The Hamlin School
Educating the Next Generation of Courageous Leaders
Dear Prospective Families,

We are living proof of the transformative power of girls’ schools. Wanda is a graduate of The Chapin School in New York City, and Lisa is a Hamlin alumna from the class of 1981. It was the vibrant classrooms of our schools that fostered our independence and confidence, our intellectual capacity, our ability to speak with passion and clarity, and our deep commitment to being inclusive and respectful human beings. We are successful leaders today, flourishing in our careers and nurturing our families, because of the strong foundation that was laid when we were students at excellent schools for girls.

At Hamlin, we continue to believe firmly that a girl needs wide open spaces to express herself with joy and freedom and a demanding academic environment that will challenge her daily to be the best version of herself. She needs caring and wise adults who are not only enthusiasts and experts in their fields of study, but who also model and teach ethical values. A girl growing up in the 21st century needs a school that will help her resist the lure of perfectionism and embrace her mistakes as opportunities for growth. She needs service learning opportunities and social-emotional skill-building classes as a laboratory for her heart — and mathematics, computer programming, science, and engineering lessons as a playground for her mind. For the past 156 years, Hamlin has been a place where smart and kind girls work and play, and we can’t wait to show our school to you.

When you walk through the doors on Vallejo Street, a Hamlin girl from the Class of 2020 will be ready to guide you on a walking tour of her school; she will explain to you and others how a school designed exclusively for girls has shaped her sense of self and positioned her for a lifetime of achievement. We know how she feels.

With Warm Regards,

Wanda M. Holland Greene

Lisa Lau Aquino ’81
Hamlin’s founder and first Head of School, Sarah Dix Hamlin, believed that education should always be relevant and that girls should be prepared to meet the challenges of their time. She was a remarkable visionary who believed in the power of hard work, love, and play and felt that a Hamlin education was a starting point, not an end in and of itself. She implored the girls to “prove that we have the real education by using and putting into practice the knowledge we have gained here.”

Every day and in every corridor, Hamlin teachers design learning experiences that combine love, work, and play in order to cultivate the girls’ intellect, independence, and integrity.

**What makes Hamlin Girls Unique?**

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**Independence**
We speak up and stand on our own two feet. Our courage makes us take risks and learn from our mistakes.

**Integrity**
We tell the truth, even when it is hard to do. Our character makes us do the right thing when no one is looking.

**Intellect**
We love learning and enjoy thinking about big ideas. Our hard work makes us feel powerful.
The Hamlin School educates girls to meet the challenges of their time and inspires them to become extraordinary thinkers and innovators, courageous leaders, and women of integrity.
CLASSES OF 2015–2019
HIGH SCHOOL
MATRICULATION DATA
The Athenian School (1)
Bainbridge High School (WA) (1)
The Bay School of San Francisco (15)
The Branson School (19)
Cate School (CA) (4)
Choate Rosemary Hall (CT) (3)
The College Preparatory School (7)
Convent of the Sacred Heart High School (11)
Crystal Springs Uplands School (2)
Deerfield Academy (MA) (1)
Drew School (5)
Episcopal High School (VA) (1)
The Groton School (MA) (4)
Head-Royce School (1)
Hockaday School (TX) (1)
Hotchkiss School (CT) (3)
Lick-Wilmerding High School (17)
Lowell High School (6)
Marin Academy (26)
Millbrook School (NY) (1)
The Nueva School (4)
Phillips Academy – Andover (MA) (4)
Phillips Exeter Academy (NH) (2)
Redwood High School (2)
Ridley College (ON, Canada) (1)
Ruth Asawa SF School of the Arts (2)
St. Ignatius College Preparatory School (16)
San Domenico School (CA) (4)
San Francisco International High School (6)
San Francisco University High School (31)
Santa Catalina School (CA) (1)
Sonoma Academy (1)
Stevenson School (CA) (2)
Tamalpais High School (1)
The Thacher School (CA) (10)
The Urban School of San Francisco (15)

