

HEAD OF SCHOOL
STRATEGIC VISION UPDATE
2014-2018



PROVIDENCE DAY
SCHOOL

innovation

integrity

community for life

empathy

problem solving

creativity

*social
responsibility
joy*



Providence Day School exists to inspire in its students a passion for learning, a commitment to personal integrity, and a sense of social responsibility.

Providence Day School develops global leaders for a world that is technology-driven and culturally diverse.

Providence Day School cultivates future leaders by developing character and emotional intelligence, as well as academic, artistic and athletic talents. Providence Day School offers a rigorous academic program that is diverse, value-oriented and supportive. Providence Day School challenges its students to make enduring, positive contributions to this world.

Dear Charger family,



Now in my 8th year as Head of School, I feel ever more fortunate to belong to the lifelong community that is Providence Day School. It continues to be an honor to lead this incredible institution.

In my Head of School Strategic Vision 2014-2018 document, I outlined a variety of approaches that would enhance all aspects of life at Providence Day, help us address our challenges and opportunities, and safeguard the future of our school.

During the last four years, we have achieved much of which we can be proud. Our students are gaining necessary knowledge, essential skills, and character dispositions that will serve them well as they become leaders who make positive contributions to this world. Our teachers are consistently recognized as subject matter experts in their fields. Our diversity and inclusion efforts have expanded, and both our local and global partnerships have grown. Our campus has evolved to meet the ever-changing needs of all learners. Our alumni are leaving their mark on businesses, nonprofits, and communities around the world. And our school spirit and culture of philanthropy is stronger than ever. You'll read about these and other achievements in the pages that follow.

While it would be impossible to share all the good things that have happened at Providence Day since 2014, I hope you will get a sense of the energy, inspiration, and innovation that upholds our school's rich tradition of excellence and unwavering dedication to our students.

As we look ahead to many more exciting moments in the years to come, including our 50th anniversary celebration in 2020, I am confident Providence Day School is well-positioned for an extraordinarily vibrant future.

Sincerely,

A handwritten signature in black ink that reads "Glyn Cowlshaw". The signature is fluid and cursive.

Dr. Glyn Cowlshaw
Head of School



2014 - 2018



CORE VALUES

We believe the school community should promote global awareness and connections to the world and local community.

We believe that students should be astute thinkers and persistent, creative problem solvers.

We believe the school community should maximize individual potential by encouraging new endeavors and risk-taking without fear of failure.

We believe that teachers are a significant influence on the lives of our students; therefore, we exercise great care in selecting faculty members. In addition to demonstrating excellence in their fields of instruction, they must love working with students.

We believe that students should enjoy the right to express themselves in a way that shows respect for others and honors the spirit of the school community.

We believe that the success of our students depends on a partnership which includes teachers, parents, administrators, support staff, grandparents, alumni and

friends. We encourage the extended school family to be active in each student's development. Parents should expect that their involvement will make a difference.

We believe in developing within our students an ability to appreciate and value the differences among people in our school community, as well as those in the larger world around us.

We believe in the value of personal honesty as the foundation in the preparation of students to become responsible citizens and leaders.

We believe that the purpose of athletic activities is to promote physical vigor, teamwork, school spirit, sportsmanship and a sense of personal accomplishment.

We believe that non-athletic activities enable students to discover new talents, contribute to a group effort, gain self-confidence and develop leadership skills.

We believe that responsible and thoughtful management of the school's financial and human resources is essential to accomplishing our mission.





PRINCIPLES OF COMMUNITY

Providence Day School is committed to creating a community that cherishes social engagement, global perspective, diversity and a culture of philanthropy. All members of our community should accept responsibility for their actions and have the courage to do what is right.

The Providence Day School community is built on trust and respect for one another. All of us should strive to:

- Treat others honestly, fairly, respectfully, and courteously
- Practice empathy, compassion, and generosity of spirit
- Be inclusive in our work and our actions
- Work together to find common ground and resolve disagreements in a positive manner
- Create an experience that ensures a lifelong connection to the school



ACADEMIC EXCELLENCE

Providence Day School is a visionary leader in education with its Global Studies Diploma, technology-enhanced classrooms, and service learning programs. Providence Day School continually enhances and evolves its programs through cutting-edge teaching and learning research.

