

Hangzhou International School · Summer 2020

# DragonNews

*An Inclusive IB World School (Early Years-12)*



**STRONGER TOGETHER**  
**#GoDragons**

**Stronger Together!**

Dragons Around the World  
High School Graduation and Acceptances  
Dragon Run  
Hangzhou Student Film Festival



**HIS**  
HANGZHOU  
杭州国际学校



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# From the Director



Dear HIS Community and Friends,

The months of May and June are usually busy times at HIS, but this year we exceeded even the most extraordinary of circumstances through outstanding individual and collective efforts. At the beginning of the year, we identified our faculty theme word as 'SUPPORT' but never did we imagine just how far we would have to go to support student learning, support the school, and support each other during these times of uncertainty and change. It is clear that many individual students, parents and educators made incredibly strong efforts to continue thriving during the campus closure period; however, it is absolutely true that after reopening the school to all students on May 19, 2020, we were much stronger... together! So that will be the theme of this final DragonNews: Stronger Together! May 19, 2020 #GoDragons

As you flip through the pages within this month's DragonNews, you will see that our graduates are making their new beginnings in outstanding universities and institutions worldwide. Many of you have met some of these fine individuals as they supported our health & safety measures and provided classroom assistance during the Summer Extension Program. Stronger Together! I would like to recognize these young adults for all their hard work and commitment in their pursuit to complete the HIS high school course of study. Congratulations to the Class of 2020!

It is hard to believe that the 2019-2020 school year has actually come to a close. The year certainly didn't go as planned, but I am sure we engaged the opportunity to become more resilient as individuals and stronger as a community. I wish all of our graduates great happiness and continued success in their life pursuits. And I want to thank all of our dedicated teachers, parents, and students for many more wonderful memories. No doubt some of you will be leaving us at the end of this year. I wish you all the best and hope you will find your new home as equally warm and caring as at HIS. For those returning next year, we look forward to celebrating our nineteenth year in China and creating many more wonderful memories to share. Have a great summer!

Jeffrey R. Stubbs  
Director of Schools



## Stronger Together Reflection and Students Outside China



**Jessamine Koenig**  
**Upper School**  
**Principal and**  
**DP Coordinator**

With the knowledge of how the year is ending, looking back at all that took place during the 2019-2020 school year means that we have the benefit of reflection and review. I am proud of what our students and our community have accomplished since August, 2019.

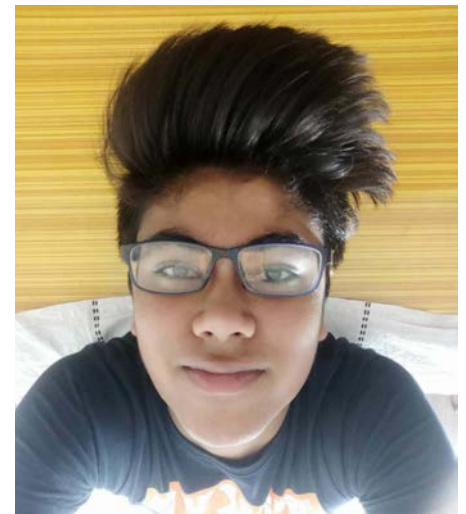
With a retrospective of all the activities that took place from the first day of school until now, it has been fun to watch the students grow, both physically and academically. There were science experiments, basketball and soccer matches, MUN conferences, Economics competitions, tests, essays, and plenty of discussions that facilitated learning. Over the course of the year, there were cheers about the scores students achieved on assessments just as often as the

cheers resounded in the gym during basketball matches. There were also tears during the year when students didn't quite achieve their goals or when they felt far away from their friends and uncertain about all that was taking place. But mostly, what I saw when I was observing students at the gate in the morning, in the classroom each day, or out on the field during practices was the camaraderie that our particular group of students share. The smiles and laughter along with the lunchtime games of tag and friendly chats are representative of the strength of our community.

There were plenty of positive moments throughout the year, even when things took a serious turn in February and our learning community had to move online instead of being together. Even though we weren't able to complete all the scheduled events, activities, or programs this year, we still managed to finish the year and achieve success in so many areas. Students demonstrated resilience, learned how to take part in online

learning, and developed their self-management skills. What we learned throughout the whole experience though was that as a community, we are stronger together than we are individually. I hope that we have all gained appreciation for the difficulties faced in our community and have found ways to make it through those with the help of friends, family members, and the HIS community.

There can be no denying that this year has been a challenge for everyone. At HIS, the biggest challenges have possibly been faced





by those students who have not been able to return to China and who have had to manage their learning despite a range of difficulties. Some have been forced to return to home nations when visas expired; others have spent many weeks in hotels; others have been in and out of Wifi range and in different timezones, or in countries undergoing cyclones, earthquakes, power outages or civil unrest; still others simply left for Chinese New Year without their laptops and have conducted most of their learning on phones or tablets. Despite it all, many have managed to participate in contests and competitions, to involve themselves in live lessons and Teams discussions, to get past the technical issues in downloading tasks and uploading work, to meet deadlines and in some cases find huge academic success. As importantly, however, they have not been defeated by the challenges and are still noisily, enthusiastically, roaringly DRAGONS.

As we move into the new academic year, our plans for continuing to support the Out of China Dragons are moving forward, until we can welcome them back in person. We are stronger together. This distance just makes us stretch further to reach each other.

For those still outside Hangzhou, we hope you are able to return soon so that we can truly be Stronger Together!





## Summer Extension Program



*Ben Milburn  
Lower School  
Vice Principal  
(Curriculum)*

During the final two weeks of the school year HIS kept its doors open and its campus thriving by offering a summer extension program. Many of the students chose to participate which allowed us to offer further opportunities to learn, create and socialize across lower school.

By mixing the classes and regrouping the students we changed the dynamic to allow the children to meet new friends and in many cases meet a new teacher.

The program allowed students to continue developing academic skills but with a strong emphasis on collaboration, creative activities and many practical aspects. The photographs better exemplify the diversity on offer as well as the passion and energy brought by all so that we could all finish of the year STRONGER TOGETHER!







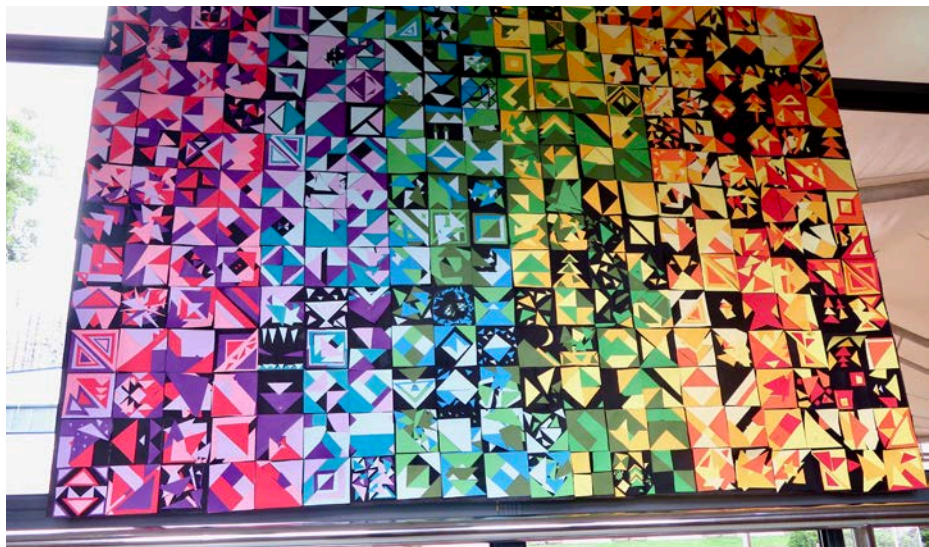


## Collaborative Quilt



*Jacqueline Caraglor*  
*Lower School*  
*Art*

As students eagerly returned to campus, we all came together to create a collaborative quilt. For inspiration, students looked at the artwork of Libbs Elliot, who uses a random computer processor to help her create contemporary quilt patterns. Each grade level was assigned a tertiary color scheme. Kindergarten worked with red-orange, First Grade in yellow-orange, Second Grade in yellow-green, Third Grade in blue-green, Fourth Grade in blue-purple, and Fifth Grade in red-purple. In the end, each of the unique paper quilt squares were put together to form one large blanket. This artwork allowed students to work independently, while creating an art piece that represents everyone's efforts to stitch the fabric of our community back together.





## Friendships Matter!

Our year in Grade One brought new experiences, new concepts, new teachers and new classrooms. But, the most important was new friendships. We took time to be kind, to be honest, to be mindful and to listen to each other. Building a friendship is not easy for some children. They need to learn to trust one another, to depend on each other and to think carefully before they utter unkind words. Through roleplay and stories and lots of discussions the children discovered similarities within a group, and new friendships started to build. What a joy it was for me to observe and encourage these precious bonds, which help children to feel secure and comfortable. Friendships Make Us Stronger!

Grade One enjoyed spending time during Summer Extension finding out about their peers through an exciting Scavenger Hunt. They then set their minds to producing colourful posters together. The smiles are evidence that this was a huge success! New friendships were formed, giving them the confidence to transition to Grade Two with confidence.



Faye Little  
Lower School  
Grade 1



## The International Learner



**Joy Myers**  
*Lower School  
Music*



**David Young**  
*Lower School  
Grade 2*



**Brianna Riani**  
*Lower School  
Grade 2*



**Tracy Sun**  
*Lower School  
Teaching Learning  
Assistant*

"International mindedness is at the heart of HIS. Learning about other cultures and places around the world is at the core of understanding differences and building international friendships," says Ms. Joy, one of the three Grade 2 summer extension teachers. The Grade 2 unit, Home and Away, focused on students' personal histories, homes, journeys, and how people and places are similar and different. Each week, students traveled to each Grade 2 classroom for different Around the World activities. In Mr. Young's room, students studied and attempted Russian Ballet, in Miss Riani's room, students created a collaborative map of the world, and in Ms. Joy's room, students learned and sang songs from around the globe.

