

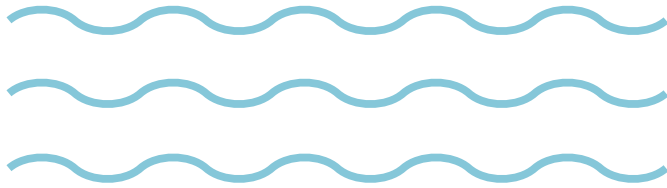
foundation of individual strengths
to discover and nurture each
student's version of greatness.



**STERNE
SCHOOL**

**ANNUAL REPORT
& MAGAZINE
2023-2024**

Sterne's mission is to
build on the foundation
of individual strengths
to discover and nurture
each student's version
of greatness.



A NOTE ABOUT THE ANNUAL REPORT

Sterne School is deeply grateful to the individuals, families, businesses, foundations, and corporations for their gifts received between July 1, 2023 and June 30, 2024. Through your generous support, Sterne provided our comprehensive program of academics, experiential learning, arts, athletics, enrichment, college prep, counseling, SEL, learning support, community-building activities and more to nearly 190 students throughout the academic year.

We have made every effort to ensure that our donor list is complete and accurate. Please notify our Advancement Director, Chris Myers, of any inaccuracies or omissions: cmyers@sterneschool.org.

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Some articles appearing in this publication have also been featured on Sterne's [Currents](#) blog.

FROM THE HEAD OF SCHOOL

Dear Sterne Community,

Thank you! This Annual Report is an acknowledgement of the generous financial support from Sterne School's families and friends throughout the 2023–2024 academic year. Our theme was “Come Together,” and this report illustrates the transformative impact the Sterne community makes.

Last year, we were able to fully realize the potential of our new facilities, hosting dozens of events in our gym, theater, and Welcome Center, and seeing record crowds come together in support of our student artists and Dolphin athletes. We came together to support our Class of 2024 seniors, who received acceptances to more than 50 colleges and universities. And we came together as supporters, volunteers, makers, and doers for more than 100 student life activities and community events. This was all made possible thanks to your generous support!

Highlights for the year ahead include academic initiatives in our classrooms, where UDL principles and the Sterne READS program are making academic content accessible for all of our neurodiverse learners. Likewise, securing accreditation through the California Association of Independent Schools (CAIS) will further strengthen and affirm our high school and college preparatory programs. And we promise to find ways to bring our community together as we look forward to Sterne's milestone 50th anniversary in 2026.

The future is bright because our community truly comes together to support Sterne's mission, vision, and values. As we're saying this year, you “make a splash!” You make all that we do here at Sterne possible, and I thank you for investing your time, talent, and treasure so that our students can continue to make waves.



Melissa Myers



STERNE'S VALUES

Start with strengths

Bring joy to learning

Learn from everyone's
uniqueness

Honor the educator

Never give up



FROM THE BOARD PRESIDENT

Dear Sterne Community,

As the parent of a soon-to-be Sterne graduate, I look back at not only the tremendous growth of my son, Jack, but the growth of Sterne School during our time here. The move to 838 Kearny Street, the opening of the Performing Arts & Athletics Center, the accomplishments of the school's dyslexia intervention and college counseling programs—all of these have been game-changing evolutions for our school.

These milestones would not have been possible without the generous philanthropic support of the Sterne community. Your commitment to and belief in Sterne's mission has allowed us as a Board to dream big and act boldly, helping the school achieve new heights (literally and figuratively). And your continued support of the school's vision allows us to continue to meet the most-pressing needs of Sterne's students, families, and staff— attracting and retaining the best faculty, providing tuition assistance for the most at-need families, and investing in capital improvements that will further establish Sterne as the top choice school for neurodiverse learners in the Bay Area.

Like many of you, the majority of us on the Board of Directors are Sterne parents too. We are stakeholders with children whose dreams and futures are being realized thanks to all that Sterne offers. Supporters like you make all of this possible, and on behalf of the entire Board (as well as our families), thank you for believing in Sterne. Let's keep dreaming big.

