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 with ethical and anti-bias values at their core. A girl growing up in 2020-21 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 157 years, Hamlin has been a place where smart and kind girls work and play, and we can’t wait to reveal our school to you. Given the current global pandemic, we will need to be innovative and creative as we get to know your family this year, and we promise to bring our characteristic warmth and inclusiveness to you, even when in virtual spaces.

As you read this brochure, please be sure to digest the words from several girls from the Class of 2020; each will tell you how a school designed exclusively for girls 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
What makes Hamlin Girls Unique?

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

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

Intellect
We love learning and enjoy thinking about big ideas. Our hard work makes us feel powerful.

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.

Hamlin Girls are strong
Hamlin Girls are smart
Hamlin Girls are honest
Diversity, Equity, & 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.”

-WANDA 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 Parents 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.
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.
Certificate of Honor

PRESENTED TO
The Hamlin School & Head of School
Wanda M. Holland Greene

FOR YOUR UNWAVERING SUPPORT & LEADERSHIP
IN THE EFFORT TO END FAMILY HOMELESSNESS
IN SAN FRANCISCO

July 30, 2020
DATE

JASON MANDELL, INTERIM CEO
Hamlin in the Community

“Community at Hamlin extends well beyond the walls of the school, which is one of the reasons we chose Hamlin for our girls. At every grade level, Hamlin girls learn that the broader community in which we live depends on good citizenship. Through ongoing community partnerships, Hamlin girls participate in many service learning opportunities. Every year, Hamlin girls participate in gathering and preparing food for a hearty meal at Hamilton Families that 7th and 8th graders serve at the homeless shelter. Hamlin girls also participate in our annual book drive to help create libraries in under-resourced schools, community centers, and shelters. Hamlin girls rise up to meet the challenges of homelessness, hunger, and literacy in our City and learn that even one person can make a difference in our community.”

-MOLLY WADHWANI (MAYA ’18 AND ANNA ’21)

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, an annual Literary Lion book drive, Hamlin Harvest food collection and preparation event in support of Hamilton Families, and more.
As part of our current campus transformation project, our Hamlin Lions will finally get the home court advantage they deserve!

ATHLETICS

“Athletics serves as a gateway to teamwork, collaboration, best inclusion practices and good health. Hamlin Athletics is proud to offer these opportunities throughout our programs and to lead the way for our student-athletes to thrive, learn, and grow together.”

-FANA FUQUA, DIRECTOR OF ATHLETICS AND OUTDOOR EDUCATION

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.

~While all Athletics programs are currently suspended due to COVID-19, we look forward to resuming them once it is safe to do so!

TYPICAL 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
- Track & Field Meet
- Running Club

As part of our current campus transformation project, our Hamlin Lions will finally get the home court advantage they deserve!
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 Camps”) are provided at no or low cost at certain times during the year.

**MORNING CARE** Girls in Kindergarten through Grade 8 spend time together 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 our 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 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 Kindergarten, every student participates in small group instruction where they apply the tools they’ve learned to real-life scenarios. The entire Hamlin Lower School and Middle 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 SEL curriculum is taught during our advisory program and weekly seminar classes in Grades 5-8. Advisory & SEL classes are a safe and caring environment where girls develop self and social awareness, intrapersonal and interpersonal self-management, decision making, and relationship skills. Students learn organizational skills to manage the increased developmental demands of Middle School. The Advisory & SEL classes also provide 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.

“In order to serve the whole child, Hamlin weaves social-emotional learning into our academic curriculum. The girls are then able to increase their social-emotional toolbox, have a healthier balance in their academics, and continue to support their mental health.”

-ANU MATHUR, LMFT, ATR-BC, MIDDLE SCHOOL COUNSELOR

Social-Emotional Learning & Mental Health
Hamlin At-A-Glance

Affiliation
Non-sectarian

Associations and Memberships
• 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)

Endowment & Similar Funds
$21,542,450 (as of June 30, 2020)

Faculty of Color
30%

Families of Color
49% of total enrollment

Financial Assistance
23% of student body

Financial Assistance Budget
$2,650,000

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

Head of School and Tenure
Wanda M. Holland Greene
Began year 13 in July 2020

Operating Budget 2020-2021
$19,500,000

Organization Type
Non-profit independent school

Our Creed
Compassion - Courage - Honesty - Respect - Responsibility

Student Enrollment
434 girls

Zip Codes in Our Community
40
Passionate Teachers

“Hamlin is a joyful community where our students and faculty feel seen and celebrated. I feel lucky to be an educator in a school that values and teaches goodness.”

- ANDY WITRAK, LOWER SCHOOL ART TEACHER
YEARS AT HAMLIN: 12

“Being a teacher at Hamlin is a dream job! I am immersed in an inspiring community of students, faculty, and parents who love to learn and grow. All of the innovative resources needed to stay on the cutting edge of science education are right at my fingertips.”