Students were asked to interview a family member about living in Hangzhou. Questions were raised such as, why do you live in Hangzhou? How long have you lived here? What are the best and most difficult things about living in Hangzhou? Students shared their answers and compared them with their classmates. We were

interested to learn that some families have lived in Hangzhou for many decades and some for less than a year. People love living in Hangzhou for a variety of reasons, including great education opportunities, parent jobs, good food, security, and the beautiful parks and sites. The students even asked their family member to take out their passport to see where they have traveled recently and discussed why they traveled there. Each child asked their family if they could travel anywhere in the world as a family, where would it be?

As part of their personal project, students picked a place on the globe to research. We checked out books from the library, went to the computer lab, and used classroom computers to find out all the information we could about the place. Students asked their parents to get involved and help them do additional research at home together. "Facilitating the students with the opportunity to discuss with their parents about exploring another culture has enhanced our Grade 2

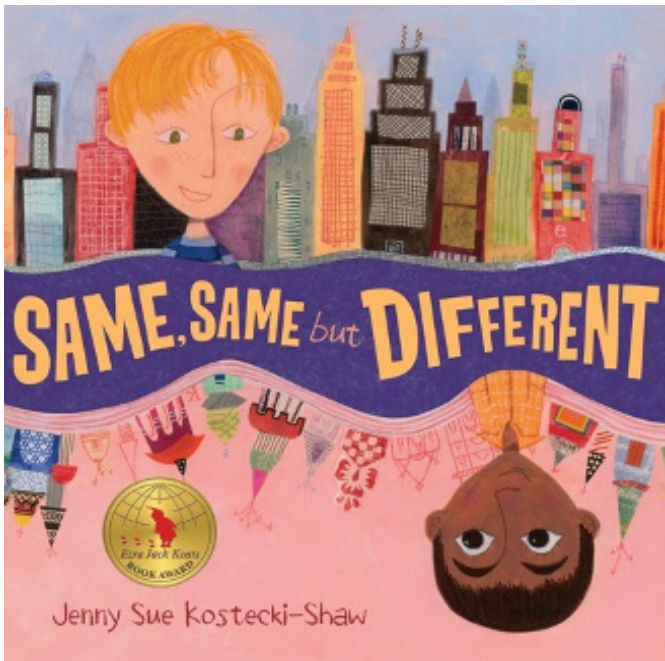
students' engagement in preparing their projects. As a result, I have students excited and unprompted to share their research of their future adventures," says Mr. Young. By the end of the week, students will have created an informational poster about their place and present it to the class.

"We can learn about other cultures and study the similarities and differences between the places around the world. It might change our thoughts or opinions after learning something new. You might find some places you're interested in and want to visit in the future" said Ms. Tracy. Our unit has done just that. "Henry T. was researching food in Mongolia and found that people there eat a similar steam bun like the Boa Zi we eat here," said Miss Riani. "It's small connections like these that help kids understand how we are all alike and different in our own ways."

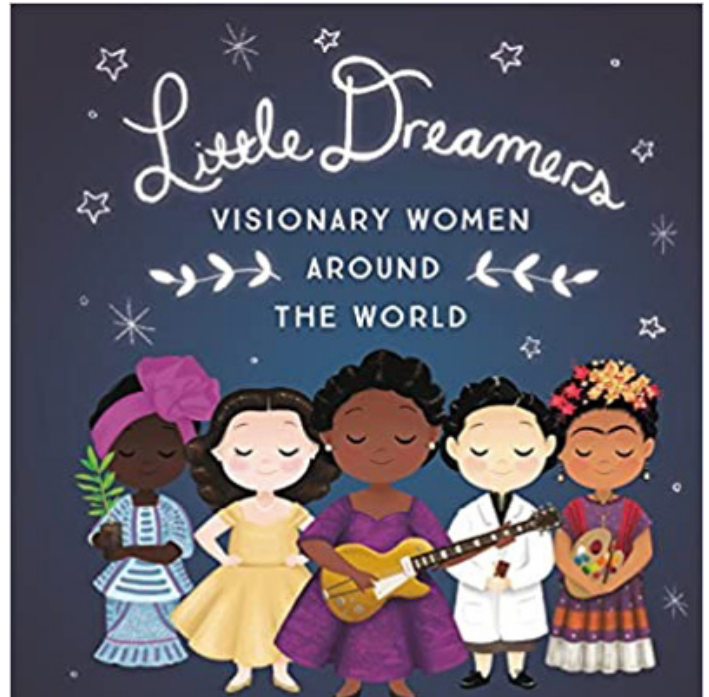
**Scan the QR Code for an additional list of diverse books for kids from the American Library Association.**







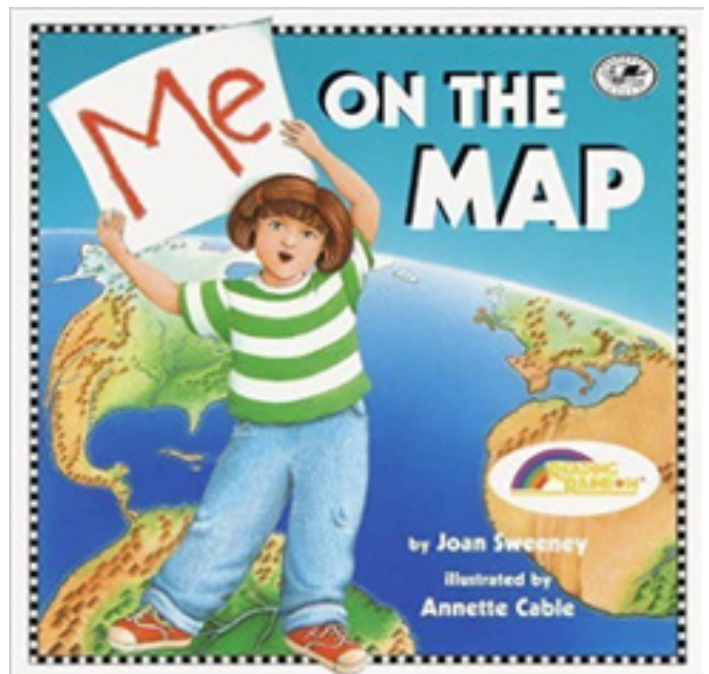
"I highly recommend the book, Same, Same, but Different by Jenny Sue Kostecki-Shaw to explore the idea of similarities among differing cultures with young students."  
-Ms. Joy



"The book Little Dreamers: Visionary Women Around the World by Vashti Harrison tells the story of many women creators from around the world that are sometimes left out of history books."  
-Miss Riani



"This is an amazing fiction book that is packed with information about different places around the world. A must read!"  
-Mr. Young



"This book helps orient students to where they are located on the map from a global perspective down to their local community."  
Ms. Tracy

## Building Tolerance



**Rachel Pekin**  
College Counselor  
Upper School  
Student Support  
Services

The year 2020 has brought us some major events that are changing our world. Protests in the United States and throughout many other countries have activated discussions about racial injustices and racism. Many people would like to join the conversation, but do not feel they have the tools to approach the subject appropriately. According to research, babies notice physical differences such as skin color from as early as six months old. By age five, children can show racial bias. As parents and caregivers, it is important not to shy away from tough conversations when children acknowledge and have questions about diversity and race. Children can handle difficult situations and it is our duty to equip them to be not only open-minded, empathetic, and caring individuals but anti-racist human beings that take action to make the world a better place.



**Brianni Riani**  
Lower School  
Grade 2

Here are some tips adapted from National Geographic to support families committed to building tolerance, racial equity, and a social culture where all kids and families can thrive!

- Be prepared to talk about race-based events and the emotions they bring out in yourself and others.
- Watch for statements that link race with value judgements that children may unknowingly be making and gently correct them.
- Help your child recognize the harm of a racist idea in an age appropriate way. For younger children the conversation may center around why words are hurtful and how others may feel hearing them. The conversation should become more sophisticated to match the maturity of an older child.
- Update your home library with content that celebrates diversity.

Please scan the QR code for a list of titles that can help start important conversations at home.

- Introduce diversity into different aspects of your life such as expanding your social network with people from different races, gender, ability, and religion.
- Don't make talking about race a one time event- continue the conversations! Think of it more as a marathon than a sprint.
- Don't pretend to have all the answers and take ownership when you make a mistake in your discussions because it is inevitable. It is important for kids to know that adults are still learning and evolving.

### Useful websites:

National Geographic  
Parents.com  
UNICEF  
PBS Kids  
The Conscious Kid

### Books for adults and young adults:

This Book is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work by Tiffany Jewell (2020)  
How To Be an Antiracist by Ibram X Kendi (2019)



*"We respond in emotional ways to many of the injustices we see across time and all over the world," she says. "Give space to kids for their own emotional journeys and their own emotional unpacking." - Candra Flanagan, director of teaching and learning for the USA National Museum of African American History and Culture (NMAAHC).*









## Grade 5 and Grade 8 Transitions to Middle School and High School



**Pat Long**  
**Upper School**  
**Vice Principal and**  
**MYP Coordinator**

Rituals are part of what makes us human, and the rituals of a school makes us feel more part of its community. It is important not only to be welcomed, but to be waved off, and to have one's time commemorated to show that it has been valued.

As a Middle School educator, I know how challenging and transitional the three years between Lower School and High School can be. You will often hear me say that – other than during early infancy- there is no other time in life when a person undergoes changes so significant and dramatic: physically, socially, mentally and emotionally. It is an important period of time, when the child begins to adopt the habits and qualities that she or he will take into adulthood. The rituals that provide the 'bookends' for this time at HIS are planned and produced to allow our students to both greet the Middle School well, and to bid farewell to it with solemnity.

