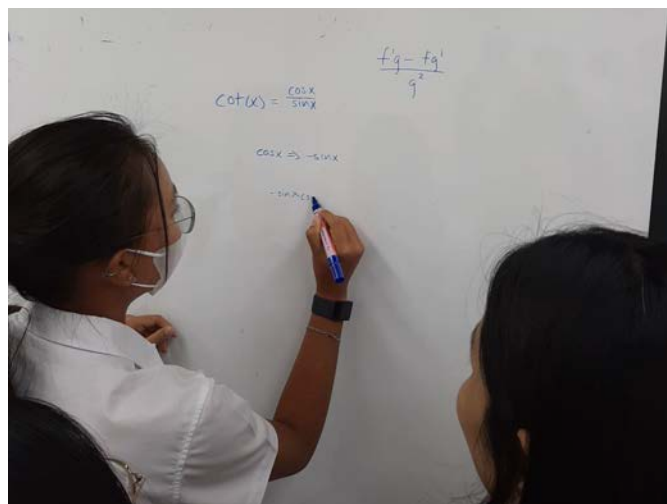
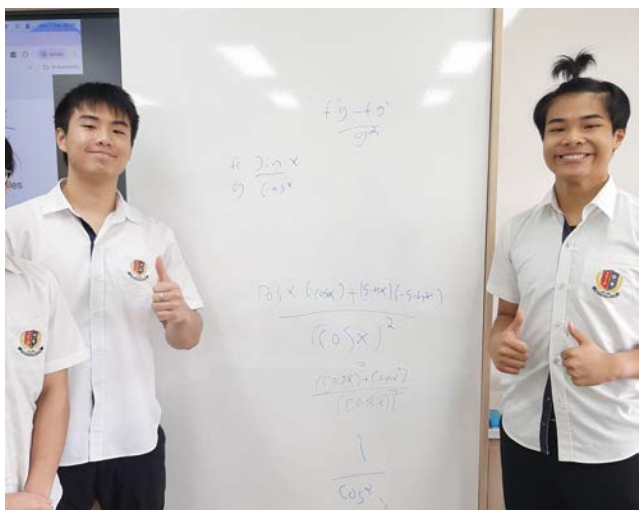
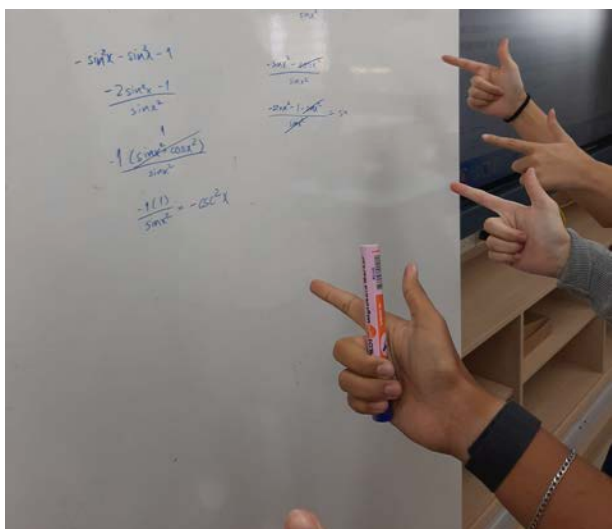
Dear Parents,

In our mathematics classes (Calculus, AP Calculus BC, Pre-Calculus) we are well underway. In Calculus students are now learning about how to determine a “derivative” using various techniques and what a derivative means in terms of the slope of a function and its tangent line. In AP Calculus BC students are learning additional integration techniques and we are also having an intense look at what expectations students might encounter mathematically in universities such as National Taiwan University. In Pre-Calculus we are exploring polynomials, involving factoring, graphing polynomials and expanding a binomial using Pascal’s

Triangle.

Students in coding are learning about frameworks for the web, especially Bootstrap which is a commonly used technology to make web sites look attractive, including our own TCIS web site. In AP Computer Science students are learning about control structures for selection and repetition.

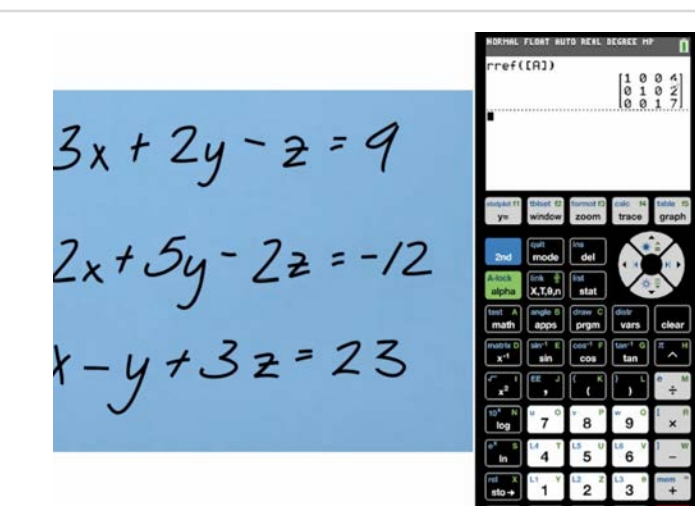
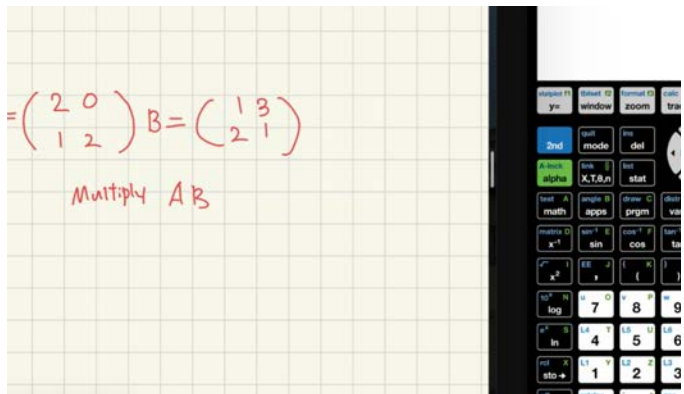
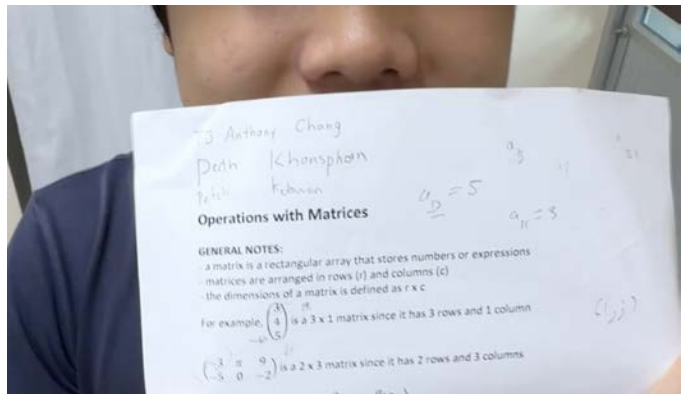
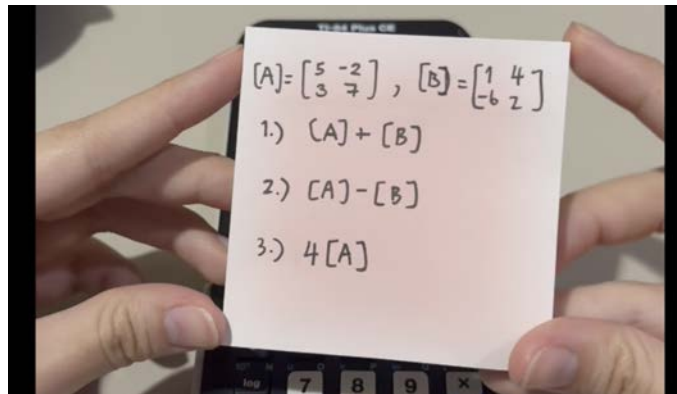
Overall in all classes we are making good progress!





Dear Parents,

We have been hard at work in high school for our math classes. As we get closer to the end of the first quarter, it is time to start showing our skills as we complete our major assessment. One of the standouts has been seeing our IB Mathematics Applications and Interpretations students cooperate in creating some fantastic instructional videos on matrices. (All pictures were taken directly from these videos) The students worked hard to make their own fun and informative instructional videos showing that they have mastered Topic 1.14 Matrices.



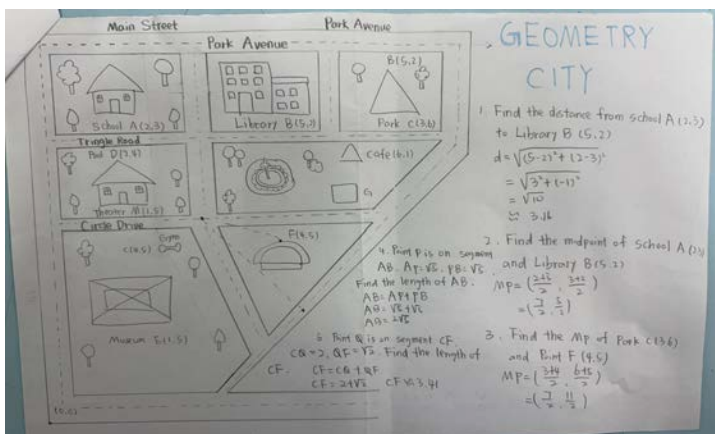
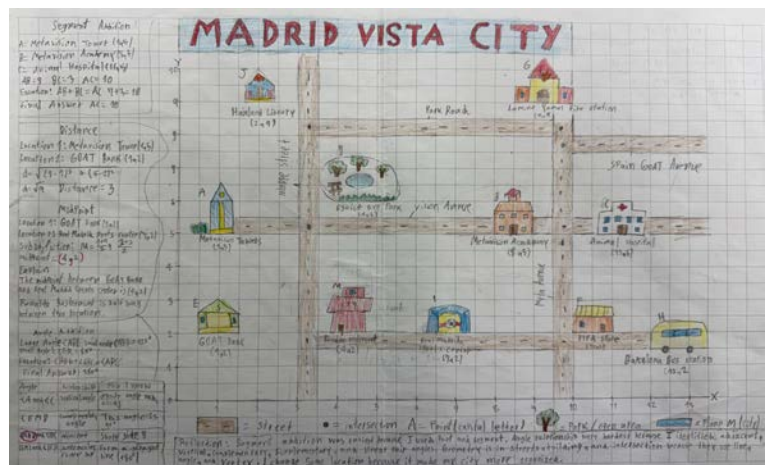
$$\begin{aligned} 2x + y - z &= 5 \\ x - 3y + 2z &= 1 \\ 3x + 2y + 4z &= 8 \end{aligned}$$

$$\left[\begin{array}{cccc} 2 & 1 & -1 & 5 \\ 1 & -3 & 2 & 1 \\ 3 & 2 & 4 & 8 \end{array} \right]$$

This month in Algebra 1 and Geometry, students are celebrating the completion of their Unit 1 Projects! These projects gave students an opportunity to apply the concepts they learned throughout the unit in a creative and meaningful way.

In Algebra 1, students completed a Birthday Calendar Project by solving a variety of Algebra 1 problems. The project included concepts such as matrices, the real number system, algebraic expressions, absolute value, and order of operations.

I am very proud of the progress students have made throughout Unit 1. They have been introduced to many new concepts and worked hard to apply their learning in both traditional math problems and creative projects. I look forward to seeing them continue to build on these skills as we move into our next unit!





