

keeping posted.

Fall 2026

For families, friends, and
alumni of The Hamlin School

**The Grand Staircase
of Technology and
Intelligence:
Where Are We
Headed?**



▶ **Setting the Stage:**
Hamlin's Performing Arts
Program Continues a
Vibrant Legacy

▶ **Our Strategic Plan in
Action:** Community
Connections &
Purposeful Partnerships

▶ **Farewell to Thee:**
Celebrating Heidi
Abbott's Final Bow

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Keeping Posted is published by The Hamlin School annually. Every effort is made to avoid errors, misspellings, and omissions. If, however, an error comes to your attention, please accept our apologies and notify us. Thank you.

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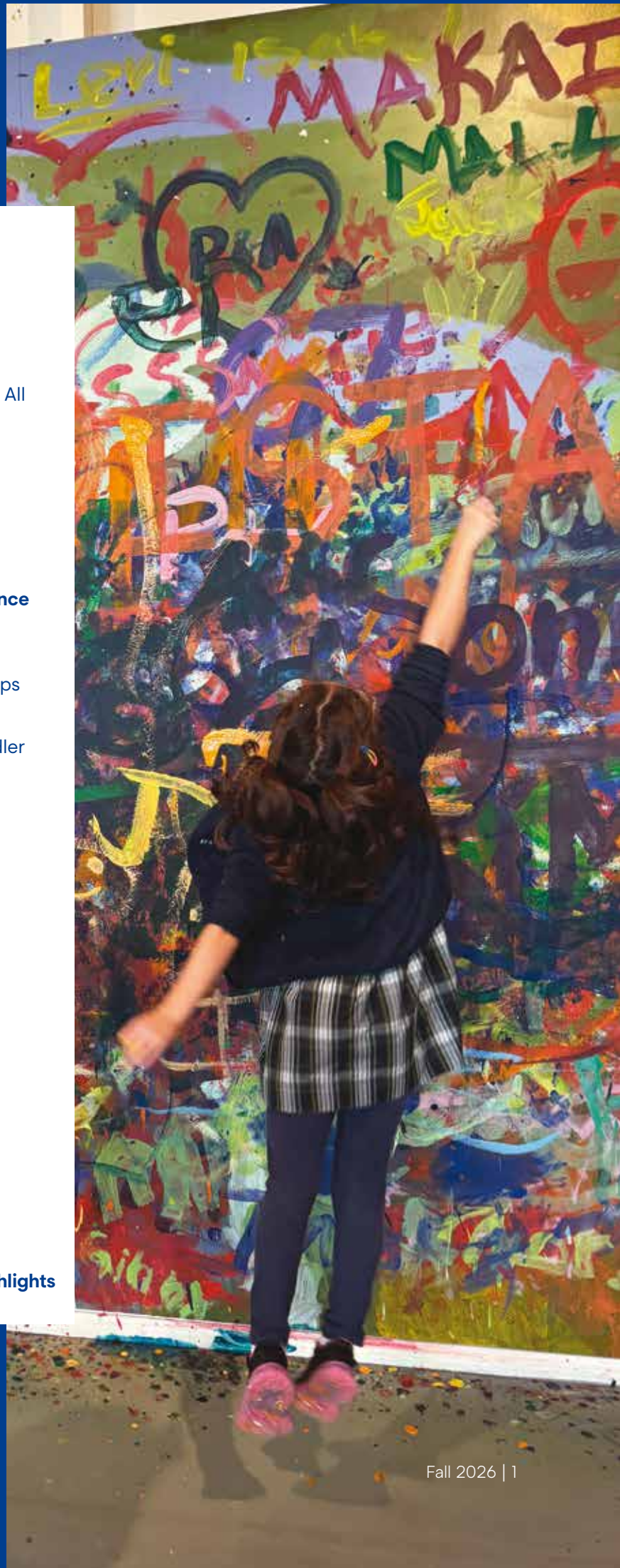
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Cover: Tradition meets innovation: Stanwood Hall's iconic staircase gets a futuristic upgrade as our students explore the possibilities of tomorrow

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Right: Grade 1 visit to the Bay Area Discovery Museum on STEM the Gender Gap Day



Dear Alumni, Past & Present Families, Colleagues, and Friends,

Sitting on the stoop of a dear friend's brownstone in my native Brooklyn last year, bathed in sunshine and the cacophony of street noise, I found myself reminiscing about my childhood—a time when “futuristic” novelties like digital watches, Pac-Man and Donkey Kong, Polaroid cameras, cable television, Sony Walkmans, and Blip, my favorite handheld video game, felt like the height of innovation. I did not abandon my hula hoop, my chalk, my metal-wheeled skates, or my double-dutch rope when these items arrived on the scene, but I remember my strong desire to own and experience the new fascinations. I could not have imagined that decades later, I would be leading



Photo by Chice Jackson Photography

an extraordinary all-girls school in San Francisco, a global city that is the ever-turning, exciting hub of innovation and transformational technology. As a child growing up in the 1970's, I could not have imagined that it would take fifty more years for my father's beloved New York Knickerbockers to claim a second NBA title (hooray!), and I certainly had no idea that we would soon be living in an era of autonomous vehicles and artificial intelligence. Whenever I am sitting, singing, or standing on Stanwood Hall's own iconic grand staircase, I find myself contemplating, “Where exactly are these advancements leading us, and should we go along?”

As the world spins and changes the landscape for learning and living, I continue to believe in the importance of wellness, in-person human interactions, and the sanctity of childhood. While our apps and AI tools have given us more ease, efficiency, and entertainment, the pillars of childhood—and adulthood I dare say—still matter.

Play, curiosity, and imagination are sorely needed in our world, and our school founder Sarah Dix Hamlin knew this well. She championed the circle and the triangle, hard work interwoven with joyful play, and she believed that the purpose of a robust and relevant education was to prepare girls and young women to meet the challenges of their time. As we adapt and grow as individuals and as an institution, how do we honor childhood and humanity while also embracing technology tools that arrive on our doorsteps in daily deliveries? What is the healthy balance? How do we define “intelligence” in the age of AI, and where is that trajectory taking us? To explore these questions and the evolving nature of education, I convened a powerhouse panel of women from the Hamlin community for a thoughtful discussion on the future we are building together.



Hamlin's original logo, which incorporated the circle and the triangle to symbolize Sarah Dix Hamlin's belief in hard work interwoven with joyful play

Please take the time to read our cover story in this issue of *Keeping Posted*, and then engage the people in your life in a courageous conversation about how they are managing their relationship with technology.

Beyond these explorations of the past and future, I invite you to enjoy the stories of our vibrant campus life in the present: from our championship seasons in basketball and track and field (Go Lions!), to the creative heights reached in our performing arts program, to the community connections and purposeful partnerships we are cultivating with several Bay Area institutions. You'll also find updates on our dedicated faculty and staff, including a fantastic first novel by Hamlin librarian Susie Nadler, a poignant curtain call for Middle School Theater Teacher and Arts Department Coordinator Heidi Abbott, and a look at Lower School Art Teacher Andy Witrak's olfactory journey to a French perfume institute, made possible by the Penny Wheelock Travel Grant.

As you peruse the pages of this year's *Keeping Posted*, find your own stoop or seat, and enjoy a moment of pause. Reflect on your own memories of childhood, how much your life has changed since then, and the experiences at Hamlin that shaped who you are today. May our hands hold onto what matters and our feet remain steady as we climb this staircase together.

With Love and Gratitude,

Wanda M. Holland Greene

Wanda M. Holland Greene
Head of School



Above: In a city known for its hills, Hamlin's many staircases have borne witness to generations of Hamlin girls and the timeless traditions that connect them

Hamlin Lions ROAR

2025-26 Athletics Highlights

Varsity Basketball's Championship Season

BY CHLOE LOUIE '23

The 2025-2026 Hamlin athletics season has been one for the record books. Leading the way was the varsity basketball team. The team enjoyed a breakout season, making history by capturing the program's first-ever B.A.I.A.L. (Bay Area Independent Athletic League) Championship title in Lions history. Through the dedication of the athletes, parents, coaches, and supporters, the team overcame tough obstacles, displayed unwavering commitment, and established a new standard of excellence for the future of Hamlin basketball. The Lions created a championship culture built on teamwork, resilience, and determination. Their historic achievement not only brought home a championship but also inspired the entire school community and etched their names in school history. Their success and positive culture inspire younger athletes to compete with the same attitude and excitement when representing our school.

Although the championship win against Burke's was a main highlight, the win itself is not the only thing that

the players took away from the season. For many players, one of the most memorable takeaways from their season was the support they received from the Hamlin community. During the championship game, the energy in the gym was unmatched. Madison W. '27 compared the energy to a pep rally, with fans showing their passion and support. Students, friends, families, and supporters filled the bleachers, acting as the team's "sixth (wo)man", cheering at every basket, assist, and rebound. This created an atmosphere that reflected the pride and passion of the Hamlin community. The support from classmates and loved ones on the sidelines gave the team an extra boost of motivation and made the victory even more meaningful. Beyond winning the title, the season showed the players what it means to be a part of a close-knit team that comes together to support each other's successes.



As many of the athletes reflect on the season and Hamlin athletics as a whole, they recognize that the program's greatest strength extends beyond these great milestones. Players consistently point to the school's strong sense of pride, community, and support as what makes the athletic experience special. The athletes often speak about the bonds they have formed with their teammates and how that collaborative team culture contributed to their overall success. Returning athletes look forward not only to continuing to improve their skills, but also to mentoring younger players and helping to continue building on the supportive and competitive culture that has been established.