A handwritten signature in blue ink that reads "John Kunze". The signature is fluid and cursive.

John Kunze

2024-2025 BOARD OF DIRECTORS

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Ameenah Hayes
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FROM THE ADVANCEMENT OFFICE

Dear Sterne Community,

It is with overwhelming gratitude that we present our 2023–2024 Annual Report on giving. This past year was my first full year as Sterne’s Advancement Director, and what a year it was. More than 200 donors made a contribution to the Annual Fund campaign, helping us achieve a participation rate not seen since pre-Covid times, and raising more than \$370,000. We had near-record attendance at our spring gala, which raised a healthy sum of nearly \$200,000 and showcased just how creative, enthusiastic, and energetic the Sterne community can be (I’m a sucker for retro game shows, so when I heard that was going to be the gala’s theme, I knew I found my people). And the response was overwhelmingly positive for community events like the Back to School Picnic, Visual Arts & Maker Fair, Grandparents & Special Friends Day, the Year-End Toast, and more.

As you read through this Annual Report, I hope you not only see the impact that the Sterne community makes, but are likewise inspired by it. The generosity of our donors—those who give their time, talent, and treasure—make so much of what we do here possible. Hiring the best teachers, providing individualized academic and college counseling support, securing tuition assistance for our most at-need families, offering a comprehensive slate of arts, athletics, and enrichment opportunities—we couldn’t do this without your support.

So thank you. I’m honored and grateful to be part of the culture of giving here at Sterne, and look forward to what we can accomplish together in the year ahead.



Chris Myers

Director of Advancement, Marketing, and Communications



2023-2024 FINANCIALS

Total Operating Budget
\$7,557,718

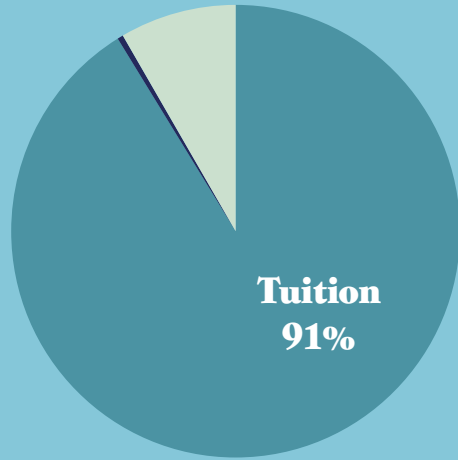
Total Annual Giving
\$568,431

- Annual Fund: \$371,904
- Annual Gala: \$196,527

More financials on next page

FISCAL YEAR END JUNE 30, 2024

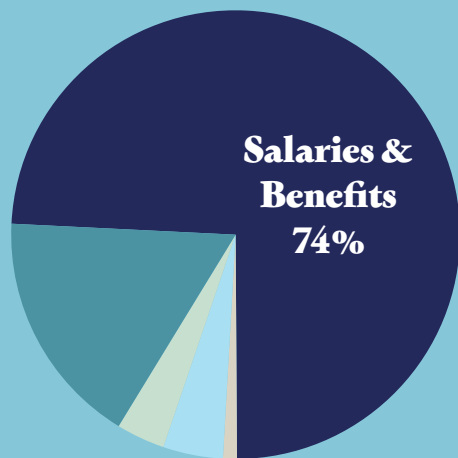
Total Revenue By Source, 2023-2024



Individual Gifts: 8%

Corporation/Foundation Gifts: 1%

Operating Expenses 2023-2024



Operations & Facilities: 17%

General Administrative: 4%

Instructional & Programs: 4%

Debt Service: 1%




UDL

UNIVERSAL DESIGN FOR LEARNING

By Melissa Myers

Last summer, I had the opportunity to spend some time in Valencia, Spain. Valencia is all the things that I adore about Spain – friendly, walkable, full of art and culture, and there was no shortage of amazing and cheap food and wine. But there was something else that really caught my attention: the number of people using motorized wheelchairs in a vast network of safe, reliable bike lanes. Curb cuts made these bike and wheelchair lanes seamless routes from Point A to Point B. Venturing down to the beach, an enormous smile spread across my face as I watched an elderly woman zipping her wheelchair down the bike lane and rolling directly onto a narrow boardwalk that seemed to go for a half mile across the sand. I



was curious about where this led, so I followed the pathway down to a huge, covered platform near the water. Gathered here were people of all ages—people who used wheels of all sorts to get around, whether it was a mobility scooter, a wheelchair, or a walker.