SUCSESSES

The Reggio Emilia teaching philosophy has been further developed in the early childhood program (TK and K), affirming each child as a “person of possibility” who is rich in potential, strong, powerful, and competent. Teachers emphasize discovery learning that allows children to use all their senses as well as different ways to show their understanding and express their thoughts and creativity.

Middle School implemented creative ‘Capstone’ projects for each grade level to provide meaningful end-of-semester experiences that utilize the design thinking process. Guided by faculty facilitators, students worked collaboratively in small groups to address how to build community (6th), create more inclusive experiences (7th), and expand their leadership skills by working with clients at school and in the Charlotte community (8th).

The Upper School curriculum has added a suite of new problem-based learning electives that present students with more authentic, open-ended challenges. Course additions include Social Entrepreneurship, Engineering Design Challenges, and Developing Mobile Apps.





OTHER HIGHLIGHTS

- The last five graduating classes have collectively been offered a total of \$55.5 million in scholarships. In 2018, the amount of scholarships offered to Providence Day graduates is more than double that from 2013.
- The school has produced 125 National Merit Finalists and Commended Scholars since 2013, a growth of 7% over the previous 6-year total of 117.

- The Class of 2018 is attending a record 80 different schools in 27 states, Scotland and United Arab Emirates. 92% of the seniors were offered merit scholarships or Honors Program opportunities, compared to 76% of the seniors in the Class of 2013.
- Our STEM curriculum is constantly evolving. Innovative classes and programs have been added in robotics (LS), engineering (MS), and computer-aided design/3D printing (US) to support an integrated focus on science, technology, engineering, and math.
- The school currently offers 26 Advanced Placement courses, well above the national average for similar independent day schools. Over the last five years, the number of students enrolled in AP classes has increased 12% and the number of AP exams taken by students has increased 46%.
- The Middle School partnership with Bruns Academy has been featured at several national conferences as a best-practice initiative in leadership development and community engagement.
- Providence Day was one of five recipients of the Southern Association of Independent School's 2017 Stephen P. Robinson Collaboration Grants.
- The Lower School World Language program was the 2016 recipient of the Melba D. Woodruff Award for Exemplary Elementary Foreign Language Program.
- Providence Day consistently earns Blumey Award nominations, which recognize excellence in high school musical theater.



TEACHING EXCELLENCE

Our goal is to recruit, develop and retain faculty and staff with the vision, ability, compassion and commitment to inspire students. Our faculty seeks out best practices using the latest educational technology, learning research, and innovation to provide a rigorous classroom experience. Providence Day teachers care about developing each individual – helping students discover who they are – and form valuable and long-lasting bonds that transcend the classroom.



SUCSESSES

The Technology and Information Literacy Team has led Lower School's multidisciplinary approach to a blended learning environment, integrating innovative teaching strategies to connect classroom concepts to special area classes so that learning is relevant, engaging, and fun.

The Middle School professional development approach was significantly reorganized by creating dedicated meeting time for teachers to learn from each other. Faculty cohorts were established to model and discuss best practice teaching strategies, cross-curricular content, and student learning modes based on research and brain-development science. As a result, faculty have the platform to deepen their understanding of adolescent learners and developmentally-appropriate curriculum.

The Digital Citizenship Compass and Digital Citizenship Resource Guide provided common standards, shared language, codes of conduct, and behavior that allow teachers to partner with students and parents to successfully navigate the digital world.

The One2World iPad initiative was a thoughtful implementation of technology solutions at all grade levels, designed to empower faculty and students to create the best possible learning opportunities that foster self-reliant, resilient, and active learners.