The enthusiasm displayed throughout the season, and especially during the championship game, is a testament to how deeply the Hamlin community rallies in support of one another. For these student athletes, representing Hamlin means being part of something greater than themselves, and they are excited to carry that tradition forward in the seasons to come. Graduating athletes share how they will miss the relationships, school spirit, and sense of belonging that athletics fosters, as well as the commitment and dedication each teammate and coach brings to the team.

As we closed an unforgettable 2025-2026 season, the accomplishments of this year's Lions will be remembered for years to come. More importantly, the culture they built and the example they set will continue to set the standard for the future of the Hamlin athletics program.

Cheers to another athletics season in the books. Go Lions!

A reflection from Coach Brian Louie P'23, P'28:

"This year's varsity basketball championship season was truly special. I had the privilege of working with an outstanding group of student-athletes who were not only highly skilled but also incredibly coachable. Our relentless, high-powered defense was the foundation of our success, helping us finish the season with a 5-1 record and capture Hamlin's first-ever B.A.I.A.L. Varsity Basketball Championship!"

Track & Field Champs!

BY COACH STEPHANIE MARTINEZ

We rounded out our 2025-26 track and field season with a championship win! It was a team effort, and we are so proud of the girls for stepping up. The day started off with a win in the 4x100 meter relay by half a second, followed by a series of individual wins in track and long jump by our Grade 7 and Grade 8 student-athletes. Perhaps the most exciting win came in the women's shot put, with Anabel G. '27 throwing just over 26 feet, smashing her personal record by over six feet! We ended the day the same way we started, with a win in the 4x400m relay. The girls' hard work all season paid off, and the Lions are thrilled to be the reigning B.A.I.A.L. Track & Field champs!



Leading the Way: Duke Coach Kara Lawson Inspires Hamlin Girls

BY BEATRICE BOU-SABA '26 AND QUINN WINTROUB '26

In January, Hamlin had the amazing opportunity to meet Duke Women's Basketball Coach Kara Lawson. While visiting, she told us about her experiences playing football as the only girl on the team, the struggles that came along with it, and discovering her love for basketball. Her passion for sports and honesty about her own experiences with them were very inspiring, and her speech encouraged Hamlin girls to try new sports and find joy in them. Coach Lawson told us about her personal mottos, gave us motivation, and emphasized how losing actually makes their team stronger.

Coach Lawson is the head coach of the Duke Women's Basketball team – the Blue Devils. She is also the Head Coach of USA Basketball Women's National Team, which will go to the FIBA Women's Basketball World Cup this year and the summer Olympics in Los Angeles in 2028! Before becoming head coach at Duke, Coach Lawson was the first female Assistant Coach of the Boston Celtics. She also played in the WNBA for 13 years, won a WNBA championship in 2005 with the Sacramento Monarchs, and has earned many Olympic medals – a gold medal as a basketball player in 2008, and several gold medals as a basketball coach.

We are truly inspired by Coach Lawson's life story and her strength, determination, and resilience, which all align with our Hamlin values. Coach Lawson is an inspiration to not only the Hamlin community, but to people around the world!





Above: Mila '27 and Ella '25 Chan (from left) medaling at the 2026 National Championships in Portland, Oregon

En Garde!

The Hamlin Sisters Making Fencing Accessible to All

BY ELLA '25 AND MILA '27 CHAN

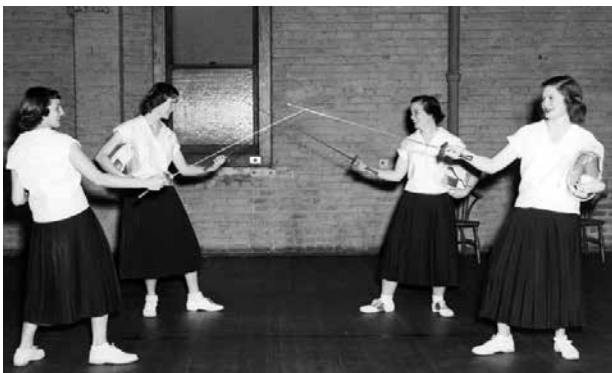
ELLA: Over the last five years, fencing has become a defining force in our lives, taking us around the country and world, from nearly 25 states to Italy and France. Together, my sister and I have earned over 75 medals and are consistently ranked among the top foil fencers in the U.S.! One of the most rewarding parts of fencing for me has been representing my high school's fencing program. Not only was our team undefeated all season last school year, but my teammates and I were the all-league champions and gold medal winners in the All-City AAA CIF Championships in San Francisco, where I also won the overall individual gold! In addition, I was fortunate enough to win another individual gold when I represented my high school at the California State Fencing Championships in Los Angeles.

MILA: I also love fencing and am currently ranked in the top 5 of my age group in North America. I'm proud of the medals I have won at various competitions, including many from competitions with fencers who are older and more experienced than I! I am looking forward to the possibility of joining my sister in high school next year and helping defend our city and state championship titles, and I aspire to eventually fence in college and beyond!

BOTH: As our competitive journey has grown, so has our sense of responsibility to give back to a community that has given us so much. Fencing is an incredible sport, but it can also be expensive. That realization led us to start the En Garde Fencing Foundation, and our mission is to expand access to fencing for all. We collect used gear from clubs and athletes, refurbish it, and donate it to deserving families and organizations. One of our most meaningful moments so far was sending a full fencing kit to a 7-year-old boy in Boston and seeing his excitement when he received it!

Closer to home, we've supported public high school programs in San Francisco affected by budget cuts, and we're also working with San Francisco Recreation & Parks to launch a free youth fencing clinic in underserved neighborhoods this fall. But as Hamlin girls, we are taught to think big, so we are also trying to make an impact on a global level! We are currently partnering with the International Fencing Federation (FIE) to adopt a country to support athletes while prolonging the lifespan of fencing equipment and encouraging sustainable consumption. We attended the Senior World Championships in Hong Kong in July to meet with FIE and present our donations to the country of Mauritius in Africa.

None of this would have been possible without the foundation we built at Hamlin. We were always taught to live by the Hamlin Creed, and we're continuing to live by it with even greater purpose. Hamlin taught us how to meet the challenges of our time, shaping how we approach competition and community. It taught us how to be fierce lionesses on the strip while staying grounded in compassion, responsibility, and integrity off the strip. One of the biggest lessons we learned at Hamlin is that we have a responsibility to use what we've been given to make an impact on those around us. We're incredibly grateful for everything this sport has given us, and we're excited for what's ahead as we continue to compete and give back. And who knows, maybe one day you'll see us competing on the biggest fencing stage of all!



Learn more about Ella and Mila's work by following En Garde Fencing Foundation on Instagram (@engardefencingfoundation) or visiting their website (engardefencingfoundation.org). All donations help fund the repair and shipping of fencing equipment to families in need around the world.

Above left: Fencing class at Hamlin c. 1949

Above right: Mila competing in the 2026 Junior Olympics in Kansas City, Missouri



Above: Hamlin Class of 2026

Graduation 2026

BY KATE WING '16

Birdsong and blue sky adorn the families and friends of Hamlin's Class of 2026 like ornaments of spring. Music swells with a regal gentleness, accompanied by the strip of dense fog partially obscuring the Golden Gate Bridge, drifting across the water in time with the faculty's processional. Head of School Wanda M. Holland Greene's welcoming words take flight, coasting the open air with eloquence and pride.

The Class of 2026 enters carrying the ceremonial daisy chain on their shoulders, as every class before them has also borne; taking their time, savoring this final moment of unity, moving forward together as one. From the ceremony's new location on Hamlin's rooftop, the exceptional view of San Francisco Bay frames the graduates from where they stand on stage with a cerulean vastness, as open and limitless as each of their futures.

The smooth alto Ziba Farzan '26 opens her speech in song. Ziba speaks with passion and fondness as she reflects on growing up, and how Hamlin shaped, encouraged, and fortified the young women the Class of 2026 became. She honors Sarah Dix Hamlin, who "founded this school that encouraged girls to think critically, speak truthfully, and lead with courage at a time when those opportunities were often limited. The values she championed continue to shape our community today." Farzan artfully moves through the Hamlin Creed, illustrating how each pillar influenced the Class of 2026, emphasizing how one's character is equally as vital to one's accomplishments.

*Student speaker
Ani Gouloomian '26*



Emma Levchin '26 floats off stage, her acoustical picking of the opening chords to 'Landslide' by Fleetwood Mac sending a ripple of poignant chills across the roof as the Class of 2026 tenderly sings those relevantly melancholic lyrics.

"Only poetry could gently hold the weight of how much you all mean to me," says Ani Gouloomian '26 after reciting her original poem *Harbor* to open her commencement speech. She dives into each year, each core memory, from Kindergarten to Grade 8, unifying her class, their teachers, and their families, with a shaka sign to signify the promise they will always carry these memories with them. Ani closes her speech with an earnest and sincere thank you to her Hamlin sisters, emboldening each with the wish that, "As we take this step into our new voyages, I sincerely hope that you all hold onto the identities we've forged right here. Do not let the world dilute your spirit or your authenticity. Never change who you are because right now, who you are is exactly what the world is waiting for."

"Only poetry could gently hold the weight of how much you all mean to me."

Jovial smiles, filled with memory, pride, and the sweet heartache of time passing grace countless faces as the Class of 2026 sings 'A Million Dreams' from *The Greatest Showman* with the same wide-eyed wonder and whimsy that encapsulate the song. Once again seated, Charlotte Kilian '26 boldly introduces award-winning reporter and Hamlin PAL, Lyanne Melendez P'15. Her words crackle with humor and lightness, honing in on a reflection of gratitude, and the encouragement to the Class of 2026 to express their gratitude once a day, for it will fundamentally change their mindsets. She explained how she found her own gratitude after witnessing the horrors of war in Somalia, and upon returning home, how her life was forever altered. To the Class of 2026, she speaks with fortitude and rigor, encouraging them to have the courage to say "yes" to every opportunity, and to ask for support and advice in order to live outside their comfort zones. Most significantly, Melendez asserts, "Discipline is the strongest form of self love...discipline is the bridge between goals and accomplishments." Her invigorating spirit instills within everyone present the tenacity to go boldly into the world.