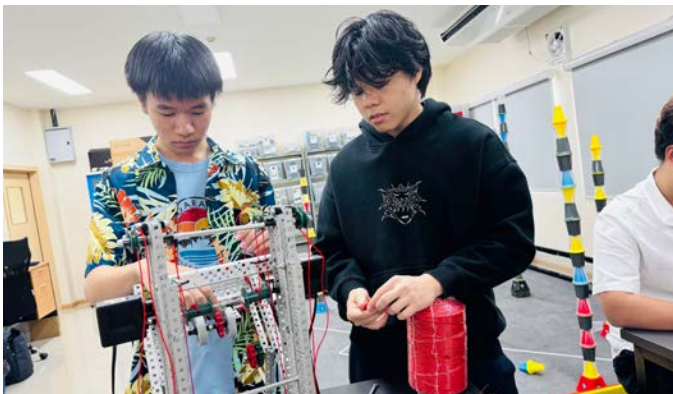
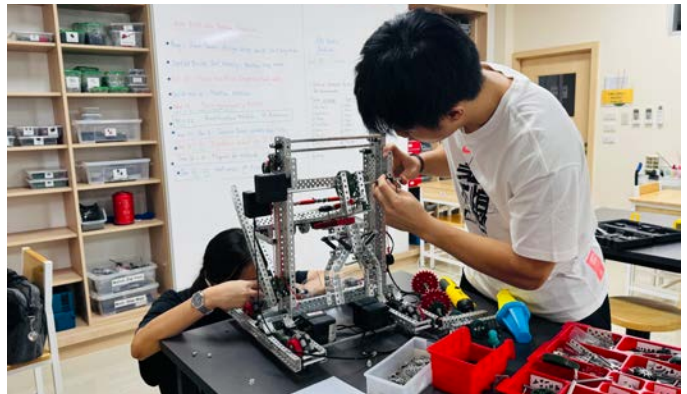
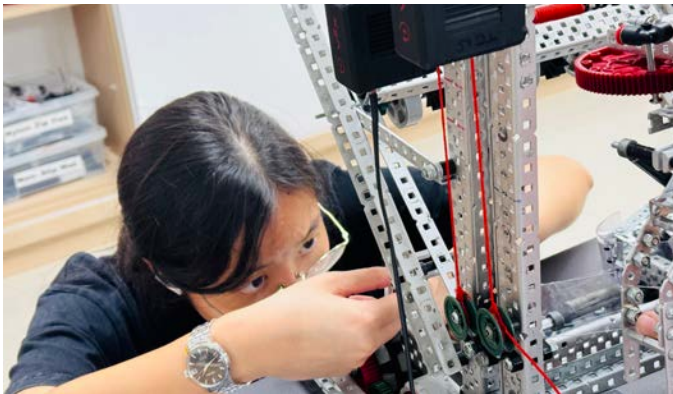
Advanced Robotics

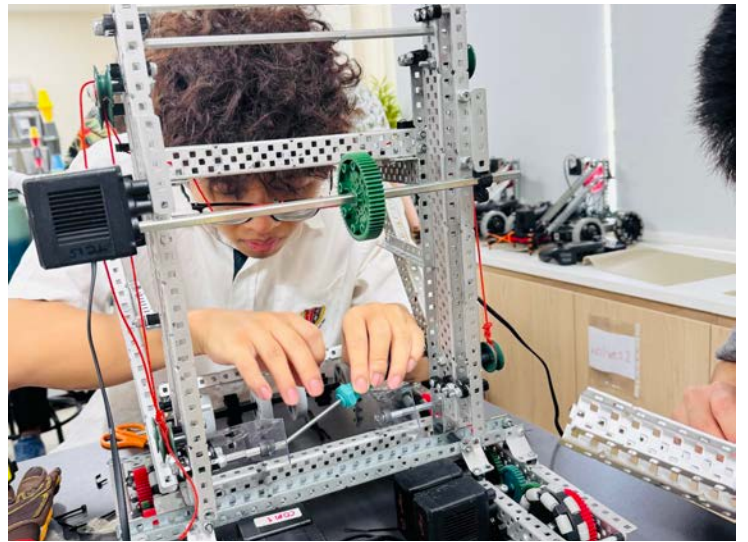
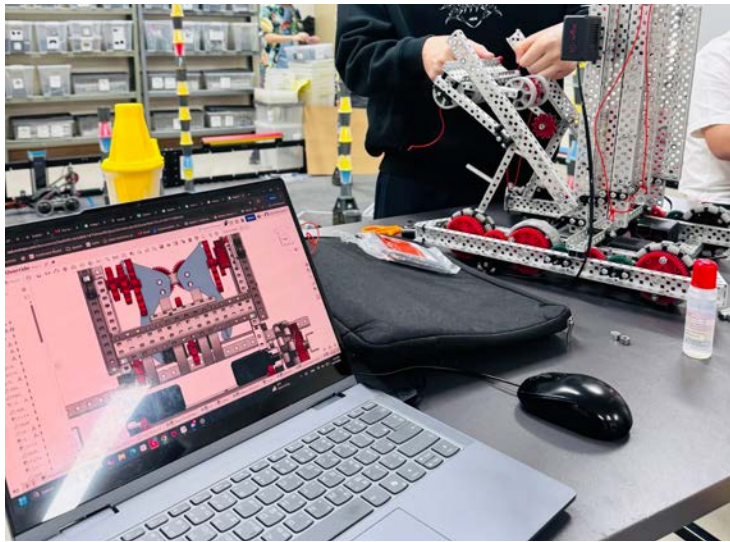
September's Advanced Robotics work continues to focus on competition preparations with designing mechanisms that work together reliably. The intake and secondary claw design section asks teams to consider how new mechanisms will fit with their competition drivetrain and lift, moving from initial ideas toward a practical building plan.

Teams compare alternative designs, create labeled sketches, and justify their choices. Their planning considers how objects enter, move through, and leave the robot, alongside potential problems such as jams, dropped objects, and collisions between

moving parts.

Engineering notebooks support this process by bringing together design decisions, photographs, programming details, and test results. The intake assignment emphasizes measuring performance, identifying problems, and documenting improvements. These activities reinforce an essential engineering skill: use evidence from testing to decide what to change next.

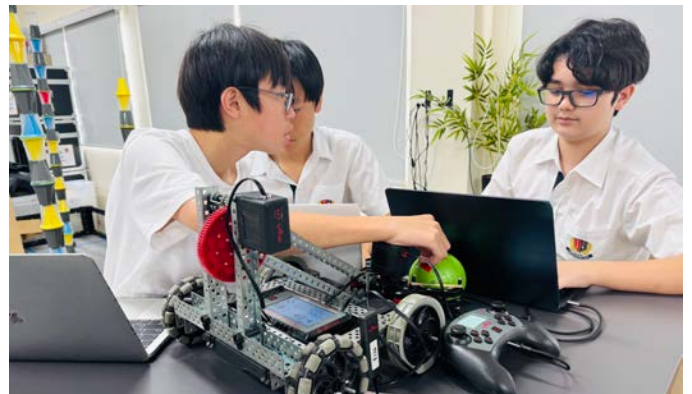
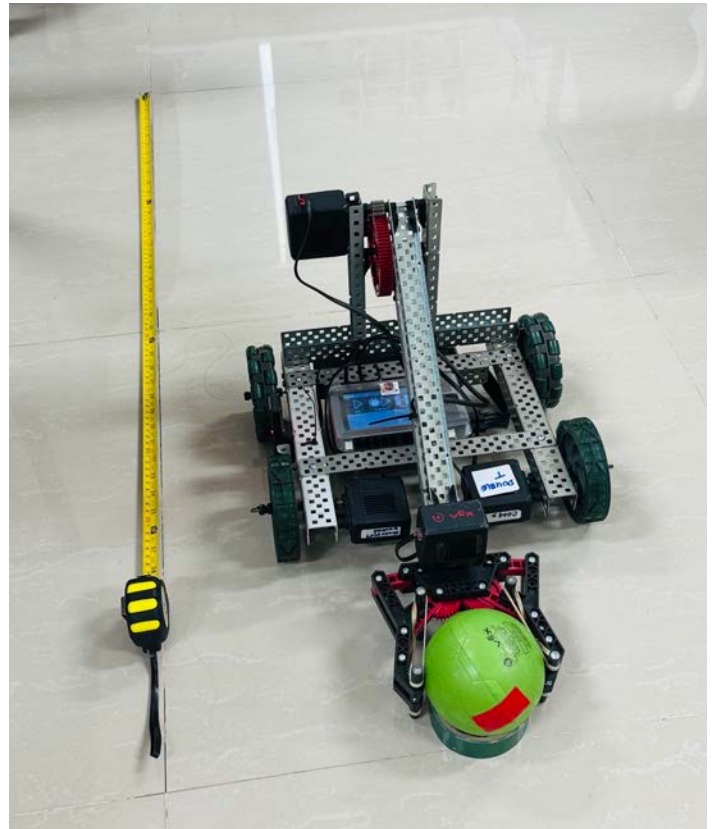


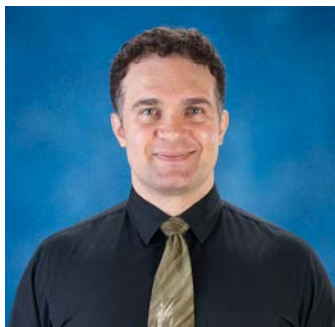


Intro to Robotics

How do we turn a set of instructions into accurate robot movements? September's lessons explore this question through programming and practical challenges with VEX V5 robots. Students investigate turns of different angles, measure actual movement, and examine how speed and surface friction affect accuracy.

The Labyrinth Challenge brings these skills together, asking students to break a route into smaller steps and write a clear plan before coding. Lessons on arm control and reusable functions extend this work, helping students organize their programs and understand the limits of moving mechanisms. Testing, observing, and making adjustments are central to the learning process.





Dear Parents,

The first quarter is already moving quickly, and students have now had several weeks to settle into their classes and routines. As the material becomes more challenging, it is increasingly important that students complete their homework on time and take the time to review their notes and materials before assessments. Parents can help by encouraging students to establish a regular study routine at home and by checking that assignments are being completed. These small habits can make a significant difference as we move through the school year.

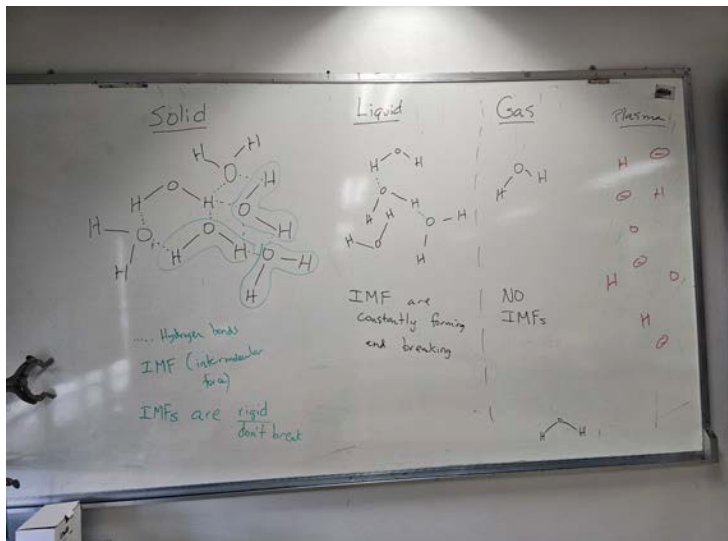
In Chemistry, we have been exploring the different ways that matter can be classified, as well as the changes that matter can undergo. Students have distinguished physical changes from chemical reactions and have explored the different types of phase changes. We will soon have our final assessment for the first quarter, so students should be reviewing the material covered so far and making sure they understand the key concepts. We will also begin preparing for our very first laboratory, where students will have an opportunity to put their knowledge and laboratory skills into practice.

In AP Chemistry, we are approaching the completion of the first third of the course, with three of the nine units nearly behind us. Reaching this point will give us a little breathing room to focus on laboratory skills and on applying the concepts we have learned in more practical situations. At this stage of the course, students are expected to work increasingly independently and to make connections between different concepts. Regular review and preparation will be important as the material continues to build upon itself.

In IB Chemistry, we have continued to challenge ourselves with some difficult topics, and we have also learned from the challenges we have encountered. When students reach the limits of their current understanding, it can be useful to step back and revisit fundamental concepts before moving forward. By strengthening these foundations, we can develop a much more solid understanding of the more advanced material. Sometimes recognizing what we do not yet understand is exactly what helps us figure out what we need to reach the next level.

In Health Science, we are continuing our exploration of physical health and have now completed our unit on nutrition. Students have looked more closely at the foods we consume and the nutrients they provide, with the goal of becoming more informed consumers. We are also considering how the information we encounter about food can influence the choices we make. Hopefully, students will leave this unit with a greater appreciation for what different foods can provide and a better understanding of how their choices can contribute to their overall health.