Valencia serves as an extraordinary example of the power of Universal Design Architecture. This concept, coined by architect Ronald Mace, is quite simple at its core: design buildings and products so they are usable by everyone regardless of age, gender, ability, or status. Here at Sterne, we use this same Universal Design framework to create lessons and activities that are inclusive, equitable, and optimized for all types of learners. To understand Universal Design for Learning, we first have to recognize that UDL requires us

Continued on next page

UDL, continued

to go beyond accommodations for learning. (Some examples of accommodations are audio books or dictation plug-ins, extended time for testing, and Cloze notes.) UDL exists at the edges as a proactive way of thinking and designing lessons and activities; on the other hand, accommodations are inherently reactive, responding to a challenge or need. We can and should use both UDL and accommodations.

I'll highlight two of the most important aspects of UDL: learner variability and removal of barriers. Most classrooms are not homogeneous, and Sterne exists to serve all kinds of learners. The very definition of "variability" speaks to change; students will not have the same needs every time they engage with a concept or lesson. Students have



unique social-emotional backgrounds, cultural experiences, cognitive abilities, and ways of interacting with content. UDL accounts for all of this. Common barriers to learning are directly related to variability. A lack of background knowledge, executive function challenges, and challenging life experiences all potentially impact learning. Once again, UDL is preemptive.

Choice Boards are a common example of UDL work at Sterne. Choice Boards offer students a variety of ways to show what they know. For example, if the class is learning about short story plot, a Choice Board may include activities such as a recorded dramatic reading of the denouement, creation of a detailed plot diagram, a multi-page comic book about the story climax, or a rewrite of the ending of the story or outcome of a character. Even in English class, writing isn't the only way to show what you know.

I could talk about UDL for days, but I want to leave you with the final thought that good teaching is good teaching. We're often asked about our "secret sauce" here at Sterne, and while we do have an Academic Playbook and we engage in plenty of ongoing professional development and training, we understand and acknowledge that there are very few truly revolutionary teaching practices out there. There are only revolutionary teachers who are willing and able to view the world from different angles and perspectives, get creative and flexible in how they design their lessons and activities, and view our students as the individuals that they are.

IMPACT

Professional development is an important part of our value, *Honor the Educator*. Through the support of 2023-2024's Annual Fund giving, Sterne's staff participated in multiple sessions with [Girls Leadership](#), an organization that teaches girls to exercise the power of their voice.

This work tied-in directly with the school's DEIB initiative to focus on gender equity and female empowerment, a theme that continues into the current academic year. Read more about Sterne's focus on female empowerment, equity, and allyship on our [DEIB webpage](#), important work that the generosity of our donors is making possible.

800

Person hours of
professional
development in
2023-2024

IMPACT

52

College acceptances in
2023-2024

100%

Acceptance rate to 4-year
colleges and universities
for students who applied

200+

College acceptances over
the past ten years



CLASS OF '24

by Craig Brewer, Head of High School

As they get ready to graduate, every high school student faces a time of transition. The Sterne class of 2024 was no different, and they navigated the move with confidence. Transition was a familiar theme for this class. This is the group who transitioned our school from the old to the new; these are the last Sterne students who remember when we were a two-campus

school, with high school on Valencia Street and the lower grades in the old house at Jackson and Scott. 2024 was also Sterne's largest graduating class and represented the end of a single classroom grouping of seniors. These 16 seniors provided amazing leadership, acting as the anchor for student activities and athletics. These 16 students were also accepted to more than 50 colleges! Transition? No big deal.