Middle School Division Head Andy Taylor-Fabe joins Wanda on stage to proudly read out the 54 names of the Class of 2026. Emotion and joy are palpable as each young woman receives her diploma, marking her achievements, and moving dauntlessly into her next chapter. Wanda's final, fervent, heartfelt farewell is followed by the traditional singing of 'Farewell to Thee'. A palpable mix of accomplishment, excitement, and sadness radiates from the Class of 2026 as the closing notes mark their finality at Hamlin and the commencement of new beginnings.

Below: The daisy chain tradition continues





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- 1 Opening Day
- 2-3 Pride of the Pack
- 4-5 Red & Gold Day...& Night! Fall Fundraiser
- 6-7 Halloween
- 8 Grade 8 Outdoor Education Trip to Yosemite
- 9 PLAID Mabuhay Filipino Cultural Celebration



- 10-11 Winterfest
- 12 Grade 7 Washington D.C. Trip
- 13-14 Grandparents & Special Friends Day
- 15 *Friday Night Live!* Spring Fundraiser
- 16 High School Spirit Day



17



19



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18



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23



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- 17-18 Jan Micha Influential Women in History Program
- 19 Field Day
- 20 Grade 4 Outdoor Education Trip to the Marin Headlands
- 21 Black History Month Assembly
- 22 Grade 6 Gold Volleyball Team
- 23 Harvey Milk (& Cookies) Day
- 24 Grade 7 Theater Elective Performance



25



26



27



28



29



30

- 25 Field Day
- 26 Leona at Red & Gold Day
- 27 Tie Drop
- 28-29 Grade 8 Musical: *Newsies*
- 30 Legendary Climber Alex Honnold Visits Hamlin

Setting the Stage

Hamlin's Performing Arts Program Continues a Vibrant Legacy

At Hamlin, the performing arts are more than just a subject—they are a vibrant tradition woven into the very fabric of our school since its founding. While our curriculum continues to evolve, our unwavering dedication to creative expression remains a cornerstone of the student experience. We invite you to celebrate the extraordinary performing arts achievements of the 2025-26 school year, a season defined by artistic growth and show-stopping highlights!



Hamlin's Gold Chorus at Grace Cathedral

BY MICHAEL BLACKBURN, MIDDLE SCHOOL MUSIC TEACHER & CHORAL DIRECTOR

Hamlin's Gold Chorus was proud to join Cathedral School for Boys in the spring for a joint morning meeting to celebrate music and community. Performing within the cherished walls of Grace Cathedral offered our students a rare opportunity to perform in and connect with a cornerstone of San Francisco's cultural history. As a landmark known for its inclusive spirit and architectural majesty, the Cathedral served as the perfect backdrop for our students to further strengthen ties with our local community.

Joint performances like this also promote social-emotional growth through trust and cooperation, as students from different schools must merge their voices in a shared responsibility for excellence. This year's performance was also a masterclass in acoustic adaptability. Grace Cathedral's languid, reverberant acoustics challenged our singers to move beyond technical precision and embrace skills like active listening (tuning into the nuances of a space where sound lingers long after a note is struck), dynamic response (watching the conductor closely as tempos are adjusted to account for the Cathedral's unique delay), and vocal power (learning to use the full strength and resonance of their voices to fill the expansive space).

We look forward to continuing this partnership and fostering deep community connections for many years to come!

Above: Hamlin Dance (left) and Theater (right) performances in Stanwood Hall c. early-mid 1900s



Hamlin's Gold Chorus performs at Grace Cathedral in San Francisco under the direction of Middle School Music Teacher & Choral Director Michael Blackburn (front row left) and Lower School Music Teacher Sian Wittke (front row right)



Photo by Steve Disenhof

Hamlin Dancers Open for Alonzo King LINES Ballet

BY THE CLASS OF 2026

This spring, students in Hamlin's Grade 8 Dance Elective had the incredible opportunity to choreograph and perform a dance piece to the song 'Man in The Mirror' by Michael Jackson. The piece was inspired by Hamlin's theme for the 2025-26 school year, *Mirror, Mirror on The Wall*.

We started learning this dance in September 2025 by first creating individual segments, then by partnering with classmates to combine our segments and create smooth, fluid duets. We quickly learned the rest of the choreography from our dance teacher, Ms. Griffin. We then performed in front of parents and guardians at Hamlin's State of the School event in October, and again at Hamlin's Arts Showcase in January. A few months later, we had the honor of performing our dance as an opening act for the world-renowned Alonzo King LINES Ballet at the Yerba Buena Center for the Arts in front of over 700 students and visitors!

Not only did this experience further strengthen the bonds between our class, but it has become one of our most cherished memories—we will forever be grateful for the opportunity!

"Performing for LINES was an incredible opportunity because it allowed us to showcase our love for the performing arts to public school students across San Francisco."

2026 Grade 8 Musical: *Newsies*

BY ANI GOULOOMIAN '26 AND MEGAN RABB '26

Every Grade 8 Musical rehearsal begins the same: with a shared breath. This tradition reins in scattered energy into a collective focus which helps accomplish the incredulous feat of creating a musical. This year, the Class of 2026 chose to perform *Newsies*, which is based on the 1992 movie of the same name and recounts the true story of the Newsboys Strike of 1899. The show follows Jack Kelly, who rallies a group of orphaned and exploited newsies to fight back when powerful publishing titans, such as Joseph Pulitzer, unfairly raise the price of newspapers. Through its high-energy musical numbers, scrappy story, and powerful themes of social justice, this show perfectly embodies Hamlin's Creed and mission.

As a quintessential David and Goliath story, meeting the challenges of one's time is no doubt a core value of *Newsies*. Seen through inspiring characters such as trailblazing female reporter Katherine Plumber and timid-to-empowered strike leader Davey, there is an undeniable emotional pulse to the show. Musical Director & Hamlin Theater Teacher Heidi Abbott states, "There's this really strong heartbeat in this show that, as a director, is hard not to get excited and plugged into." This palpable excitement comes not just from the driven script and lyrics, but from the experiences of our grade itself. After making Hamlin's inaugural Grade 7 class trip to Washington D.C. in May 2025 and getting the opportunity to watch the Broadway tour of *Suffs* at The Orpheum Theater in October 2025, *Newsies*' powerful examples of collective action are extraordinarily relevant to our class today. These instances of bold historical change embolden us, emphasizing the power we hold both as women and young adults.

The Grade 8 Musical remains one of Hamlin's most cherished annual traditions, spanning over a decade and serving as a culmination of the graduating class' creativity and teamwork. Over the course of spring semester, this performing arts production allows students to create profound bonds while simultaneously taking ownership of the show—whether that be through performing on stage or more technical roles such as lighting and set design. The class is also given opportunities to customize the tradition, specifically through the purposeful selection process where students pitch ideas, voice their passions, and eventually vote on a production that best reflects their shared artistic vision. Grounded in meaningful content that aligns with Hamlin's Creed and mission, the final June performance is a powerful celebration of the legacy left by the graduating class.



Ultimately, the Grade 8 Musical served as far more than just a spring semester project; it became a definitive anchor throughout our graduating class' final year at Hamlin. Whether it was our passionate voices belting through the McKinne stairwell or focused listening as the production team shared their dramaturgical presentations, we successfully extracted the essence of our Hamlin experience into a single, cohesive triumph. While the June performance marked the end of a trimester, our camaraderie and shared pride instilled by the honor of portraying such a powerful story of unity ensured that our class left an indelible mark as we embarked on our next journeys after Hamlin.



Above: AI's take on a Hamlin playground of the future

The Grand Staircase of Technology and Intelligence

Where Are We Headed?

BY MOLLY KEHOE '14

Hamlin's educational philosophy is grounded in a commitment to championing innovation, addressing nuance, and prioritizing student well-being. We embrace the importance of content knowledge in our program, but also understand that, in the words of our founder Sarah Dix Hamlin, "the mere knowledge of the facts would be insufficient" to prepare girls to meet the challenges of their time. Thus, our educational program emphasizes the acquisition of knowledge and its practical application in new and unfamiliar contexts.

In the age of artificial intelligence, how will education—and indeed, the very concept of "intelligence" itself—shift? Head of School Wanda M. Holland Greene recently sat down with a powerhouse panel of women from the Hamlin community to discuss these important questions. Panelists included Phyllis Cath P'97, GP'23, GP'29, a child psychiatrist and psychoanalyst; Catherine Steiner-Adair, former Hamlin Trustee, clinical psychologist, author, and research associate at Harvard Medical School; Kheli Atluru '15, Special Projects Lead at Inflection AI with a background in cognitive behavior health and neuroscience; Hamlin Trustee Abby Fanlo Susk '08, who works in Product Policy at OpenAI with a focus on high-risk AI such as national security and public health; and Isabelle "Waz" Pinard '08, a UX researcher who works on Google One and Google Photos at Google.

As we cozied up to our computers for what would be a fascinating hour and a half discussion over Zoom, many key concepts began to emerge: how to define "intelligence" and distinguish between truths and untruths, the connection between well-being and AI usage, and the many ways in which Hamlin is building out its technology curriculum. Guided by the school's mission and Creed, Hamlin's approach to AI in the classroom includes how to use these tools effectively while preserving and investing in the values we hold dear: integrity, courage, curiosity, critical thinking, and innovation.

