

PROVIDENCE DAY

magazine

SPRING 2015

*mind
body*
WHOLE

*PDS helps its
community develop
healthy habits for life*



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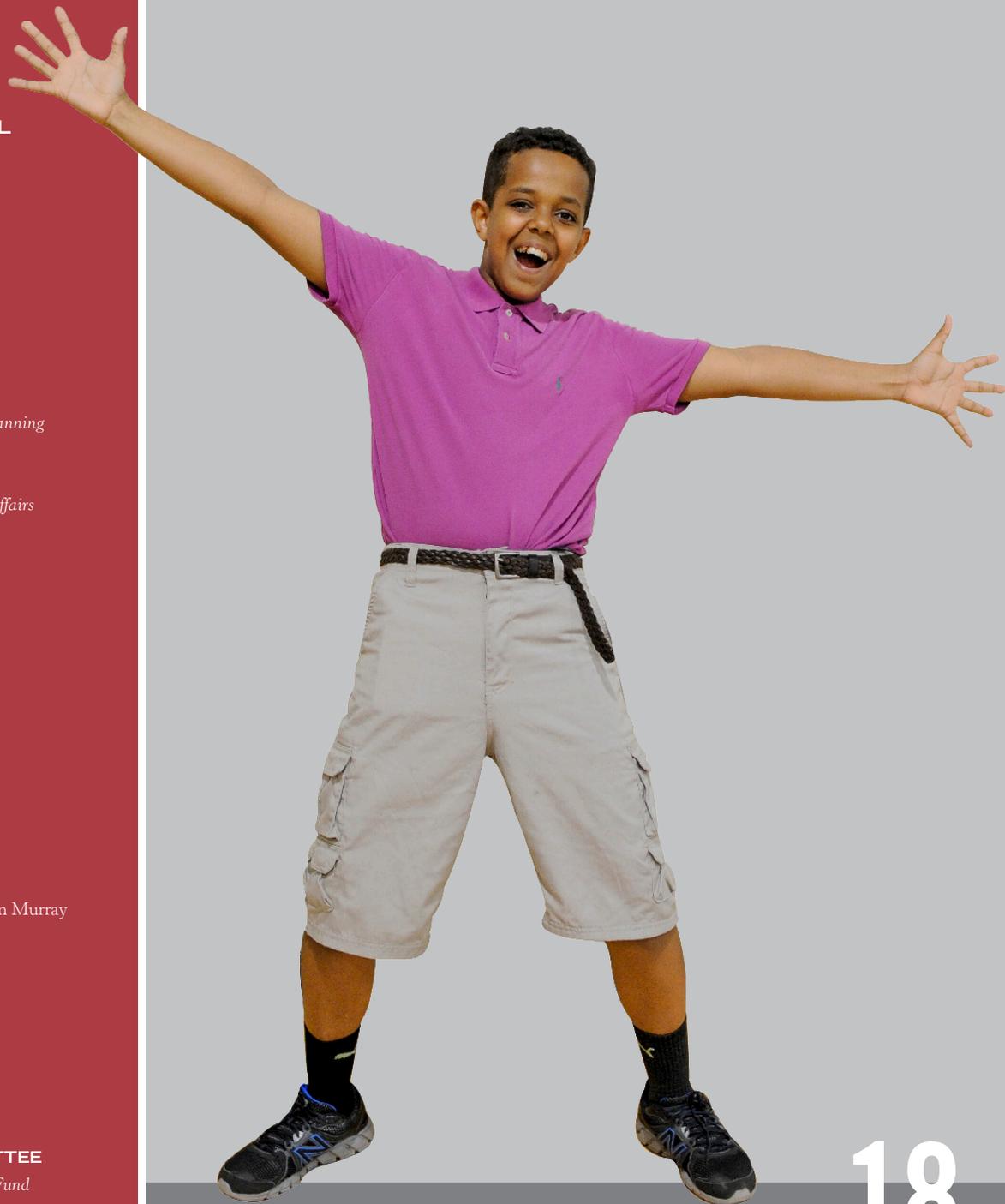
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MAKING PDS A STRONGER, HEALTHIER COMMUNITY



On the Cover

Yoga is a physical, mental and spiritual practice or discipline that denotes a variety of practices and goals — it is a quintessential embodiment of health and wellness. The image of students, faculty and alumni engaging in yoga poses, or *asanas*, on campus is representative of the numerous ways in which Providence Day helps its community to be and stay healthy in both mind and body.

Clockwise (from upper right): Middle School math teacher Brian Li in Tree Pose (*Vrksasana*), 9th-grader Delaney Caldwell in Warrior 2 (*Virabhadrasana 2*), 5th-grader Kara Grace King in Full Lotus (*Padmasana*), 5th-grade teaching assistant Dena Graziano '95 in 8-Limb Pose (*Astavakrasana*), 12th-grader Alexandra Halberstadt in Eagle Pose (*Garudasana*) and 6th-grader Emery Cheroch in Chair Pose (*Utkatasana*).



PROVIDENCE DAY
SCHOOL

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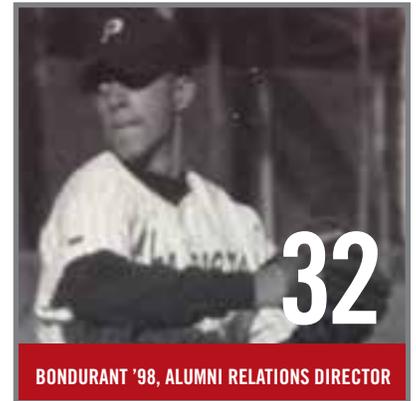
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STREAMING THE DREAM

Team of students broadcast
Chargers games online

STREAMING THE DREAM

WHEN THE VARSITY BOYS BASKETBALL team was getting ready to go to the N.C. Independent Schools' state 3A tournament in Asheville in February, a wicked snowstorm was predicted for most of North Carolina. As much as 10 inches of snow was forecasted to fall in Charlotte and Asheville.

Most of the teams went to the mountains ahead of the snowstorm with plans to try to get the tournament in. It had already been delayed one week because of another weather event.

As it turned out, the snow wasn't nearly as heavy as predicted, but many families who were planning to make the trip did not. However junior Jonathon Hoppe did make the two-and-a-half hour drive. He broadcasted the PDS games back to Charger families in Charlotte — and everywhere.

Jonathon has been live-streaming most PDS games over the Internet throughout the 2014-15 season, giving families a chance to see the boys' and girls' teams when they're playing on the road and out of town.

Jonathon is part of PDS's Stream Team, a student-led club that includes freshman Matt Bowling and juniors Hunter Yabro, Sam Lahn and Eric Cal. The Stream Team is mainly responsible for streaming PDS basketball games.

And Jonathon, who is the face of the group, presents a professional broadcast. He has a radio-quality voice and even has

a few catchphrases, and he's not just rah-rah about the home team. He's got a rare quality for such a young teenage student. He's fair.