CLASSES 2013–2015
SAMPLE COLLEGE
MATRICULATION DATA
American University
Barnard College
Boston University
Brandeis University
Brown University
Bucknell University
Cal Arts
Carleton College
Carnegie Mellon University
Claremont McKenna College
Colby College
Colgate University
College of Charleston
Columbia University
Dartmouth College
Denison University
Durham University (UK)
George Washington University
Georgetown University
Harvard University
Jewish Theological Seminary
Johns Hopkins University
Loyola University
Middlebury College
MIT
Mount Holyoke College
New York University
Northeastern University
Northwestern University
Parsons School of Design
Pitzer College
Pratt Institute
Princeton University
Santa Clara University
Sarah Lawrence College
Scripps College
Seattle University
St. Lawrence University
Stanford University
Texas Christian University
Tufts University
Tulane University
University College Dublin (IRL)
University of California, Berkeley
University of California, Los Angeles
University of California, San Diego
University of Chicago
University of Colorado Boulder
University of Exeter (UK)
University of Michigan
University of Oregon
University of Richmond
University of Southern California
University of Texas, Austin
University of Washington
University of Wisconsin, Madison
Vanderbilt University
Washington and Lee University
Wellesley College
Diversity & Inclusion

“If you ask me, ‘How much diversity is there at Hamlin?’ I will genuinely answer: 100%. Each and every family at the school and every employee bring a valuable perspective and a wonderfully unique history, culture, and identity. The word ‘diversity’ is not a euphemism for families of color – it means that we all have the right be our authentic selves here and the responsibility to create a vibrant and connected community.”

-HANDA M. HOLLAND GREENE, HEAD OF SCHOOL

Hamlin is a vibrant, inclusive community where diversity of thought and experience are respected and viewed as essential to excellence in education. Our closely-knit community welcomes and benefits from the perspectives of people who differ in culture, ethnicity, family structure, financial capability, learning style, physical ability, race, religion, and sexual orientation. We are 100% diverse because no one person at our school is like anyone else. Every person and every family have a unique story to tell, and our goal each day is to see to it that those stories and experiences are affirmed, included, and celebrated.

At Hamlin, myriad voices speak and are heard; we believe that the active engagement of all is important for the strength of the school community. We also know that it takes courage and time to build the community we desire. There are two parent groups that support our diversity and inclusion efforts: PLAID and P.ALANA.

PLAID, a vibrant Hamlin Parent Association volunteer group, is focused on creating opportunities for our entire community to learn with each other and from each other. Their mission is to broaden perspectives and experiences and deepen community connections through cultural celebrations, courageous conversations, guest speakers, and films. PLAID events, which are open to all families, unite the community and foster open dialogue about our commonalities and differences.

P.ALANA (Parents ALANA) is an affinity group for parents of color who wish to gather together to discuss the opportunities and challenges particular to them. (The word ALANA means “awakening” in Hawaiian and “rock” in Gaelic.) Our LGBTQ families also gather for shared meals and children’s activities. The purpose of these affinity groups is to ensure a sense of belonging so that no one feels marginalized because of their race, ethnicity, sexual orientation, or gender identity. When we tap into our individual identities and collective strength, we maximize our vast potential as a community.

Hamlin also hosts ALANA groups for students of color in both divisions of the school; Lower School ALANA meets weekly with committed faculty advisors, and Middle School ALANA meets monthly. Our diversity and inclusion programs for students also include regularly scheduled meetings that are open to all Lower School girls to explore our multicultural world (Cultural Connections) and individual learning styles (The Mind That’s Mind). The Middle School Gender and Sexuality Alliance (GSA) is a monthly discussion group for students who are interested in conversation about feminism, gender identity and equity, and sexual orientation.
STEM: SCIENCE, TECHNOLOGY, ENGINEERING and MATHEMATICS

“At Hamlin, we use technology to teach iterative design and to model the continuous improvement process that we hope to instill in each girl. We don’t ask girls, ‘What do you want to be when you grow up?’ Instead we have them consider the question, ‘What problem would you like to solve?’ Then, with the help of thoughtful and intentional use of technologies, we begin answering questions and solving problems.”

-MARK PICKETTS, DIRECTOR OF K-8 PROGRAM & PROFESSIONAL DEVELOPMENT

Innovating with technology is at the core of Hamlin’s academic program. As a community of educators, we have moved beyond simply using substitution technology (i.e., digital textbooks) and are redefining teaching and learning with the support of technology. As a result, student-driven learning and connecting with communities beyond our classrooms are hallmarks of our program.