OTHER HIGHLIGHTS

- More than 120 educators hold Master's degrees, and 14 currently have Doctorate degrees.
- Since 2014, 5 educators have participated in the National Association of Independent Schools' Fellowship for Aspiring School Heads program, and two other educators have gone on to serve as Heads of School.
- The number of faculty teaching science, technology, engineering, and math subjects has doubled since 2014.
- Two Upper School faculty are Advanced Placement Test Development Committee members, and on average, the school has 10 AP Readers and/or Table Leaders each year, an affirmation of subject matter expertise.
- Lower School implemented *Math in Focus*, a student-centered math curriculum that concentrates on number sense, problem solving, and higher order reasoning.
- Three faculty are instructors with Global Online Academy, the premier independent school online educational platform whose mission is to reimagine learning to empower students and educators to thrive in a globally networked society.
- Faculty regularly enrich the learning environment by connecting students with subject matter experts, working professionals, and non-profit leaders through in-person classroom visits, field trips, community projects, and Skype sessions online.
- The school secured a \$50,000 matching grant from the E.E. Ford Foundation to establish a Freedom School Fellow teaching internship for a recent college graduate with a passion for education and desire to participate in PD's Freedom School.

- The Center for the Art & Science of Teaching, Learning & Entrepreneurship was established in 2016 as the school's "innovation engine," helping faculty, school leaders, and staff identify growth opportunities. The goal of the Center is to be intentional, deliberate, and disciplined in pursuing educational excellence.
- A three-year partnership with The Center for Transformative Teaching and Learning at St. Andrew's Episcopal School was created to provide teachers access to world-class professional development in the latest neuroscience research and its impact on learning strategies.
- Providence Day has established strong partnerships with several colleges, universities, and organizations in support of faculty professional development, including University of North Carolina Charlotte, Northeastern University, Queens University, the Teaching Fellows Institute, and World View at UNC.
- PD faculty, departments, and programs have been honored with a multitude of awards at the local, regional, state, and national level including the 2014 Global Citizen Award, 2015 International Society for Technology in Education Outstanding Teacher, 2015 Paul Gagnon Prize from the National Council for History Education, 2016 Melba D. Woodruff Award for Exemplary Elementary Foreign Language Program, and 2018 American Geographical Society Teacher Fellow.



DIVERSITY & MULTICULTURAL EDUCATION

We are committed to actively cultivating an inclusive environment. It is through this exchange of world views and experiences that our community gains a better understanding of the values, beliefs, attitudes, and behaviors of each of our members that contribute to and enrich our collective identity. By creating and sustaining an educational environment that is intentionally inclusive, we define diversity as central to our success and essential to our mission and curriculum.



SUCSESSES

The Office of Diversity and Multicultural Education was formally named to signal the school's commitment to an intentional multicultural approach to curriculum.

In partnership with the offices of Academic Affairs and Global Education, a review of curriculum is underway to ensure PDS is teaching a diverse, multicultural TK-12 curriculum. For example, a collaborative cohort of TK-12 social studies teachers is auditing content, providing professional development, and planning a rollout of a comprehensive, scaffolded curriculum that focuses on Social Structure & Social Change and Major Religious Orientations — two of the strands of 'necessary knowledge' in the "PD Passport."

In the past four years, the school's commitment to multiculturalism has been underscored with additional resources to ensure that the work of diversity, equity, and inclusion is the work of all of our community members. The Multicultural Task Force evolved into the Multicultural Advisory Board, which advises and makes recommendations to administration.

Working in partnership with the Office of Human Resources, and through innovative and non-traditional recruitment strategies like the Freedom School Fellow, the diversity of faculty has increased from 12% in 2014 to 18% in 2018. The percentage of international and diverse faculty at Providence Day now ranks in the top 25% of comparable peer schools nationally.



OTHER HIGHLIGHTS

- Our student body encompasses 27% students of color; our employee population encompasses 22% persons of color.
- The school is engaged in the Assessment of Inclusivity and Multiculturalism with the National Association of Independent Schools in 2018, data from which will be used to develop a school improvement plan.
- In 2016, a TK-12 diversity and multicultural team was created that includes three divisional coordinators to support and extend programming and initiatives. Administrative support was added in 2018.
- Families of Cultural Understanding in Schools (FOCUS) became a part of the Parents' Association in 2014 as another way to expand cultural awareness and build connections within the school community.
- The Faculty Diversity Council and Student Diversity Council were formed in 2017.
- The Office of Diversity and Multicultural Education has built a comprehensive faculty development program for teachers in all three divisions, including a seven-part training "Human Experience and Perspective."
- Expanded clubs in the Upper School to include 5 affinity groups and 4 student-led clubs that focus on issues concerning diversity, equity, and inclusion.
- A variety of speakers and programs have been brought to campus to explore a range of topics and issues, including racial/ethnic heritage, civil rights history, and religious celebrations and observations connected to our mission tenets of social responsibility and personal integrity.