"He's taken this whole announcing thing and just run with it," said Upper School math teacher Lee Taylor, who has been handling public address duties at Chargers basketball and football games for 16 years. "He loves doing it. He's good at it."

Taylor said Jonathon will frequently come to his office ahead of games to go over the visiting teams' roster, to work on how to pronounce tough names and to get suggestions on things to do on the air.

Most nights, Hoppe could be broadcasting to a very small audience, but it impresses Taylor that he still prepares as though he is broadcasting to thousands.

"He takes pride in his work," Taylor said. "He wants to make sure he calls out names right. It's just awesome."

Heeding the Call

Jonathon has attended PDS since kindergarten. And he's always liked sports. He started going to Charlotte Bobcats games as a young boy and remembers always begging his parents to take him. Begging works.

In 5th grade, Jonathon said he missed only two of 41 home games.

"I loved it so much," he said, "and as a

kid, I just somehow liked announcing."

Jonathon recently read a book by Hall of Fame NBC sportscaster Al Michaels. Like Michaels, Jonathon used to tape himself calling games and share them with family and friends.

When Jonathon was in Middle School, former PDS Athletics director Barbara Fricke was looking for someone to announce a Middle School championship game over the PA system. Jonathon jumped at the chance.

He sat back and started reading the starting lineups — and he was hooked. That was 8th grade.

Now, he's in his fourth season of calling games for Chargers varsity lacrosse and soccer teams in the spring.

Jonathon knows what he wants to do for a living and he's looking at colleges where he can work at a radio station and major in sports broadcasting, places such as Texas Christian, where he visited in February, and Elon University.

"Doing this is a time commitment," said Jonathon, a 6-foot, 265-pound offensive lineman on the PDS varsity football team. "While it may take away from my study time, it's something that will pay off for me. I want to do this professionally."

"At Providence Day, people come up to me and say, 'You're doing a great job,' and I appreciate that," he said, "but once I get into college, it'll be eye-opening how competitive it is. And I know it."



Meeting the Demand

For now, Jonathon wants to continue with the public address announcing and streaming of Chargers games. He's got a cameraman, Hunter, who comes to most of the games with him. PDS Athletics assistant director Ed Prisco worked camera in Asheville when Hunter couldn't make the trip, and Prisco helped Jonathon get the school-funded equipment needed to stream.

In the future, Jonathon wants to add a full-time color analyst and to find someone to broadcast football games. After all, he can't play on the team and call the games at the same time.

The Stream Team even plans on streaming some PDS spring sports

games. As the Asheville basketball tournament showed, there is demand for the service that Jonathon's group is providing.

"We got more than 1,500 views for the basketball tournament," Jonathon said. "That was amazing.

"I just enjoy covering the games, with my love of sports, and being able to interpret things and give people watching a different perspective, hopefully bring some insight," he added. "It's been cool this year to go to away [basketball] games. Hopefully people can learn something."

Taylor said it's Jonathon's attention to detail that really makes the work he and the entire Stream Team is accomplishing that much more special.

"It's hard to think that a kid in high school is so fired up about doing that," Taylor said, "and that he wants to travel with the team and can keep up with the action of the game. He really takes a professional approach to what he's doing."

"The games I've seen him do, the way he comes up with material and fills time, it's very evident he's done his research and knows a lot about the players and all sorts of stats about them," Taylor said. "He's not just showing up winging it before game time. He's not just trying to throw something together. He's spent some time getting prepared, and that's what makes him special." 



An un**BELIZE**able experience

*Students learn much about others —
and themselves — on global adventure*



AN UNBELIZEABLE EXPERIENCE

THERE WERE SO MANY SPECIAL MOMENTS

during the trip to Belize that sophomore David Conlin had trouble deciding upon his favorite.

One is when his group emerged from a two-hour trek through a cave to discover a bright-blue jungle lagoon.

“I’ll never forget the feeling of seeing light after being in darkness for so long and the sensation of stumbling upon paradise,” he recalled.

But then there was the afternoon playing outdoor games with the children of Maya Center, a small Mayan village at the entrance to the Cockscomb Basin Wildlife Sanctuary.

“They kept clamoring to be spun around and around ... a dizzily ecstatic play session ensued, and I will never forget looking in the shining eyes of the Mayan children ... lifting them up again and again and watching happiness light up their faces,” said David.

Such moments were at the core of the Belize Outdoor Adventures and Service Learning trip sponsored by the Global Education office.

Sixteen Upper School students and three chaperones participated over winter break in the multi-faceted trip that was part cultural immersion, part social responsibility, part leadership skills development and more.

They stayed in the homes of host families, experiencing daily life in the Central American country. They explored cultural sites of interest, from ancient Mayan ruins to bird sanctuaries. They tested their limits, spelunking through ancient Mayan caves.

They pushed themselves physically, spending several days performing hands-on labor in the community. They connected emotionally, interacting with local villagers and students. They



bonded as a tight-knit group, working and playing together over the 10-day journey.

“We left as individuals from Providence Day and returned as a family,” said chaperone Katie Kirkland, assistant to the PDS Global Education director.

Taking the Lead

The trip’s social responsibility component involved St. Jude School, a pre-K through 8th-grade school in Maya Center village, where PDS students and village students bonded while mixing cement and laying cinder blocks to build a fence; painting bathrooms, walls and benches; and picking up debris around the community.

Both groups of students benefited from each other’s company, said chaperone Alex Pente, Middle School P.E. teacher. “They learned from one another and gained memories and experiences that will last a lifetime.”

The PDS students “demonstrated an amazing work ethic, along with diligence and compassion for the Mayan community,” said chaperone Tom Caruso, Wellness director.

Their ability to “work in hard conditions, develop new skills and captivate the village children was proof that our students are true world leaders,” he added. “They came together and learned to work as a group. The adults guided their experiences but at the end it was very much the students’ trip and they led the way.”

Part of the journey meant rising to daily challenges.

“Many students stepped far out of their comfort zones and grew as leaders for our group, our school and our country,” said Kirkland.

David surprised himself with his ability

to adapt to certain situations. “Every day in Belize ... I faced many of my most irrational fears, something that I feel has given me a new perspective on what I can and cannot do,” he said.

Such experiences are crucial to PDS’s mission in developing each student to be a global citizen with a sense of social responsibility. Part of this is made possible through the school’s travel abroad and exchange experiences.

“We believe immersing students in other cultures through world language programs, sister school exchanges, service-learning projects and academic courses abroad will help prepare them for engaging in a global society,” said Loren Fauchier, Global Education director.

The Belize trip helped give David a better sense of what it means to be a global citizen.

“It gave me a new passion to investigate educational standards and the availability of universal education,” he said. “However, it also showed me that my American preconceptions of what constitutes a good ‘education’ aren’t applicable everywhere.”

He said he also now has “an understanding of the enormity of our world, the vast number of incredible stories that have yet to be told and a sense of how we can all affect positive change, both internationally and within our community.”