On Friday, June 5th, the Middle School welcomed its newest incumbents, the 5th Graders. The newcomers, eager and excited, attended classes as the 'big kids' do, partaking in core subject lessons with the content and expectations of older children. They were required to move independently around the campus, and to be responsible for managing and

organizing their own free time. They enjoyed Science exploration, language analysis, Social Studies investigations and artistic pursuits, as well as a line dancing demonstration from the 7th Grade. It was a tiring and fulfilling day for all, and we look forward to welcoming them back in August.

On the other end of the Middle School experience, we held the Grade 8 Promotion ceremony on Wednesday, June 17th. Despite the absence of a few classmates who are still outside of China, and the small number of audience members, the students were able to reflect on their middle years at HIS through performances, presentation of certificates, and video greetings from parents. Students were reminded of

those who they had started this part of their learning journey with and reminisced fondly about those who have moved on already. As they gear up for the challenging requirements of High School, we wish them all the best, and remind them that one of the advantages of being a small school is that we all still will be together, even though this stage of life is complete. Despite the difficulties of this last year, we are still the lucky ones: we are here, we are together (even though some are still outside the country) and we are stronger for it. As we instructed them in our final words to them, they should not wait until they are adults to become extraordinary; their time is now, and they are ready.









## Humans of HIS



*Danielle Bowers*  
*Upper School*  
*English Language*  
*& Literature*

We studied several photo essays from the social media account Humans of New York from photographer Brandon Staunton. Staunton interviews everyday people, and asks them questions about their lives, capturing their life stories in a short caption.

Grade 11 Language and Literature students were tasked with creating their own “Humans of HIS” photo essay. The task? They could interview any HIS stakeholder, and ask them about their stories - teachers, workers, students, staff, admin. Their interviews showed the rich tapestry of people and culture at HIS. **These are some of their stories.**

“During the first few months I spent in Brazil I felt like part of me was left behind in China. I stopped playing the trumpet, I stopped painting, I stopped writing, I stopped doing everything I liked doing. I couldn’t get myself to be creative again. All of it worsened when I went back to school. I used to have panic attacks weekly, and my mom would always have to pick me up early at school because I couldn’t handle being there anymore.

The first time I felt inspired after coming back was when we went to see Arturo Sandoval, he is one of my all-time favorite trumpet players and to see him made me extremely emotional. I finally felt excited to play music again.

Luckily, my art history teacher gave us the opportunity to perform at school one day. I practiced a Chet Baker solo for a couple of days, and I was chosen to be the first one to perform. I hadn’t memorized the music and only when I went up the stage, I noticed that I couldn’t read sheet music, it was too dark. I ended up improvising everything in between the parts I remembered. When I left the stage I felt terrible, I thought they all hated my performance and I was ready to give up again, but turns out my classmates and teachers really enjoyed it; most of them never heard a live trumpet before and they all seemed to like what I played.”

**written by Khushi Ramchandani**



“My husband is the most important person in my life. When I was younger, it was my parents since I depended on them so much, but after I got married, it became my husband. Since I left home, it’s just been me and him. Of course, my children and my parents are also important to me, but it will always be my husband. We met when I was 26, and we married at that age. We knew each other because we lived in the same village. You know, small village; people introduced us to each other. It was 1996 when we married. I think my favorite memory of us was our honeymoon trip. It’s been a long time; I can’t really remember it that well but I’m very fond of that memory.”

**written by Grace Tan**







"Art. I've always enjoyed doing art, but I only recently started to do more regularly. I use clay and paint to make magnets. I have to thank my job for that, since I am surrounded by art supplies all day. Also, helping out Ms. Jamie with her art projects allowed me to start doing art again. At first, I made these magnets because I wanted to support the school by selling them at our different school events. However, as I've gotten older, I've found out how important it is to have something that takes away stress and allows you to enjoy life, and I've found that through doing art. Due to the economy going down because of the coronavirus, the government is recommending people to sell things outside on little blankets and stuff. So, I plan to sell these little things by the river this weekend."

written by Grace Tan



No doubt, Uncle Jerry. I grew up outside of the United States, when there weren't many international schools. So, I went to a number of different boarding schools. In one of those schools, we would call our teachers Uncles or Aunts, we wouldn't acknowledge them as Mr or Ms. They were our family. So, Uncle Jerry, he wasn't my uncle, but that's what I called him. He was young, but I was little, so I thought he was old. He would come and play sports with us after school. I was known as the Kickball champion. One time, in 5th grade, I kicked the ball so far, way out there, and Uncle Jerry was standing at one of the bases. As I ran by, he said "You're a natural", and I kept running. That was it, that's all he said. But, here I am, years later and I still remember that moment. During university, I was always chosen to take the penalty kicks in football. Every time I would go, Uncle Jerry would come with me. He would stand there and say, "You can do this, you're a natural". In fact, every time I do anything, Uncle Jerry comes with me. We have to watch what we say to people, because it may be something insignificant, because here I am years later, and I still remember.

written by Natalia Stubbs

## Corona Diaries Podcast



After listening to and studying the podcast series "Dolly Parton's America," grade 11 students were tasked with creating their own podcast episode under the topic of the Covid-19 pandemic. They could choose a serious or humorous approach. Each student interpreted the topic in their own unique way, from interviews with friends around the world, guides for surviving the boredom of lockdowns, and political commentary on the pandemic. Please be sure to listen to hear quality storytelling and commentary from our English A grade 11 (rising 12s) class.

## HIS Dragons Around The World!

When you leave HIS, you never really “leave” us!



Willie and Jerry Lin  
Currently in USA

All HIS Dragons, who are continuing their journey of life elsewhere will always be connected here: in our hearts, in our minds, and in our souls.

HIS Dragons are an integral part of the HIS community no matter where they are or how far. We miss them and that's why we always hope they keep in touch with us and let us know about their new experiences.

Once a Dragon, Always a Dragon!

Please, keep in touch and send a photo to  
Ms. Andrea Stubbs: [astubbs@his-china.org](mailto:astubbs@his-china.org)



Laveena, Naina, Bharat and  
Suvidh Gianani  
Currently in India



Apoorva and Anushka Kishore  
Currently in Canada



Fernanda, Fernando, Myriam, Miguel and  
Juan Pablo Maldonado de la Mora  
Currently in Mexico







Isabella Maxwell  
Currently in Malaysia



Sarah Pan  
Currently in Australia



Jay, Joanne, Matt and Tyler Brock  
Currently in Australia



Neelam, Vikrant and Muskan Oberoi  
Currently in India



Eden Grace Moody  
Currently in Australia



Adriano and Pasquale Giorgio  
Currently in USA



Gwanho and Sungjin Kim  
Currently in Poland



Platon Kropanev  
Currently in Thailand



Jadyn Andrea Kennedy  
Currently in USA



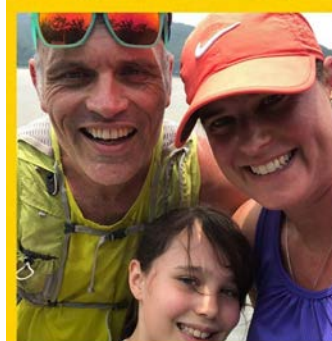
## The 13th Annual HIS Dragon Run: a 1K and 5K Virtual Run for all!

The HIS Dragon Run has a proud history as a community and charity event bringing together expat and local families from the Hangzhou area as well as keen runners from surrounding cities.

This year was not an exception. Community members were able to pick any time to participate in a Virtual Run between Friday, May 29 to Sunday, June 07 to support [library-project.org](http://library-project.org)

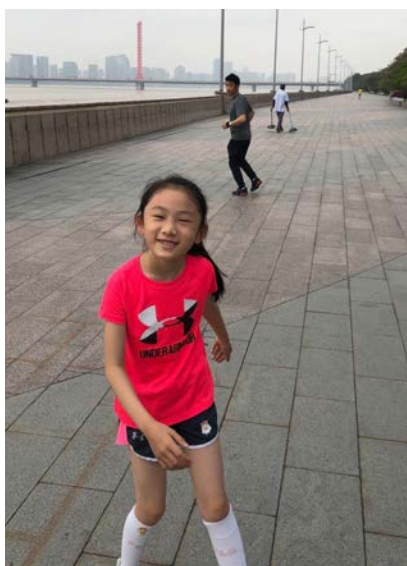
After the run, all participants were able to share their achievements through photos and records from different running apps. From Australia to the USA, to Malaysia, and of course China, our awesome community showed that we are together!