As we approach the end of the first quarter, I encourage students to take responsibility for keeping up with their work and preparing for assessments before the last minute. Parents can support this by asking about upcoming tests and assignments and encouraging students to set aside regular time for studying. Checking Google Classroom and school email regularly is also a simple way to help students stay organized. With consistent effort at home and at school, students will be in a much stronger position to meet the challenges of the rest of the year.





Dear Parents,

As we approach the end of the first quarter, I would like to share a brief update on the progress students have made in their Physics courses.

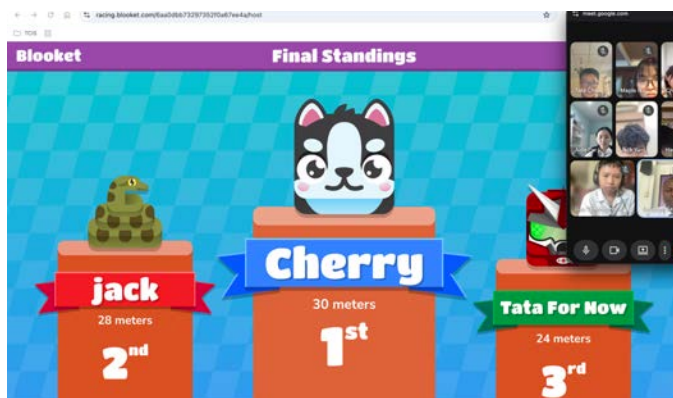
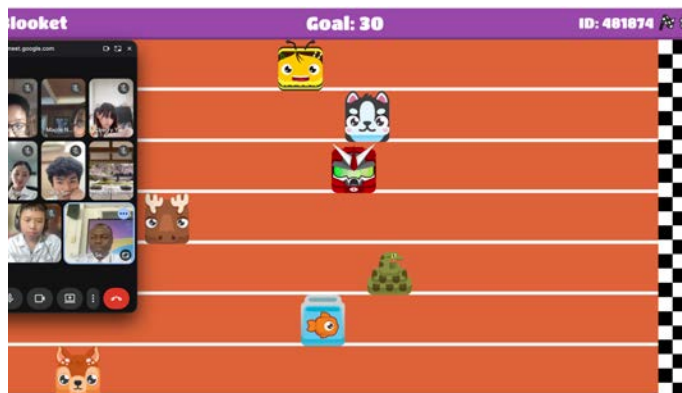
Physics: Students have completed **Unit 2: One-Dimensional Kinematics** and are moving on to **Unit 3: Two-Dimensional Kinematics**. Students have developed skills in describing motion using displacement, velocity, and acceleration. These concepts help explain everyday situations such as driving, vertical projectiles, sports, and the motion of objects.

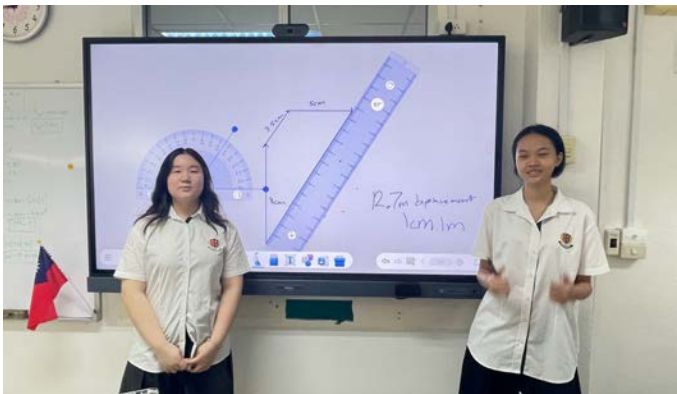
AP Physics 1: Students have completed **Unit 2: Forces and Translational Dynamics** and are moving on to **Unit 3: Work, Energy, and Power**. Students have explored how forces affect motion, with applications ranging from vehicle safety to orbital motion. The next unit will examine how energy is transferred, used and conserved in everyday machines and activities.

AP Physics 2: Students have completed **Unit 10: Electric Force, Field, and Potential** and are moving on to **Unit 11: Electric Circuits**. Students have explored the behaviour of electric charges, providing a foundation for understanding technologies such as computers, printers, and air purifiers work. The next unit will focus on how electrical circuits operate in everyday devices.

IB DP Physics: Students have completed **Topic A2: Forces and Momentum** and are moving on to **Topic A3: Work, Energy and Power**. Students have investigated forces, motion, and momentum, with applications in areas such as sports, transportation, and vehicle safety. The next topic will build on this knowledge by exploring how energy is transferred and used in everyday systems.

Thank you for your continued support of our students' learning. We look forward to another productive quarter.







Dear Parents,

Our Biology students have had a busy and engaging few weeks, building their understanding of **cells, biomolecules, body systems, and the connections between structure and function**. Across the different courses, students have been learning through investigations, hands-on activities, research, presentations, and creative projects.

AP Biology:

Students have successfully completed **Unit 1: Chemistry of Life**, concluding the unit with an assessment. They have now begun **Unit 2: Cell Structure and Function**, where they are exploring the fascinating world of cells and developing an understanding of how different organelles work together to keep a cell functioning.

To deepen their understanding of cell organelles, students took on a **Cell Organelle Creative Project**, where they represented at least eight organelles through their own creative interpretations. Along with explaining the function and importance of each organelle, students created their own hand-drawn visuals and found innovative ways to connect biology with familiar real-world systems.

The creativity and originality of their work have been outstanding, with ideas such as “**The Cell as a City**,” “**The Cell as a Power Station**,” and other imaginative models that helped bring complex cell biology to life. The project allowed students to demonstrate not only their scientific understanding, but also their creativity, communication, and ability to make meaningful connections between concepts.

IB Biology:

Students have completed their learning on **Biomolecules and Water** and have now moved into **Cell Structure and Function**.

They have been introduced to different types of microscopes, magnification and resolution, and calculations related to **image size, actual size, and magnification**. Students have also developed practical microscopy skills by handling microscopes, observing permanent slides, and preparing **wet mounts of plant and animal cells**.

These practical experiences are helping students connect what they see under the microscope with the structures and functions they learn about in class.

Anatomy & Physiology:

Students have completed the **Integumentary System**, learning about the structure and functions of the different layers of the skin, wound healing, and how different degrees of burns affect the skin.

To culminate the unit, students researched a **disease or disorder of the integumentary system** and presented their findings to the class. They explored causes, symptoms, underlying mechanisms, treatment options, and the effects of medications while incorporating the scientific vocabulary learned throughout the unit.

This activity gave students an opportunity to develop their **research, scientific communication, and presentation skills**.

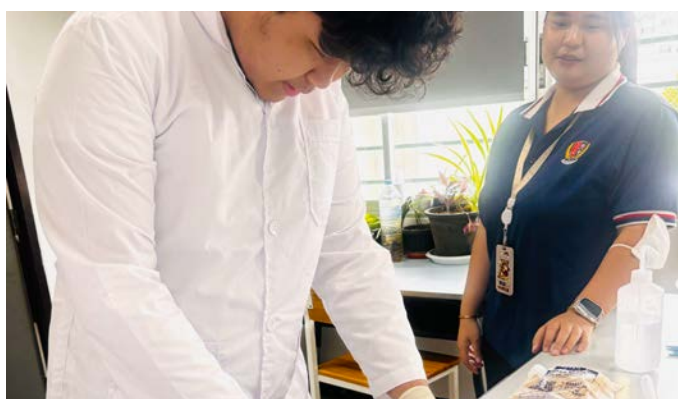
Biology:

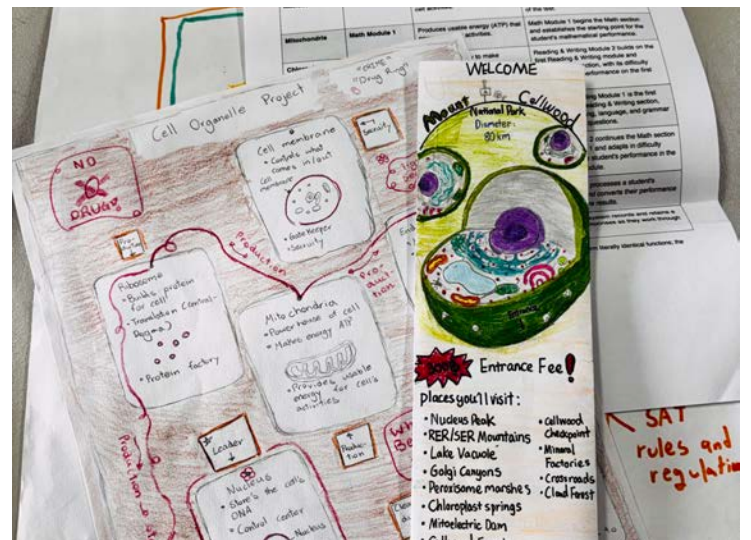
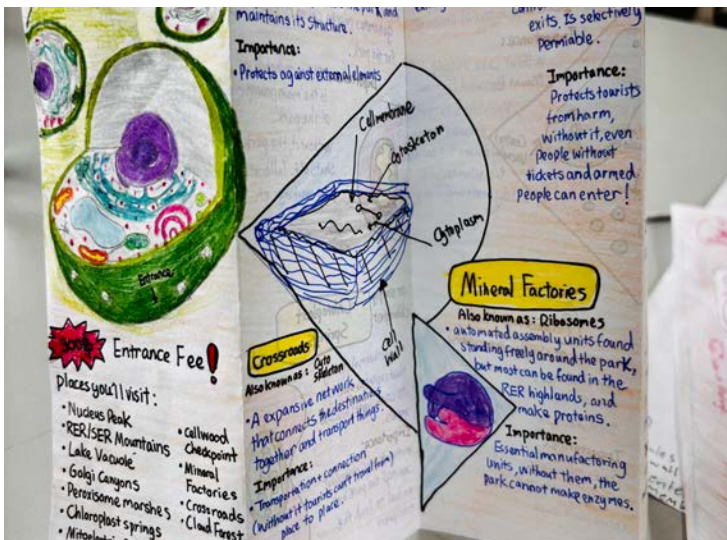
Students have completed their study of **Biomolecules**, exploring the importance and functions of carbohydrates, lipids, proteins, water, vitamins, and minerals.

To apply their understanding, students created **Deficiency Disease Posters**. Each student investigated a nutritional deficiency, exploring its causes, role of the nutrient in the body, signs and symptoms, food sources, and prevention or treatment.

The project encouraged students to **research reliable sources, communicate information in their own words, and present scientific information visually and clearly**.

It has been wonderful to see students increasingly connect biological concepts to **real-life situations, health, and the world around them**.







Dear Parents,

Our High School Environmental Science students have been busy applying their scientific knowledge in a variety of ways. They completed a Rapid Ecosystem Analysis, working in groups to investigate biodiversity, environmental threats, and realistic conservation solutions for different ecosystems. Students also demonstrated their understanding through an Environmental Science test covering key topics such as Earth systems, ecology, the scientific method, and the Tragedy of the Commons. To finish the unit, groups are creating Dynamic Earth presentations on the geosphere, atmosphere,

hydrosphere, and biosphere, including interactive activities or demonstrations to help teach their classmates.



Contaminants and Exposure

PAHs – Polycyclic aromatic hydrocarbons

- Came largely from former manufactured gas plants and other industrial activity.
- Can attach to sediment and remain at the bottom of the canal.
- People may be exposed through contaminated water, sediment, or aquatic organisms.

Coral Reefs

Great Barrier Reef - Australia

Staghorn Coral | Clownfish | Green Sea Turtle
Giant Clam | Starfish

Ecosystem Diversity

Connected to nearby habitats such as mangrove forests and seagrass beds. Young fish may use mangroves and seagrass beds as nursery areas before moving to coral reefs as adults.

Genetic Diversity

Populations of corals, fish, turtles, and other organisms have genetic differences that can help them adapt to environmental changes, such as warmer ocean temperatures or disease.

Threats- Coral Bleaching & Acidification

Coral bleaching happens when corals become stressed when ocean temperatures become too warm. Corals expel the algae that produce energy, causing them to lose their color and die.

Ocean acidification happens when the ocean absorbs excess carbon dioxide (CO₂) from the atmosphere. Organisms need calcium carbonate to build their skeletons and shells. More acidic water makes it more difficult for them to maintain these structures. Burning fossil fuels such as coal, oil, and natural gas releases large amounts of carbon dioxide (CO₂) into the atmosphere.