Inspired by the Maker Movement and Design Thinking, Hamlin educators believe that engineering is a process which leads to the identification of creative, practical solutions to real-world questions and problems. Our primary goal is to ensure that our students are not only savvy consumers of technology, but more importantly, empathic creators.

Throughout the K-8 science, robotics, and coding programs, as well as the maker art elective and grade-level interdisciplinary projects, our teachers structure challenges that allow our girls to explore what it means to design and create. Students are encouraged to ask essential questions like, “How can technology serve a larger purpose, helping us to solve local and global challenges?” and “How might my ability to code unleash creativity and change how people live and do their work?” In this way, our mission to “educate girls to meet the challenges of their time” is fully realized.
**Hamlin in the Community**

“Global Citizenship at Hamlin prepares empathic leaders who are inspired to sustain and conserve the Earth’s resources, communicate, understand, and problem solve in an increasingly interconnected world and economy, while seeking to promote freedom for all. In doing so, our global citizenship work makes good on the promise of the school’s mission statement by creating opportunities for students to engage with and take action in the world around them.”

Sheena Tart-Zelvin, Service Learning Coordinator

As part of Hamlin’s mission, we believe in preparing empathic leaders who are inspired to communicate, understand, and problem solve in an increasingly interconnected world and economy; sustain and conserve the earth’s resources; and promote freedom and social justice for all. As global citizens, our girls explore the world both locally and globally and find ways to make our communities stronger. An integral part of our program is ensuring that enduring understandings of global citizenship lead to activism and community outreach and involvement.

Our service learning projects include partnerships with Lava Mae and Holy Family Day Home, student-council led activities for the ASPCA, an annual Literary Lion book drive, Hamlin Harvest with Hamilton Families, and more.
Approximately 90 percent of Hamlin’s Middle School girls participate in the Athletics program. Grade 5 and Grade 6 students usually play together on sports teams, and games are organized so that each athlete receives nearly equal playing time by the end of the season. Grade 7 and Grade 8 students populate the Varsity and Junior Varsity teams; placement onto teams is based upon athletic ability, social-emotional readiness, attendance, and overall effort. Practices and games take place after school either two or three days per week.

**CURRENT ATHLETICS OFFERINGS:**

**FALL**  
Varsity Cross Country  
Varsity Volleyball  
Junior Varsity Volleyball  
Grade 6 Volleyball  
Grade 5 Volleyball  
Running Club

**WINTER**  
Varsity Basketball  
Junior Varsity Basketball  
Grade 6 Basketball  
Grade 5 Soccer  
Running Club

**SPRING**  
Varsity Soccer  
Junior Varsity Soccer  
Grade 6 Soccer  
Grade 5 Basketball  
Informal Track & Field Meet  
Running Club

“Through participation in Hamlin Athletics, girls learn valuable life lessons that inspire them to be great leaders and women of confidence and kindness. I want every girl to leave Hamlin feeling like an accomplished student-athlete.”

- Charlee Jones, Director of Athletics
Extended Day

“Extended Day programs provide a warm, welcoming environment where students are encouraged to follow their hearts. Whether it’s playing with friends, exploring new activities, creating art, learning an instrument, or finding a quiet space to read or do their homework, there is something inviting for everyone.”

- LAUREN DYER, ASSOCIATE DIRECTOR OF EXTENDED DAY

Hamlin’s Extended Day Program is a community within the school for girls across grade levels. Our emphasis is on positive play and creative projects. We offer a balance of structured and independent activities and pride ourselves on creating a warm and welcoming environment for all of our students.

Seventy percent of Hamlin families include two parents who work outside the home. Therefore, the school has a strong commitment to making sure that the school day and overall school calendar support busy working parents. Hamlin opens daily at 7:00 a.m. for Morning Care and closes at 6:00 p.m. at the conclusion of the Extended Day Program. Day camps (also called “Vacation Camp”) are provided at no or low cost at certain times during the year.

Morning Care Girls in Kindergarten through Grade 8 spend time together in McKinne Lounge from 7:00 - 7:50 a.m. Games, art activities, and casual conversation get the day off to an early and pleasant start. Morning care is offered each school day at no cost to Hamlin families.