Congratulations to all, and thank you for supporting this event!



|                   |           |                  |                       |
|-------------------|-----------|------------------|-----------------------|
| Total Time        | 0:51:59   | Distance         | 5.01km                |
| Active Kilojoules | 1,467kJ   | Total Kilojoules | 1,867kJ               |
| Elevation Gain    | 8m        | Elevation        | ▲ 22M MAX<br>▼ 1M MIN |
| Avg. Heart Rate   | 118BPM    |                  |                       |
| Avg. Pace         | 10'22"/KM |                  |                       |

PIC•COLLAGE





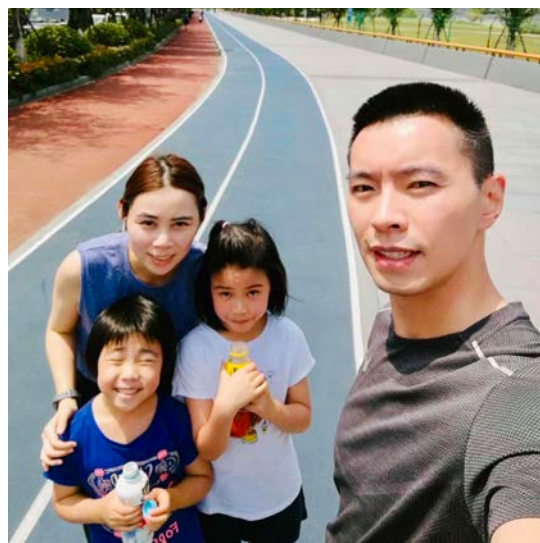


# HIS

13th Annual

# 2020 DRAGON RUN

Hangzhou, China





## The 13th Annual HIS Dragon Run: Congratulations Runners!






**13th Annual HIS Dragon Run**

**Brianna Riani**  
Today at 11:03 AM

**Lunch Walk**

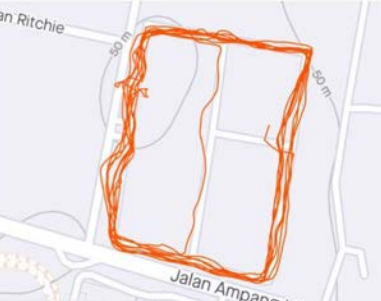
Distance 0.82 mi | Elev Gain 11 ft | Time 18m 9s





**Brianna Maxwell**  
Today at 8:11 PM

**Evening Walk**



Distance 3.36 mi | Elev Gain 124 ft

Moving Time 57:57

**PICCOLA**

中国移动 11:04 AM 47%

**Ben Milburn**  
Today at 5:00 AM

**HIS 5K Dragon Run**



Distance 5.04 km | Avg Pace 3:51 /km

Moving Time 19:27 | Elev Gain 4 m

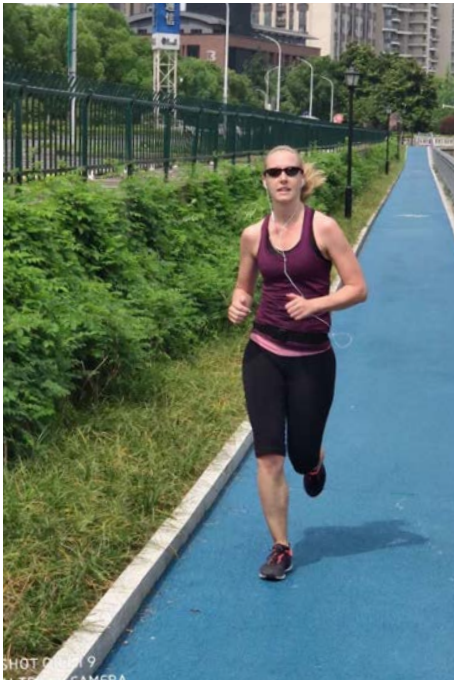
Calories 453 Cal | Max Elevation 13 m

Feed Explore Record Profile Training

**Samsung Health**



Distance 1.1 km | Duration 7 mins





## Rice Babies



**Pat Long**  
*Upper School  
Vice Principal and  
MYP Coordinator*

A priority in the Upper School during the second semester was to ensure that the experience of our students and families replicated that of a 'regular' school year as much as possible.

The Grade 9 Life Skills/Futures programs has been an important milestone in the school year for students who are presented with the tasks of parenting and the workplace through real-life experience, but with the care and support of the adults around them. One of the most significant elements of the program is the ever-popular Rice Babies Project.

As in previous years, students in Grade 9 created their own babies using rice, plastic bags, and an astonishing amount of tape. The baby-shapes were dressed in an assortment of donated clothing, named, and taken home for the beginning of a ten day project where- at any time of day or night- students would be issued 'Care alerts' on their phones and required to perform some act of care for the baby. Students also had to perform regular daily tasks, answer questions about child-rearing and health, and produce reflections on their experiences. Their Health and Advisory classes received visits from Ms Mockler and Ms Plotz with Penny (two years) and Evelyn (four months), and Ms Myers, who is expecting a

baby this Autumn. All three moms allowed the students to ask questions about pregnancy, childbirth and parenting. We are very grateful to these mothers, who responded with candour and sensitivity to all queries.

This project has always been an engaging experience for our students and their families, who are frequently asked to support the 9th graders with babysitting and stories of their own experiences with newborns. This year, it has been especially powerful. Not only have the students been able to explore real-life scenarios in a safe and supportive project, they have bonded more closely as a grade level, both with each other and with their teachers. We know that this has been a disconnected year for some students, and we observed that some did not automatically return to the jovial and open

communication that was once so typical of their interactions. Returning to the presence of others and the spaces outside of their homes was a little odd for some, and a few took time to re-engage in interactions with their classmates. This year's Rice Babies Project gave the students opportunities to laugh together, to (kindly) tease each other, to share the strangeness of the experience, to help each other- from holding each other babies so that hands could be washed, to calling each other at 4:00 am to make sure everyone received the alerts- and to connect with their fellow High Schoolers and teachers in this traditional HIS learning experience. It was clear though the discussions and laughter-filled photos shoots throughout the Project and ever since, that the 9th Grade class has found its voice again after the weeks of quiet distance.

























## Born Together, Friends Forever: Meet the HIS Twins Dragons!



Given that **twins** are more than **3 percent** of the population in the world, we think that is an **awesome coincidence** that this year at **HIS twins** made 3 percent of our student population as well!

From the **Early Years** classes to our graduating **Class of 2020**, meet the **HIS Twins Dragons** from around the world!



Early Years I  
Lila and Cora Kent



Early Years I  
Evelyn and Jocelyn Chen



Pre-K  
Yuka and Yuna Kitano



Kindergarten  
Eric and Sunny Li



Grade I  
Chiara and Nikolai Li Marzi



Grade I  
Alexandra and Christian Leonard



Grade 3  
Jiyou and Mingeon Kim



Grade 4  
De-Ji and Zhuo-Ma Liang



Grade 4  
Alice and Christina Wang



Grade 6  
Yolco Mao and Yolcy Zhang



Class of 2020  
Alma and Elin Andreasson









## Graduate Insights and Parting Memories



**Dev Kanaiyalal Datwani from India**  
**HIS Student for 14 years**  
**Class of 2020 International**  
**School Foundation International**  
**Understanding Award**

"In this journey of 14 years at HIS, I met and got to know many people, people from different countries, people with different cultures and people with different ethnicities, and I am so grateful to be able to meet so many people because I was able to see the world with so many different sets of eyes. This journey of 14 years taught me the true meaning of the word, diversity. Many people tend to think of the having diversity, similar to having a variety. While both of these have many similarities the one word that differentiates the two words is acceptance. Any community can have a variety, but not any community can have diversity. Diversity isn't only differences within people, but accepting those differences within people, and an attempt to understand those differences.

HIS as a community offers diversity, we are taught from the beginning that there are dissimilarities, however, we should not fear those dissimilarities. After all, what fun would it be if we were all the exact same? It has been a pleasure to learn, listen and understand other people's culture, beliefs and values, and for that, I

would like to thank each and every one of you for sharing your culture with me. I believe that academics makes one a successful person, but I believe that understanding, acceptance and open-mindedness makes one a valuable person to our community. This journey of 14 years has given me the opportunity to appreciate our differences, our community and our world."

**"I would like to thank each and every one of you for sharing your culture with me."**

**Dev Datwani**

**Grade entered HIS:**  
Pre-Kindergarten

**Nationality:** Indian

**Hobbies:** Volleyball, Basketball, Playstation

**Plans for the Future:** Go to university to study aviation and become a pilot.

**Senior Quote:** "Don't read the book, just watch the movie."





**Natalia Stubbs from USA and Mexico**  
**HIS Student for 13 years**  
**Class of 2020 Renaissance Award**

"I believe the following quote from the novel *The Alchemist* by Paulo Coelho best highlights our determination to become our best selves: "When we strive to become better than we are, everything around us becomes better, too."

It is this desire of being better versions of ourselves that brings us together as a class, makes us help each other reach our full potential, and ultimately, to positively contribute to the world as a whole.

I think as a class we do not just demonstrate a passion for learning, but also demonstrate the qualities of being good people. As seniors, we share the common responsibility of being role models to younger students as many of us participate and serve leadership roles in many activities such as Student Council, National Honor Society, CAS, and Varsity sports participants. As leaders, we have learned that a true measurement of leadership is the ethical influence we have on our followers. Because of these experiences, I believe our class demonstrates the quality of being selfless and will contribute to society in a most meaningful way."

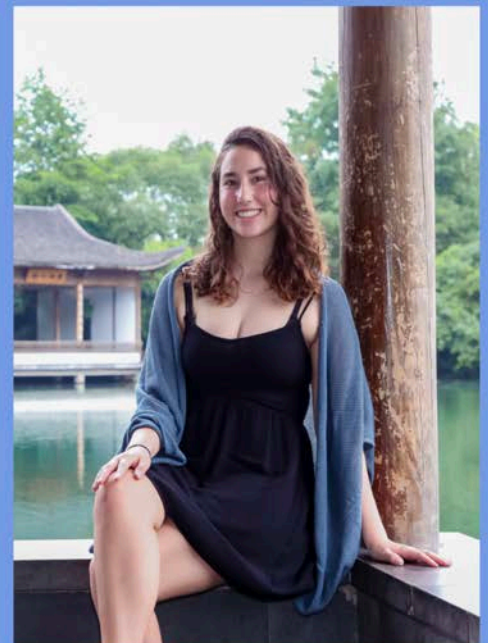


**"I believe our class demonstrates the quality of being selfless and will contribute to society in a most meaningful way."**

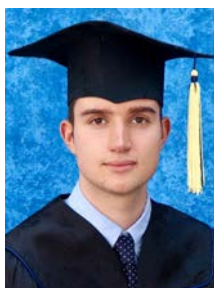


## Natalia Stubbs

Grade Entered HIS: 9th Grade  
 Nationality: American & Mexican  
 Hobbies: Watching TV, Basketball, Biking  
 Plans for the Future: be an International History Teacher or US diplomat  
 Senior Quote: "We're on, like, the bleeding edge of history. Everything ahead of us is totally unknown, and there's no guarantee that things are going to be all right. It's exciting, but it's also pretty scary." —Jake Jr., *Adventure Time*.