When coral reefs decline, fish and other animals may lose their food and shelter. This decreases the fish population and disrupts the food web. Predators may have less prey, while changes in certain species can upset the overall balance of the ecosystem. Declined fish populations may reduce seafood resources for local communities. Damaged reefs provide less protection from storms and erosion.

How Can We Help?

Governments can invest in renewable energy and create stronger environmental policies, while businesses can reduce their carbon emissions. Individuals can also help by conserving energy and choosing more sustainable transportation when possible. Reducing agricultural runoff, fertilizers, pesticides, and sediment entering the ocean can improve water quality and reduce stress on coral reefs.

MANGROVES



Ecosystem Snapshot

Mangrove ecosystem

Mangrove ecosystems are found along tropical coastlines where land and water meet. They are important because they provide food, shelter, and breeding areas for many different animals.

Key species are:

- Mangrove trees
- Mudskippers
- Fiddler crabs
- Mud crabs
- Kingfishers



Biodiversity Levels

- Species diversity: Mangroves have many species of fish, crabs, birds, insects, and plants.

Ecosystem diversity: They connect with coral reefs, seagrass beds, rivers, and coastal waters.

Genetic diversity: Mangrove trees of the same species can have small genetic differences that help them survive different conditions.

Mangroves have high biodiversity because many living things depend on them.

Threat Analysis

Mangrove clearing: Mangroves are sometimes removed for roads, buildings, farms, and shrimp farms.

Pollution: Plastic, oil, sewage, and chemicals can enter mangrove areas.

Climate change: Rising sea levels and stronger storms can damage mangrove habitats.

These threats can slowly destroy mangrove ecosystems and reduce the number of species living there. Most of these problems are caused by human activity, although climate change also makes natural conditions more difficult.

Consequences of Biodiversity Loss

If mangrove species disappear, fish, crabs, and birds can lose their food and shelter. This can disturb the food web and make the whole ecosystem less balanced.

People can also be affected because mangroves support fishing, tourism, and local jobs. Mangroves also help protect coastal areas from strong waves, storms, flooding, and erosion.



Conservation Action

Solution 1: Protect mangrove forests and replant damaged areas. Who should act: Governments, communities, and scientists.

Solution 2: Reduce pollution and control harmful coastal development. Who should act: Governments, businesses, communities, and individuals.

Protecting mangroves requires people to work together. Restoring damaged areas and preventing more destruction can help mangrove ecosystems stay healthy for the future.

RESEARCH PROJECT

BIODIVERSITY UNDER THREAT

RAPID ECOSYSTEM ANALYSIS: TROPICAL RAINFOREST

Nat and Joar

01 ECOSYSTEM SNAPSHOT



KEY SPECIES

Golden lion tamarin (Leontideus rosalia), Three-toed sloth (Ailuropus tridactylus), Scarlet macaw (Ara macaw), Poison dart frog (Dendrobates tinctorius), Apple tree (Malus domestica), Spider monkey (Ateles geoffroyi)

Exception: Tropical Rainforest

Real world location: Amazon Rainforest, South America

Tropical rainforests are warm, wet ecosystems found near the equator. They receive high rainfall throughout the year and contain some of the greatest biodiversity on Earth.

Why it matters:

Tropical rainforests provide homes for millions of plants, animals, and microorganisms. They help control the climate, store carbon, produce oxygen, and support people who depend on forest resources.

02 THREE LEVELS OF BIODIVERSITY

1. Species Diversity

Different species living together.

The Amazon rainforest contains thousands of plant and animal species, including jaguars, monkeys, birds, fish, insects, and many types of trees.

2. Genetic Diversity

Differences within the same species.

Individuals of the same species can have different genes and characteristics.

3. Ecosystem Diversity

Different habitats connected together.

The Amazon is composed of rivers, wetlands, forest clearings, meadows, and surrounding ecosystems.

03 THREAT ANALYSIS

1. Deforestation

Cause: Forests are cleared for cattle ranching, agriculture, logging, roads, and mining.

Impact: Animals lose their habitats, forests become fragmented, and biodiversity decreases.



CLIMATE CHANGE

Cause: Human activities, especially burning fossil fuels, increase greenhouse gases.

Impact: Higher temperatures and changing rainfall patterns can cause droughts, and increase the risk of forest fires, making it harder for services to survive.

MINING & POLLUTION

Cause: Mining for resources such as gold can destroy forests and restrict pollutants to rivers.

Impact: Soil and water can be contaminated, and soil erosion can cause landslides.



04 CONSEQUENCES OF BIODIVERSITY LOSS

What will happen to the ecosystem?

1. Deforestation
2. Habitats are destroyed and fragmented
3. Species populations decrease
4. Food webs become disrupted
5. Ecosystem services are lost

When species disappear, other organisms that depend on them for food, pollination, seed dispersal, or shelter can also be affected.

What happens to people?

1. Food: People depend on forests for food, crops, fish, and other resources.
2. Livelihoods: Millions of people depend directly or indirectly on forests for farming, fishing, forestry, tourism, and other activities.
3. Water: Healthy forests help regulate the water cycle and protect water sources.
4. Climate: Rainforests store large amounts of carbon. Destroying forests releases carbon dioxide and reduces the forest's ability to absorb carbon.
5. Indigenous communities: Many indigenous peoples depend on forests for food, shelter, medicine, culture, and traditional ways of life.

05 CONSERVATION ACTION

Solution 1: Protect forests and create protected areas

Governments should expand and properly enforce protected areas where deforestation, large logging, and destructive activities are restricted.

Who should act?

Governments, Local Indigenous communities, Scientists

How it helps:

Protects habitats, prevents species loss, and maintains ecosystem services.

Solution 2: Promote sustainable agriculture and reduce deforestation

Peoples and businesses can use sustainable farming methods, avoid clearing natural habitats, and use energy, water, and land efficiently.

Who should act?

Peoples, Businesses, Governments, Individuals

How it helps:

Reduces pressure to clear new forest while allowing people to produce food and earn a living.

06 PROTECT THE RAINFOREST → PROTECT BIODIVERSITY → PROTECT PEOPLE

Tropical rainforests contain variety of life, but deforestation, climate change, and mining threaten many plants, the biodiversity of life.

Conserving forests, managing sustainable land use, and working with local and indigenous communities can help protect biodiversity and keep rainforest ecosystems healthy for future generations.





Dear Parents,
恭喜十年級楊蕎羽參加演講比賽榮獲大學組冠軍！同時，也要為 G12 孫靖奕和 G10 龍睿卓喝采！兩位同學皆成功晉級最後決賽，並獲得優異獎，展現了努力與實力，值得我們肯定與鼓勵。
目前中文各班的課程進度如下：
G9: 孟子思想
G10: 方仲永的故事
G11: 《黃州快哉亭記》
G12: 《詩經》

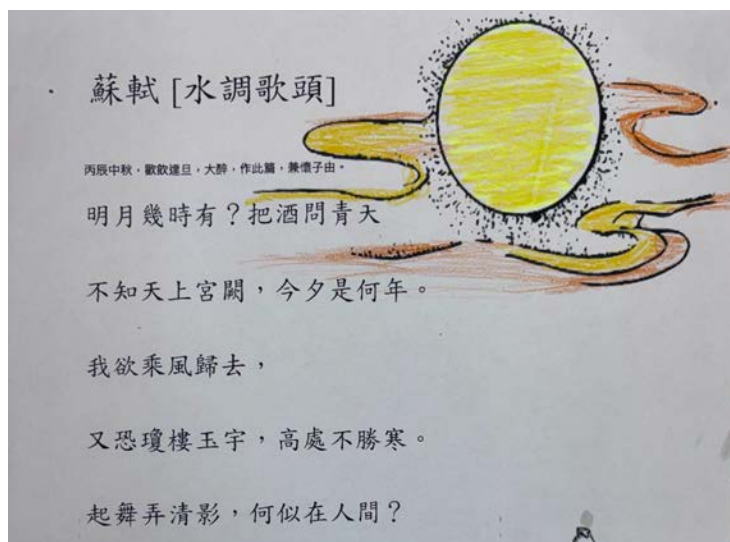
中秋佳節即將到來，中文各班將安排中秋詩詞欣賞與背誦活動，並舉辦品茶、品嚐月餅的班級同樂會。希望透過這些充滿文化氣息的活動，讓學生感受中秋節的傳統之美，也為中文課堂增添歡樂與溫馨的氛圍！

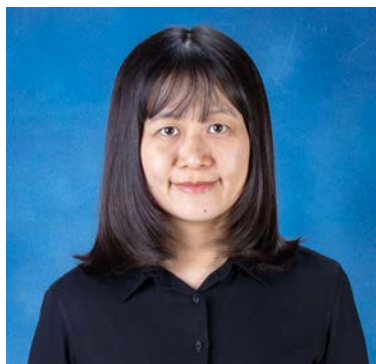
Congratulations to Grade 10 student Yui on winning the championship in the university division of the Chinese Speech Competition! We would also like to applaud G12 student Candy and G10 student Rezo, who both advanced to the final round and received outstanding awards. Their achievements reflect their hard work and dedication, and we are very proud of them!

As the Mid-Autumn Festival approaches, our Chinese classes will enjoy activities featuring Mid-Autumn poetry appreciation and recitation. Students will also have class gatherings where they can enjoy tea and mooncakes together.

We hope these cultural activities will help students appreciate the beauty of Mid-Autumn traditions while bringing a joyful and warm atmosphere to our Chinese classes!







Dear Parents,

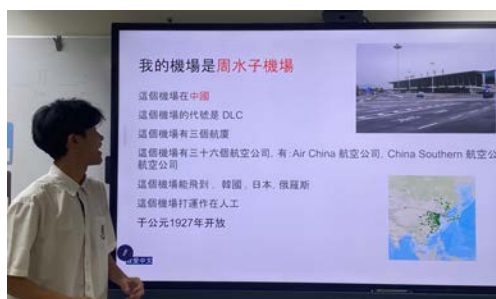
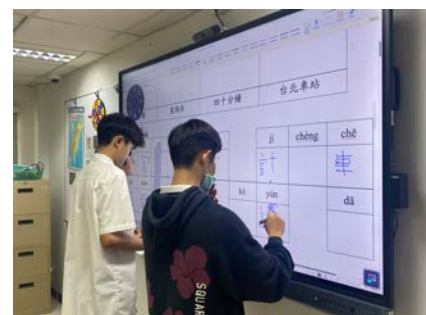
Our Chinese classes have been busy exploring a variety of topics through reading, speaking, writing, and project-based activities. Here is a brief look at what students have been learning recently.

Traveling Chinese 2

Students explored **night-market snacks from Taiwan and Thailand**, selecting their top three to describe their ingredients, texture, taste, and smell.

Traveling Chinese 1

Students learned **airport-related vocabulary** and introduced an international airport, including its destinations and available airlines.



Students explored **modern technology and its role in daily life**, using convenience stores as a starting point.

Students have moved from learning about **cold and flu symptoms** to describing **accidents and injuries** and discussing appropriate ways to respond to them.

Students explored **technology and learning** by selecting a software or digital tool and introducing how it can support learning.





Dear Parents and Guardians,

This month, our Chinese classes continued to **connect language, culture, creativity, and real-world learning**. Students explored Chinese language and culture from different perspectives while applying their learning through presentations, writing, podcasts, visual design, and collaborative activities.

CFT 9 – Having Fun with Chinese Characters 漢字好好玩

Students explored the **origins and development of Chinese characters** and learned about different principles used in character formation. Through these activities, they began to see Chinese characters not simply as symbols to memorize, but as a writing system rich in history, meaning, and cultural connections.

Students also selected and shared a **Chinese character that represents themselves**, explaining the personal meaning behind their choice. To extend their learning, they created a **Chinese character project centered on radicals**, investigating how radicals help us understand the meaning and structure of Chinese characters.

CFT 10 – Visiting and Gift-Giving Culture 做客文化

Students explored **Chinese customs related to visiting others**, including appropriate behavior, social expectations, and gift-giving traditions. They then expanded their perspectives by **comparing gift-giving cultures from different countries**.