There are many examples throughout history that reveal flaws and shortcomings in our definition of intelligence. From the development of IQ tests, to racist ideologies that characterized entire communities as intellectually inferior, to the enlightened understanding that "emotional intelligence" is as important as "intellectual intelligence," to the current world of artificial intelligence, our conversation started with historical perspectives. It is also interesting to note how intelligence is becoming increasingly commodified and associated with power, progress, and profit in a way that can create human vulnerability to technology misuse, Dr. Cath pointed out. The question of who is most vulnerable to this misuse (i.e. withdrawal from real life, development of internet or social media addictions, practice of unsafe online behaviors) given the omnipresence of technology and developments in AI is a tricky one to answer, says Kheli.



Kheli works at Inflection AI, a company that develops “human-centered, emotionally intelligent AI,” which Kheli describes as less productivity-driven and more designed to “help people with their everyday personal lives.” In her work, she has learned that there isn’t a binary of vulnerable people and invulnerable people; rather, there are varying degrees of risk for everyone. Most people leverage technology to boost productivity initially but can end up going down various rabbit holes that lead to unhealthy relationships with technology, often without access to the professional mental health support they need. Ironically, one of the more fascinating AI potentials for Kheli is how the tool might bridge some of the current mental health coverage gaps in our society in terms of access and affordability. Hamlin has a strong focus on wellness and well-being, and given the many developmental milestones that students at Hamlin experience, it is particularly interesting to look at how these developments may impact our school community.

Dr. Steiner-Adair noted that from ages three to seven, children are still thinking magically, so identifying what is real and what’s not can be nearly impossible. Even older age groups report making self-diagnoses based on TikTok videos or AI searches—behaviors we want to try and prevent early on. Dr. Steiner-Adair reminded the group that these critical early stages of brain development cannot be revisited once they have passed, so as much as possible, the goal should be a balance between protecting play and relationship development while educating students about the benefits and pitfalls of technology.

Students have more access to information than ever before, but they must parse through each source to discern accuracy. Hamlin has for a long time included research and media literacy in its curriculum, but the challenges of identifying actual experts and authorities and distinguishing fact from fiction are becoming increasingly tricky...not just for young learners and adolescents, but for all of us.



Not so long ago, newspapers and credible voices on the evening news were the main sources of information and truth for most people. With limited sources of information available, citizens relied on these formats out of necessity. While this old model had its benefits and feels nostalgic for many of us, the democratization of information is one of the most wonderful aspects of AI in Dr. Fanlo’s eyes. As our fractured national political climate tells us, there are many members of our communities who do not feel represented by traditionally recognized experts and

who are also excluded from meaningful opportunities to develop expertise themselves. Dr. Fanlo presented the possibility that this moment in time could allow schools like Hamlin to open their doors in a new way. For example, can Hamlin students create modules and resources that make a Hamlin-style education available to people who would not otherwise have access?

As AI is already integrated into our world, Dr. Fanlo’s biggest interest lies in figuring out how to navigate and use it safely and responsibly. The most important takeaway from her time as a student at Hamlin is a deeply held sense of responsibility and integrity in everything that she does. “Choose what you believe in, and stand up for it. That’s what I built my career around,” she said. She believes that embodying these ethical values and developing a productive relationship with AI are not mutually exclusive. The research skills that Hamlin has always taught—critical thinking and analysis—are as relevant as ever, including when it comes to interacting with AI tools. Just as we saw a cultural shift away from teaching kids how to use card catalogs to find library books in favor of how to use databases and internet searches, the underlying need for young people to understand how to query, research, and identify misinformation is still there—it’s just a matter of changing how those skills are applied and continuing to develop proficiency in an ever-evolving world.

Above: *Hamlin Journalism Club c. 1950s*



Above: Hamlin students work on a film project with the help of technology and AI

In a similar way, Hamlin's technology program is structured to ensure that students are developing the necessary skills along with safe boundaries and the flexibility required to effectively adapt. Hamlin's Director of Technology Jim Lengel and Educational Technologist Rachel Davis described the three curricular stages around AI literacy at Hamlin: structured application in Kindergarten-Grade 4, guided exploration in Grades 5-7, and finally, application in Grade 8. All students must also follow a set of core ethics around AI usage, which stem from the school's Social Emotional Learning framework and ensure that students understand the importance of protecting their privacy, not using AI as a replacement for their own thinking, recognizing AI's limitations, and remaining thoughtful about bias.

In Grade 8, students are also given an opportunity to dive deeper as part of a three-week AI course taught by Waz and Jim. Topics include the history of AI, going all the way back to the influential woman in American history herself, Ada Lovelace; the ethics of AI, focusing on algorithms and social media; and practical applications of AI. The course also explores safety, boundaries, and ethics, with an emphasis on personal privacy and boundaries, protecting personal data, evaluating terms of service, and safely navigating digital spaces. Additionally, Waz and Jim encourage media literacy and critical thinking to help students decode algorithmic bias and spot misinformation or deepfakes. Together, they guide students through building healthy digital habits and understanding that an online footprint should reflect real-world respect, ensuring empathy and well-being are always at the forefront of interactions with AI.

As always, Hamlin is dedicated to ensuring that students are equipped to meet the challenges of their time by embracing the opportunities and innovations that are within their reach while maintaining creativity, curiosity, and deep human relationships. Jim and Rachel believe that one of Hamlin's greatest strengths lies in its refusal to adopt technology just for the sake of it, or because it's the trendy thing to do. Every tool that the school uses goes through a rigorous pedagogical review process to ensure it actually amplifies student agency.

As AI tools continue to evolve, Hamlin is uniquely positioned to transition students from understanding how AI works to co-creating with it ethically—preparing young women to become courageous leaders who write the rules for the future of technology, rather than just adjusting to them.

"Hamlin's technology program is structured to ensure that students are developing the necessary skills along with safe boundaries and the flexibility required to effectively adapt."



Waz Pinard '08 leads an AI course for Grade 8 students

Our Strategic Plan in Action:

Community Connections & Purposeful Partnerships

One of the imperatives of our *Lead With Love* Strategic Plan is to strengthen Hamlin's sense of community within the school as well as our connections to the broader community. Read on to see how we are putting this imperative into action through community building and purposeful partnerships with organizations across the Bay Area.

Empower ME Academy

At Hamlin, our commitment to educating the whole child extends beyond the classroom into spaces where confidence, resilience, and leadership are built through experience. Our partnership with Empower ME Academy reflects this philosophy, bringing together students from across the Bay Area in a shared dedication to wellness and growth through athletics.

Through dynamic basketball clinics, young student-athletes of all ages develop not only their athletic skills, but also critical values like teamwork, leadership, sportsmanship, perseverance, and self-confidence. Together with Empower ME Academy, we are proud to expand access to meaningful athletic opportunities, ensuring that girls and boys from all backgrounds can engage, grow, and lead—on the court and beyond.

Empower ME Academy was founded with a simple but powerful vision: to unlock each young human's leadership potential for a lifetime of achievement and meaningful impact – in sports and in life. What began as a passion project of Coach Jerome Gumbs during summers when he returned from playing basketball professionally overseas has grown into one of San Francisco's most respected youth basketball programs, serving children across a wide range of ages and skill levels. Today, Empower ME offers year-round development programs, competitive teams, and seasonal clinics designed to meet athletes where they are and help them grow. Our girls' teams, including our 11U group that trains on Hamlin's campus, reflect the academy's commitment to creating more opportunities for girls to compete, lead, and excel in sports.



Above: Empower ME basketball clinic in Hamlin's gym



Ujima Camp and The Hamlin Lion STEM Initiative

For the past two summers, African American girls in the Bay Area have benefited from a powerful opportunity for STEM exploration and exposure at Hamlin through a partnership that began with UC Davis' Ujima GIRLS & GIRLS+ Program and the African American Chamber of Commerce. This collaboration created a meaningful space for curiosity, confidence-building, and identity-affirming engagement in science, technology, engineering, and mathematics.

The Hamlin Lion STEM Initiative builds on that legacy. Beginning in summer 2026, the Initiative was independently designed and operated by Hamlin and offered two dynamic courses: the Lion STEM Futures & Foundations Lab for Grades 5-8, and the Lion STEM Leadership & Innovation Lab for Grades 9-12. Rooted in the spirit and purpose of the original partnership, the Initiative continues to cultivate curiosity, strengthen STEM identity, and expand opportunities for leadership, collaboration, and real-world problem solving.

Hamlin x Golden State Valkyries: A Shared Commitment to Women's Sports



The Golden State Valkyries made history in 2025 as the WNBA's first expansion team in 17 years, quickly shattering expectations by becoming the first debut franchise ever to clinch a playoff berth in its inaugural season, setting all-time WNBA attendance records, and surpassing 10,000 season ticket sales. As an all-girls school with a shared passion for athletics, excellence, equity, and community, we knew this was more than a moment in time...it was part of a larger movement to give women's and girl's sports the respect they deserve, and we knew we wanted to be a part of it!

Hamlin is proud to support our newest hometown heroes with four season tickets available to our dedicated faculty and staff. What better way to celebrate our city and women in sports than by cheering them on together at Chase Center, aka Ballhalla – a fitting moniker for the home of the Valkyries! Members of the team's staff also came to Hamlin's campus last year to read to students as part of Read Across America Day. Go Lions, Go Valkyries!

Top: 2025 Ujima Camp participants

Bottom: Representatives from the Golden State Valkyries visit Hamlin for Read Across America Day

Lies We Tell About the Stars:

The Debut Novel from Hamlin Librarian Susie Nadler



Our very own Hamlin librarian, Susie Nadler, published her debut young adult novel, *Lies We Tell About the Stars*, in March! Perfect for readers aged 14+, the book is the story of two San Francisco teens, Celeste and Nicky, in the immediate aftermath of a catastrophic earthquake. When Nicky vanishes on the day of the quake, their friends and family assume the worst, but Celeste knows he's been planning to run away, hoping to avoid getting caught in a major cheating scandal at school. She sets off on a quest to find him, picking up the pieces while the broken city does the same, and discovering some truths about herself along the way.