Alessandro Enrico Livio from Italy  
HIS student for 13 years  
Class of 2020 Historian

The Class of 2020 started with Dev and me almost 13 and a half years ago. We both dreamed of one day graduating from this very stage and look at us now, our dream and goal has become reality. Since the beginning the class of 2020 has created many memories together. The Via Ferrata in Yunnan was a memorable time when most of us were so scared that we couldn't look down or even move at that point. Or the time William ran down the dune and we all thought that he broke his back. In every English class where Rayden and Dev would be up to something and it would always make us laugh. How could we forget Mr. Strombeck's stories of all the adventures he has been on and the people that he has met along the way? These are just some of the memories that come to mind when thinking of this class and the time we have spent together. Every story has an end, but in life, every ending has a new beginning. We have reached an end but this is the start of a new story of each of us.

**"Every story has an end,  
but in life, every ending  
has a new beginning."**



## ALESSANDRO LIVIO

**Grade Entered HIS:**  
Kindergarten



**Nationality:** Italian  
**Hobbies:** Soccer, Golf, FIFA  
**Plans for the Future:** Go to university  
**Senior Quote:** "It's not personal, it's just business."







**Jaewoon Jung from South Korea**  
**HIS student for 4 years**  
**Academic Excellence Award**

That was the moment that I realized what is more important in my life. I realized we, class of 2020, did not have much time left to spend together. But our relationships do last- our relationships matter.

That's the time when I realized the real purpose of cooperation that our class had. It wasn't to be successful only in academic pursuits, but it was to build and reinforce our relationships.

I was sad that I learned this too late. But from the regret, I learned the valuable lesson.

Throughout our studies, we learned we are enough- we can stand alone because so many people have our backs and stand with us- peers, family, mentors.

We should always appreciate them, and with them, I am so ready to see what comes next for this, our Class of

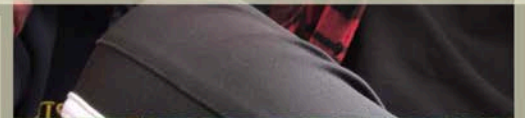
2020.

“Our relationships do last- our relationships matter.”



Jaewoon Jung

Grade Entered HIS:  
 9th Grade  
 Nationality: South Korean  
 Hobbies: Basketball,  
 Volleyball, Football  
 Plans for the future:  
 Investment Banker  
 Senior Quote: “My phone  
 is brighter than my  
 future.”





### Dev Kanaiyalal Datwani, 来自印度在HIS学习14年HIS校基金会2020届国际理解奖

“在这14年在他的旅程中,我遇到了、认识了许多人,来自不同国家,不同文化和不同种族的人。我很感激能有这样的机会遇见他们,因为我看到世界上有这么多不同的眼睛。14年的旅程教会了我多样性这个词的真正含义。许多人倾向于认为多样性与丰富性相似。虽然这两个词有许多相似之处,而两者间的区别是接受。任何社区都可以有丰富性,但不是任何社区都可以有多样性。多样性不仅仅是人与人之间的差异,而是接受人与人之间的差异,并试图理解这些差异。作为一个群体,他提供了多样性,我们从一开始就被教导人与人有不同之处,然而,我们不应该害怕这些不同。毕竟,如果我们都完全一样,那还有什么乐趣呢?学习、倾听和理解他人的文化、信仰和价值观是一种乐趣,为此,我想感谢你们每一个人与我分享你们的文化。学业成绩成就了一个人的成功,但我相信,理解、接纳和开放的思想,使一个人成为对社会有价值的人。14年的旅程让我有机会欣赏我们的差异、我们的社会和我们的世界。”

### Natalia Isabel Stubbs, 来自美国和墨西哥 在HIS学习13年2020届文艺复兴奖

“我相信,下面这句出自保罗·科埃略小说《炼金术士》的名言,最能说明我们决心成为最好的自己。“当我们努力变得更好时,我们周围的一切也会变得更好。”正是这种成为更好的自己的愿望,让我们成为一个群体,让我们互相帮助,充分发挥我们的潜力,并最终对整个世界做出积极的贡献。我认为作为毕业生群体,我们不仅展示了对学习的热情,也展示了作为好人的优秀品质。作为高年级学生,我们都有责任成为低年级学生的榜样,因为我们中的许多人都参与了许多活动,如学生会、国家荣誉学会、CAS和校队的运动参与者。作为领导者,我们知道了衡量领导力的真正标准是我们对追随者的道德影响。因为这些经历,我相信我们每个人都体现了无私的品质,并将以最有意义的方式为社会做出贡献。”

### Alessandro Enrico Livio, 意大利在HIS学习13年2020届历史奖

“2020届的学生是在大约13年半前由戴夫和我开始的。我们都梦想着有一天从这个舞台上毕业,现在看看我们,我们的梦想和目标已经成为现实。自开学以来,2020届的同学们一起创造了许多美好的回忆。云南的费瑞塔大道是一段难忘的时光,当时我们大多数人都非常害怕,不敢往下看,甚至不敢移动。或者威廉跑下沙丘的时候,我们都以为他摔断了背。在每一堂英语课上, Rayden和Dev都会做一些事情,这总是会让我们大笑。我们怎么会忘记Strombeck先生所有的冒险故事和他一路上遇到的人呢?这些只是我想起我们一起度过的时光时脑海中浮现的一些回忆。这些只是我想到这门课时想到的一些记忆。每个故事都有一个结局,但在生活中,每个结局都有一个新的开始。我们已经走到了尽头,但这是我们每个人新的故事的开始。”

### Jaewoon Jung在HIS学习4年2020届杰出学术奖

“就在那一刻,我意识到在我的生命中什么更重要。我意识到我们,2020届的毕业生,没有多少时间可以在一起了。但是我们的关系是可以持久的——我们的关系很重要。那时,我意识到我们班合作的真正目的。这不仅仅是为了在学术追求上取得成功,而是为了建立和加强我们之间的关系。我很难过,因为我知道得太晚了。但从后悔中,我学到了宝贵的一课。通过学习,我们知道我们已经足够了——我们可以独立,因为有那么多人支持我们,支持我们——同辈、家人、导师。我们应该永远感激他们,有了他们,我已经准备好去看看我们2020届的下一段旅程会是什么样子的。”



Watch the ceremony:

Scan here







**Jessamine Koenig**  
**Upper School Principal**

It was my privilege to work with the Hangzhou International School Class of 2020, a group of young men and women who stand ready to go out into the world. They have just completed their secondary education program, but are full of hopes and dreams which they will one day turn into reality. I am certainly proud of what they have accomplished, but perhaps I am most proud of what they have in front of them and the excitement with which they are facing their futures.

As I attended the various senior presentations, I realized that this group achieved the concept that we as a school are celebrating this year: Stronger Together. This was a group of students who gelled into a collaborative group that regularly challenged each other to produce top quality work, learned with and from each other, and felt closely connected to each other. Many of them discussed how they truly felt that the community aspect of HIS benefited them and provided opportunities for their own excellence within the supportive community of learners. They all appreciated the support of their parents, teachers, and peers as giving them the necessary encouragement to complete their high school requirements. As they are about to become alumni, we will just remind them that Once a Dragon, Always a Dragon.



**“I realized that this group achieved the concept that we as a school are celebrating this year: Stronger Together.”**











# Hangzhou International UNIVERSITY ACCE



\*University names highlighted represent class of 2020 acceptance

## Canada

Nipissing University  
Simon Fraser University  
McGill University  
**University of British Columbia**  
University of Toronto  
University of Waterloo

## United Kingdom

Aberystwyth University  
Birkbeck University of London  
Brunel University  
Cardiff University  
Durham University  
Falmouth University  
Goldsmiths University of London  
**Imperial College London**  
**King's College**  
**London School of Economics**  
London Metropolitan University

Newcastle University  
**Oxford Brooks University**  
Portsmouth University  
**Queen Mary University**  
**Roehampton University**  
**Royal Holloway University of London**  
**University of Bath**  
**University of Birmingham**  
University of Bristol  
**University College London**  
University of East London

## United States of America

Arizona State University  
Babson College  
Berklee College of Music  
Boston College  
Boston University  
Buffalo State University  
California College of Arts  
Carnegie Mellon  
Central Washington University  
Cornell University  
Cornish College of Arts  
Emory University  
Eugene Lang College  
Evergreen State College  
Fisher College  
Fordham University  
Georgetown University  
Gonzaga University  
Indiana University Bloomington  
Kapi Olani College  
Loyola University Chicago  
Maryland Institute College of Art  
Menlo College

Miami University  
Michigan State University  
New Jersey Institute of Technology  
New York University  
Northeastern University  
North Bennet Street School  
Ohio State University  
Oregon State University  
Otis College of Art and Design  
Parsons New School  
Pennsylvania State University  
Pratt Institute  
**Portland State University**  
Purdue University  
Rochester University  
Rochester Institute of Technology  
Rutgers University  
Saint Olaf University  
Santa Clara University  
Savannah College of Art and Design  
School of the Art Institute of Chicago  
School of Visual Arts New York

Seattle Central College  
Seattle Pacific University  
Seton Hall University  
St. Louis University  
St. Mary's University  
Stony Brook University  
Texas A&M University  
The Evergreen State University  
Tulane University  
University of California, Irvine  
**University of California, Davis**  
**University of California, Los Angeles**  
University of California, Riverside  
**University of California, Santa Barbara**  
University of Cincinnati  
University of Colorado at Boulder  
University of Georgia  
**University of Illinois at Chicago**  
**University of Illinois Urbana-Champaign**  
**University of Iowa**  
University of Laverne  
University of Maryland