Cultural Connections

The learning experiences can be both academic and personal. While in Belize, students discovered a number of things that surprised them.

“I expected, in my ignorance, to feel unsafe around the village and people of Belize. What we encountered, however, was a country so hospitable that such feelings seemed ridiculous,” said David.



“Everywhere we went, people were kind and helpful.”

Sophomore IJ Ferrette was taken by the people’s good nature, simplicity and self-sustainability.

“You learn about who you really are,” he said. “I loved being able to talk and connect with the local people in the Maya Center village. Living in the community and staying with my host family made me realize I want to live a more simple life surrounded by the people I love.”

Communications, connections and relationships all can be fostered through social responsibility, said Pente. “It is the building block and the foundation that improves and develops positive interactions.”

One thing that became clear to the group, added Caruso, was that “all people around the world, no matter how different, are all still very much the same.”

“It wasn’t the gorgeous places we visited but the incredible people I got to know, from both here at PDS and from thousands of miles away in Belize,” said sophomore Victoria Xu. “It was cool to recognize all of our differences, what makes us all unique and special, but also to realize how we’re all essentially so alike.”

“No matter where we are, what language we speak or any other differences we may have, all people love to smile and laugh,” she added, “and my favorite part of the trip were those moments when we could connect with each other and the people we met just by simply sharing a smile.”

To Change the World

Since returning home, many of the students have felt a new sense of purpose.

David is more motivated to finish his Global Studies Diploma, an Upper School program that allows students to choose a curriculum and a set of experiences that focus on developing them into responsible global citizens.

“Several of us have also been working hard to raise awareness about our incredible experience and all the people that we met,” said David. “We have plans to start a fundraising drive, present in assembly and hopefully start our own club.”

“I’ve been inspired to stand up and help people,” said IJ. “I want to step up more and lead by my actions.”

David credited PDS with providing opportunities for students to become leaders in their communities. “At PDS, we gain the skills to better our community and society as a whole.”

It is easy, he added, to allow one’s responsibility toward bettering the world to become “something that is abstract, something that can be accomplished simply by donating money to a cause. While that type of service certainly has its uses, I learned in Belize how rewarding it is to make personal connections and see the positive effects of our physical labor.”

It is an experience that he said would guide him through his remaining years at PDS: “I have the ability to change the world with my own mind, hands and heart.” 

WEB EXTRA

Watch a student-created video of the Upper School trip to Belize at <http://bit.ly/Belize14>





Journey of Discovery Learning Specialist Gains Much from Overseas Experiences

SOMETIMES TO AFFECT CHANGE, you have to start by changing your point of view.

To help accomplish that, Upper School Learning Specialist and psychology teacher Shelley Mikszan spent time in two rather diverse places — Puerto Rico and New Zealand — on journeys that were part fact-finding missions, part cultural immersions.

“I wanted to experience new cultures and educational systems in order to bring back new ideas to Providence Day,” said Mikszan.

The trips were made possible in part through a global network of which Providence Day is a part. It includes the

Network of Complementary Schools, an organization of public and private schools in the United States, Canada and Puerto Rico that organizes and sponsors individual student and faculty exchanges among member schools, and Global Connections, an organization that links school leaders around the world to engage in cooperation and develop a global ethos.

Since 2004, PDS has been offering signature programs for students, faculty and parents to foster global mindedness and a desire to be empathetic problem solvers. The programs include trips abroad and exchange experiences that immerse both students and faculty in

other cultures.

Mikszan saw the opportunity to expand her horizons as well as to expand the ways in which she serves others.

When she isn’t teaching her Introduction to Psychology class, Mikszan serves as one of PDS’s three full-time learning specialists, who assist students, parents and teachers to help identify and support the academic needs of a wide range of students.

She also supports students who have been diagnosed with a specific learning difference, those suspected of having learning issues and those undergoing psychological and/or educational evaluations.

“I wanted to experience new cultures and educational systems in order to bring back new ideas to Providence Day.”

—**Shelley Mikszan,**
Upper School Learning Specialist
and Psychology Teacher

“I assist students in becoming successful learners and self-advocates, helping them make use of a full range of school-based and community resources,” said Mikszan. “In addition, I serve as a resource consultant to administrators, counselors, teachers and parents and act as a liaison with other educational specialists [outside of PDS].”

As such, Mikszan is always looking for new and different ways for teachers to reach their students.

“Providence Day has an incredible faculty who are always asking me how they can be better, so it’s important for me to provide them with new ways to differentiate instruction that will bring out the best in each student,” she said.

Mikszan’s trip to San Juan, Puerto Rico in April 2014 through the Network of Complementary Schools allowed her to explore and discover the society and people of the northeastern Caribbean archipelago.

“I went seeking a new culture and new ideas. By immersing myself in the cultural, racial, ethnic, socio-economic and geographic diversity of the country, I was able to grow and increase my capacity for change,” she said.

Mikszan visited San Juan’s

Commonwealth-Parkville High School and its Horizons Program, which offers students with mild learning differences adaptations and accommodations to become successful with grade-level material.

“I was able to observe classes of all grade levels and subjects, but the Horizons Program was of particular interest to me,” she said, noting the program’s success in working with students in small group settings.

During her trip to New Zealand in February 2015 through Global Connections, Mikszan engaged in some cultural exploration, but said Rangitoto College, a public high school in Auckland, was the main purpose of her visit because “they do a wonderful job serving students with learning differences.”

While there, Mikszan met with many administrators and faculty and discovered a kindred spirit in Mel Rea, head of the school’s Learning Centre, which provides support for students with additional learning needs.

“I found her vision for working with students with learning differences exactly like mine. We were able to discuss the challenges we both face and strategize

about ways to solve problems such as staffing, extended time testing space and accommodations,” said Mikszan.

She said the school’s ESOL (English for Speakers of Other Languages) teacher, Glenn Murphy, was a “wealth of information” since Mikszan is often consulted with regarding PDS’s international students.

“I came back to Providence Day with an entire English language learner curriculum map, which allows me to identify areas with which our international students may be struggling,” she said. “Based on this information, we can plan appropriate remediation.”

Mikszan shared details and photos of her New Zealand trip with her psychology students, and plans to do more in depth in a future unit on the psychology of schools.

She is busy collaborating with her colleagues in the Student Services department on how they might incorporate some of the ideas she gathered from both trips into their programs, as well as sharing details with the Global Education office to determine the feasibility of student trips to Puerto Rico. 



Worldly PERSPECTIVES

GLOBAL NETWORK OPENS DOORS FOR STUDENTS AND TEACHERS

THROUGH ITS GLOBAL NETWORK, PROVIDENCE Day is opening many doors for students and teachers.

The Network of Complementary Schools organizes and sponsors individual student and faculty exchanges among its 20 public and private schools in the United States, Canada and Puerto Rico.

Faculty can visit other schools that have programs in their areas of expertise to learn new methods, observe different models of teaching and share ideas.