As their major learning task, students created a podcast about international gift-giving culture. From researching cultural practices and developing an engaging script to recording their voices and selecting background music, students experienced the complete process of creating an authentic media product. Most importantly, they learned to connect classroom language and cultural knowledge with **real-life situations and intercultural communication**.

Students have also begun participating in **cultural dance lessons** as we start preparing for our Lunar New Year performance.

PCCW – Chinese Profiles & Visual Analysis

Students explored the stories and achievements of notable figures from the **Chinese-speaking world and global Chinese communities**. They researched a selected individual and **wrote a profile of more than 400 Chinese characters**, developing their ability to organize information, describe experiences, and present a person's achievements and influence effectively.

We also moved into **poster and visual analysis**. Students learned to examine how different elements—including images, layout, color, text, and titles—work together to communicate a message. They also practiced different strategies for writing **engaging and effective poster headlines**.

IB Chinese B – From Names and Identity to Greetings and Social Interaction

After completing our unit on **Names and Culture**, students began a new unit focusing on **greetings, small talk, and social interaction**.

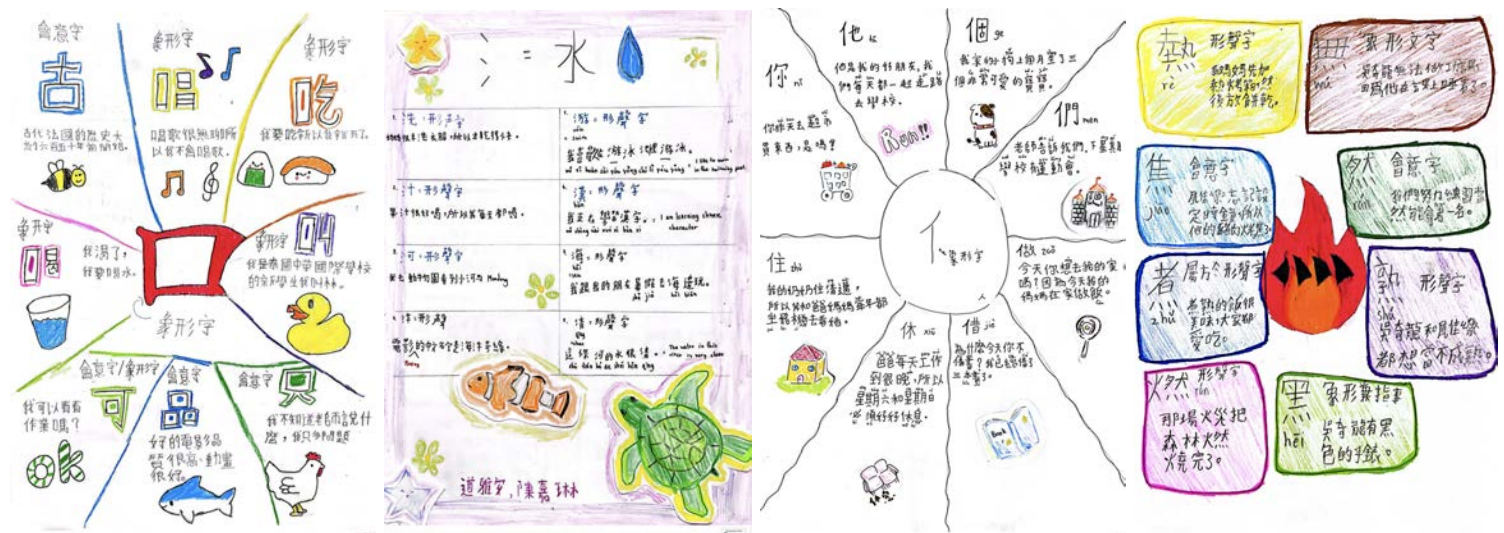
We explored the cultural importance of **ancestral halls** and ancestor traditions in Chinese communities and discussed how family history and cultural identity can be connected. Students also compared **greeting and small-talk customs across different cultures**, considering how the same question or expression may be interpreted differently depending on cultural context.

To consolidate their reading and language learning, students used comics as visual support to retell the story in their own words. By following the sequence of images, students identified key events, organized the storyline, and practiced retelling the text in Chinese. This activity strengthened their reading comprehension while developing their ability to summarize and communicate ideas clearly.

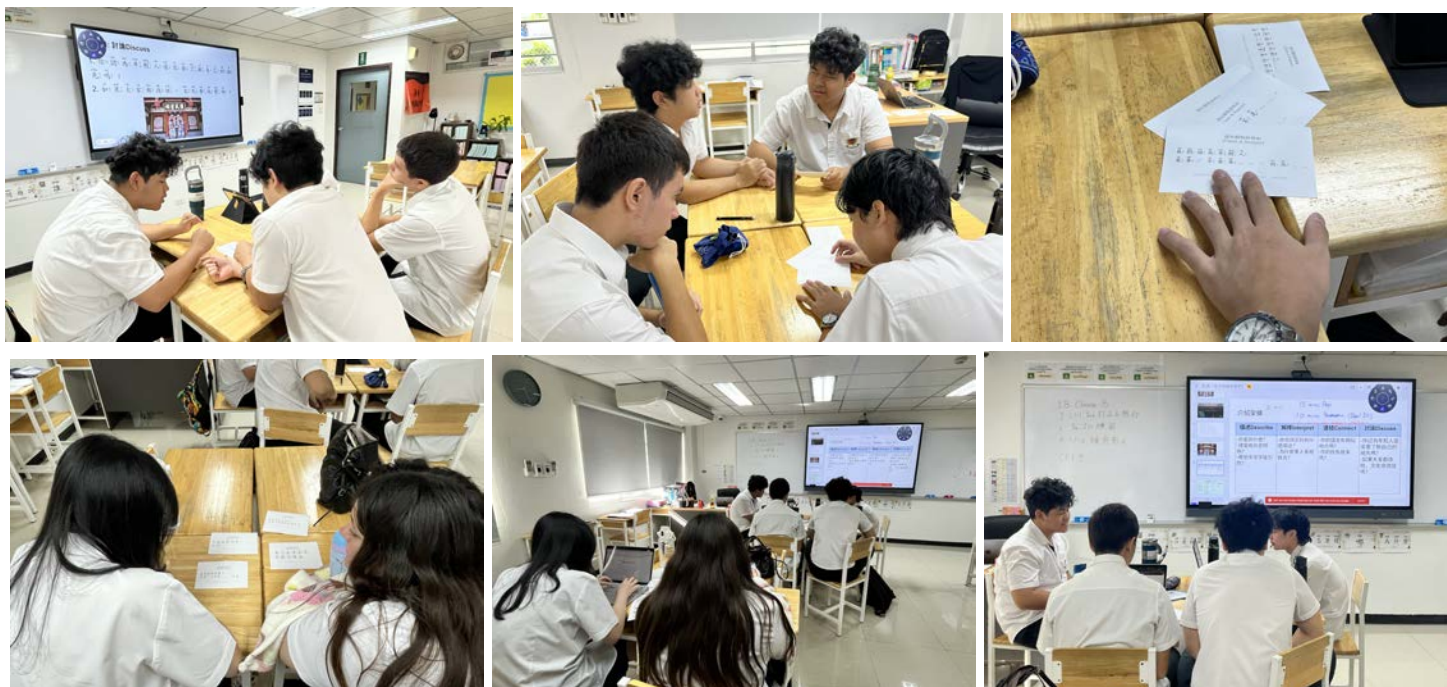
Sincerely,
Ms. Vicky



CFT 9 Hanzi & Radical Project Presentation



CFT 9 Hanzi & Radical Project Poster



IB Chinese B Class -Discussion and IO Prep



楊莉莉 Lilly



楊玉玉 Yuli



許清風 Boom



詹思誠 TJ



陳相全 Marco

陳啟翔 Petch

IB Chinese B Class - From text to comic, retell the story



Dear Parents,

This month, our PCCW classes embarked on a rigorous and creative writing unit centered on mastering **formal written Chinese (書面語)**. Moving beyond everyday conversational patterns, students explored biographical narratives through research, structured storytelling, and digital publication.

Project Highlights: Character Profiles of Prominent Figures

Students examined the lives of inspiring figures across the global Chinese-speaking community—from trailblazers in arts and literature to leaders in science, cinema, and technology. Through this project-based journey, students followed a four-stage writing cycle:

- **Authentic Research & Media Literacy:** Students gathered and synthesized primary background materials, combing through authentic Chinese news reports, interviews, and magazine features.
- **The Three-Act Narrative Structure:** Rather than writing dry chronological biographies, students structured their essays using a dramatic three-act framework.
- **AI-Assisted Revision & Academic Polish:** Leveraging modern AI writing assistants as reflective digital editors, students compared their initial drafts with formal written registers, refining informal phrasing into sophisticated, authentic prose.
- **Visual Poster Design:** As the culminating synthesis, students transformed their written profiles into visually striking infographic posters, blending compelling storytelling with intentional graphic design.

Skill Growth & Key Takeaways

- **Elevated Tone & Vocabulary:** Students built proficiency in advanced transitional words, four-character idioms (成語), and formal journalistic syntax.
- **Critical Inquiry:** Searching and verifying authentic interviews sharpened students' discernment and summarization capabilities.
- **Balanced AI Competency:** Students practiced using AI responsibly as a collaborative brainstorming and editing partner rather than an automatic shortcut.

We warmly encourage you to ask your teenager about the figure they selected, the turning point in that person's journey, and the creative decisions behind their final poster. Thank you for your continued support of our language curriculum!



兩人一組分析描寫戴資穎的兩個例子 小組組員：羅弘知、李鈞儒

比較	例子一	例子二
人物定位	台灣著名的羽球選手	世界頂尖的羽球選手
成就描寫	十八歲就拿到很多公開賽冠軍，最後拿到奧運銀牌	有獨特的假動作和多變的球風，最後奪得奧運銀牌
困難描寫	奧運比賽以前輸過很多次	曾受到嚴重傷勢困擾，也曾在大賽中失利
面對困難	沒有放棄	憑藉強大的心理素質和對羽球的熱愛，努力突破自己
結果	最後拿到奧運銀牌	成功突破自我，奪得奧運銀牌
個人評價	值得學習她不放棄的精神	為年輕世代樹立了堅持到底的好榜樣

兩人一組分析描寫戴資穎的兩個例子 小組組員：侯詩誼、蔡理溫

比較	例子一	例子二
人物定位	台灣的羽毛球選手	世界頂尖的羽球選手
成就描寫	十八歲拿到了很多公開冠軍	戴資穎以獨特的假動作與多變的球風著稱
困難描寫	他比賽打不好或輸了很多次	曾面臨嚴重的傷勢擾與大賽失利的低潮
面對困難	他從沒有放棄，一直往前	未曾減退他的鬥志，相信了自己，找到自己的突破口
結果	最後拿到了奧運銀牌	成功突破自我，獲得奧運銀牌
個人評價	想學到她不會放棄的精神	為年輕人立了堅持到底的良好典範

职业-高尔夫选手

林希妤

中国女子职业高尔夫球员林希妤从小参加国际比赛，经历了巨大的压力和挑战。2016年里约奥运会仅获第38名，但她没有放弃，而是不断训练、调整状态并总结经验。2020年东京奥运会她进步到第9名，2024年巴黎奥运会更获得铜牌。她的经历让我明白，面对失败时不能轻易放弃，要坚定信念、调整心态，勇敢面对挑战。



屢敗屢戰，
終將改變世界

馬雲

JACK MA

從英文老師到阿里巴巴創辦人

一次次被拒絕，沒有讓他停下腳步。
把失敗化為訓練，靠堅持不懈扭轉局勢。

從挫折中學習，從行動中改變。



杭州



英文老師



1999
阿里巴巴



2014
紐交所上市

Jeremy Lin
林書豪

林書豪： 突破質疑， 創造傳奇

從落選到NBA冠軍，
他用堅持走出自己的
籃球之路

哈佛大學畢業 | NBA球員 | 2019 NBA總冠軍

2010年落選NBA選秀後，林書豪沒有放棄，
而是持續訓練、等待機會。2012年，他在紐約尼克隊
嶄露頭角，「林來瘋」席捲全球。

相信自己，把握機會，
勇敢追夢！



Welcome to this month's IBDP Chinese Language A and TTASCA Spotlight!
Our high school students have been diving deep into advanced critical thinking, visual text analysis, and literary comparison. We are so proud of their analytical growth and focus as they prepare for their upcoming IB assessments!