# International School ACCEPTANCES



ances

University of Edinburgh  
University of Leicester  
**University of Manchester**  
University of New South Wales  
University of Nottingham  
University of Sheffield  
University of Southampton  
University of Surrey  
**University of Warwick**  
University of York

## European Union

Aarhus Universitet  
**Avans University**  
Berlin Business School  
Bocconi University of Milan  
Copenhagen Business College  
CODE University of Applied Sciences  
**Culinary Arts Academy**  
Design Academy Eindhoven  
Erasmus University Rotterdam  
EU Business School  
Fontys University  
**Hanze University of Applied Sciences**  
Hofstra University  
International University of Geneva  
Leiden University College, the Hague

LUISS University  
**NHL Stenden University**  
**Queen Margaret University**  
Rijksuniversiteit Groningen  
Saxion University  
St Louis University-Madrid  
Syddansk Universitet  
Tilburg University  
Toulouse Business School  
**University of Amsterdam**  
**University of Geneva**  
University of Groningen  
**University of Zurich Swiss Business School**  
**Wirtschaftsuniversität, Vienna**

University of Massachusetts Amherst  
University of Michigan  
University of Minnesota  
University of Minnesota Twin Cities  
University of Nebraska  
University of North Carolina Chapel Hill  
University of North Texas  
University of Notre Dame  
**University of Oregon**  
University of Oregon-Cascade  
University of Pennsylvania  
University of Portland  
University of San Francisco  
University of Southern California  
University of Tulsa  
**University of Washington**  
University of Wisconsin-Madison  
University of Wisconsin-Milwaukee  
Vanderbilt University  
Washington State University  
Western Washington University  
William and Mary University

## ASIA

Ateneo de Manila University  
Busan National University  
China Medical University-Shenyang  
Chung An University  
City University of Hong Kong  
**Hong Kong University**  
Hong Kong University of Education  
**Hong Kong University of Science and Technology**  
Kyunghee University

Les Roches Jin Jiang International  
Hotel Management College  
National University Singapore  
Peking University (北京大学)  
SCAD Hong Kong  
Seoul National University  
Sungkyunkwan University  
Tsinghua University(清华大学)  
**New York University, Shanghai**  
Yonsei University  
Zhejiang University

## Australia

Deakin University  
Monash University  
RMIT  
University of Melbourne  
University of New South Wales

**University of Queensland**  
University of Sydney  
University of Technology  
University of Technology Sydney





# Hangzhou International School 杭州国际学校

## CLASS of 2020



Alma Andreasson  
Sweden



Elin Andreasson  
Sweden



Antonio Carbone  
Italy



Yi Xuan Chen  
China



Ying-Tza (Andrew) Chen  
Taiwan Province



Ho Man (Jonathan) Cheng  
Hong Kong



Qi-Da Rayden Chia  
Singapore



Dev K. Datwani  
Republic of India



Ha Vi Do Ngoc  
Vietnam



Maria Vanina Gimeno Rojas  
Spain



William Gu  
Singapore



Jaewoon Jung  
Republic of Korea



Minju Kim  
Republic of Korea



Imogen Lamplugh  
Australia



Alessandro Enrico Livio  
Italy



Natalia Isabel Stubbs  
United States of America



Haru Sukegawa  
Japan



Max Island Wu  
United States of America



Lucia Zhang Zhan  
Spain



## Work Experience

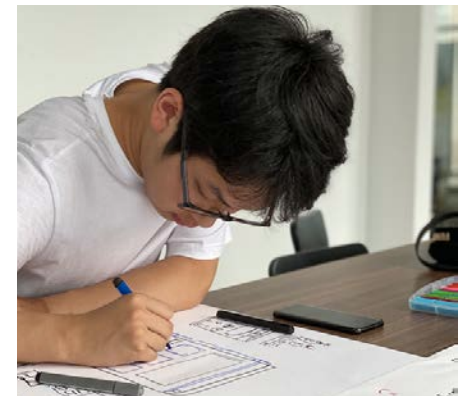
'Stronger together' does not just apply to our students and families, but also to the community around us. This year's Grade 9 Work Experience program, part of the Life Skills/ Futures program, looked unlikely to proceed because of the brevity of time remaining in the school year when the campus re-opened, and the restrictions on interactions outside of school. Typically, preparations for this valuable learning event take several months to complete, and a hugely generous investment of time from members of our local business community in providing placements and supervision for our students. Despite our fears that we would not be able to proceed as normal, the opportunities offered in the Summer Extension Program and the rallying of businesses around the school has produced a variety

of placements we could never have anticipated, and for extended periods of time. HIS students have been producing marketing plans for Science equipment, developing online media content, assisting in classrooms, landscaping, learning to sail, translating documents, designing websites, and many other tasks. Once again, our extraordinary community has created an amazing range of experiences for our students, from very humble beginnings. We are looking forward to the additional opportunities potentially available for future cohorts, who may find their simple work placements evolve into full internships, providing a deeper and richer experience of the world of employment, and better preparation for their post-secondary options and career decisions.



**Pat Long**  
*Upper School Vice  
Principal and  
MYP Coordinator*

We wish to offer our thanks to MeIScience Development, Mr S Sullivan, Dr D Guo (ELG), Mr X Gimeno (Marriott Executive Suites), Hangzhou Pengyi Technology, Xianghu Boating Program, Qihe Technology, Nihub, Mr Suits (HIS), Ms Benchikh (HIS), Ms Cloate (HIS), Mr Cloate (HIS) Mr May (HIS) Ms K Richardson (Wellington School) and all the parents who enabled their children to work within their own companies. This valuable experience, so unique to HIS, could not happen without your support.





## The HIS Little Library



**Ha-Vi Do Ngoc**  
*HIS Intern and  
Alumni Class of  
2020*

Quarantine. Something everyone should be familiar with by now. One of the downsides of not being able to go to school (besides not being able to see your friends and teachers) was not having access to the HIS library.

Some of the younger students noted that they didn't have many books to read at home, and some of them didn't have access to electronic versions either.

Fortunately, near the end of February, the faculty and security guards worked together to set up the HIS 'Little Library'.

The Little Library was a collection of books with difficulty ranging from

Pre-K to 12th grade, of all different genres. It is estimated that there were around 300 books every week set up at the guard's booth. The books were cycled through every week, so students would have a wide variety of books over the course of two months until school began reopening on the 14th of April.

Even then, it would take a couple weeks until the lower school and ECE came back. So, over the course of e-learning and campus closure, it was estimated that over 2000 books were checked out and returned from the Little Library.

I had the opportunity to interview several kids ranging from grades 1 to 5 on their experience with the Little Library, and they all gave fun and thoughtful answers.

Many of them heard it from their parents who were in the WeChat group, or were messaged by Ms. Dierker, the librarian, about the Little

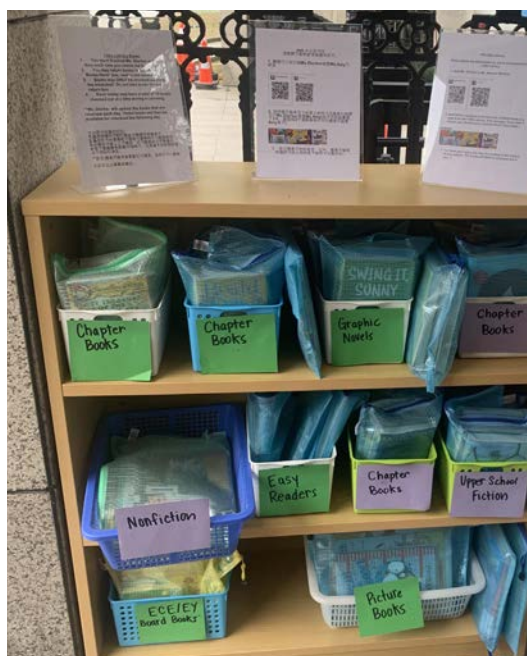
Library. Some heard it from their friends.

According to Victoria and Patrick in Mr. Cushman's 5th grade class, they would check out a million books a week if they could! Unfortunately, they were limited to 3 books a week. However, students in younger grades, such as 1 and 2, could check out up to 10 books a week, as both Irene from grade 2 and Daisy from grade 1 told me.

Many parents checked out the books for their children, but several students told me (proudly) that they physically went to the library to check the books out themselves. There were QR codes set up so that kids could scan and check out the books accordingly. Kids or parents could also email Ms. Dierker to request certain books and series.

All of the kids I interviewed said that they thought the Little Library was a great idea. Ryyka from grade 1 told me she'd have been bored otherwise, while Thomas from grade 4 remarked that it prevented students from infecting each other if they were to get sick. Vedaz and Rema from grade 5 both admitted to me that they did not have many books in their home, and so were happy when they heard of the Little Library.

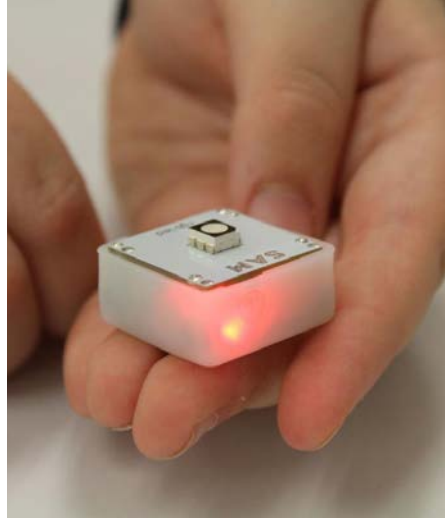
Zikai from grade 1 told me that the Little Library prevented people from spreading germs all over the place, and Yolanda agreed that they don't have to walk very far. Although, Scarlett would've liked to have more books to read.