It also is a great opportunity for students to experience other learning environments and see new cities outside of Charlotte, said Katie Kirkland, assistant to the PDS Global Education director.

“They live with a family from that particular school, and gain independence and have an increased awareness of education outside of PDS,” she said.

In April 2014, while Upper School Learning

Specialist Shelley Mikszan was visiting Commonwealth-Parkville High School in Puerto Rico, then-junior Samantha Del Vecchio was the first student to take advantage of PDS’s membership in the Network of Complementary Schools by spending 10 days at Emma Willard School in New York.

She lived on campus, attended some classes at the boarding school and completed a five-day internship with the New York State Legislature.

Global Connections is an organization that links school leaders around the world to engage in cooperation and develop a global ethos.

Mikszan’s visit to Rangitoto College in New Zealand was the first one from PDS through Global Connections.

“It lays the basis for more cooperative visits by PDS teachers and staff to schools in countries such as India, Colombia, Jordan, Thailand and Spain to experience different cultures and ways of teaching,” said Loren Fauchier, Global Education director. 

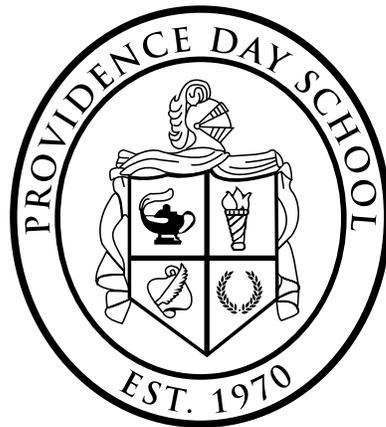
GLOBAL NETWORK

PDS currently has partnerships with five sister schools in China, Denmark, Germany, France and Israel.

PDS also is a member of:



TRADITION



What's Old is New Again *PDS Crest Makes a Refreshed Resurgence*



The
"Lamp of
Knowledge"



The "Torch
of Service"



A scroll and
quill for
scholarship



A laurel
wreath for
athletics

AS WITH MANY ASPECTS of Providence Day, the school's visual identity has changed over the years since the school bell first rang in 1970.

Each iteration of the school's "logo" is evocative of the times in which it appeared. And some of PDS's earliest visual marks can be attributed to the school's first art teacher.

When Tim Bagwell came on board in 1972, he recalled there being a school seal already in existence — a line drawing of the original schoolhouse with five stars representing the first faculty members: 5th- and 6th-grade teachers Judy Bates, Jane Page, Clara Ellen Peeler, Ann Sellers and Carol Stephens.

The new headmaster in 1972, Doug Eveleth, asked Bagwell to design a new crest, one that he said would be used on diplomas and in patches on the navy-blue blazers to be worn by choir members, athletic teams and others representing PDS in the community.

When designing the school crest, Bagwell incorporated a knight's helmet above a draping of an old coat of arms, a heraldic design often used on the



clothing and shields of medieval knights to protect and identify them. The PDS shield was divided into four quadrants, with each section containing a specific icon or *pictura*.

In the upper left is what Bagell described as the “Lamp of Knowledge;” in the upper right, the “Torch of Service.” In the lower right, a ball and two crossed baseball bats representing athletics; in the lower left, a scroll and quill representing scholarship.



“The point was to show a well-rounded, multipurpose curriculum,” recalled Bagwell.

The coat of arms was encircled by the school’s name, city and state in all capital letters, and often was displayed in the school colors of red, white and blue.

Bagwell, who also designed the first uniforms for the sports teams, cheerleaders and performing groups, created the original athletics mascot — the body of an armor-clad knight charging on a horse, the Charger.

The school crest soon found its way beyond diplomas and blazers — it began appearing on class rings and the covers of student-parent handbooks, in yearbooks and on sweatshirts, notebooks, coffee mugs and more. At some point, the shield’s

athletics logo of the ball with bats switched to a laurel wreath representative of the ancient Greek wreaths awarded to victors in athletic competitions and poetry festivals.

After much campus expansion and building in the late 1970s and throughout the ‘80s, PDS dedicated its new McMahon Fine Arts Center in January 1990; subsequently, the school adopted a new logo featuring the “Fine Arts tower.”

The original coat of arms crest became less utilized.

“The only place it really existed was on diplomas,” said Jack Whelan, College Guidance director.

Over the decades, other “logos” reflecting various school entities (programs, teams, clubs, etc.) fell in and out of use, many being used randomly and inconsistently. Once PDS underwent its brand refresh in 2011-12, introducing marks for the school’s primary identity, athletics program and sub-brands, conversations soon began about reutilizing the original crest.

As a young school looking to establish traditions, pride and continuity through the decades, the notion to revitalize the crest took shape. Joe Grabenstetter, last year’s junior class dean, suggested incorporating it into the class ring.

With input from junior students and long-time faculty, the coat of arms crest was given a slight update and reintroduced to the PDS community on the new class rings, made available to juniors last year. Its return was met with enthusiasm; the crest also has been put onto various apparel and lamppost flags on display around campus.

Bagwell is proud of his coat of arms design, as well as all the work he and others did for PDS back in the day.

“Those early years laid the ground work from which the school has grown into the recognized successful institute that it is today,” he said. 

A portrait of Erin Harper, a woman with dark hair, smiling warmly. She is wearing a red and black patterned button-down shirt and a silver chain necklace. The background is a solid dark grey.

ADMINISTERING SUCCESS

Erin Harper Endeavors to Help Lower Schoolers Reach Their Potential

During her first year as a teacher in Charlotte, Erin Harper earned the Charlotte Mecklenburg School district's New Teacher of the Year Award. Since arriving at PDS in 2007, her drive for helping students succeed has only picked up speed.

Starting as a 4th-grade teacher, she endeavored to shape young minds into well-rounded, successful people. Upon transitioning to Assistant Head of Lower School in July 2013, her responsibility and focus has expanded to assisting all of Lower School — students and faculty alike — to grow and succeed at PDS and beyond.



What do you enjoy most about your role as Assistant Head of Lower School?

My favorite part is connecting with the students, staff and families of the Lower School through class visits, morning drop off/afternoon dismissal, school events and social functions.

As a teacher, I always enjoyed observing the social and academic growth that my students made each year. However, as an administrator, I am fortunate to really get to know all of the students and have learned that every student and each of the grade levels has its own unique qualities that contribute to the climate and cohesiveness of our Lower School family.

Supporting and hiring staff and engaging in the school's strategic planning are also fulfilling because I have an opportunity to affect change in both teaching and learning at PDS.

How do you help advance Lower School's mission and PDS's strategic vision?

In collaboration with Lower School Head Kay Montross, I help to further Lower School's mission by continuing to support teachers instructionally as research-based changes are made in our curricula.

As for the school's strategic vision, through formal observations and close interactions with students, I assist them with realizing the importance of being well-rounded individuals who recognize their social responsibility and the need for interpersonal skills to be successful in their ever-changing future.