Here is a look at what our students have been working on in Chinese Language A:

Curriculum Highlights & Assessment Readiness

- **Political Satire & Visual Literacy**
This month, students explored visual text analysis by analyzing political satire cartoons. Through guided discussions, they learned to dissect visual composition, titles, author perspectives, target audiences, and intended reader impacts. This training helps sharpen their visual literacy and critical thinking skills, allowing them to understand how non-literary texts communicate powerful societal commentary.
- **Paper 2 Literary Comparison: *The Stranger* & Core Literary Texts**
In preparation for the Paper 2 comparative essay, students are conducting in-depth analysis comparing Albert Camus's classic novel, *The Stranger* (《異鄉人》), with other studied literary works. They are examining themes, narrative techniques, and character dynamics to build strong, insightful comparative arguments.
- **Individual Oral (IO) Preparation**
Alongside Paper 2 essay writing, students are receiving structured guidance and practice directions for their Individual Oral (IO) examinations. They are learning to connect literary works and non-literary body of work through global issues, strengthening both their analytical depth and confidence in spoken expression.

Thank you for your ongoing support and partnership! Our IBDP Chinese Language A students are growing into articulate and thoughtful critical thinkers. We look forward to seeing their continued progress!

TTASCA (FASCA) Performance Highlights

- **Traditional Folk Dance: Graceful Fish-Bone Fan Dance**
On September 19 and October 4, our TTASCA dance troupe members gathered at school for intensive folk dance training under the guidance of our culture teachers, Prof. Pan and Ms. Huang. The students are mastering the elegant **Fish-Bone Fan Dance** (魚骨扇舞). Their synchronized and graceful movements are truly breathtaking, and we cannot wait to see their performance on stage at the Double Tenth celebration!

- **Dragon Dance Team: Building Synergy & Spirit**

Our Dragon Dance team is currently in full training mode, focusing on building strong coordination and rhythm between new and returning members. Through dedicated practice, students are learning to move seamlessly as one, embodying the energy and proud spirit of the "Descendants of the Dragon". Their dedication to preserving and presenting this dynamic tradition is inspiring to watch.

- **Drum Team: New Rhythms & Passing the Torch**

This year, the TTASCA Drum Team has welcomed new members into the fold! Experienced members are actively mentoring newcomers as they practice challenging new drum scores together. The team is practicing tirelessly to deliver a fresh, high-energy performance that will open the Double Tenth festivities with great excitement.

Thank you for your continuous support to TTASCA team! We are immensely proud of our students' enthusiasm and hard work. We look forward to celebrating these vibrant cultural performances together!





Dear Parents,

Thai Language students have been working with great enthusiasm and dedication on a short silent film for this year's Wai Kru Ceremony competition. Centered around the concept "**Teacher — a simple word with a profound meaning**," the project invited students to explore and express what the word *teacher* means to them in deeper and more meaningful ways.

From developing scripts to choosing meaningful objects and visual symbols, students learned how to tell a story without dialogue. Through acting, facial expressions, gestures, body language, and other forms of nonverbal communication, they transformed their ideas into a silent film that communicates through images and emotions.

Our senior students have also been preparing for the ceremony by practicing the **Wai Kru chants and student pledge**, which they will lead together with the younger students during this year's Wai Kru Ceremony.

Through this experience, students have developed their creativity and communication skills while reflecting on the meaning of respect, gratitude, and the important role of teachers in their lives.







Dear Parents,

In September, students in all Thai language classes learned about the **Wai Kru tradition** and its significance in expressing gratitude and respect for teachers.

As part of their learning, students created short films for a competition, using their creativity to share stories and perspectives about teachers from the students' point of view. The films provided an opportunity for students to express their appreciation and gratitude for their teachers through storytelling. The winning film will be shown during the school's **Wai Kru Ceremony on Thursday, September 24th, 2026.**



Ms. Elizabeth



Dear Parents and Guardians

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

Current and Upcoming Events:

Intro Painting Exhibition: 3rd Fl. Building 3

September 30th: National Art Honor Society (NAHS) Induction

October 1st-31st: Inktober

NAHS

NAHS Induction Ceremony

The NAHS will hold our annual induction ceremony on Wednesday, September 30th at 2:40 p.m. sharp.

Parents and relatives who are interested in attending are kindly asked to contact Ms. Catt by Monday, September 28th so that the appropriate security procedures can be followed.

We ask that all attendees be seated by 2:30 p.m.

Thank you for your support!

INKTOBER Project

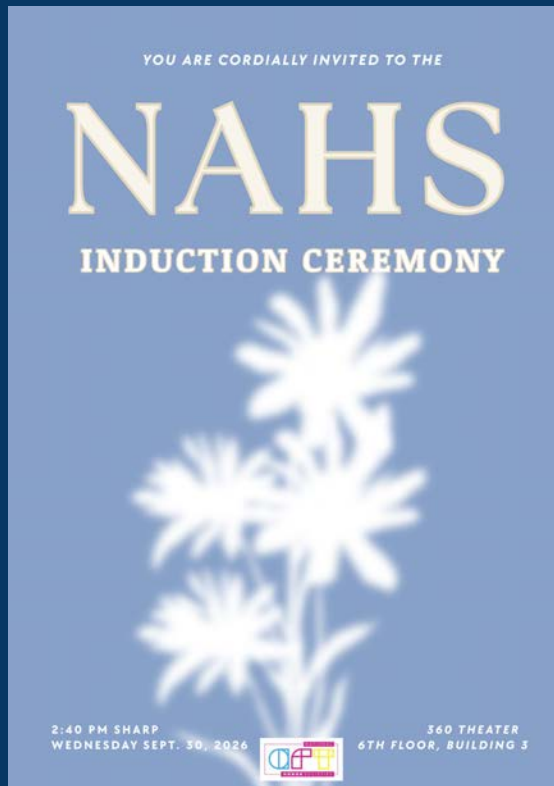
The NAHS will be starting its first school-wide project on October 1st. Students from both the Middle School and High School divisions are encouraged to participate in INKTOBER. Inktober is a worldwide drawing event in which participants follow daily drawing prompts. The concept was created and is run by artist Jake Parker.

Students who wish to participate can pick up drawing paper from the envelope located on the bulletin board outside the HS Art room. Once each drawing is complete, students should write their names on the back of their images and submit their work in the submission envelope located on the same bulletin board. Submitted artwork will be photographed and displayed.

Students are welcome to complete all of the prompts or choose individual prompts that they would like to explore.

Please contact Ms. Elizabeth if you have any questions or need additional information or clarification.

INKTOBER ends on October 31st.



INTRO PAINTING

Intro Painting students have just completed their first paintings!

Over the course of our introductory unit, students explored color mixing, learned how to control values, revisited the effects of light, experimented with texture, pushed contrast, examined contours, explored expressive brushwork, and painted from life.

We also looked at still life throughout art history, beginning in ancient Egypt with a virtual visit to the Tomb of Menna, and then traveling to Julia Felix's house in Pompeii. Students delighted in discovering Giuseppe Arcimboldo's *Four Seasons* series, the famous Jadeite Cabbage at the National Palace Museum in Taiwan, and the *Bad Fruit* sculptures of contemporary artist Kathleen Ryan, who was our final artist of the unit. The timing was purposeful, given the state of our fruits and vegetables by the end of the unit!

It was a pleasure to make these connections with our learners and help them understand how our longstanding obsession with food is truly one of the cornerstones of human existence—and how wealth and status have been linked to food throughout history.

These wonderful paintings are currently on display on the 3rd floor of Building 3. Please come by and enjoy what the students have served up as a tasty visual treat!

Artwork clockwise: Namo, Christy, Cherry, and Rinbelle



ART 1

Art 1 students are currently measuring and cutting mats to display their finished artwork.

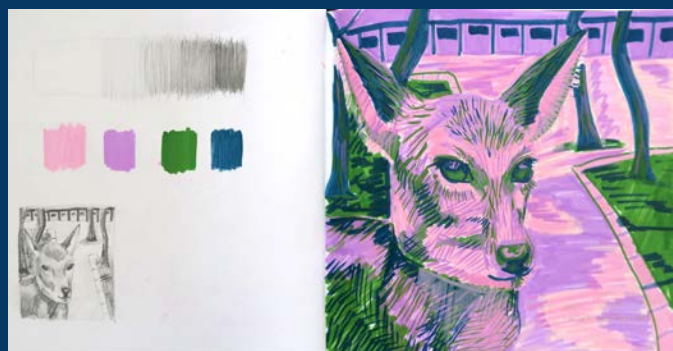
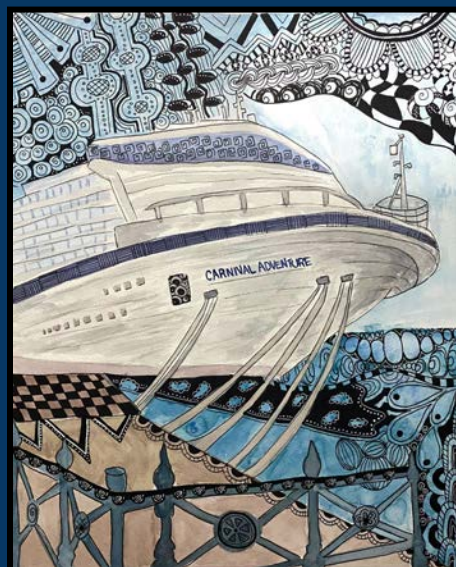
For our first unit, students explored line and line variations. They learned basic watercolor techniques to create simple textures and then discovered the math-based art of Zentangles. Students explored these delicious and fun patterns as part of their scaffolding for the unit.

Students then selected personal imagery to render through overall simplification, watercolor techniques, and the final application of Zentangles. They were challenged to consider their negative spaces while adding patterns and establishing contrast through ink application, varied strokes, and proximity.

During the unit, students also examined the use of line through the work of other artists and cultures. They looked at *The Starry Night* and *Irises* by Vincent van Gogh, explored the geometry of Islamic designs, and were introduced to contemporary artist Mr. Doodle, who has covered an entire house with his distinctive black-and-white designs.

For their next unit, Art 1 students will be exploring printmaking.

Artwork by Plaeng and Yok



AP ART

AP Art students have continued exploring potential Sustained Investigation topics by creating Mind Maps and developing their preferred ideas in greater depth. To continue building their skill base and encourage creative risk-taking, students have also explored the architecture of Friedensreich Hundertwasser and the amazing quilt art of Bisa Butler. Bisa Butler sketchbook exploration work by Maple and Cherry can be enjoyed on the left.

The first part of the AP Art course is largely focused on exploration and experimentation. This allows students to investigate a variety of ideas and ultimately choose a Sustained Investigation topic that provides enough flexibility and “wiggle room” to develop and grow throughout the year.

Students are expected to choose their topics in the next week or two.

Dear Parents,

Our musicians have had a busy and exciting start to the term!

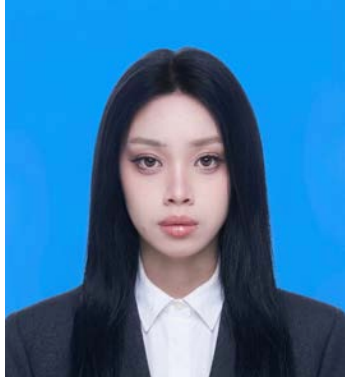
Double Ten Celebration Rehearsals: Dr. Lichou's HS String Orchestra and IB Music students have joined forces with Ms. Lee's Band and Ms. Rebekah's Grade 4 class to prepare for the upcoming Double Ten celebration. Around 40 musicians are rehearsing "Holding Hands" (手牽手), which will feature a full-school chorus. We look forward to seeing everyone sing together on the big day!

ISB String Music Festival: On September 25, 12 of our top HS String Orchestra students traveled early in the morning to the International School of Bangkok (ISB). After two months of intensive practice, our students spent two full days rehearsing alongside 80 fellow string players from Thailand, Taiwan, India, and Indonesia under the baton of the ISB guest conductor Mr. Hanrich Claassen.

The festival concluded with a spectacular concert on Saturday, September 26. Thank you to all the parents who came out to support us, and a huge thank you to Mr. Sean for chaperoning the trip!