Susie has been writing stories since she was old enough to read, so this book is literally her childhood dream come true!

School Library Journal gave the book a starred review and said, "Nadler's writing is addictive: readers will be drawn in by the whirlwind of activity, mystery, and teenage drama." Publishers Weekly's starred review called it "a tightly woven exploration of friendship, grief, and self-discovery." You can find more reviews and info at susienadler.com.

Below: Susie Nadler in the Hamlin library



"It's been so fun to talk to the Hamlin girls about the journey of writing and publishing this book. Their enthusiasm for stories is so inspiring!"

Farewell to Thee

Celebrating Heidi Abbott's Final Bow

BY MOLLY KEHOE '14

After 25 years of fostering creative, theatrical, and performative components of the Hamlin educational experience, Theater Teacher & Arts Department Coordinator Heidi Abbott has taken her final bow. She spent her time at Hamlin crafting a successful theater program that allowed students to find their voices and express themselves with authenticity and confidence. Built in harmony with the classroom curriculum, this program strengthened Hamlin's public speaking framework while ensuring that artistic expression was never an afterthought. Now with many Hamlin memories to carry her forward, Heidi is off to her next adventure.

Heidi started her career as a high school English teacher and a Varsity lacrosse and cross-country coach for nine years on the East Coast and in the Midwest, while pursuing her Master's in English during those final summers at Middlebury College in Vermont. It was there that she first entered the professional world of theater with their resident theater company, Trinity Repertory. After taking a number of acting classes, Heidi auditioned for and was cast in one of their mainstage plays at Middlebury. This experience completely redirected her life's trajectory.

After completing her graduate degree, Heidi went to New York City to train in acting and then came to the San Francisco Bay Area to advance her training at the American Conservatory Theater and to build an acting résumé in local theaters. While pursuing her acting dreams, Heidi earned additional income as a substitute teacher, and

Hamlin became one of her regular gigs. When then-Lower School French teacher Madame Chartier went on maternity leave, Heidi (who had lived in France for a year during college) stepped in to cover her classes. It was kismet that during that time, Hamlin was also looking to hire a part-time theater teacher. Jim Mohan knew that Heidi had an acting background, and offered her the job on the spot.

It turned out to be the perfect fit! As a teaching artist, Heidi went to auditions in the morning, taught theater at Hamlin in the afternoon, and rehearsed or performed in the evening. Right around this time, she was cast as the romantic lead in a play opposite the man who would soon become her husband. As they started to build their family together, she dove more deeply into her work at Hamlin and developed popular after-school programs. When she first started at Hamlin, the theater program was available only to Grade 8 students. Over time, her role developed into a full-time job. Now, 25 years later, its well-scaffolded developmental arc stretches across both Lower and Middle School divisions.



Hamlin's goal for all students is that they graduate with a strong sense of self and know the impact that their voice can have in the world. Committed to this objective, Heidi's department and its curricula integrated theater and performance more dynamically into students' learning experiences.

In Grade 4, all preparations for VIP assemblies previously fell on their homeroom teachers. Once Heidi began leading the program, VIPs became one of students' first opportunities to perform solo on stage, sharing a special interest about which they are passionate. To Heidi, the VIP program is particularly valuable in this early stage of the curriculum because it gives students an opportunity not only to develop new skills, but also to be recognized and honored for their identity. "Your interests and passions are essential elements of who you are and reflect your identity," she said. She coached students on how to use their bodies and voices effectively in front of an audience, helping them cultivate the tools and courage to carry them into the next stages of Hamlin's public speaking and performing arts curricula.

Above: Heidi gives a pep talk to the Class of 2026 before their first performance of *Newsies*



Heidi in New York City

As students move into the Middle School theater courses, they learn about improvisation and scripted scenes in Grade 5 and progress into more advanced improv and scripted monologues in Grade 6. In acting training, Heidi believes that improv lays a strong foundation for skill development. "Improv is essential for developing all acting skills. It alleviates stage fright and gets people out of a critical mindset and into a more playful one," she said.

In Hamlin's Grade 7/8 Theater Elective, students have the opportunity to produce and perform in a meaningful mainstage play for the school community. Finally in Grade 8, each class member collaborates either as a performer or a production team member to stage a musical at the end of the school year for the Hamlin community.



The Grade 8 musical is one of Heidi's most significant legacies at Hamlin. When she started at Hamlin, the Middle School music teacher was responsible for the entire production. From her experience, Heidi knew a production of that scope needed a directing team to support its success, so she proposed a programmatic shift. The musical became an elective class for Grade 7 and 8 students led by Heidi in collaboration with the music teacher, a choreographer, and a tech/production teacher. Over time, it became a very popular elective, enrolled with mostly Grade 8 students. Heidi collaborated with then-Middle School Division Head Rose Helm P'24, H'17 so that in lieu of final exams in the spring, the musical would become the Grade 8 capstone

project. The inaugural musical of this revised program was *Annie* with the Class of 2014.

"It's so sweet to hear Grade 8 students say, 'I've been waiting to do this since I was in Kindergarten!' It's such a special project and allows each class to leave an artistic legacy," Heidi said. She remarked on how proud she is to have created a high quality project and a unique experience with which students can conclude their time at Hamlin in a joyous way that showcases and celebrates their class as a whole.

That's not to say the musical hasn't had its challenges. For example, take the Class of 2021, who faced many obstacles to even having a musical. Hamlin's campus was under construction, students were relocated to the Presidio and Fort Mason, COVID precautions abounded, and there wasn't a clear plan for how the musical could be executed. Required to be exceedingly inventive, Heidi came up with the idea that instead of an in-person stage performance, the students would make a "feature" film. Over the course of the school year, the class devised and wrote the script sections in cohorts, selected the music, and filmed scenes in professional costumes with professional videographers in a studio at Fort Mason and in Stanwood. At the end of the year, Hamlin rented the Fort Mason drive-in movie screen to share their film, *Into the Woods of 2020*, with the school community. Despite initial disappointment about not being able to put on the live musical that they had looked forward to, the girls saw all of their hard work come together in this project. Heidi was thrilled with the outcome!

During her 25 years at Hamlin, some of Heidi's favorite memories came from outside of the classroom. She reflected fondly about the many week-long trips she took students on to the Oregon Shakespeare Festival, where they got to see five shows of different genres, tour the three repertory theater spaces, do workshops on Shakespeare, and have talkbacks with the company's actors. One summer she also took a student group to New York City to train with Broadway professionals. Students took nine different acting workshops, met students from all around the world, visited the Museum of Broadway, and saw three Broadway shows together.

Showing her students theater outside of Hamlin was an educational opportunity that Heidi cherished. In addition, one of the most rewarding parts of her job has been keeping up with alumni and seeing them continue to pursue the performing arts in schools and professionally.

Above: Middle School Dance Teacher Jana Griffin (left) and Art Teacher Moe Orellana (right) celebrate Heidi's final year at Hamlin with a special memento

Heidi credits the Hamlin culture and community for allowing her wonderful theater program to thrive. In particular, her partnership with Head of School Wanda M. Holland Greene, whom she describes as a "true performing arts cheerleader," has been especially powerful. "Very few theater teachers are blessed to have a head of school who cares as deeply about the performing arts as Wanda does...so much so that she built an incredibly beautiful theater and is always there in the front row for performances to applaud our students' creative work!"

The experience of teaching at Hamlin has also fired up Heidi's feminism and commitment to honoring female voices, strengths, and relationships. She especially appreciated that her students had the unique opportunity to play male roles that would not normally be accessible to them as actors elsewhere.

"Hamlin's a beautiful school. It's vibrant in a really electric way that jibes with my wiring. I love learning, I love growing, I love stretching myself. And it's constant here; you never plateau. Even after 25 years, I was still working as hard as when I had started because things are constantly changing as the school evolves with the times," Heidi said.

When she started at Hamlin, Heidi found a balance between teaching and acting in her work life. In this next stage of her career, she is excited to get that balance back by pursuing some new dreams as a teaching artist. In terms of her legacy at Hamlin, Heidi hopes the school will continue to support and celebrate its high standards for the theater program. Thank you for 25 wonderful years, Heidi!

Heidi credits the Hamlin culture and community for allowing her wonderful theater program to thrive.

Below: Heidi celebrates with students at the Middle School Theater Festival in 2016



The Scent of Resilience

What a French Perfumery Course Taught Me About Failure

BY ANDREW WITRAK, LOWER SCHOOL ART TEACHER

"This would make an OK shampoo," Ségolène Royale stated bluntly, as only a French professor could, to the perfumery student just ahead of me. When it was my turn to be evaluated, our perfume professor dipped a paper scent strip into the 5 ml bottle of fine fragrance concentrate I had carefully blended in the laboratory. Our assignment was to create a woody feminine floral, with specific percentages of top, middle, and base notes. I waited in suspense as she held the strip to her trained nose, her eyes going soft-focus for a few seconds.

"This reminds me of Christian Dior, Rue Cambon. You should be very proud of yourself, Andy, heading into the weekend," she said.



I floated on air back to the lab, and into the Parisian weekend of the two-week course I was taking at ISIPCA—the Institut Supérieur International du Parfum, de la Cosmétique, et de l'Aromatique Alimentaire—in Versailles, France. My next perfume evaluation the following Monday, however, brought me right back to earth: "This smells nothing of amber. This smells like <insert colorful French here>."

Scent is often described as our closest equivalent to time travel. When a familiar fragrance reaches us, odor signals move through the olfactory bulb and into brain regions closely tied to emotion and memory, including the amygdala and hippocampus. That unusually direct pathway helps explain why a smell can suddenly return us to a specific place, person, season, or earlier version of ourselves.