- KONIKA RAY WONG, LOWER SCHOOL SCIENCE TEACHER
YEARS AT HAMLIN: 16
“I love being part of girls’ journeys as they capture ideas, explore values, challenge beliefs, discover passions, hone skills, and as they bring the mission and creed to life in ways that make the world better.”

-TODD DITTO
MIDDLE SCHOOL MATH TEACHER
YEARS AT HAMLIN: 4

“I love that Hamlin truly understands that teaching and learning are inextricably linked and dynamic. It’s important to me that every one of us enters a vibrant, joyful, and welcoming home each morning and that every one of us feels safe, respected, and supported. I relish that I can be a teacher, learner, and friend at Hamlin, where every one is lovingly and constructively expected to step up and keep growing.”

-LISA SLATER
Kindergarten Teacher
YEARS AT HAMLIN: 3
“Through my classes, I’ve become interested in things I never thought I would have and cared about subjects so deeply that I debated them for hours with my friends. What made my classes interesting is when my teachers knew my learning style and personality, which made it easier to learn.”

-KINNARI A. ’20
SAN FRANCISCO UNIVERSITY HIGH SCHOOL

The SEL at Hamlin has so many different branches. We learn to solve conflicts, we support and understand each other, and we learn people skills. I especially like how Hamlin teaches us to be inclusive and to empathize. I can see a clear difference in people skills between my Hamlin sisters and my out-of-school friends. I always feel like I am supported and that I have someone to talk to if I want.”

-CHARLOTTE J. ’20
THE BRANSON SCHOOL
Courageous Leaders

“At Hamlin, I always feel as though I can reach out at any time and feel comfortable seeking guidance and sharing how I am feeling with any member of the Hamlin community. Moreover, the people I am surrounded by at Hamlin never cease to bring me joy and are always so openhearted.”

-LEXIE G. ’20
THE THACHER SCHOOL

“My academic experience was amazing. I have learned everything from human trafficking to fascism. I loved being a student at Hamlin, and you have given me multiple once-in-a-lifetime experiences that I will not forget.”

-MORGAN L. ’20
CONVENT OF THE SACRED HEART
HIGH SCHOOL
Matriculation

Classes of 2016–2020 High School Matriculation Data

The Athenian School (1)
Bainbridge High School (WA) (1)
The Bay School of San Francisco (12)
Berkshire School (1)
The Branson School (21)
Burlingame High School (1)
Cate School (CA) (4)
Choate Rosemary Hall (CT) (3)
The College Preparatory School (6)
Convent of the Sacred Heart High School (13)
Crystal Springs Uplands School (2)
Deerfield Academy (MA) (1)
Drew School (2)
The Groton School (MA) (4)
Harpeth Hall (TN) (1)
Head-Royce School (1)
Hotchkiss School (CT) (2)
Lawrenceville School (NJ) (1)
Lick-Wilmerding High School (17)
Lowell High School (4)
Marin Academy (29)
Middlesex School (MA) (1)
The Nueva School (5)
Phillips Academy – Andover (MA) (6)
Phillips Exeter Academy (NH) (2)
Redwood High School (2)
Ruth Asawa SF School of the Arts (3)
St. Ignatius College Preparatory School (12)
San Domenico School (CA) (3)
San Francisco International High School (6)
San Francisco University High School (38)
Santa Catalina School (CA) (2)
Sonoma Academy (1)
Stevenson School (CA) (3)
Tamalpais High School (1)
The Thacher School (CA) (9)
The Urban School of San Francisco (16)

Classes 2014–2016 Sample College Matriculation Data

American University
Amherst College
Barnard College
Bates College
Boston College
Brown University
California Polytechnic
Carleton College
Carnegie Mellon University
Claremont McKenna College
Colgate University
Columbia University
Cornell College
Dartmouth College
George Washington University
Georgetown University
Harvard University
Johns Hopkins University
Lehigh University
Loyola Marymount University
McGill University (Canada)
Middlebury College
MIT
New York University
Northeastern University
Northwestern University
Parsons School of Design
Pitzer College
Pomona College
Pratt Institute
Princeton University
Rhodes College
Sarah Lawrence College
Scripps College
Seattle University
Stanford University
Texas Christian University
Tufts University
Tulane University
University College Dublin (Ireland)
University of British Columbia
University of California, Berkeley
University of California, Davis
University of California, San Diego
University of Chicago
University of Colorado, Boulder
University of Michigan
University of Oregon
University of Richmond
University of San Diego
University of Southern California
University of St. Andrews
University of Sydney (Australia)
University of Washington
Vanderbilt University
Wellesley College
Yale University
The Hamlin School educates girls to meet the challenges of their time and inspires them to become extraordinary thinkers and innovators, courageous leaders, and individuals of integrity.
The Hamlin School admits students of any race, color, religion, disability, citizenship status, sexual orientation, gender identity or expression, and national or ethnic origin and accords to them all the privileges, programs, and activities at the School. It does not discriminate on the basis of race, color, religion, disability, sexual orientation, gender identity or expression, citizenship, or national or ethnic origin in administration of its educational policies, admission policies, financial assistance programs, athletic, and other School-administered programs.