Dear Parents,

September has been a busy and exciting month for HS Dance! Students have continued developing their **dance fundamentals, musicality, body control, movement quality, and choreography retention**, while learning how these skills transfer into performance.

As we prepare for our upcoming stage performance, our focus has expanded to **teamwork, formations, spacing, synchronization, stage presence, and confidence**. Students are getting a feel for what it takes to move from the dance classroom onto a real stage.

I've been reminding them that fear is only a feeling that doesn't last forever. We put hours of practice, sweat, and hard work into only a few minutes onstage, so when that moment comes, I want them to be present, give it their all, and enjoy what they worked for—a lesson I hope they can carry beyond dance as well.

I've also been supporting the Chinese Department in preparing students for their upcoming **Double Ten Day performance**. With several performances and rehearsals happening at once, September has definitely been a full month! Still, it has been rewarding to see students grow more confident with every rehearsal. My goal is to continue creating a space where they can work hard, challenge themselves, have fun, and create memories they can be proud of.





Dear Parents,

In Digital Arts students have been developing a range of creative and technical skills using **Adobe Illustrator**. They have learned how to use different tools, shapes, colours, gradients, brushes, and patterns to create original digital artwork and improve their understanding of graphic design.

As part of their project work, students designed their own **wrapping paper**, developing repeating patterns and considering how colour, shape, line, and composition can communicate a particular theme. They have also explored **book cover design**, redesigning well-known books such as *The Very Hungry Caterpillar* while considering illustration, typography, layout, and visual communication.

Alongside their digital work, students have experimented with **printmaking and hot-laminating processes**, allowing them to explore how digital designs can be developed into physical outcomes. Through these activities, students have gained experience in combining digital and practical techniques while developing their creativity, design skills, and confidence in producing finished artwork.





Dear Parents,

High School PE & Personal Fitness

Both High School PE and Personal Fitness students recently completed their first fitness assessment following our beginning-of-year baseline testing. The results were fantastic, with 90% of students improving in at least two of the three fitness tests! We are very proud of their progress and hope these results motivate students to continue enjoying fitness, setting goals, and working toward continued improvement throughout the year.

High School PE

PE students have wrapped up our Handball unit with a skills assessment and some great competition. Students did an excellent job developing their offensive and defensive strategies, and we hope the tactical skills learned through team sports like handball will help students perform more effectively across a variety of sports.

We are now moving into Badminton, one of our students' favorite units. We are looking forward to developing gameplay strategies, building skills, and enjoying some friendly competition!

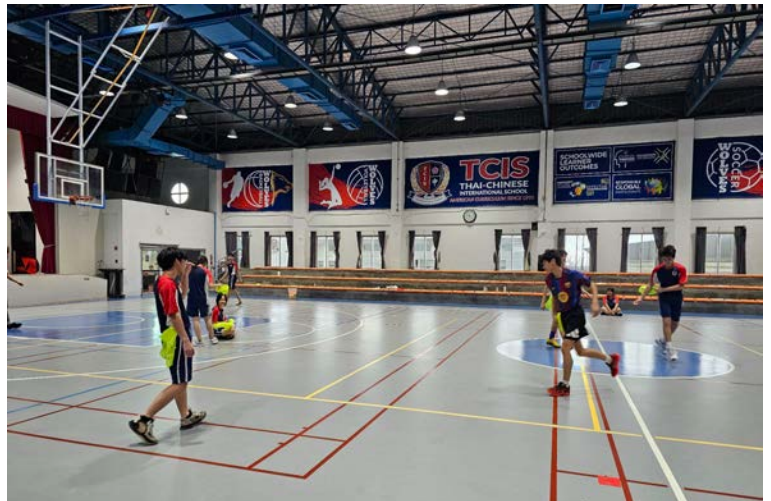
High School Personal Fitness

Personal Fitness students are wrapping up our Speed, Agility, and Quickness (SAQ) unit. Throughout the unit, students have worked on running technique and completed drills and workouts focused on acceleration, top speed, stopping, and changing direction. Alongside their speed training, students have continued developing strength and mastering fundamental bodyweight movements.

Varsity Volleyball

Our Varsity Volleyball team continues to show great promise this season! The team has faced some early adversity and has yet to play a match at full strength, but the players continue to compete hard and play quality team volleyball.

With a 2-2 record, both losses have been highly competitive matches where the team had opportunities to come away with a different result. We are excited about what this group can accomplish as the season continues and look forward to seeing the team at full strength!



Pre K / Grade 2 Menu A



Week Days	Monday 28-Sep-26	Tuesday 29-Sep-26	Wednesday 30-Sep-26	Thursday 01-Oct-26	Friday 02-Oct-26
Morning Snack	แซนวิชไข่	เค้กมาร์เบิล	เฟรนโทสต์	มินิชีสครัวซอง	ชีเรียลคาราเมล
Salad	สลัด	สลัด	สลัด	สลัด	สลัด
Main Western	ไก่อบโรสแมรี่และ เลมอน	ไก่อบน้ำผึ้ง	พาสต้าคาโบนาร่าแฮม ไก่	สเตวี่หมู	มักกะโรนีอบชีส
	ปลาอย่างขอสมะเชื้อเทศ	หมูอบขอสเลมอนครีม	ปลาอบขอสมะเชื้อเทศ	ปลาอย่างสมุนไพร	ปลาอย่างขอสเพสโต้
Main Thai	ข้าวผัดไข่	ไข่ดาว	ต้มยำไก่	ไก่ทอด	ไก่เนื้อซีอิ๊ว
	แกงจืดหมูสับ	ไก่กระเทียม	หมูทอดขอสมะนาว	ยากิโซบะ	หมูผัดเปรี้ยวหวาน
Vegetables	แครอท	แครอท	บรอกโคลี	แครอท	ผักรวม
Potatoes	มันธรรมดา	มันฝรั่งอบ	มันฝรั่งต้ม	มันบด	เฟรนช์ฟรายส์
Noodles	ก๋วยเตี๋ยวไก่บด	เกี๊ยวซ่าหมูสับ	ก๋วยเตี๋ยวไก่	ซูปรี่มักกะโรนีไก่สับ	ราดหน้าหมู
Fruits	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล
Dessert					ขนมหวาน
Afternoon Snack	เดนิชบลูเบอร์รี่	ซาลาเปาหมูสับ	เกี๊ยวซ่าไก่	คุกกี้บราวนี่	เดนิชคัสตาร์ด



Pre K / Grade 2 Menu A

Week Days	Monday 28-Sep-26	Tuesday 29-Sep-26	Wednesday 30-Sep-26	Thursday 01-Oct-26	Friday 02-Oct-26
Morning Snack	Egg Sandwich	Marble Cake	French Toast	Mini Cheese Crissant	Caramel Cereal
Salad	Salad	Salad	Salad	Salad	Salad
Main Western	Roasted Chicken with Rosemary Lemon	Roasted Honey Chicken	Pasta with Carbonara Chicken Ham	Stew Pork	Mac & Cheese
	Fish A La Spetsiota	Roasted Pork with Onion Cream Sauce	Baked Fish with Tomatoes Sauce	Grilled Marinated Fish with Herb	Grilled Fish with Pesto Sauce
Main Thai	Fried Rice with Eggs	Fried Egg	Chicken Tom Kha	Fried Chicken	Steamed Chicken with Soy Sauce
	Minced Pork Soup	Garlic Chicken	Fried Pork with Lemon Sauce	Yakisoba	Stir-Fried Pork Sweet and Sour
Vegetables	Carrot	Carrot	Broccoli	Carrot	Mixed Vegetables
Potatoes	Natural Potatoes	Roasted Potatoes	Boiled Potatoes	Mashed Potatoes	French Fries
Noodles	Minced Chicken Noodles	Minced Pork Silver Needle Noodles	Chicken Noodles	Maccaroni Chicken Soup	Rad Na Pork
Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits
Dessert					Dessert
Afternoon Snack	Blueberry Danish	Minced Pork Bun	Chicken Gyoza	Brownie Cookies	Custard Danish

Personal Data Protection Act (PDPA)

The Thailand Personal Data Protection Act (PDPA)

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

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

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

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

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

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

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

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

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

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

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

Important Links for Parents

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

[TCIS Yearbook 2025-26](#)

Nurse: School Health Services

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

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

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

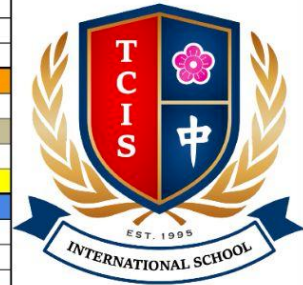
Nurse Arisara Suktrakool (Yok)

Email: nurse@tcis.ac.th

Phone 02-751-1201 ext. 220

2026-2027 Calendar

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



Thai-Chinese International School

101/177 Moo 7, Soi Mooban Bangpleenives
Prasertsin Road Bangplee Yai, Bangplee
Samutprakarn 10540, Thailand

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

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

* subject to Thai Govt

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

Total Student Instruction Days 180

Staff Contact List

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

TCIS LEAD TEACHERS



Mr. Sean
Athletics HOD

sean.allen@tcis.ac.th



Kru Koong
ECE Lead Teacher

prapatsorn@tcis.ac.th

[Google Site](#)



Grade 1B
Ms. Kristen
Elementary Co-Lead
Teacher

Kristen.blatta@tcis.ac.th

[Google Site](#)



Grade 2B
Ms. Emily
Elementary Co-Lead
Teacher

emily.lacroix@tcis.ac.th

[Google Site](#)



Mr. Thomas
Middle School Lead 5/6
Room 550

thomas.hsiao@tcis.ac.th

[Google Site](#)



Ms. Shanesz
Middle School Lead 7/8
Room 243

shanesz@tcis.ac.th

[Google Site](#)



Mr. Andrew
9/10 Lead Teacher

Room 342

andrew.brenzel@tcis.ac.th

[Google Site](#)



Ms. Yuhan
11/12 Lead Teacher

Room 324

yuhan@tcis.ac.th

[Google Site](#)

SECRETARIAL SUPPORT



Secretary to Dr. Michael
Ms. Muay
thananchanok@tcis.ac.th



ECE/Elementary Secretary
Ms. Da
ES Office
da@tcis.ac.th



Middle School Secretary
Ms. Palm
MS Office
pattathorn@tcis.ac.th



HS Secretary
Ms. Catt
HS Office
cattleya@tcis.ac.th

COUNSELORS



Ms. Bree
Counselor
HS Office

bree.tsai@tcis.ac.th



Ms. Younah
Counselor
HS Office

younah.kim@tcis.ac.th



Mr. Zen
Counselor
HS Office

korawit.prasitnui@tcis.ac.th

[Google Site](#)



Mr. Shaun
College Counselor
HS Office

shaun@tcis.ac.th

[Google Site](#)

ECE TEACHERS



PK2
Ms. Gigi

gerardine@tcis.ac.th

[Ms. Gigi's Google Site](#)



PK3A
Ms. Belle

grace@tcis.ac.th

[Ms. Belle's Google Site](#)



PK3B
Ms. Yin

chen.yin-hsi@tcis.ac.th

[Ms. Yin's Google Site](#)



PK3C
Ms. Michelle

michelle.dilgee@tcis.ac.th

[Google Site](#)



PK4A
Ms. Nilar

nilar@tcis.ac.th

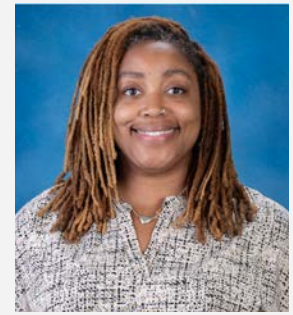
[Google Site](#)



PK4B
Ms. Winna

winna.zheng@tcis.ac.th

[Google Site](#)



PK4C
Ms. Mikia

mikia.strand@tcis.ac.th

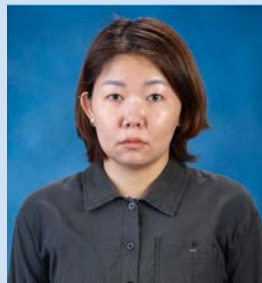
[Google Site](#)



KGA
Ms. Joy

kathleenjoyp@tcis.ac.th

[Google Site](#)



KGB
Ms. Lynn

lynn.fang@tcis.ac.th

[Google Site](#)