During the program, I stayed in Paris, just steps from Notre Dame Cathedral, and commuted each morning by RER train to Versailles (the village, not the Château). Our days were filled with perfume history, raw-material study, laboratory work, brand visits, and lectures from professional perfumers and evaluators. Twenty-five international students studied naturals and synthetics, learned the traditional styles of French

perfumery, and spent long hours in the lab surrounded by thousands of bottles: woods, resins, musks, florals, spices, citrus oils, and unfamiliar but fascinating lab-created odor molecules.

One of the most memorable sessions was led by the director of the Osmothèque, the first and only perfume archive in the world. We smelled rare recreations from ancient Egypt, the Middle Ages, and from Napoleon himself, up to modern day perfume masterpieces. A formula from another century was no longer just a name, image, or artifact behind glass; it was suddenly alive in the air.

Throughout the school year, I was able to bring what I learned in scent design into several interdisciplinary projects at Hamlin. For Lower School science, I provided flower molecules, essential oils, and absolutes for the first grade pollinator unit. Students smelled scent strips dipped in materials such as tuberose, then used their observations to decide which pollinators might be drawn to that flower, and why. For Grade 5's entrepreneurial capstone project, several students chose to create perfumes, moving from concept to formulation to packaging. In collaboration with Hamlin Educational Technologist Rachel Davis and Grade 7 digital arts, we also explored how scent can extend a visual concept (like a photograph) into another sensory dimension by teaching AI to formulate and help blend custom olfactory experiences.

Above: The Institut Supérieur International du Parfum, de la Cosmétique, et de l'Aromatique Alimentaire in Versailles, France



I am deeply grateful to have received the Penny Wheelock Travel Grant, whose support made my study at ISIPCA possible and purposeful. It placed me back in one of the most humbling positions a teacher can occupy: complete beginner. At ISIPCA, I entered a new art form, worked with an unfamiliar language of materials, and was evaluated by experts in a field I deeply admire and am slowly learning to practice with greater skill and artistic intention. I hope to create a small independent brand one day where I can eventually funnel my visual arts chops into package design and product storytelling. But first I have to be bad at something.

"I am deeply grateful to have received the Penny Wheelock Travel Grant, whose support made my study at ISIPCA possible and purposeful."

After 17 years at Hamlin, perfumery study has returned me to the experience I ask my students to face all the time: have the courage to fail. As a recovering perfectionist, I still abhor being a novice, but scent design has reminded me that real creativity depends on resilience and risk-taking. Artists make mistakes, adjust, begin again, and learn to stay open long enough for something better to emerge. So if you happen to walk by me at Hamlin, don't judge too harshly. I may be wearing a custom scent to research how it changes over time. With a little more practice, I promise I'll start smelling consistently good!

Above: Andrew Witrak makes a new friend while working on scent design at ISIPCA

Message from Alumni Board President Blair Williams '99, P'34

Dear Hamlin Alumni Community,

Every year, I am reminded just how lucky we are to be part of this incredible Hamlin community. It is not just the years we spent as students that make Hamlin special, but the way it continues to be part of our lives long after graduation. The friendships, the shared experiences, and the values we carry with us make this network of women unlike anything else.

This year feels especially meaningful for me because my daughter has started her own Hamlin journey. Walking her into the same halls I once called home brought back so many memories, and I couldn't help but feel overwhelmed with pride. To see her beginning to build her own Hamlin story while I continue to stay connected through the alumni network is such a gift—it feels like the bond I have cherished for so long has now come full circle into my own family.

What I love most about being part of this alumni community is how easy it is to feel connected, no matter our age or where life has taken us. At events or reunions, I am always struck by how natural it feels to fall into conversation with other Hamlin women—sometimes decades apart in graduation years, but always sharing that same spark of understanding. There is something so comforting about knowing we are part of a sisterhood that stretches across generations.

As alumni, we carry Hamlin with us in everything we do. Whether in our work, our families, or our communities, the confidence, curiosity, and compassion we gained here show up in countless ways. And when we stay connected to each other, we keep those values alive—not just for ourselves, but for the girls who are walking those halls right now and for the ones still to come.

I hope this year you will find a way to stay close to Hamlin—come to an event, reconnect with a classmate, or even just share a memory. Every little connection matters, and together we make this community stronger, warmer, and even more special.

It is such an honor to serve as your Alumni Board President. Thank you for the joy, the support, and the heart you bring to this community. I cannot wait to see many of you in the year ahead.

With love and gratitude,

Blair Williams '99, P'34



"There is something so comforting about knowing we are part of a sisterhood that stretches across generations."

Above: Blair with husband Paul and daughter Lulu '34



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- 1 Juliette Caldwell-Little '24, Soluna Ibarra-Tacdol '22, Annabelle Garfinkel '24, and Kai Hand '24
- 2 Hamlin alumni of all ages enjoy our DIY swag station
- 3 Alumna of the Year and Alumni Board Member Connolly Bottum '09 and Wanda M. Holland Greene
- 4 Waverly M. '27 performs with Wanda M. Holland Greene
- 5 Class of 2025 alumni Carmelita Nunes da Silva, Tiara Brumfield, and Jazmin Colin with Director of Secondary School Counseling Sumeet Bakshi (from left)
- 6 Kristin Craig '00, Stephanie Kubick '01, Mackenzie McLaughlin '01, and Melanie Seto '01, P'35 (from left)
- 7 Class of 1996 alumni Jennifer (Shaw) Brown, Regina Fletcher, Kendra Kramlich, Marlee-I King P'22, P'24, and Candace (Chin) Yu (from left)
- 8 Alumni Board Vice President Mollie Eisler '05
- 9 Jane (Bolles) Grimm '59, P'83, GP'26, Linda (Abbe) Lennihan '59, and Sunny (Schudder) Minnedew '59 (from left)
- 10 Elizabeth (Stais) Schilling '12 and Alumni Board Member Lexie Polevoi '12 (from left)
- 11 Wanda M. Holland Greene, Matt Fowler P'03, Ellen McLean P'03, Anthony Imhof P'03, and Karena Fowler P'03 (from left)



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NYC Chapter Gatherings

12 Finn O'Neil '13, Wanda M. Holland Greene, and Macie O'Neil '15 (from left)

13 Hamlin alumni of all generations gather for brunch

14 Kate Schember '11, Phoebe Froeb '16, Jane Thompson '16, Alumni Board Member Anna Durrett '01, Francesca Root-Dodson '00, Coco Spagna '12, Meredith Jones '04, Alumni Board Member Tsia Moses '84, Madeline Ginsburg '10, Alumni Board Vice President Mollie Eisler '05, Jorden Meneghetti '09, and Nazgol Talebi '12 (from left) gather for pizza and prosecco

15 Alumni Board Vice President Mollie Eisler '05, Maddie Eisler '12, and Wanda M. Holland Greene (from left) at their annual pre-brunch SoulCycle tradition

Alumni Gingerbread Social

16 Class of 1999 alumni Jenny Soong, Michelle Drake, Alumni Board President Blair Williams P'34, Fay McGettigan, and Deedra Veerathanongdech (from left)

17 Alumna of the Year and Alumni Board Member Connolly Bottum '09, Isabelle 'Waz' Pinard '08, and Kathleen Wallace '08 (from left)

2026 Alumni Pinning Ceremony

18 Jackie (Grimm) Kilian '83, P'26, Charlotte Kilian '26, and Jane (Bolles) Grimm '59, P'83, GP'26

19 Student speakers Ellie La '26 and Astrid Walk '26

20 Alexandra Mutch '26, Olivia Mutch '26, and Alumni Board Member Heather Schuman '93, P'26

Hamlin in Washington D.C.

21 Wanda M. Holland Greene with D.C. Grade 7 alumni panel speakers Liz Shepherd Bourgeois '01, Nicola Fry '08, Gemma de Vries '17, Flannery Berg '03, and moderator and Alumni Board Vice President Mollie Eisler '05 (from left)

22 Bennett Wintroub '21, Alumni Board Vice President Mollie Eisler '05, Cara Dienst '13, Gemma de Vries '17, Emily (Lucente) Manning '09, Wanda M. Holland Greene, Sophie Barnett '23, Kelsey Schroeder P'24, P'27, P'31, Hamlin Trustee Isabelle Moses '92, Laney Segal '21, Samantha Rubin-Pope '12, and Anne Barnett P'23 gather in D.C. for a post-alumni panel cocktail reception



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Other Hamlin Gatherings & Happenings

23 Hamlin Class of 2025 alumni Leah Park, Evelyn Wan, Sophia Roh, Nina McKinnon, and Anya Kotamraju (from left) gather at Hamlin for lunch and reconnection

24 Bella Lucente '17 with the Class of 2027 to discuss her hike through the Continental Divide Trail from Canada to Mexico

25 Crimson Price '24, Curran Haljun '24, Sophie Downs '24, Sophie Martin '24, Wanda M. Holland Greene, Nina McKinnon '25, Carmelita Nunes da Silva '25, Evelyn Wan '25, and Sophia Roh '25 (from left) enjoy a Hamlin visit at The College Preparatory School

26 Syida Long '85, Elena Madsen '85, P'16, P'19, Kirsti Lee '92, Caroline Burns '09, Claudia Tropp '09, Erin Minuth-Terris '07 (top row from left); Rebecca Saroyan '82, P'24, Emily Su '11, Alumni Board Member Katie Vestal '11 (middle row from left); Sarah Paper '16, Kate Wing '16, Nina Veaco '06, Maya Patel '17 (bottom row from left) gather at our annual Four School Alumni Happy Hour at Harper & Rye in San Francisco