CLASS OF '24 ACCEPTANCES

Arizona State University
Cal Poly Humboldt
Cal Poly Pomona
CSU Channel Islands
CSU East Bay
CSU Fresno
CSU Fresno
CSU Long Beach
CSU Monterey Bay
CSU Northridge

CSU San Marcos
Chapman University
Colorado College
Colorado Mesa University
Colorado State University
Dominican University of California
Drexel University
Embry-Riddle Aeronautical University
Gonzaga University
Lewis & Clark College
Linfield University
Marist College
Merrimack College
Metropolitan State University of Denver

Montana State University
Northeastern University
Occidental College
Saint Mary's College of California
San Francisco State University
Seattle University
Sonoma State University
Southern Oregon University
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University of Oregon
University of Portland
University of Puget Sound
University of San Francisco
University of the Pacific
Western Oregon University
Whitman College
Willamette University



IMMERSIVE LEARNING

by *Melissa Myers*

Sterne has a long history of experiential programming; we've left footprints from Brazil to Costa Rica to Iceland and Thailand. These trips often include cultural and language immersion, community service, and ecological stewardship. Climbing a rapidly melting glacier is a potent and lasting reminder of the detriments of global warming. Reading a recipe cannot even begin to compare with taking a cooking lesson in a traditional Thai market.

But we don't always have to travel that far to find truly immersive, and sometimes game-changing opportunities that link learning with hands-on experience. Sterne's "Expedition Days" happen four times a year, and they generate loads of excitement as students take

their learning from the page to the pavement and beyond.

Why is this so important? We know that experiential and immersive education is key to any vibrant learning environment; experiential learning bridges theory and practice; it enhances retention, as we learn best when we "do"; perhaps most compelling, immersive education accelerates learning. Consider our recent Expedition Day to Golden Gate Park. While many of our students have spent a day in the park riding bikes or even going to the Academy of Science, this Expedition Day brought them there with a mission: view this urban park through the eyes of Johannes (the main character in their book, *The Eyes and*

Continued on next page

2023-2024 STERNE DONOR ROLL

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(in memory of Stella Piazza Cosenza)

Rowan Cutler

IMMERSIVE LEARNING, continued

the Impossible). This novel, written by local author Dave Eggers, features the story of a free dog who is who lives in a park by the sea and is appointed by three elderly bison to report on everything that happens in the park. Sterne students meandered near the bison paddock in real-time, reading a selection from the book where the wise ruler bison-Freya, Meredith, and Samuel-warned Johannes about the sudden changes, and the unbalanced equilibrium, happening in their park. Here, Sterne students wondered about the state of their own Golden Gate Park and its fragile ecosystem. They observed how the fog provides water, the redwoods shade, and considered how the people visiting the park can protect this special and vulnerable place. They ran and played like Johannes, who relishes his freedom and his speed as a free dog. (Spoiler alert, our students did not free the bison!) That day, Sterne students were 4th graders inside a novel. They lived it, and we know they will always remember this story and experience.

While our 4th graders were spending time in Golden Gate Park, our 8th graders took the ferry to Angel Island. In their 7th-grade history class, these students had already learned about the Chinese Exclusion Act of 1882 and Escape to Gold Mountain. They'd previously visited the island, where they read the poetry that Chinese immigrants had carved into the walls of the Immigration Station.

Our Fall 2024 Expedition Day brought students to a lesser-known part of Angel Island

to walk in the shoes of Jeanne Wakatsuki Houston, author of their book *Farewell to Manazar*, as she recounts her family's experience with WWII Japanese internment. On Angel Island, students met with a representative from the Immigration Station Foundation, and toured the same barracks where the U.S. government had so recently arrested and detained more than 110,000 U.S. residents and citizens of Japanese descent following the bombing at Pearl Harbor. This dark part of U.S. history stands to be forgotten if students don't "read then do."

Intellectualizing these deeply personal, human experiences can distance us from reality. But visiting the site where Japanese men, women and children were photographed, fingerprinted, and examined in the nude "for infectious disease," doesn't permit us to disconnect or fictionalize. The truth is right there, written on the walls of the Immigration Station, and as our teachers observed that day, written on the expressions our students held.