Hub Hub is the drop-in after school program for Lower School students. We call it Hub because it is the center of activities in Hamlin’s Extended Day Programs. You can expect your daughter to feel welcomed, fed, loved, and engaged during her time with us. We provide a mix of structured and unstructured activities, and students tend to move between playing outside with their friends, getting their homework done, participating in an art activity, or relaxing with a book.

After 3 After 3 is an inviting and inclusive environment where Middle School girls can unwind after school, eat a snack, enjoy an art project, and finish their homework.

Music Academy Hamlin Music Academy provides on-campus instrument lessons in flute, guitar, piano, and violin for students in Grades 1-8.

After School Academy After School Academy (ASA) offers many wonderful enrichment classes that emphasize technology, movement, and the arts. Class sizes are limited to ensure one-on-one attention and students are able to collaborate and develop friendships with girls in other grades.
A balanced health and wellness program that supports social, emotional, and physical wellness is critical as girls grow and learn in our community. In order to provide our girls with the tools they need to operate as members of a community, we use direct instruction to teach social and emotional skills. Girls in Grades K-5 learn these skills through The Toolbox Project, a curriculum designed to build resilience, self-understanding, and empathy. Our Lower School Counselor works with each class throughout the year, aiding in the teaching of the Toolbox Project with a variety of activities and literature. Beginning in Grade 1, every student participates in small group instruction where they apply the tools they’ve learned to real-life scenarios. The entire Hamlin Lower School community is trained in the 12 tools that support these essential capacities, and parents are invited to participate in Toolbox Project training in order to support the learning at school.

In Middle School, our work continues; at the core of our beliefs is that time engaged in Social Emotional Learning is not a detour from learning but instead an on ramp to learning. In partnership with the Institute for Social and Emotional Learning, Hamlin has launched a refreshed and enhanced advisory program. Advisory is a safe and caring environment where girls develop the social-emotional skills necessary to support healthy relationships and develop self-confidence. Students also learn organizational skills to manage the increased demands of Middle School. Advisory also provides time for girls to celebrate and play together in a joyful learning environment.

THE 12 TOOLS
Tools for Learning • Tools for Life

• Breathing Tool
  I calm myself and check-in.

• Quiet/Safe Place Tool
  I remember my quiet/safe place.

• Listening Tool
  I listen with my ears, eyes, and heart.

• Empathy Tool
  I care for others. I care for myself.

• Personal Space Tool
  I have a right to my space and so do you.

• Using Our Words Tool
  I use the “right” words in the “right” way.

• Garbage Can Tool
  I let the little things go.

• Taking Time Tool
  I take time-in and time-away.

• Please & Thank You Tool
  I treat others with kindness and appreciation.

• Apology & Forgiveness Tool
  I admit my mistakes and work to forgive yours.

• Patience Tool
  I am strong enough to wait.

• Courage Tool
  I have the courage to do the “right” thing.

"Social-emotional learning is an integral part of education today. We see the whole child and teach some of the most valuable skills they will need for their life.”

-KYLIE COBB, LOWER SCHOOL COUNSELOR
HAMLIN AT-A-GLANCE

GRADES
Lower School: K-4
Middle School: 5-8

OUR FRONT DOORS
2120 Broadway, San Francisco, CA 94115
2129 Vallejo Street, San Francisco, CA 94123

HEAD OF SCHOOL AND TENURE
Wanda M. Holland Greene
Began year 12 in July 2019

AFFILIATION
Non-sectarian

2019-2020 OPERATING BUDGET
$18,100,000

ENDOWMENT & SIMILAR FUNDS
$20,816,941 (as of June 30, 2019)

FINANCIAL ASSISTANCE
23% of student body

FINANCIAL ASSISTANCE BUDGET
$2,515,000

NUMBER OF TEACHING FACULTY
70

ORGANIZATION TYPE
Non-profit independent school

FAMILIES OF COLOR
49% of total enrollment

STUDENT ENROLLMENT
434 girls

ASSOCIATIONS AND AFFILIATIONS
• Apple Distinguished School
• California Association of Independent Schools (CAIS)
• California Teacher Development Collaborative (CATDC)
• Center for Spiritual and Ethical Education (CSEE)
• Common Sense Media Supporter School
• Institute for Social and Emotional Learning (IFSEL)
• National Association of Independent Schools (NAIS)
• National Coalition of Girls Schools (NCGS)

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