27 Dylan James '25 visits Paige Courtney '11, Director of Extended Day & Enrichment Programming, and the rest of the Hamlin team while on spring break

28 Middle School Dance Teacher Jana Griffin, Redd Dyer '22, Wanda M. Holland Greene, and Soluna Ibarra-Taccol '22 after a dance performance at Lick-Wilmerding High School

29 Brenda Bottum P'09 (far right) hosts Hamlin alumni and friends at a behind-the-scenes tour of the Marine Mammal Center in Marin

30 Class of 2025 Alumni Natalie MacGregor, Grace Curry, and Mattea Ferro (from left) volunteer with the Lost & Found Club at Hamlin

31 Wanda M. Holland Greene, Riley Klugman, Soluna Ibarra-Taccol, Maya Gee, Isa Burke, Irene Moore, Ella Picketts, Annabelle VanderMarck, Bianca Putanec, and Middle School Division Head Andy Taylor-Fabe (from left) following the Class of 2022 Alumni Panel at Hamlin

32 Hamlin Class of 2025 alumni Anna Lucas, Carmelita Nunes da Silva, Sophie Yasuda, Evelyn Wan, and Jazmin Colin (from left) reunite on the Urban School of San Francisco's volleyball court

33 Sophie Martin '24 visits Associate Director of High School Counseling Stacy Metcalf P'20 and the rest of the Hamlin team while on summer break



Class of 2022 Matriculations

Alumni from the Class of 2022 are enrolled at the following colleges and universities:

Barnard College
Boston University
Brown University
California Polytechnic State University
Columbia University (2)
Fisk University
George Washington University
Loyola Marymount University (2)
Michigan Arts College
The New School - NYC
New York University
Princeton University (2)
Rhode Island School of Design

Rice University
Santa Clara University
Stanford University (4)
Texas Christian University (2)
Tufts University
University of California, Berkeley (3)
University of Colorado
University of North Carolina at Chapel Hill
University of Southern California (3)
University of Virginia
Vanderbilt University (3)
Wake Forest University (2)

We make every effort to compile a comprehensive matriculation list. If your college or university is missing, please let us know by emailing alumni@hamlin.org.

Class Notes

Debbie Vogel '65, GP'33 visits her granddaughter Posey V. '33 on her birthday after volunteering at lunch duty. We love seeing the Hamlin legacy continue from one generation to the next!



Natalie Holland '98 and husband Mike are thrilled to announce the arrival of baby Jackson in October 2025. Jackson joins the Hamlin alumni family with much excitement and is already bringing joy, smiles, and plenty of memorable moments. Congratulations to the proud parents on their newest addition!

A warm welcome back to the Bay Area to **Elyse Lipman '01** and her family! Elyse and husband Story recently welcomed two new little ones this past year—Willie Velie Jenks and Trowbridge Story Jenks (aka baby Story). We're also thrilled to share that her daughter, Ella, will be joining the Hamlin community as a Kindergartner this fall.

Janiece Caldwell '04, P'24 and daughter **Juliette Caldwell-Little '24** celebrate Janiece's marriage to Michael Bobino on March 28, 2026. Congratulations to the happy couple!



Rafaela (Minkowsky) Perkins '04 recently opened her Bay Area Physical Therapy practice, Embodied PT. Her clinic offers personalized physical therapy rooted in a holistic, body-centered approach. Located in San Francisco, Rafaela brings expertise in sports injuries, hypermobility, and full-body Pilates-based rehabilitation to help patients move and feel their best. She believes that the combination of targeted manual therapy, personalized exercise prescription and patient education are the pillars of success. Learn more about her practice and services at embodiedptsf.com.

Nicole (Townsend) Packhem '05 and husband Chris welcomed a daughter, Louise Kirby Packhem, on May 2, 2026! Zephyr (3.5 years old) has been so affectionate and helpful in his new role as a big brother! We are enjoying the newborn cuddles and watching our toddler's emerging personality!

Marissa Seto '05 and her husband Alex had a year of joyful firsts after welcoming their son Logan into the world in March of 2025. From exploring solids to taking tentative first steps, it has been a wonderful and beautiful adventure. This May, they traveled to Italy as a family to enjoy the Tuscan sunshine and bowls of pasta.



Bianca Wong '06 and her sister, Kandyce Wong '11, recently celebrated the one-year anniversary of opening a second San Francisco location of their family's restaurant, Le Soleil. The original Clement Street location is celebrating 33 years in business, while the family's Hong Kong branch recently marked its 18th anniversary. Located in Stonestown Galleria, the new San Francisco restaurant features a menu of contemporary Vietnamese cuisine with influences from Chinese, Thai, and Malaysian flavors, along with creative Asian-inspired cocktails.

Congratulations to **Shellby Fabian Banks '06** and her husband, Marcus, on the arrival of their son, Cameron! Wishing their family joy as they celebrate this wonderful new addition.

Charlotte (Coover) Greene '07 and her husband, Pete, welcomed their second son, Caden, in December 2025. He joins proud big brother Grayson (3). Charlotte is currently enjoying maternity leave from Salesforce, where she serves on the Strategic Events team, and will celebrate nine years with the company this fall!



Virginia Cortland '07 continues to grow her creative career after launching her photography business full-time in January 2025. Following her work managing The Bay School's yearbook and photographing athletic teams, she will join the faculty full-time this fall as a teacher of video production and creative process. Virginia has also helped photograph Hamlin's graduation ceremony for the last two years!

Class Notes

Hamlin connections continue at The Ramp, where **Jorden Meneghetti '09, Zoe Meneghetti '13, Maud House '16, and Malia House '18** all work together! The group still loves reminiscing about their Hamlin days and the friendships that began long before their professional paths crossed again.

Chase Hommeyer '10 graduated with a master's degree from the California Institute of Integral Studies this May and is now a mental health and art therapist. Chase works with children, teenagers, adults, and families and looks forward to serving the San Francisco community in this new role. Fellow alumni seeking therapy services or interested in connecting professionally are encouraged to reach out.

Ali Meneghetti '11 worked on the new HBO show *Common Side Effects*, which won five awards this season, including a Peabody Award, and was also nominated for an Emmy. Check out *Common Side Effects* on HBO Max for a wildly imaginative mix of dark humor and adventure.

Katie Vestal '11 and Ben Thornley got engaged this February on a trip to Mendocino! They both work as educators at Cathedral School for Boys. They look forward to officially tying the knot in 2027.



Brontë Jenkins '12 recently earned her M.D. and is now a Vascular Surgery Resident at Indiana University School of Medicine. She is deeply grateful to her family, friends, and mentors for their unwavering support throughout her journey and considers it both an honor to earn the title of M.D. and a privilege to care for patients.



Nicki Aquino '13 is a current Master's student in Museum Studies at the University of San Francisco. She will be serving as the Curatorial Intern at the San Francisco Art Commission this summer, which will culminate in her curatorial debut at the SFAC Main Gallery in August 2026.

Holly Dahlem '13 is a final year veterinary student at the Royal Veterinary College in London and is due to graduate this July. She has accepted a job as an associate veterinarian at Modern Animal in Los Angeles and plans to move there this fall.

Hanna Kim '13 is embarking upon a new chapter in her career! While we will miss her at Hamlin, we are thrilled to announce that she will be attending Smith College School of Social Work in Northampton, MA pursuing her Master's in Social Work. Her first practicum will be at a high school in NYC next year. Best of luck, Hanna!

Congratulations to **Zoe Meneghetti '13** on her engagement to fiancé Jack! The two met while attending UT Austin and got engaged on New Year's Eve in Kona, Hawaii, surrounded by both of their families. Zoe and Jack are now happily planning their wedding, which will also take place in beautiful Kona.

Jesse Valdez '13 is currently working as a Public Relations Specialist at her own firm, Enthusiasm PR, in Los Angeles, CA. She recently premiered her first creative writing credit in the XR Competition at SXSW 2026 in Austin, Texas, for an immersive reality video game called Love Bird.

Remembrances & In Memoriam

Patricia Young '42 passed away on May 20, 2025. Patricia was born in San Francisco as a third generation Californian. She is survived by her goddaughter Joann Maloney, Jeffrey Klurfeld, Hillary Adams, and loving cousins.

Martha (Drexler) Lynn '66 passed away on May 30, 2025. Martha is survived by her husband Tom, her brother Ken, her brother Roger and his wife Jill, her nephew Daniel, and all her friends who loved her deeply.

Cynthia (Colbran) McGuinness '62 passed away on October 21, 2025. Cindy is survived by her son Sean McGuinness, former husband Brian McGuinness, her life-long best friend, Jim Roberts, and many wonderful and caring friends.

Becky (Ford) White '62 passed away on December 7, 2025. She is survived by her nephews, Scott Ford and family, Brent Ford, many cousins, and loving friends.

Fiona Fuerstner '53 passed away on December 30, 2025. Fiona is survived by her daughter Liana LaFontsee Berry (Mark), and her grandson, Aiden Berry.

Donna (Cochran) Bowman '46 passed away on January 5, 2026. Donna was born in San Francisco, and when her parents settled at Windy Acres Ranch in Tracy, California, Donna returned to San Francisco as a boarding student at The Hamlin School where she formed many lifelong friendships with her fellow boarders, connections she treasured throughout her life. She is survived by her four children, Lindsey Bowman, Paul Bowman (Christine), Vicky Bowman London (Todd), and Donna-Moore Abrahamson (Eric); and her five grandchildren.

Judith (Watson) Abbott '51 passed away peacefully on January 14, 2026 surrounded by family. Judy met many lifelong friends at Hamlin, including Faith Maddox, Diane Ansara, and Katrine "Trinkie" Watson. Judy is survived by husband Doug Abbott, her daughters, Anne Casey O'Neill (Frank), Katherine Tallman-Lozano (George), and Molly Tallman, as well as granddaughter Alexandra Lavallee (Vincent), great grandsons, nephews, and a stepson.