Why is Lower School a significant part of a student's educational career?

Lower School is where students are introduced to life skills that support their

development into strong leaders. We focus on building character and interpersonal skills that help students understand the world around them and, most importantly, how they fit into that world. We also help students develop critical-thinking skills that allow them to think deeper into their learning and problem solving as new discoveries are made.

How does Lower School help prepare students for their futures at PDS and beyond?

We give our students the opportunities to learn and practice the essential social skills of collaboration, empathy, respect and hard work, which help them understand the importance of, and value in, building positive relationships with others and taking ownership of their actions.

Our work with Sean Covey's "The 7 Habits of Happy Kids" reinforces to our students that being proactive and prioritizing their obligations makes life easier and helps them to be well-rounded, successful people. Our students understand that we not only care about their success in the classroom, but that we expect them to apply their learning to be positive leaders and role models in their communities.

What is your favorite part(s) of the day?

Morning carpool. I love greeting our students and seeing their parents. I also find it to be special watching parents say goodbye to their children. There is something warm and sincere (on good mornings and bad) about their interactions with each other.

What are some of your favorite moments since joining Lower School?

Some of my favorite memories include (as a teacher) dance parties with my students,

especially when we had special visitors (Dr. Glyn Cowlshaw, Kay Montross and classroom parents); Ft. Fisher field trips; celebrating the "10th birthday" of my past students; (as an administrator) visiting grade levels as they Skype with students in different countries; and serving as the Vision Committee co-chair during the SAIS Accreditation process this past year.

What makes PDS so special?

We are family at PDS and our community exemplifies all the characteristics of a close-knit family. When members of our community need each other, we step up. I personally experienced it when I tore my Achilles tendon last year. Between the medical care I received from a PDS parent and the emotional support I received from our teachers, parents and students, I was completely humbled.

I've also experienced our "family feel" after my son was born. The check-ins, advice and the sincere care shown by teachers, students and families were touching. It is truly a privilege to go to work and feel as if you're at "home" and with family.

What do you do when not on campus?

Spend all the time I can with my sweet baby boy Zane, husband Ryan and our dog Otis. We enjoy spending time outside and with our friends. We are quite a competitive family, so playing or watching sports is pretty common in our household.

What's a perfect day for you?

Spending a day with my son, husband, dog and my all of my family in Maryland. We wouldn't even need to do anything special, just spend time together. At the end of this "perfect" day I would love to have a full eight hours of sleep. Ha! 🐾



All in the Family

Brinleys Believe in Being Active Part of PDS Community

A SENSE OF COMMUNITY PERMEATES every school day, both in and out of the classroom, and is something students carry with them long after they graduate.

This partnership between teachers, parents, administrators, support staff, grandparents, alumni and friends is a core value of the PDS educational experience. The school is fortunate to benefit from the involvement of parents such as Charlie and Margot Brinley, who have a passion for the school and the impact PDS is making on the broader community.

The Brinleys have been active

members of the PDS community even before their children Will (6th grade), Reily (4th) and Cate (1st) were students. Margot served as Middle School counselor when the couple moved to Charlotte in 2001. She left the position when Will was born, but the decision to send their kids to PDS was an easy one.

“Providence Day was the clear choice,” she said. “We have no family in Charlotte, and PD felt like coming home to family.”

“We already knew the caliber of faculty who were here, and knowing folks like that would be watching over and teaching our children was all we

could hope for,” said Charlie.

The Brinleys particularly love the TK through 12th-grade aspect of the school community.

“From a very young age, our children have been able to build relationships with the older kids through musicals and athletics, and these kids have become great mentors for them,” said Margot.

The school’s commitment to social responsibility was another aspect that appealed to them.

“We love that PDS has made giving back — both locally and globally — a priority, and that has been a big deal for our family,” said Charlie. “In our family,



we value a strong work ethic and being socially conscious, and we love that the entire PDS community embraces a sense of social responsibility.”

Today, Charlie is a member of the PDS Board of Advisors and is serving his third year on the Annual Fund volunteer team as a 1st grade team captain. Margot is currently serving on the Parents’ Association Executive Committee as vice president for School Support, is the Extended Day counseling liaison and teaches yoga to Lower School students as part of the Extended Day enrichment activities.

In addition, Margot developed a social skills and yoga program called Guru Girls, which is offered to 5th-grade girls at PDS.

The goal of Guru Girls is to teach healthy life habits and to empower the girls to identify and practice these skills in order to be their best selves. The curriculum incorporates positive psychology and mindfulness activities all within the structure of a fun yoga program.

For Margot, her involvement at PDS

has provided her with a balance of her professional and family life.

“My kids get to see me following my professional passion while I also get to be part of their education,” she said.

“Being involved draws us closer to our kids and helps us to better understand the environment they are in each day, and the opportunities in front of them,” added Charlie.

“The Brinleys’ involvement and commitment to Providence Day is evocative of the trust and confidence families have in the school’s mission to instill in our students a passion for learning, a commitment to personal integrity and a sense of social responsibility,” said Jeffrey Appel, Assistant Head of School for Institutional Advancement.

The Brinleys are looking forward to watching Will, Reily and Cate grow into confident students who are prepared to live and serve in an ever-changing world.

“Our kids, and the broader PDS student community, are so fortunate. It is important to us that they realize not only the opportunities they have to advance

themselves but also the responsibility they have to help others,” said Charlie.

“We know that PDS is teaching them the skills and providing the opportunities to get involved and make a real impact on the world around them.”

In a community like PDS, there are meaningful ways to get involved in the life of the school and the students. The Brinleys encourage families to find ways to be active at school that work for them.

“We all have seasons in life when we can be more involved than at other times, and we should seize those opportunities when we are able to,” said Charlie.

“When seeking ways to get involved, families should know there are plenty of opportunities to be active in this community that will work for whatever season of life you are in.”

The Brinleys insist that being involved is rewarding.

“We gain energy from the interactions and relationships that are built around a common vision to make a positive impact on our school community,” said Margot.

MIND, BODY, WHOLE

PDS PROVIDES THE MEANS TO MAKE A STRONGER, HEALTHIER SCHOOL COMMUNITY



PG. 20

Mental Health

The PDS Student Services Department offers guidance and support to help students overcome academic, social and emotional issues.

PG. 26

Safety & Security

PDS takes an “all-hazards approach” to provide a safe, secure and supportive community for students, faculty and staff.

PG. 22

Physical Health

The long-term benefits of physical fitness and of overall health and wellness are taught in the PDS Physical Education and Health classes.

PG. 23

Athletic Training

PDS has programs, personnel and facilities in place to help all members of the school community meet and exceed their fitness goals.

“Healthy Body, Healthy Mind”

PROGRAMS, STAFF AND FACILITIES WORK TO FOSTER HEALTH AND WELLNESS AT PDS



Health, wellness, safety — terms that come up often at Providence Day School, and for good reason.