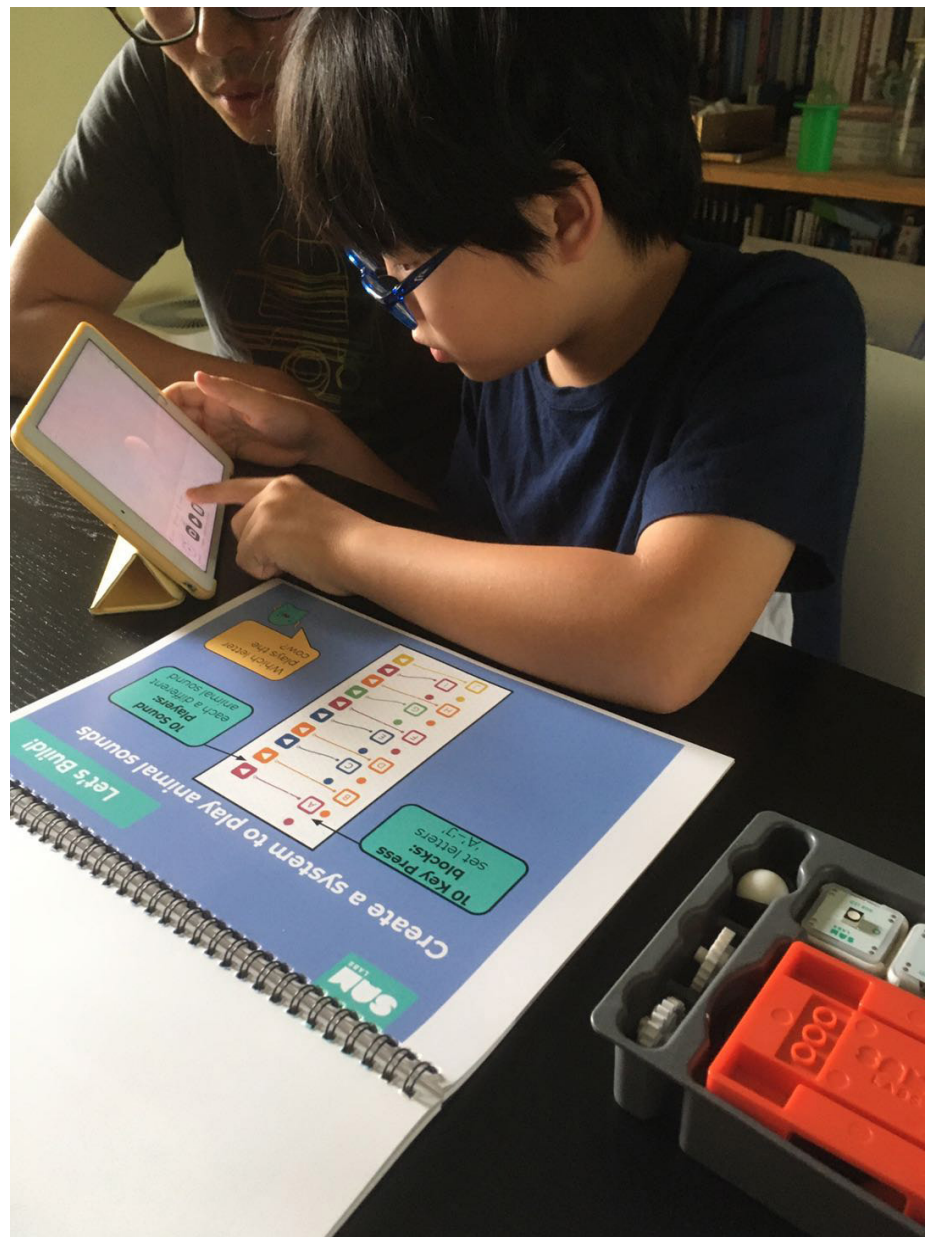
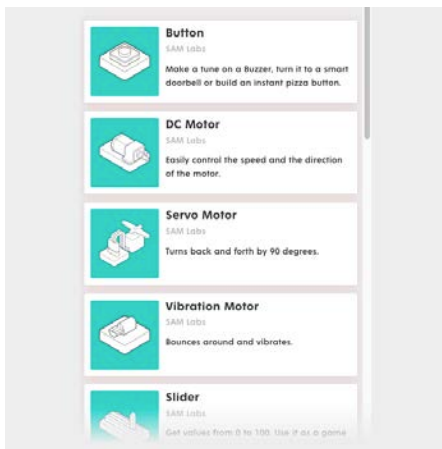
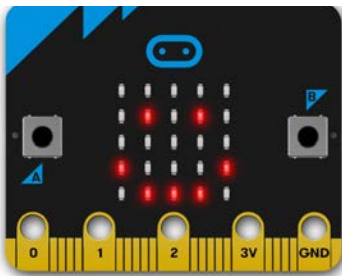
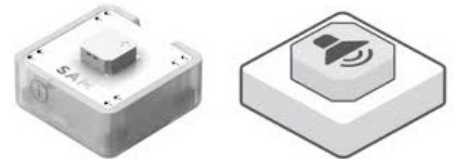


## SAM Labs: Design and Coding ASA at Home

Grades 3-8 students were able to participate in the Design and Coding ASA from home by checking out SAM Lab kits at the Tech Pagoda. SAM Labs is an innovative collection of virtual and physical bluetooth blocks that allow for exploration and creativity within a programming environment. Some projects that students have been working on include musical instruments, race cars, kaleidoscope, pH soil testing kits, and juice making machines. Students also combined SAM Labs with Micro:Bit and created home security systems, LED signage, and video games.



**Karl Suits**  
Director of  
Technology





## Hangzhou Student Film Festival @ HIS



**Matthew Baxter**  
*Library Media  
Specialist and  
PD Coordinator*

The Hangzhou Student Film Festival celebrated the hard work of HIS students this spring. Grade 10 students organized an hour-long awards ceremony which was streamed from the HIS website. It was a great way to end the school year - trophies, smiles, and excitement! Watching the reactions to the results and hearing the responses of student winners was inspiring and enjoyable. If you would like pictures of your child on the red carpet, please send an email to [library@his-china.org](mailto:library@his-china.org).

Building excitement and kick-starting the planning process for next year's films, guest presenters led workshops with HIS students over the past two weeks. These presenters included Trevor Lai, producer and illustrator of China's #1 animated series, BOOMi, David Conway, who teaches Film at New Zealand University of Waikato Institute in partnership with Zhejiang University, and Harry Riach, who is involved in the film industry in Cardiff, South Wales.

Throughout the past year, over 50 films were organized, executed, and submitted to the film festival. Students coordinated, directed, acted, and supported each other as young filmmakers throughout this process to achieve tremendous results. Film culture is taking hold of Hangzhou International School students. The

growth in film-making and depth of skill this year is evident and exciting.

Navigate to the HIS Gallery to view the award winners, the award ceremony and the films!

### And The Winners Are...

Best Comedy: Planet Memes  
Best Thriller: The Red Wristband  
Best Adventure: The Corona  
Best Documentary: E-Learning  
Best Drama: Grades Are Out  
Best Animation: Draw Your Mind  
Best Sound: Read Between the Lines  
Best Cinematography: Anxiety  
Best Original Screenplay: The Corona

Best Director: Planet Memes - Edward Zhang and Toby Bistretzan

Best Actor (Male): Something Corona - Kevin Zhang

Best Actor (Female): Grades Are Out - Celeste Gu

Best Film: Home - Felicity Wong and Vicky Shi









## 2019-20 Swim Team and Athletics Year-in-review



**Filipe Nogueira**  
Director of  
Athletics &  
Activities and  
Upper School  
Physical Education

We were well on the way to another great year of Athletics at HIS before the seasons were disrupted and it was pleasing to see the development of our student athletes under the guidance of their coaches. I was really pleased by the increased interest in our Varsity teams which had multiple teams for boys and girls for the first time. It was also great to see Cross Country emerge with some great young runners at all age groups. The establishment of the Hangzhou International Schools Athletics Conference (HISAC) this year was a significant achievement which gave our student athletes and our whole school community the opportunity to compete in

front of friends and family at HIS and other Hangzhou-based schools.

We have some fantastic student athletes at HIS across all age groups. I would like to thank our parents who have travelled around Hangzhou and China supporting our teams this year, and also the coaches who share their time and expertise to their players. I would also like to thank and say farewell all of our Senior student athletes whose time wearing the Gold and Blue of the HIS Dragons has come to an end. Your dedication to improve yourselves over many years, and the leadership and guidance to help develop the younger players has been invaluable. I hope you continue to remain active and involved in sports as you move on to other adventures. The HIS Dragons Swim Team consists of over 50 and is comprised of many young swimmers but we are confident that they will grow and develop together into an excellent high-school swim team over the next few years. This year the team travelled to swim meets in Hangzhou, Nanjing, Suzhou and Shanghai.

### Congratulations to the following Swim Team Award Winners:



#### **FEMALE SWIMMER OF THE YEAR**

Patricia Chacon Davila – Grade 6

Patricia joined the team this year from Nanjing and showed outstanding commitment to improve her stroke technique and lower her times during the year. Patricia's best stroke is Freestyle and during the year she lowered her Personal Best times in Butterfly and Freestyle.



#### **MALE SWIMMER OF THE YEAR**

Harry Wang – Grade 5

Harry has been a member of the team for two years, attending practices five times each week and impresses his coaches with improvement in stroke technique. Harry's best stroke at the moment is Butterfly, and this year he set new personal best times in Butterfly, Freestyle and Breaststroke.

|                              |                  |
|------------------------------|------------------|
| MOST IMPROVED FEMALE SWIMMER | Tiana Wang       |
| MOST IMPROVED MALE SWIMMER   | Richard Xu       |
| COACHES AWARD - FEMALE       | Lisa Wu          |
| COACHES AWARD - MALE         | Deiter Armstrong |



Finally, it is my pleasure to congratulate the following Athletics award winners for 2019-20.