WORLD-CLASS LEARNING ENVIRONMENT

Providence Day School will continue to develop a campus of the 21st century that supports an active and balanced learning environment with state-of-the-art facilities that positively impact academics and enhance student learning. We are committed to building safe, energy-efficient, and environmentally-sustainable buildings.

SUCCESSSES

A new Academic Center has been designed and built to encourage an interactive, collaborative approach to learning. The new DeMayo Gateway Center has created a more welcoming sense of arrival to campus for visitors and the school community. With both the Admissions and College Guidance offices located in the building, students begin and end their journey at the same place – a powerful symbol of PD's TK-12 education.

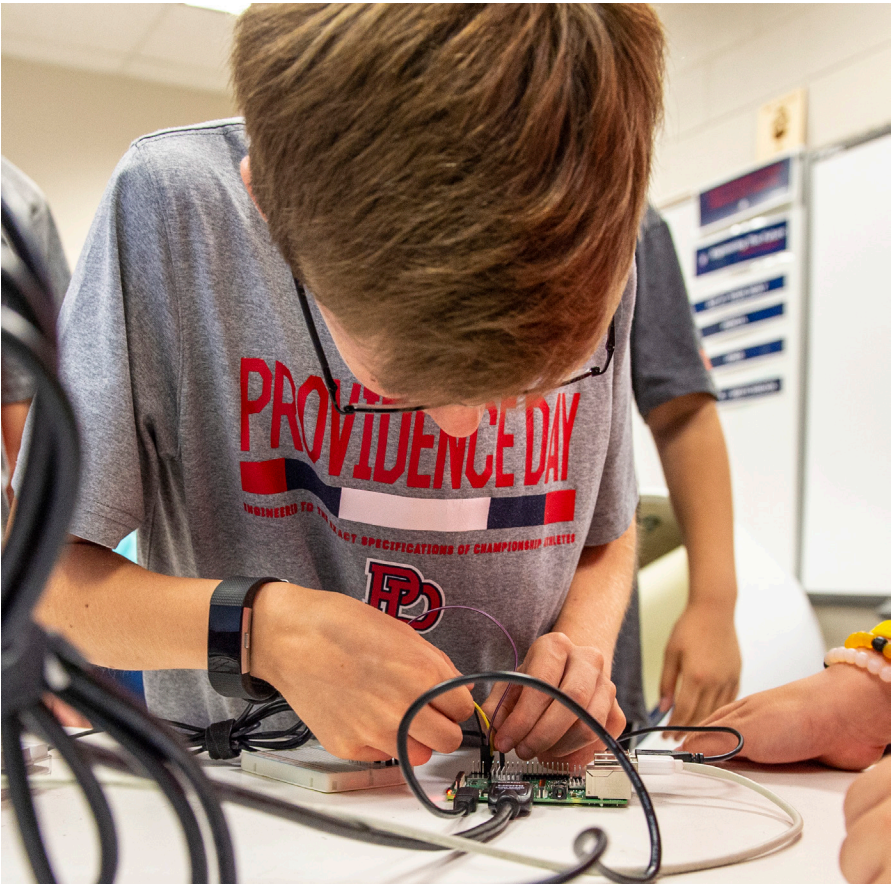
Spaces in the Thompson-Jones Library were redeveloped to invite and encourage collaborative use. The Middle/Upper School section was revitalized as a vibrant, mixed-use space for inquiry, research, and resources. The King Library was transformed into an innovative learning environment boasting one-of-a-kind technological capabilities of a combined SMALLab Learning System and a Nureva Span ideation system.