Continued on next page

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STERNE READS

RECOGNIZING THE “SUPERPOWER” OF DYSLEXIA

One in every five students in the U.S. has dyslexia. Here at Sterne School, the ratio is almost three out of every five. At the start of the 2024–2025 academic year, we wanted to bring awareness to these statistics as well as awareness of how we support our dyslexic learners at Sterne.

Malia Rubens is Sterne’s English Language Arts (ELA) Coordinator and Learning Resource Specialist, working with dyslexic students in our lower middle school grades for the past six years. “Dyslexia is not a bad word here at Sterne,” Rubens emphasized. “We see it as a superpower and support our students in identifying those strengths they possess by being able to see a situation differently.”

Celebrating uniqueness is a core value here at Sterne, so we’re used to looking at situations differently. While we know that dyslexic students need intensive and structured literacy intervention to achieve success in reading and school, we also recognize that these learners are not limited in their capacity to understand, process, and express sophisticated concepts. This understanding drives our approach, and it is the reason why we are proud to highlight our signature Sterne READS dyslexia intervention program.

Based on the Orton-Gillingham method, Sterne READS (Reading Education and Dyslexia Support) is a one-of-a-kind program that is designed to be individualized and inclusive. Rather than using a pull-out model for support, Sterne READS is embedded in our lower and middle school ELA curriculum. Students participate in shared learning

Continued on next page

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STERNE READS, continued

experiences like novels, workshops, and writing projects with their peers. This inclusive design provides individualized support while keeping students connected to their classmates, teachers, and grade-level curriculum.

Describing the program in detail, Rubens noted, “There is so much scientific-neuro research today about how the brain learns to read. We blend these practices into games, repetition, and daily reading during our ELA periods. Every day, our students receive the specific, structured instruction that they need in decoding and spelling. Because of this embedded daily instruction, our students participate in all other electives, PE, and other areas of interest and strengths. They do not need to be pulled out. This helps them see their value in a place like school.”

It’s that last piece that truly sets apart the inclusive nature of the Sterne READS model, an approach that Rubens connects with personally. “Today, I think of my teaching inspiration—my sister,” Rubens said. “School was a place where she learned to tolerate, not thrive. Her dyslexia became a wall between her and feeling accepted in a school atmosphere. The teachers who saw her brilliance and looked past her spelling were the key to helping her belong. I am so proud that today I get to work in an atmosphere that challenges kids to work through their struggles while celebrating their strengths.”

Sterne School is proud to work with students in embracing their dyslexia superpowers. [Click here to learn more about Sterne READS.](#)





DRAMA



FLIPPING THE DRAMA CLASSROOM

By Elise Cumberland

Not surprisingly, the Drama program at Sterne School does things a little differently. In teaching performing arts with students here for more than a decade, I've learned that my students work best when they are fully involved in the creative process of bringing work to the stage.

Before reading anything, I like to meet my students first, and get a feel for their interests and strengths, long before considering any show material. After setting community agreements, the ensemble works to build their relationships with fun games and drama exercises. Once we've laid this baseline of ensemble work, we'll go "Blue Sky" mode and dream a bit about our performance. Here my students practice compromise and collaboration when looking for work on which they all agree. Once we've narrowed down a few ideas, we look at different plays in class, reading log lines

and character breakdowns together. At this point, a frontrunner usually emerges. Since getting teenagers to agree on anything is a feat in itself, we've succeeded before we even begin rehearsals!

As a director, I like to think of my work with students on two fronts—personal discovery and contribution to a team. While students work to push themselves and take creative risks, they also gain the life skills of working together for something bigger than themselves. If my students are having fun, helping each other, being kind and creative, and if that work can inform a moment of magic in live performance, if we can make friends and family smile and laugh, even just for a moment, our hard work has made an impact, which is all us artists hope to do.

Elise Cumberland has been the Drama teacher at Sterne since 2014. Students in all grades have the opportunity to take part in Drama classes here at Sterne, and take the stage twice annually in our bespoke McNerney Family Theater for performances in the winter and spring.