Diane Ososke '54 passed away on February 11, 2026. Diane was a second generation San Franciscan who taught at Hamlin after her graduation from UC Berkeley. Diane spent more than 25 years teaching in the San Francisco Unified School District and served as a beloved member of the Hamlin Board of Trustees. She is survived by her brother Bill (Cathy), her sons David (Roxanne) and Craig (Terri), and her grandchildren Solange Soward '11 and Deanna.

Sheila (Yoell) Kneass '51 passed away on March 8, 2026. Sheila is survived by her three children, Peter Rosson (David Barrett), Katie Rosson (Gibson Scheid), and Charlie Rosson (Denise Rosson), and her granddaughters, Schuyler and Alexandra "Kiki" Rosson.

Mollie Lasater GP'16, GP'22 passed away on March 29, 2026. Mollie's life work was dedicated to education. She was a beloved and active Hamlin grandparent to Lucy Lasater '16 and Piper Lasater '22. She is survived by her husband of 61 years, Garland M. Lasater, Jr.; her son Bo and his wife Kathryn, and their children, Lucy, Garland IV, and Piper; and her son Edward and his wife, Ellison, and their children.

Karen (Adams) Cotter '64 passed away on April 15, 2026. She is survived by her sister, Robyn Adams Young, brother John; stepchildren, Christopher Cotter, Douglas Cotter and wife, Sharon, and Gordon Cotter; grandchildren, Nathan Cotter and wife, Victoria, Mather Cotter, Alexandra Cotter, Merrill Cotter, and great-grandson Levi Cotter.

Lolita (Heineman) Coblentz Erlanger '43, P'72, GP'98 passed away in May 2026 at the age of 100. A proud Hamlin alumna, Lolita was the mother of Sally Erlanger Gerstein '72 and grandmother of Sara Gerstein Melman '98. She always spoke fondly of her years at Sarah Dix Hamlin School and especially enjoyed sharing the story of the time she accidentally shut a door in Miss Stanwood's face—a moment that was simply "not done" and remained a favorite family memory for decades.

Margot "Bub" or "Bubbie" (Adams) Johnston '53 passed away in June 2026 at the age of 90.

Welcome New Trustees

Jagroop Bal



Jagroop Bal is the Chief Financial Officer of Druva, where he oversees finance and operations. Prior to joining Druva, he held senior finance leadership roles at VMware, where he helped scale and transform the company. Earlier in his career, he worked in management consulting and corporate strategy.

Jagroop is a trusted advisor to the C-suite and Board of Directors. He has a strong track record of driving corporate & financial strategy, operationalizing long-range plans, leading capital market transactions, and communicating performance to investors & key stakeholders.

Originally from Ohio, Jagroop earned both his BBA and MBA from the Ross School of Business at the University of Michigan. He is a diehard Michigan fan - Go Blue!

He and his wife live in San Francisco with their daughter and son. As a family, they enjoy cooking, traveling, arts, and sports together.

Sapna Boze



Sapna Boze is a dedicated nonprofit leader with a longstanding commitment to advancing exceptional education and nurturing learning environments for children. Over the past 15 years, she has held leadership and volunteer roles across several education-focused nonprofit organizations.

Sapna served as Board Co-Chair of Gateway Public Schools from 2015–2019 and again from 2024–2026, and has been a member of the Executive Committee throughout her 13 years on the board. She previously served six years as a Trustee at The Hamlin School, where she chaired the Governance Committee and led a task force focused on Financial Assistance and Economic Equity. She is excited to serve on the Hamlin Board once again! She also served as Board Chair of Lone Mountain Children's Center and later served on the search committee for their new Executive Director.

Prior to dedicating herself full-time to the nonprofit sector, Sapna built a career in corporate finance at several technology companies in the San Francisco Bay Area.

Sapna earned a B.S. in Managerial Economics from University of California, Davis and an MBA from Vanderbilt Owen Graduate School of Management, where she also served on the Alumni Board. She and her husband, Brandon, live in San Francisco with their three daughters.

Chrissy Braden Worth



Chrissy Braden Worth has spent her career working in tech and health tech, helping bring safe and beneficial technology to organizations around the world.

Originally from Texas, Chrissy holds a BA in Journalism and Political Science from Texas Christian University and an MBA from the Wharton School of the University of Pennsylvania. She serves on the Board of Trustees of the Nantucket Atheneum, one of the country's oldest public libraries, and as Co-Chair of Hamlin's Technology Advisory Council.

Chrissy lives in San Francisco with her family. She enjoys dinner parties, traveling, and a good laugh.

Abby Fanlo Susk '08



Dr. Abby Fanlo Susk has lived in the Bay Area for most of her life and is a graduate of Hamlin, Class of 2008. After Hamlin, Abby attended The Hotchkiss School in Lakeville, Connecticut, and then went on to earn a BA, MA, and PhD in Political Science from Stanford University. Abby's career has focused on the responsible development and deployment of emerging technology in service of the public interest.

Abby currently serves on the Product Policy team at OpenAI, where she helps develop policies governing the use of OpenAI's technology in high-consequence domains, including national security, law enforcement, criminal justice, healthcare, and financial services. She works closely with product, sales, and engineering teams to translate those policies into practice.

Prior to joining OpenAI, Abby led policy and strategy for the U.S. Department of Defense's Responsible AI Division, helping craft department-wide policies to ensure the military's use of AI adhered to high standards of ethics and legality. She began her career in technology policy at Meta, focusing on the global societal and political impacts of online platforms.

Abby and her husband, Matt, live in San Francisco with their toddler daughter, Lee.

BIPOC Alumni Corner

This year, we are proud to introduce our first-ever BIPOC Alumni Corner in *Keeping Posted*—a dedicated space to celebrate, connect, and uplift the experiences of Black, Indigenous, and People of Color within the Hamlin alumni community.



Born from the vision and leadership of the Alumni Board's BIPOC Task Force—Marlee-I King '96, P'22, P'24, Brittany Riddick '07, and Sloane Lehman Conway '04—this inaugural year focused on creating meaningful opportunities for connection, representation, and community across generations.

In addition to our annual BIPOC Alumni Coffee Mingle during Reunion Weekend, we invited alumni women of color to connect with members of Hamlin's Black Student Union through a series of mentorship conversations. Together, they shared stories, wisdom, and encouragement while fostering meaningful connections between current students and alumni. Thank you to Isabelle Moses '92, Marlee-I King '96, P'22, P'24, and Brittany Riddick '07 for generously sharing their time, experiences, and insights with today's Hamlin students.

As we continue to grow this community, we know the most meaningful work happens when many voices are part of the conversation. Whether you are interested in attending future events, mentoring students, sharing your story, or helping shape what's next, we would love to hear from you.

This is just the beginning, and we're excited to grow together!

Interested in getting involved? We'd love to hear from you! Contact the Alumni Office at brown@hamlin.org to learn more.



Top: Carmelita Nunes da Silva '25, Tiara Brumfield '25, and Jazmin Colin '25 attend the BIPOC Alumni Coffee Mingle at Reunion Weekend

Bottom left: Marlee-I King '96, P'22, P'24 with Hamlin Black Student Union members during a mentorship session

Bottom right: Sloane Lehman Conway '05, Juliette Caldwell-Little '24, Janiece Caldwell '04, P'24, Malieka Bundy '84, Wanda M. Holland Greene, Lisa (Lau) Aquino '81, P'13, Marlee-I King '96, P'22, P'24, and Kairi Hand '24 (from left) attend the BIPOC Alumni Coffee Mingle at Reunion Weekend

..... Note from Haley

Dear Hamlin Alumni Community,



Over the past two years, I've had the privilege of getting to know this remarkable community more deeply through countless conversations, events, alumni board meetings, and casual cups of coffee. I've come to truly appreciate what makes Hamlin alumni so special.

I am continually inspired by the confidence with which Hamlin women move through the world. This confidence is rooted in purpose—a willingness to speak up, step forward, and trust the unique perspectives they bring, leaving a profound impression.

I've also been struck by the lasting connections within this community. Hamlin alumni show up for one another, celebrating successes, offering guidance, opening doors, and lending support. This shared understanding confirms that Hamlin is more than just a school; it is a lifelong community that welcomes recent graduates with open arms and reconnects classmates years or decades later.

Perhaps most inspiring is the curiosity that persists long after graduation. As builders, learners, artists, leaders, caregivers, entrepreneurs, and advocates, Hamlin alumni embrace new challenges, pursue new passions, and remain open to growth at every stage of life.

As I reflect on another year together, I am profoundly grateful to be part of this community. Thank you for welcoming me, teaching me, and reminding me daily of the power of connection, courage, and lifelong learning.

It is an honor to continue this work alongside you, and I look forward to all that we will create together in the years ahead.

With gratitude and warmth,
Haley

..... 2026-27 Alumni Calendar Highlights

- **TUESDAY, SEPTEMBER 29, 2026**

Alumni Book Club

hosted by Stacy Metcalf P'20 and the Class of 2026 at Hamlin

Zoom option available

- **SUNDAY, OCTOBER 18, 2026**

Hamlin Brunch in NYC with

Head of School Wanda M. Holland Greene

- **WEDNESDAY, DECEMBER 9, 2026**

Alumni Gingerbread Social at Hamlin

- **FRIDAY, APRIL 16 - SATURDAY, APRIL 17, 2027**

Alumni Reunion Weekend at Hamlin

Would you be interested in helping to organize or host an alumni event in San Francisco or elsewhere?

Please contact Haley Brown, Advancement Manager for Alumni Engagement & Philanthropy,
at brown@hamlin.org or 415.674.5425.



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