#### FEMALE ATHLETE OF THE YEAR

Elisa Zhang Zhan – Grade 10

Elisa is a very talented young athlete with great technical skills, court awareness and tactical understanding. In her first year on the Varsity Volleyball team she was received the Coaches Award as the Most Improved Player and quickly became an integral member of the roster. In her second year on the Varsity Basketball team, Elisa was the starting point guard named Most Valuable Player for the skills and great level of intensity she showed at both ends of the court. She has a bright future ahead as a student athlete over the next few years.



#### MALE ATHLETE OF THE YEAR

Rayden Chia – Grade 12

Rayden has completed his time as a high school student athlete just as we would expect of a graduating Senior. His leadership on and off the court has been an invaluable asset to his teammates. Complementing this, Rayden's energy, competitiveness, and skills were consistently on display at every practice and match. Rayden played the setter position and captained the Volleyball team and was the starting shooting guard in the Basketball team, which he also captained. Rayden was deservedly named Most Valuable Player in both of these teams.

|                  |                                 |                  |
|------------------|---------------------------------|------------------|
| BOYS VOLLEYBALL  | MOST VALUABLE PLAYER            | Rayden Chia      |
|                  | MOST CONSISTENT PLAYER          | Daniel Branham   |
| GIRLS VOLLEYBALL | MOST VALUABLE PLAYER            | Lucia Zhang Zhan |
|                  | MOST IMPROVED PLAYER            | Elisa Zhang Zhan |
| CROSS-COUNTRY    | MOST OUTSTANDING RUNNER         | Deiter Armstrong |
|                  | MOST IMPROVED RUNNER            | Theodore Huang   |
| BOYS BASKETBALL  | MOST VALUABLE PLAYER            | Rayden Chia      |
|                  | MOST IMPROVED PLAYER            | Dev Datwani      |
| GIRLS BASKETBALL | MOST VALUABLE PLAYER            | Elisa Zhang Zhan |
|                  | LEADERSHIP AND COMMITMENT AWARD | Natalia Stubbs   |
| TABLE TENNIS     | MALE MOST VALUABLE PLAYER       | Max Wu           |
|                  | FEMALE MOST VALUABLE PLAYER     | Alicia Li        |
|                  | BEST TEAM SPIRIT                | Manya Jain       |

Ordinarily we would acknowledge Middle School Athletes who represented HIS in 6 sports during the year, and Varsity Athletes who did so in 3 sports. With the disruption to our Athletics seasons this year this was changed to 4 and 3 sports respectively. Congratulations to the following all-around student athletes.

|                             |   |
|-----------------------------|---|
| VARSITY 3-SPORT AWARD       | Luna Carbone  |
| MIDDLE SCHOOL 4-SPORT AWARD | Raina Chaurasia<br>Mateo Bistretzan<br>Michael Lin<br>Toby Bistretzan |



# Hangzhou International School

Have a great summer!

## Administration



**Jeffry Stubbs**  
Director



**Julie Terry**  
Lower School  
Principal



**Ben Milburn**  
Lower School  
Vice Principal (Curriculum)  
and PYP Coordinator



**John Koski**  
Lower School  
Vice Principal (Pastoral)



**Jessamine Koenig**  
Upper School Principal and  
DP Coordinator



**Patricia Long**  
Upper School Vice Principal  
and MYP Coordinator



**Andrea Stubbs**  
Director of Admissions  
& Community Relations



**Karl Suits**  
Director of Technology



**Filipe Nogueira**  
Director of Athletics &  
Activities and  
Upper School Physical  
Education

## Summer Contacts

| Name            | Position               | Email Address            |
|-----------------|------------------------|--------------------------|
| Admissions      | Department             | admissions@his-china.org |
| Payment         | Department             | payment@his-china.org    |
| Ms. Kerri Liang | Admissions Secretary   | kliang@his-china.org     |
| Ms. Alice Zhang | Upper School Secretary | azhang@his-china.org     |
| Ms. Lily Fan    | Lower School Secretary | lfan@his-china.org       |





# Hangzhou International School

## 杭州国际学校

### SEMESTER ONE

| JULY |    |    |    |    |
|------|----|----|----|----|
| M    | T  | W  | TH | F  |
|      |    | 1  | 2  | 3  |
| 6    | 7  | 8  | 9  | 10 |
| 13   | 14 | 15 | 16 | 17 |
| 20   | 21 | 22 | 23 | 24 |
| 27   | 28 | 29 | 30 | 31 |

| AUGUST |    |    |    |    |
|--------|----|----|----|----|
| M      | T  | W  | TH | F  |
| 3      | 4  | 5  | 6  | 7  |
| 10     | 11 | 12 | 13 | 14 |
| 17     | 18 | 19 | 20 | 21 |
| 24     | 25 | 26 | 27 | 28 |
| 31     |    |    |    |    |

| SEPTEMBER |    |    |    |    |
|-----------|----|----|----|----|
| M         | T  | W  | TH | F  |
|           | 1  | 2  | 3  | 4  |
| 7         | 8  | 9  | 10 | 11 |
| 14        | 15 | 16 | 17 | 18 |
| 21        | 22 | 23 | 24 | 25 |
| 28        | 29 | 30 |    |    |

| OCTOBER |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | TH | F  |
|         |    |    | 1  | 2  |
| 5       | 6  | 7  | 8  | 9  |
| 12      | 13 | 14 | 15 | 16 |
| 19      | 20 | 21 | 22 | 23 |
| 26      | 27 | 28 | 29 | 30 |

| NOVEMBER |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | TH | F  |
| 2        | 3  | 4  | 5  | 6  |
| 9        | 10 | 11 | 12 | 13 |
| 16       | 17 | 18 | 19 | 20 |
| 23       | 24 | 25 | 26 | 27 |
| 30       |    |    |    |    |

| DECEMBER |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | TH | F  |
|          | 1  | 2  | 3  | 4  |
| 7        | 8  | 9  | 10 | 11 |
| 14       | 15 | 16 | 17 | 18 |
| 21       | 22 | 23 | 24 | 25 |
| 28       | 29 | 30 | 31 |    |

## School Calendar 2020-2021

### IMPORTANT DATES:

#### AUGUST

05-11 New Faculty Inservice  
12-17 All Faculty Inservice  
18 New Family Orientation/Open House  
19 First Day of Semester One

#### SEPTEMBER

11 Professional Inservice (no school for students)

#### OCTOBER

01-09 Mid-Autumn Festival and National Holiday  
16 Mid-Term Progress Reports  
20 Parent-Teacher Conferences  
26 Professional Inservice (no school for students)

#### NOVEMBER

27 Professional Inservice (no school for students)

#### DECEMBER

18 End of Semester One and Semester Reports

#### JANUARY

11 Professional Inservice/New Family Orientation (no school for students)  
12 First Day of Semester Two

#### FEBRUARY

11-19 Chinese New Year Holiday

#### MARCH

16 Student-Led Conferences  
19 Mid-Term Progress Reports

#### APRIL

02 Professional Inservice (no school for students)  
05-09 Qingming "Tomb Sweeping" Festival Holiday and Spring Break

#### MAY

03 Labor Day Holiday (observed)

#### JUNE

14 Duanwu "Dragon Boat" Festival Holiday  
25 End of Semester Two and Semester Reports  
26 Professional Inservice (no school for students)

Total Student Days: 180

### SEMESTER TWO

| JANUARY |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | TH | F  |
|         |    |    |    | 1  |
| 4       | 5  | 6  | 7  | 8  |
| 11      | 12 | 13 | 14 | 15 |
| 18      | 19 | 20 | 21 | 22 |
| 25      | 26 | 27 | 28 | 29 |

| FEBRUARY |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | TH | F  |
| 1        | 2  | 3  | 4  | 5  |
| 8        | 9  | 10 | 11 | 12 |
| 15       | 16 | 17 | 18 | 19 |
| 22       | 23 | 24 | 25 | 26 |

| MARCH |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | TH | F  |
| 1     | 2  | 3  | 4  | 5  |
| 8     | 9  | 10 | 11 | 12 |
| 15    | 16 | 17 | 18 | 19 |
| 22    | 23 | 24 | 25 | 26 |
| 29    | 30 | 31 |    |    |

| APRIL |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | TH | F  |
|       |    |    | 1  | 2  |
| 5     | 6  | 7  | 8  | 9  |
| 12    | 13 | 14 | 15 | 16 |
| 19    | 20 | 21 | 22 | 23 |
| 26    | 27 | 28 | 29 | 30 |

| MAY |    |    |    |    |
|-----|----|----|----|----|
| M   | T  | W  | TH | F  |
| 3   | 4  | 5  | 6  | 7  |
| 10  | 11 | 12 | 13 | 14 |
| 17  | 18 | 19 | 20 | 21 |
| 24  | 25 | 26 | 27 | 28 |
| 31  |    |    |    |    |

| JUNE |    |    |    |    |
|------|----|----|----|----|
| M    | T  | W  | TH | F  |
|      | 1  | 2  | 3  | 4  |
| 7    | 8  | 9  | 10 | 11 |
| 14   | 15 | 16 | 17 | 18 |
| 21   | 22 | 23 | 24 | 25 |
| 28   | 29 | 30 |    |    |

■ New Family Orientation Day/Open House  
■ Legal Holidays (no school)  
■ New Staff Inservice (no school for students)

■ Professional Inservice (no school for students)  
■ School Holiday (no school)  
■ Back to School Nights (announced by each division)

■ Conferences  
■ Beginning/End of Semester  
■ Saturday/Make Up Day (if needed)





# Once a Dragon, Always a Dragon!

## **CONTACT US**

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## **HIS Mission Statement**

We provide international learners with opportunities to pursue academic and personal excellence within a caring community.



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