With outstanding facilities, highly qualified staff and innovative programs and initiatives, PDS is committed to providing not only a safe and healthy learning environment, but teaching its members how to be safe and healthy both on and off campus.

“The health and safety of students is top of mind at Providence Day School,” said Kenna Powell, School Safety director. “Administrators, nurses, trainers, coaches, counselors, IT, faculty and staff continue to work together using a comprehensive approach to address the health and safety of our

school community.”

While physical safety is paramount, so is overall health and wellness. It’s not uncommon to find students sporting gym bags along with book bags.

But when it comes to fitness, it’s more than creating stellar student-athletes or getting people in shape. It’s about creating a healthy community and fostering positive habits for life.

“Healthy body, healthy mind. The more active and physically healthy people are, the more acute they are mentally,” said Tom Caruso, Wellness director.

Caruso points out that heart disease is American society’s No. 1 killer, and cases of juvenile diabetes and childhood

obesity are growing. “Activity is the way to fight heart disease and other types of disease,” he said.

A progressive Physical Education and Health curriculum and award-winning Strength and Conditioning program, nationally-certified athletic trainers and state-of-the-art facilities, developmentally-appropriate services and support — all these and more work in partnership to promote the overall physical, mental and emotional health of the PDS community.

“We strive to instill a passion for physical fitness and a healthy lifestyle,” said Caruso.

Reinforcing the ‘Whole Child’

STUDENT SERVICES OFFERS GUIDANCE AND SUPPORT FOR ENTIRE PDS COMMUNITY

Students may experience any number of academic, social and emotional issues during their school career. Providence Day School is poised to help.

“The significance of Student Services at PDS is directly related to understanding and supporting the ‘whole child,’” said Joyce Harris, Student Services director.

Student Services is organized around the belief that the Transitional Kindergarten through 12th-grade experience is a developmental process. In each division, a full-time counselor and a learning specialist are available for a wide range of services, and provide support for parents, teachers and advisors as they work together to respond to student needs.

“Our team strives to provide continuity of developmentally-appropriate services to meet the academic, social and emotional needs of our students,” she said.

There is increased appreciation for the role mental health plays in a young person’s ability to succeed in both school and life, said Amy Scharf, Upper School counselor.

“Schools have a unique opportunity to provide education and training to teach students how to care for their mental and emotional well-being,” she said.

Student Services’ programs are intended to foster the development of the students’ social-emotional skills, sometimes referred to as “soft skills.”

“Research supports such skills are critical for our students as they grow into empathetic and resilient leaders,” said Scharf.

At PDS, counselors provide student support (individual counseling, family involvement, social mediation, social-emotional groups), preventive programming (classroom guidance, advisory support) and crisis interventions (triage work prior to making a professional referral for suspected depression, anxiety, attention concern, etc.).

The learning specialists’ primary role is to help students become successful learners and self advocates. They support students who have been diagnosed with a specific learning difference, those suspected of having learning issues and those undergoing psychological and/or educational evaluations.

Additionally, Harris collaborates with each division to facilitate speech and language, occupational therapy and tutoring services when appropriate. Together, the counselors, learning specialists and coordinator function to ensure, to the greatest extent possible, the success of all students.

The Student Services team agrees there is no “typical day” for them.

“Every problem is unique, every student is unique and every solution is unique, so there is no typical day,” said Linda Walker, Lower School counselor.

But a common thread throughout the team’s roles is to collaborate with teachers, coaches, advisors and parents.

Care and Collaboration

Walker and the Lower School teachers work together to implement lessons designed to teach the “7 Habits of Happy Kids,” a grade-appropriate curriculum — inspired by the popular

book (and philosophy) “The 7 Habits of Highly Effective People” by Stephen Covey — that equips students with self-confidence and skills to grow and thrive independently and collectively.

“We built a base that could and would grow as the kids grew,” said Walker.

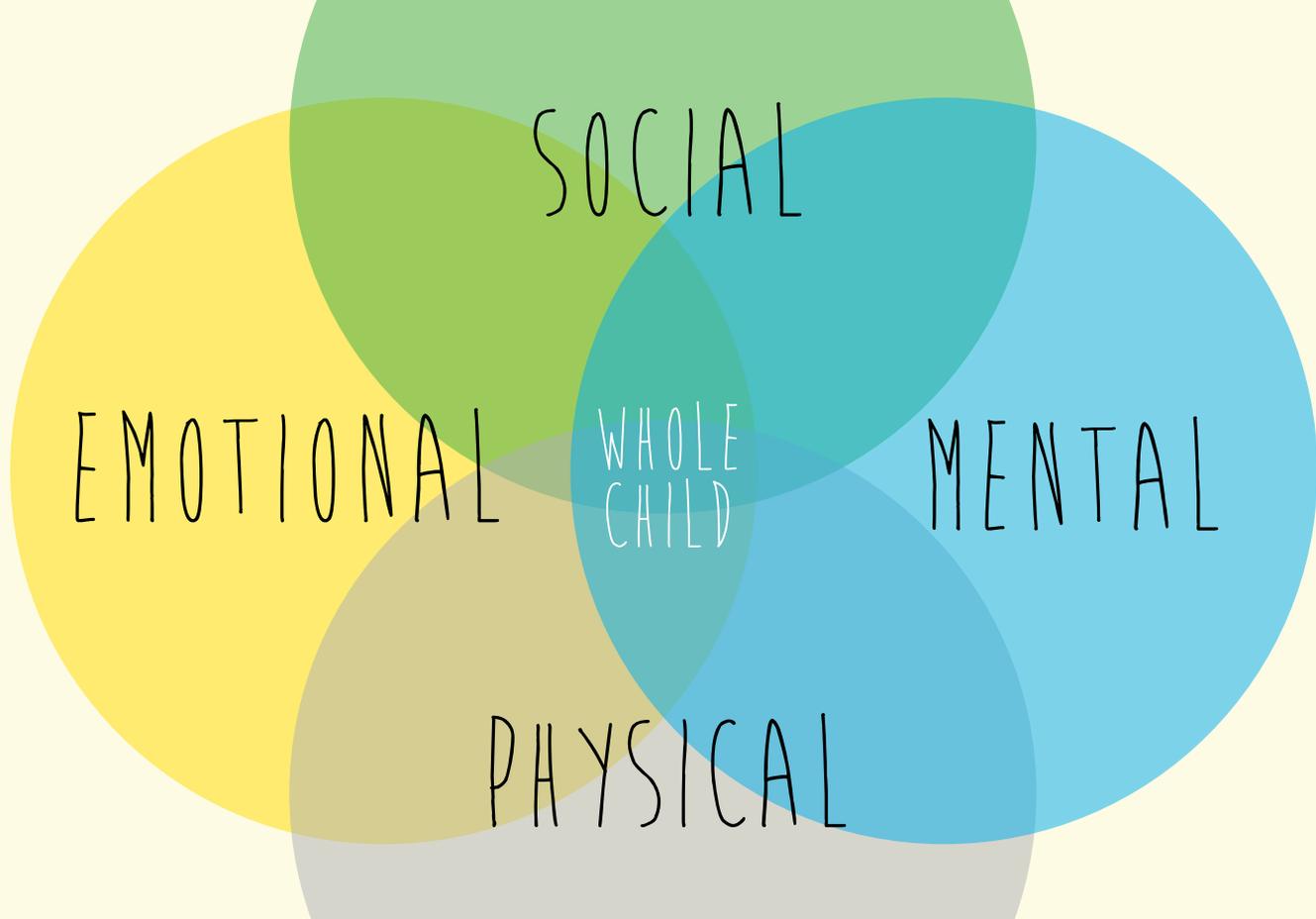
They also follow the principles from the “responsive classroom” as a way to develop a positive emotional climate in the classroom community, as well as the principles of “Teaching with Love and Logic,” a method of working with students developed by educational experts and child psychiatrists that promotes healthy parent/teacher and teacher/student relationships.