Our youngest students now enjoy several creative and engaging learning spaces designed specifically to encourage collaboration, communication and exploration. The TK Cottage, TK Outdoor Classroom, and Kindergarten Treehouse allow students to create their own learning opportunities based on their interests as guided by faculty facilitators.



OTHER HIGHLIGHTS

- A dedicated Middle and Upper School Makerspace was established to expand opportunities for students to engage in hands-on learning through design, building, prototyping and fabricating innovative solutions to real-world problems.



- The physical square footage dedicated to science, technology, engineering, and math has been doubled, and investments in new technology and furnishings used to support teaching and learning in these disciplines were made.
- The World language curriculum has been enhanced with Stevens language lab technology that allows for more student-to-student partner speaking opportunities, as well as greater flexibility in activities and instruction.
- The STEAM (science, technology, engineering, arts, and math) Workshop was added to the McMahon Fine Arts Center, and the sound and lighting technology in the theater were significantly upgraded.
- Charger Gardens provides an exciting outdoor learning lab for all three divisions.
- Dedicated spaces have been created in Ridenhour gymnasium for wrestling and cheerleading, expanding curricular, co-curricular, and extracurricular options. A dance studio was also created in the Mosack Athletic Center.
- Safety, security, and technology communications systems have been expanded and enhanced.
- We have added 90,000 square feet of space to campus, growing from 180 square feet per student to 220 square feet per student.
- A split-level parking deck has been built and is providing for greater student and pedestrian safety and improved traffic flow on campus.
- The school has been recognized as an NC Green School of Quality and a Wipe Out Waste Ambassador for its sustainability and recycling programs.



GLOBAL PERSPECTIVE

We live in a changing and interconnected world driven by advanced technologies and globalization. Recognizing this, Providence Day School has differentiated itself with a TK-12 curriculum that integrates global perspectives, social responsibility, diversity, and technology.

SUCSESSES

The TK-12 global education curriculum framework, also known as the “PD Passport,” illustrates essential skills, character dispositions, and elements of necessary knowledge that are being integrated throughout the curriculum.

Providence Day was admitted to membership in Round Square International, an organization centered around the IDEALS of Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service. This affiliation has enabled student travel to Round Square international conferences and individual exchanges with other member schools. In 2018, PD was selected to host the Round Square Regional Conference for the Americas with 150 students and educators from 22 schools and 9 countries in attendance.

The school continues to offer an ever-expanding number of educational and service learning opportunities. These trips, usually involving home stays with host families, immerse students in the culture, customs, language, history, and traditions of other countries. In addition, Providence Day has hosted a multitude of visiting international students and teachers from locales including China, Denmark, France, Germany, Israel, and South Africa for exchanges, programs, and conferences.





OTHER HIGHLIGHTS

- Over the past four years, 85 students have graduated with a Global Studies Diploma (GSD). Since its inception in 2006, 194 students have received the GSD.
- Since 2014, 24 faculty members have been awarded Global Educator Certificates (GEC). In total, 50 educators have received their GEC since the program was introduced in 2006.

- Providence Day has joined the Global Online Academy, the premier independent school online platform that adds more than 50 classes to the Upper School Course of Study. Three Upper School faculty are teaching GOA courses offered to students around the world.
- The World Language program moved to a proficiency-based, TK-12 curricular approach that focuses on developing students' skills to efficiently use a language for communication and real-world tasks.
- Travel opportunities have been offered to destinations as diverse as Australia, Belize, Cambodia, China, Ecuador, Germany, Guatemala, India, Ireland, Israel, Italy, Japan, Mexico, Peru, Quebec, Scotland, South Africa, Spain, Thailand, and Vietnam.
- The Global Education Benchmark Group named PDS its first "Global Endorsed School" in the U.S., a recognition of program excellence.
- PD received a grant to implement STARTALK, a Chinese language training and learning program for both teachers and students at private and public schools.
- Three faculty have been named World Affairs Council Charlotte Council Scholars, an award that recognizes educators who have shown outstanding commitment to promoting international education in their schools.
- Dr. Loren Fauchier, director of Global Education, received the 2014 Global Citizen Award from the National Association of Independent Schools and the 2018 Academic Leadership Award from the Charlotte Business Journal.