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TEAM HANDBALL

2024 INTERNATIONAL HANDBALL TOURNAMENT

by Sam Underwood, Class of '20

The history of Handball at Sterne started back in 2016 when our current Athletic Director, Sean McManis, and then-Athletic Director, Craig Brewer, introduced the sport to the school and partnered with CalHeat, a local semi-professional team, to start a team on campus. At first, the sport did not get much attention or attraction because not many people at Sterne knew about handball, however there was a handball league in the Bay Area that contained 4-5 other schools that also competed. Through the years, the sport grew in popularity at Sterne, enough so that Sterne Handball players have regularly participated in international tournaments over the summers.

Handball is a game that consists of two, thirty-minute halves with an intermission, and players wear no protective equipment. Best described in some ways as a mix of basketball and soccer,

handball is played on a field or indoor court. The ball, roughly the size of a dodgeball, can be moved by passing, dribbling, throwing, or hitting it with any part of the body above the knee in an effort to score a goal. The goalkeeper is the only one who can kick the ball. The team cannot keep the ball in their hands without attempting to strike, and a goal can be scored from any type of throw. Though it is less known throughout the U.S., handball is a popular sport all over the world, and has been a featured summer Olympic sport since the 1970s.

This summer, a few Sterne athletes participated in two international tournaments: one was the Granollers Cup in Spain and the other was the Partille Cup in Sweden. Even though the tournaments were not affiliated with the school's league, it was worth it for the athletes to get some really good competitive handball experience. Five Sterne students participated in the tournament. One was Jayden Corado-Rosales, a senior and the goalie for the team.

Continued on next page

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TEAM HANDBALL, continued

The other Sterne players were all juniors: Jack Kunze, Ewan McBride, Bakari Thompson, and Smith Trimble. Other players on the team were part of the CalHeat league.

The Sterne students said that they had really great experiences playing handball and appreciated the high level of competition. They liked competing against players from all over the world who were really skilled, and learning this sport from student athletes who had been playing handball for many years. Another thing that they really enjoyed was the opportunity to meet new people all around the world and have this really unique experience of playing and competing for their own country because they were the only American team in the tournament. Despite those highlights, a negative aspect of the tournaments was that sometimes the competition got a little rough. And the 11-hour flights to and away from Europe were also kind of a drag. Still, the experience overall was incredible for the students who participated.

The short term for the future of handball at Sterne is to continue to increase interest in and awareness of the sport. Continuing to have handball teams that compete against other middle schools and high schools in the Bay Area will further help to grow the league. The long term for the future of handball at Sterne is to be a successful participant in the Bay Area league and introduce the sport to the California Interscholastic Federation (CIF).

CIF schedules athletic high school competition for baseball, football, basketball, and futsal. If handball were to be a CIF sport, a lot more schools would get interested in it and the sport would grow throughout the state...and even beyond.

If a Sterne student is interested in signing up for handball, they should talk to Coach McManis or Coach Delfino first. Sterne is always looking for new players and is happy to introduce any student from middle school to high school to the sport. Once players join the team, they go to a few practices, and go to a clinic that happens at the beginning of every school year out in Fremont with all of the teams in the Bay Area. Whether they are learning the sport or developing their skills, however, the important thing is to encourage any individual who is new to the sport to talk to experienced handball players. Handball is an incredibly fun and active team sport—and interested students are encouraged to give it a shot!



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We have made every effort to ensure that our donor list is complete and accurate. Please notify our Advancement Director, Chris Myers, of any inaccuracies or omissions: cmyers@sterneschool.org.

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TRASH FASHION SHOW

ONE PERSON'S TRASH IS ANOTHER'S TREASURE

by Sarah Wentker, Marketing & Communications Manager

Sterne Lower and Middle School students put their creativity to the test during the annual Sterne Trash Fashion Show in celebration of Earth Day last April. Science Curriculum Coordinator Spryte Heithecker began this tradition two years ago, inspired by similar shows around the world which taught students about the environmental pitfalls of the fast-fashion industry.