Middle School programming includes helping coordinate a faculty/student advisory program that creates activities and small group opportunities to discuss the important principles of character education.

“Our activities run the gamut but at each grade level you’ll find a mix of video clips, discussion questions, activities, assemblies and experiences,” said Credell Coleman, Middle School counselor. “We kept true to the four main important pieces of our strategic vision — character education, digital citizenship, social responsibility and global citizenship.”

Upper School programming continues the work done in earlier divisions and joins them in working on a wide variety of service-learning opportunities. Scharf coordinates the faculty/student advisory program that promotes student leadership, self-advocacy and citizenship.

Student Services’ efforts also involve



education and training within the larger PDS community.

This past school year, all Upper School faculty began the process of becoming certified in Youth Mental Health First Aid, a course that teaches adults how to help an adolescent (ages 12-18) who is experiencing a mental health or addictions challenge or is in crisis.

The initiative was another step to assist students as they face the difficult challenges in a college preparatory school, according to Eric Hedinger, Upper School head.

Topics covered included anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD) and eating disorders.

“The goal of the training is to discuss typical adolescent development, provide training about mental health illness and how to help adolescents in crisis or at-risk of self-harm,” said Scharf.

The other divisions have action plans geared toward student support.

PDS also hosted PREPaRE training for mental health “first responders” in schools (counselors, nurses, etc.) — a number of area independent school professionals attended to create a larger group of trained first responders.

The PREPaRE curriculum was developed by the National Association of School Psychologists to provide evidence-based resources and consultation related to school crisis prevention and response.

“The PREPaRE training was implemented to help our school’s health providers be as effective as possible in times of emergency,” said Harris. “It gave us a researched model on which to base our approach in a crisis. A crisis plan was developed and has been presented to the school’s Crisis Team.”

Student Services also collaborates with the Physical Education and Health Department to provide social/emotional and mental health education and training with guest instructors from the Charlotte community. This year, Upper School

topics in Health classes included an anti-bullying initiative discussing LGBTQ issues, mindfulness training and stress management coping strategies, and healthy eating and nutrition as it relates to mental, emotional and physical health.

In the fall were “Parenting with Love and Logic” classes for Middle and Upper School parents, at which they learned a research-based communication strategy for developing healthy relationships with children and teens. The classes were well attended and more will be offered in the future.

Harris attributes her department’s successes to the ongoing collaboration between the PDS community and her Student Services colleagues.

“They are passionate about what they do. Their day-to-day work reflects how deeply they care for the PDS community and the health and wellness of our parents, teachers and, most importantly, our students,” she said.

Getting Physical ●

LONG-TERM BENEFITS OF FITNESS STRESSED IN P.E.



“The significance of physical education is to stress the importance of overall wellness and lifetime fitness,” said Kristie Oglesby, Physical Education and Health chair.

Oglesby said one of the goals is for students to become “literate and intelligent consumers of physical fitness” in a world where numerous types of health plans — e.g., workouts, diets, etc. — are being pushed to consumers.

“We want the students to graduate with a good foundation of how to develop appropriate workouts for themselves that include a well-rounded approach,” she said.

That approach is comprised of target heart rate training zones, cardiovascular endurance, flexibility, muscular strength and endurance and more.

“They will not always have a coach or teacher there to push them,” said Oglesby. “They also need to understand how to balance their work lives, family lives and be able to make time for their own fitness/wellness.”

Members of the P.E. Department collaborate on the curriculum’s progressive sequence that has varying goals across the three divisions.

In Lower School, teachers and coaches work to introduce students to physical activity in fun and enjoyable ways.

“While we work on specific skills and fitness components, we disguise it well through our games and activities,” said Oglesby. “Everything that we do has a purpose.”

The goals change in Middle School. While the 6th- and 7th-grade curriculum is still games based, time is devoted to specific health and sport fitness components. By 8th grade, students are introduced to the Wellness Center and weight room; they are being gradually prepared for the 9th-grade Lifetime Wellness class and Upper School P.E. curriculum, which gives them knowledge regarding their long-term health and wellness.

“As they progress through the Upper School P.E. program, students learn how

to navigate through a workout facility and create their own workouts and nutrition plans for their personal goals,” said Tom Caruso, Wellness director.

Group exercise classes resemble those found in most fitness centers — yoga, Pilates, Zumba, cardio dance, kettle bells, belly dancing, kickboxing and step aerobics. There also is weight training, speed and agility training, running form and more.

“Our students are taught how to train in specific training zones, exercise-training principles, proper safety in lifting form, how to develop their own workout plan, and how to balance work with their wellness,” said Oglesby. “We are ultimately trying to prepare them to be on their own.”

The 9th-grade health classes also play an important role.

“We have units on nutrition that we refer back to in other P.E. classes,” said Oglesby. “They also learn about social and emotional health, stress, suicide prevention, drugs, alcohol and tobacco.”

Equipment from heart rate monitors and climbing apparatus to technology such as iPads and fitness apps allows for a well-rounded P.E. curriculum. The department also works closely with the Wellness Center and its Strength and Conditioning program.

“We use scientifically-proven methods to prescribe programs that will make the students faster and stronger while also providing injury prevention,” said Caruso.

“We communicate and adjust workouts based on what our students need to improve on,” said Oglesby. “It’s a great partnership.”

Lifting Spirits ●

STUDENTS CREDIT COACHES AND PROGRAMS FOR ATHLETIC SUCCESSES



When students first enter the Wellness Center's weight room, many of them have never before lifted weights, let alone had a serious workout regimen.

At the start of her Upper School career, then-freshman Anna Cockrell began working with Wellness Director Tom Caruso, which started her on a journey of discovery.

"I went to the Wellness Center every afternoon that fall, learning the basics — kettle bell swings, box jumps, etc. — as well as Olympic lifts," said Anna, who is now a junior. "Going into winter track season, I was stronger and more explosive than I had ever imagined possible."