KGC
Ms. Theresa

theresa.dieujuste@tcis.ac.th

[Google Site](#)

ELEMENTARY HOMEROOM TEACHERS



Grade 1A
Ms. Gillian

gillian.webster@tcis.ac.th

[Google Site](#)



Grade 1B
Ms. Kristen

Kristen.blatta@tcis.ac.th

[Google Site](#)



Grade 1C
Mr. Donovan

donovan.oconnor@tcis.ac.th

[Google Site](#)



Grade 2A
Ms. Brianna

brianna.edghill@tcis.ac.th

[Google Site](#)



Grade 2B
Ms. Emily

emily.lacroix@tcis.ac.th

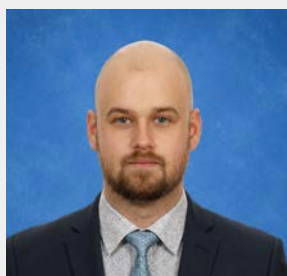
[Google Site](#)



Grade 2C
Mr. Rance

rance.kuwata@tcis.ac.th

[Google Site](#)



Grade 3A
Mr. Patrick

patrick.slattery@tcis.ac.th

[Google Site](#)



Grade 3B
Mr. Gabriel

gabriel.flores@tcis.ac.th

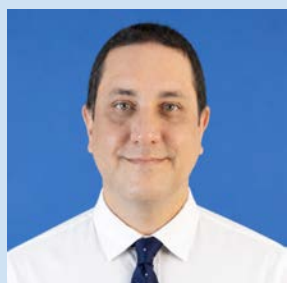
[Google Site](#)



Grade 3C
Ms. Brittany

brittany.davis@tcis.ac.th

[Google Site](#)



Grade 4A
Mr. Jay

jay.heaney@tcis.ac.th

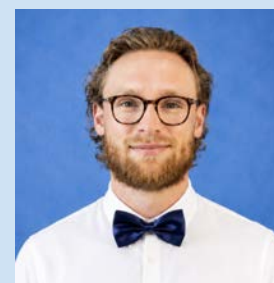
[Google Site](#)



Grade 4B
Mr. David

david.law@tcis.ac.th

[Google Site](#)



Grade 4C
Mr. Alex

alex.leccese@tcis.ac.th

[Google Site](#)

THAI TEACHERS



Kru Pat

pat@tcis.ac.th

[Google Site](#)



Kru Namfar

napatsawan.ketchan@tcis.ac.th

[Google Site](#)



Kru Fai

chalita@tcis.ac.th

[Google Site](#)



Kru Yim

Kornvida@tcis.ac.th

[Google Site](#)



Kru Koong

ECE

prapatsorn@tcis.ac.th

[Google Site](#)



Kru Aom

Room 531

thepvanee@tcis.ac.th

[Google Site](#)



Kru Buab

Room 351

chanitnun@tcis.ac.th

[Google Site](#)



Kru Ben

Room 352

onuma@tcis.ac.th

[Kru Ben Google Site](#)



Kru Aim

Room 533

songphorn@tcis.ac.th

[Google Site](#)



Kru Toom Tam

Room 532

wutichai.mapol@tcis.ac.th

[Google Site](#)

CHINESE DEPARTMENT



Ms. Jamie
jamie.peng@tcis.ac.th
[Google site](#)



Mr. Morris
weiyang.zeng@tcis.ac.th
[Google site](#)



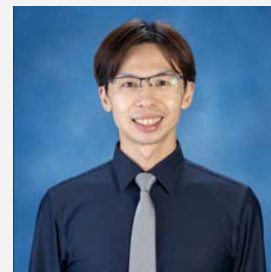
Mr. Ju-Hung
hsiehju-hung@tcis.ac.th
[Google Site](#)



Ms. Yi-Ling
yiling@tcis.ac.th
[Google site](#)



Ms. Tang
tang@tcis.ac.th
[Google Site](#)



Mr. Thomas
thomas.hsiao@tcis.ac.th
[Google Site](#)



Ms. Yi-Cheng
 Room 543
yi-cheng.chen@tcis.ac.th
[Google Site](#)



Mr. Mateo
 Room 544
mateo.hong@tcis.ac.th
[Google Site](#)



Ms. Vicky
hsiang.huang@tcis.ac.th
[Google Site](#)



Ms. Yuhan
yuhan@tcis.ac.th
[Google Site](#)



Ms. Jane
tsenghsiu-hua@tcis.ac.th
[Google Site](#)



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

ENGLISH & HUMANITIES DEPARTMENT



Ms. Jasmine
Curriculum Coordinator
Room 342
jasmine@tcis.ac.th
[Google Site](#)



Mr. Guy Russo
Room 550
guy.russo@tcis.ac.th
[Google Site](#)



Ms. Rachel Kauffman
Room 552
rachel.kauffman@tcis.ac.th
[Google Site](#)



Mr. Paul Gomes
Room 553
paul.gomes@tcis.ac.th
[Google Site](#)



Ms. Brianna Butler
Room 553
brianna.butler@tcis.ac.th
[Google Site](#)



Mr. Douglas
Room 326
douglas.swartz@tcis.ac.th
[Google Site](#)



Mr. Andrew
Room 342
andrew.brenzel@tcis.ac.th
[Google Site](#)



Mr. Gillette
Room 353
scott.gillette@tcis.ac.th
[Google Site](#)



Ms. Kelsey
Room 343
kelsey.jimenez@tcis.ac.th
[Google Site](#)



Mr. Jonathan
Room 222-223
jonthan.mac@tcis.ac.th
[Google Site](#)



ELL
Mr. Jay Dienn
jay.dienn@tcis.ac.th
[Google Site](#)



Ms. Baimon
Japanese & ELL Room
pannaporn.kaewmark@tcis.ac.th
[Google Site](#)



Kelly Schroer
Room 323
kelly.schroer@tcis.ac.th
[Google Site](#)

MATH DEPARTMENT



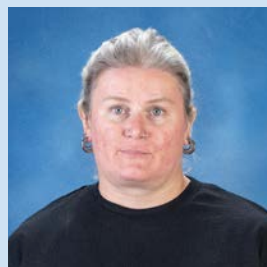
Mr. Michael Grier
Room 551
michael.grier@tcis.ac.th
[Google Site](#)



Ms. Kimonya Lee
Room 523
kimonya.lee@tcis.ac.th
[Google Site](#)



Mr. Douglas
Room 346
douglas.cuadra@tcis.ac.th
[Google Site](#)



Ms. Shauna
Room 345
shauna.leconte@tcis.ac.th
[Google Site](#)



Mr. Matt Cannon
Room 344
matthew.cannon@tcis.ac.th
[Google Site](#)

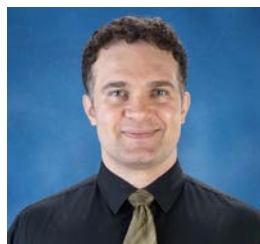
SCIENCE DEPARTMENT



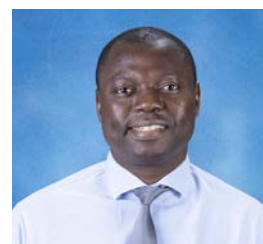
Mr. Mansel
Room 522
mansel.beaumont@tcis.ac.th
[Google Site](#)



Mr. Axel Quintanar
Room 521
axel.quintanar-pena@tcis.ac.th
[Google Site](#)



Mr. David
Room 333
david.potvin@tcis.ac.th
[Google Site](#)



Mr. Severino
Room 233
severino@tcis.ac.th
[Google Site](#)



Ms. Sheeba
Room 334
sheeba.kundu@tcis.ac.th
[Google Site](#)



Ms. Shanesz
Room 243
shanesz@tcis.ac.th
[Google Site](#)



Mr. Scott
Room 524
scott@tcis.ac.th
[Google Site](#)

FINE ARTS DEPARTMENT



Ms. Elizabeth
Room 331
elizabeth@tcis.ac.th
[Google Site](#)



Ms. Cream
Room 137
cream@tcis.ac.th
[Google Site](#)



Ms. Jasmine Lee
Room 442
jasmine.lee@tcis.ac.th
[Google Site](#)



Dr. Li Chou
Room 441
lichou@tcis.ac.th
[Google Site](#)



Ms. Rebekah
Room 127
rebekah@tcis.ac.th
[Google Site](#)



Mr. YuDa
Room 355/356
yuda.kim@tcis.ac.th
[Google Site](#)



Ms. Phoebe
Room 355/356
phoebe.chang@tcis.ac.th
[Google Site](#)



Mr. Johnathan
Room 232
jonathan.narachinron@tcis.ac.th
[Google Site](#)

PHYSICAL EDUCATION DEPARTMENT



Mr. Sean Allen
Athletics HOD
Room 351
sean.allen@tcis.ac.th
[Google Site](#)



Mr. Kevin
Gym 2
kevin.gantner@tcis.ac.th
[Google Site](#)



Mr. Zachery Wade
Gym 5/ Room 232
zachery.wade@tcis.ac.th
[Google Site](#)

TEACHER ASSISTANTS



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



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



PK2
Ms. Pim
natnalee@tcis.ac.th



PK2
Ms. Bow
aronrat@tcis.ac.th



PK3A
Ms. Chan
Jan@tcis.ac.th



PK3A
Ms. Bud
Budsarakum@tcis.ac.th



PK3B
Ms. Fern
kanda@tcis.ac.th



PK3B
Ms. Jaylee
nanthapohn@tcis.ac.th



PK3C
Ms. Sai
sawitree@tcis.ac.th



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



PK4A
Ms. Pinny
supichaya@tcis.ac.th



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



PK4B
Ms. Lali
lalisa@tcis.ac.th



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



PK4C
Ms. Popeye
Nantida@tcis.ac.th



PK4C
Ms. Chompoo
naphatchon@tcis.ac.th

TEACHER ASSISTANTS



KGA
Ms. Toon

thanawan@tcis.ac.th



KGB
Ms. Kate

butsayamat@tcis.ac.th



KGC
Ms. Pink

onpimon@tcis.ac.th



1A
Ms. Aoh

aoh@tcis.ac.th



G.1B
Ms. Gink

nasasi@tcis.ac.th



G.1C
Ms. Karn

Nichakarn.Udomlearwuttikun@tcis.ac.th



Divisional TA
Ms. B

nathjanan.kaewdee@tcis.ac.th



G.2A
Ms. Wann

wannarat@tcis.ac.th



G2B
Ms. Jif

chatchaya.thanasittidecha@tcis.ac.th



G.2C
Ms. Eye

chompunuch@tcis.ac.th



Divisional TA
Ms. Pin

pawanrat@tcis.ac.th



Library TA
Ms. Gigi

alondra@tcis.ac.th



Art TA
Ms. Nid

chavanid@tcis.ac.th



Science Lab TA
Ms. Nat

bongkod.sinkhro@tcis.ac.th



Divisional TA
Ms. Mild

thipparat.yonit@tcis.ac.th

OFFICE STAFF



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



Government Liaison
Miss Lin
khemika@tcis.ac.th



Government Liaison
Miss Kaed
kaed@tcis.ac.th



Personal Chief
Miss Duean
chayasa@tcis.ac.th



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



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



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



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



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



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



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



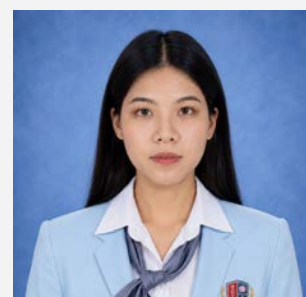
Admission & Marketing
Name: Ms. Far
prapawan.sonpakdee@tcis.ac.th



Accountant
Ms. Tan
sirikan@tcis.ac.th



School Cashier
Miss Ploy
cashier@tcis.ac.th



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

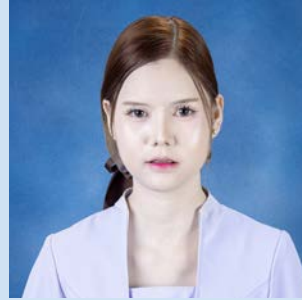
OFFICE STAFF



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



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



School Nurse
Miss Yok
nurse@tcis.ac.th



School Nurse
Miss Aem
nurse@tcis.ac.th



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



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



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



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