ALUMNI ENGAGEMENT

Providence Day School seeks to provide meaningful engagement opportunities for all alumni to be involved with the school and stay connected to each other.

Providence Day will benefit by encouraging its alumni to support a culture of philanthropy, participate in school and alumni events, and engage with community-oriented projects.

SUCSESSES

Six alumni chapters have been established in cities across the country. Led by volunteers, chapters in Boston, New York City, Washington DC, Atlanta, Los Angeles, and San Francisco provide opportunities for alumni to stay connected to the school and to each other throughout the year.

The school created PD Connect, an alumni-only platform, to help build relationships and establish ties between and among alumni. The program offers an alumni directory, event postings and registrations, finding and/or becoming a mentor, job and internship openings, personal messaging, and social media feeds. Over 825 alumni have joined PD Connect.

PD NetWORK was developed to communicate and provide internship and mentorship opportunities for all alumni. These openings are offered by alumni, parents, and businesses that are part of the Providence Day community. More than 30 alumni have been placed in summer internships with companies affiliated with the PD NetWORK since its creation in 2015.





OTHER HIGHLIGHTS

- Alumni giving participation has grown from 4% in 2013 to a record high 26% in 2016.
- Affinity reunions have been held annually for 11 different alumni groups in athletics, arts, and global studies, offering a way for former students with a particular passion to remain connected to the school.
- Traveled to 12 cities for “roadshow” events meant to celebrate our alumni, strengthen their ties back to the school, and reinforce their position as lifelong members of the PDS community.
- An Alumni of Color affinity group has been created for outreach and support, and to engage this important constituency.
- Community service events have been offered as a way for alumni to give back to campus and the greater Charlotte community. These events are associated with Students of Service clubs on campus, allowing our alumni to work alongside current PDS students and faculty members.
- The school has introduced the GiveCampus digital platform as a way for alumni to support the culture of philanthropy at Providence Day.
- A reunion giving program was established to increase alumni involvement during milestone celebration years.
- The annual Alumni Spring Classic golf tournament has averaged 100 golfers per year, with funds raised supporting the Alumni Endowment Fund.



SECURING OUR FUTURE: FINANCIAL SUSTAINABILITY

We seek to cultivate and build a culture of philanthropy that supports our vision. This will protect the investment our community has already made in 48 years, and ensure that future generations of Providence Day School graduates will have a passion for learning, a commitment to personal integrity, and a sense of social responsibility.



SUCCESSSES

The school embarked on the \$27 million Charging Forward comprehensive campaign with three investment priorities: Capital, Endowment, and Annual Fund. The strategic campaign is a transformational initiative for students, faculty, alumni, and the entire PDS community. It will have a tangible and lasting impact on our school.

Alumni giving participation has increased from 4% in 2013 to a record high of 26% in 2016. The comparable national average for alumni giving participation is 9.5%. In 2017, the school achieved a record number of alumni donors. This rise in philanthropic activity can be attributed to the increased focus on alumni outreach and engagement efforts.

The endowment has more than doubled from \$6.5 million in 2013 to \$14 million in 2018, an increase of 116%. Part of this tremendous growth includes the establishment of the school's first Endowed Chair to recognize and acknowledge teaching excellence.



OTHER HIGHLIGHTS

- Six restricted named endowments totaling over \$1 million in value have been established that support professional development, athletics, service learning, curriculum development, and an endowed faculty chair.
- Continue to offer competitive salary, benefits, and professional development opportunities to our faculty and staff, while keeping tuition increases below the national average for large, TK-12 day schools.
- Annual Fund giving has reached record levels, growing 24% from \$1.14 million in 2013 to \$1.41 million in 2018.
- Implemented and continue to explore strategies that will reduce dependency on net-tuition revenue through endowment spending and new alternative non-tuition revenue sources.
- Commitment to a strong balance sheet that includes Board-designated reserves.
- A new planned giving awareness program was launched to educate and inform community members about opportunities to support Providence Day through estate gifts and other planned giving vehicles.