The Trash Fashion Show is a fun way for students to create one-of-a-kind pieces of wearable art using recyclable materials, clean trash, and discarded fabrics. Students work collaboratively to decide what materials they need, brainstorm

a design, and create a piece to represent their homerooms. They elect an emcee and one or two models from each homeroom, write their script, create their designs, and finally walk in the Trash Fashion Show before a panel of faculty/staff judges. Our theme for 2024 was Planet vs. Plastic, and once again, our students created some memorable looks.

“It’s so fun watching students brainstorm an idea and watch it grow to fruition,” said Heithecker. “The unexpected changes they made and how enthusiastically they worked with their homerooms made this year’s Trash Fashion Show so special. We had so many new students who really stepped into the roles of models and emcees without question. It’s grown to an event that we look forward to every year!”

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STERNE GALA

AN EVENING OF RETRO GAME SHOWS!

On March 22nd, we hosted the *2024 Sterne Gala: Trivia Time!* – a night of food, drink, music, fun, and most importantly, community. The theme was retro game shows with a team trivia activity. As always, the Gala provided a venue for parents and guardians to connect, celebrate, and enrich their own sense of belonging.

Trivia Time! was Gala Chair Sheree Pirie's swan song because her family was getting ready to move after the school year ended. We celebrated her impact on this important event; under her four years of leadership, the Gala evolved and grew to become the glittering, successful event it is today.



Continued on next page
* Also an event sponsor

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FUND-A-NEED 2024

IMPROVING COMMUNITY SPACES

Every year, Sterne's Leadership Team identifies a specific and exciting area of need at school to feature as the gala's Fund-A-Need initiative. At the 2024 Gala, guests raised their paddles to make Sterne's community spaces more interactive and inclusive for everyone.

More than \$94,000 raised was raised thanks to our gala supporters, and we've already completed some of the campus upgrades that were highlighted that night:

- Installation of new, flexible seating and outdoor furniture on the 2nd and 5th floor green spaces.

- Activation of the 2nd floor play structure for our Lower School students.
- Improvements to our lobby that include a dynamic announcement display screen, upgraded lighting, painted accent walls, and new furniture.

And there's more to come as we look to make additional improvements, modifications, and beautification to our communal spaces this winter and spring. Be sure to stay tuned as it all comes together!

\$94,100

2024 Fund-A-Need Revenue





MARK YOUR CALENDAR FOR THE 2025 GALA

Friday, March 21, 2025
at Bimbo's 365 Club
in San Francisco

Pack your bags and get
ready to set sail!



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COMMUNITY

In May of 2024, Sterne held our first ever “Toast to the Community,” a year-end celebration to recognize the immeasurable impact of our donors and volunteers. Appropriately held in our new Welcome Center (a component of the larger Performing Arts & Athletics Center, which itself would not have been possible without the support of the Sterne community), the event brought together constituents from all corners of the Sterne community for a morning of coffee, conversation, and—yes, literally—toast.



It was yet another reminder of how fortunate we are to have an active, engaged, inspiring community that comes together in so many different ways. From showing off school pride at basketball and volleyball games, to showing up for PA events and volunteer opportunities; from stepping out at a groovy game show gala, to stepping up and contributing to the Annual Fund. Sterne is the incredible school it is because of its community; the highlights in this publication are merely the tip of the iceberg on all that you make possible. So please, let’s keep the spirit of last year’s “Come Together” theme going strong. Stay connected to Sterne throughout this year by following us on Facebook and Instagram, by keeping up to date with our Currents blog, and by participating in our community-connecting events like our Sterne Salons and PA meetings.

Together, we’re going to make one heck of a splash this year. Thanks for being part of it.



GIVE TO THE ANNUAL FUND TODAY!

Time, treasure, talent—there are many ways to give to Sterne, and every gift makes an impact. Learn more by visiting our website’s Support Us section, which details the various ways you can make a donation and a difference. Give today, and be part of next year’s Annual Report where you can see how donors like you made a splash for Sterne.

sterneschool.org/give





STAY CONNECTED!



Update your contact information
with Sterne:

sterneschool.org/update

Last year more than 200 donors came together, and we were proud to display their names on a giant donor quilt.

STERNE SCHOOL

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