LOOKING AHEAD

The past four years have been full of extraordinary achievements by our students, faculty, staff, and alumni. Buoyed by the enthusiasm and drive of our entire Charger community, the next few years will be equally dynamic. Providence Day is embarking on several large-scale initiatives designed to shape and define our future.



STRATEGIC PLAN

Guided by our mission and core values, a new strategic plan will set the school's direction in the allocation of resources and focused effort. As in the accreditation process, the entire community will have the opportunity to provide input and share in the generation of ideas.

ACCREDITATION

We seek accreditation every five years through the Southern Association of Independent Schools (SAIS). The accreditation process provides our community a chance to look critically at what we are doing, assess the quality of our programs, and plan for future changes. As part of the process outlined by SAIS, the school will undertake a self-study and be evaluated by an external Accreditation Team comprised of peers from other schools.

ASSESSMENT OF INCLUSIVITY AND MULTICULTURALISM

As part of our commitment to diversity, equity, and inclusion, PDS is engaging with the National Association of Independent Schools to utilize their Assessment of Inclusivity and Multiculturalism (AIM) to gauge the current climate of inclusiveness in our school community. It will provide us with qualitative and quantitative feedback that will be valuable as we develop our strategic plan for equity and inclusion at Providence Day.





PROVIDENCE DAY
SCHOOL

PD PASSPORT

THE TRANSITIONAL KINDERGARTEN–GRADE 12 CURRICULAR FRAMEWORK

ESSENTIAL SKILLS



Creativity • Innovation • Critical Thinking • Problem Solving
Communication • Collaboration • Information Literacy
Media Literacy • Information and Communication Technology Literacy

CHARACTER DISPOSITIONS



Empathy • Open-mindedness • Humility • Confidence
Courage • Patience • Selflessness • Self-motivation • Integrity
Respect for self and others • Perseverance • Conscientiousness

NECESSARY KNOWLEDGE



- World historical eras and trends, forces of historical change
- The impact of geography on the understanding of local, regional, and global issues
- Ideological paradigms

- Economic systems and globalization
- Political systems and political change
- Social structures and social change
- Cultural expressions through art, literature, and music
- Major religious orientations
- Contemporary norms and values of major cultures: U.S., China, India, Russia, Iran, South Africa, Nigeria, Israel, Turkey, Germany, Brazil, Mexico, or other important country/cultures
- Global ecosystems and environmental impact
- Proficiency in a world language

EMBARK AS A GLOBAL CITIZEN



- A globally competent PDS graduate will be able to:
- Investigate and understand different worldviews
 - Identify and prioritize global issues
 - Understand the complexity and connection of issues locally, nationally, and globally
 - Appreciate different artistic and aesthetic values of major cultures

- Develop viable strategies to address local, national, and global problems
- Identify and utilize human and natural resources in a sustainable way
- Act purposefully, ethically, and with commitment to improving the lives of others

CAMPUS MASTER PLAN REVISIONING

A key to our long-term success is the thoughtful, most efficient use of our 43-acre footprint. With an eye toward the future, a campus master planning process will outline capital and space usage needs that support our world-class teaching and learning environment.

PD PASSPORT

We will continue the deliberate, strategic approach to implementing a truly global curriculum across TK-12, using the Passport as the framework. This work is crucial to better preparing our students to be active global citizens.

50TH ANNIVERSARY

In the 2020-2021 academic year, the school will celebrate its 50th anniversary with a series of special events and programs. This important milestone will allow the entire community to come together and honor five decades of Charger educational excellence, spirit, pride, and passion. The 50th Anniversary Planning Committee was established in the fall of 2018.

I invite you to join me in reflecting on our progress, and reveling in the possibilities that lie ahead. Our success is thanks to the active, dedicated, and passionate support of Providence Day School by our faculty, staff, parents, alumni, alumni parents, and grandparents. Together we are planning for, and working toward, another 50 years of impactful teaching, learning, and Joy!





collaboration

humility

passion for learning

communication

information literacy

perseverance

*critical
thinking*

inspire