She used her newly-acquired power on both the winter and spring track teams, as well as when playing JV and varsity field hockey.

"The wellness programs have made a huge difference in my life and in my running," she said, crediting the teachers, coaches and athletic trainers with giving her an array of knowledge and skills — from proper form and technique to preventive exercises and stretching.

"Not only have they helped me lift heavier, but they've taught me proper form and how to work smarter," she said. "I know everyone who has worked with me has made a huge difference in my athletic career, and in my life overall. I'm eternally grateful for all of the time they've spent working with me."

Without PDS's facilities, resources and coaches, "I can say with utmost certainty that I would not be where I am today," said senior Frannie Koback.

“I think that being challenged physically every day translated into better performance academically. Working out recharged my mental batteries and helped me to concentrate on a tough schedule of classes.”

— Frannie Koback,
senior student-athlete

“The coaches know what they are doing and work hard to make us the best athletes we can be.”

Frannie’s “fitness journey” started with her freshman P.E. Lifetime Wellness class, in which students acquire knowledge regarding the benefits of physical activity related to their long-term health and wellness.

Having never lifted weights before, she began working with P.E. teacher Bill Finneyfrock. One day when Frannie was deadlifting 185 pounds, Finneyfrock pointed out she weighed but 125.

“He said, ‘You’re lifting about one-and-a-half times your weight. I don’t think any other person in this class is doing that.’ It was that comment that inspired me on my fitness journey,” recalled Frannie. “Without Coach Finneyfrock’s inspiration and belief in me, I would have never thought to pursue weightlifting or the Athletic Intensity class that he recommended.”

The Athletic Intensity class, now called Athletic Development, focuses on personal strength enhancement and reduction of injury through Olympic lifts (ground-based multi-joint movements), strength lifts, metabolic conditioning, plyometrics, agility, speed and acceleration drills, core stability and flexibility of movement.

“I think that being challenged

physically every day translated into better performance academically,” said Frannie. “Working out recharged my mental batteries and helped me to concentrate on a tough schedule of classes.”

She went on to participate in a number of school sports, including four years on the varsity swim team (mainly as a freestyle sprinter, attending states all four years and qualifying for finals the last two). She also was a three-time member of the varsity cheerleading team, a two-time member of the JV girls soccer team and last year joined the varsity track and field team.

She credits her athletic successes to the programs and personnel at PDS. “The coaches took me from never having lifted a weight to being nominated as an All-American Strength and Conditioning Athlete of the Year (in swimming). I will always be grateful to them.”

This spring, at the encouragement of P.E. teacher Paul Burnam, Frannie started doing CrossFit, a competitive fitness sport, and took part in her first competition in Asheville in April.

“Going to CrossFit classes after school was very natural after having attended athletic practices every day of Upper School,” she said. “I don’t even question that I should be working out daily, which is a habit that I think will serve me well

for life.”

Alumni often return to campus, and the Wellness Center is packed with alumni during school breaks, said Oglesby.

“The relationships that we build with our student-athletes are strong. It says a lot when they come back to workout — they value what we do and what we teach,” she said.

One of those alums is James Cerbie ’08, who works as a sports performance coach in Boston, Mass. In 2013 he founded Rebel Performance, a coaching program that focuses on clients’ total fitness through specialized programming — customized lifestyle plans including workouts, diets, coaching and knowledge.

Cerbie, who played baseball at PDS and at Davidson College, has earned several certifications in strength and conditioning. He credits PDS with preparing him to manage both work and working out, and for giving him the skills he’d need to be a successful fitness coach.

Baseball coaches Brick Smith, Jeff Lucia and (father) Jim Cerbie “challenged me to work hard and think in new ways,” said Cerbie. “PDS has outstanding facilities, good nutritional programs and the training equipment is top notch. The students and faculty are set up to succeed.”



Fit for Fitness

PDS's Strength and Conditioning program is a consecutive recipient (since 2012) of the prestigious Strength of America Award for its commitment to health, wellness and sports performance.

PDS features two strength and conditioning facilities, including state-of-the-art weight rooms and a full-time Wellness director, Tom Caruso, who is a Certified Strength and Conditioning Specialist and a Certified Golf Fitness Instructor.

The Wellness Center provides a structured, safe and clean environment that promotes overall health and wellness for PDS students and faculty. The center is equipped with the latest fitness equipment, and personal training and group exercise programs are available upon request.

The Sports Medicine Department exists to ensure student-athletes receive quality medical care while participating in athletics. The goal is to provide accurate and timely injury prevention, evaluation, treatment, rehabilitation, return-to-play protocol and education to the athletes and PDS community.

Strength and Conditioning Award

The All-American Strength and Conditioning Athlete of the Year Award program recognizes collegiate and high school athletes whose athletic accomplishments, in the opinion of their strength coaches, reflect their dedication to strength training and conditioning.

This year, the following PDS students were winners:

- Baseball: IJ Ferrette
- Cross Country: Jack Paddison
- Football: Arman Azad, Eric Cal, Gabe Montgomery
- Basketball: Janelle Bailey, Isaac Johnson, Mathew Lee, Erin Whalen, Grant Williams
- Soccer: Cameron Jones
- Swimming: Taylor Gerlach, Frannie Koback
- Track: Anna Cockrell
- Volleyball: Caroline Bynum, Autumn Mitchell

In Good Health ●

FROM BAND-AIDS TO DISEASE PREVENTION, SCHOOL NURSES HAVE PDS COVERED

Whether it's applying bandages or sharing tips for preventing disease, Providence Day School's nurses are a force for health on campus.

"The PDS nursing team provides the highest standard of care in addressing the daily needs of our students, faculty and staff," said Kenna Powell, School Safety director. "In addition, they provide educational outreach opportunities for all of these groups, empowering them in multiple scenarios from mitigating emergencies to making healthy lifestyle choices."

Four registered nurses serve the PDS community — three staff the Health Room during the school day and one serves Extended Day's Wellness Room after school. Together they provide individualized quality healthcare, encourage parent/child communication and involvement and emphasize health education so that all students are able to achieve their maximum learning potentials.

In addition to caring for students who are ill and/or injured, the nurses

communicate with identified faculty and staff regarding medical issues involving students they will be teaching.

Prior to the start of school, the nurses train faculty and staff on how to use emergency medications and on signs, symptoms and interventions for common health issues. They also collaborate with the P.E. and Health Department, athletic trainers, Wellness director, school counselors and other members of the school's Health Advisory Council (which they lead) — together they take a holistic approach in providing each student with a healthy foundation for learning and life.

"This year we have been working on a project to replace the regular water fountains with those that have a water bottle filling station," said nurse Anne Smyth. "This will allow the students to easily fill water bottles, which encourages children to stay well hydrated while helping the environment with the amount of disposable water bottles sent to landfills yearly."

Each fall the nurses organize a FluMist clinic, open to all students

and families, as a convenient way to get immunized against the flu. In the spring, vision screenings are conducted for 3rd-grade students. And backpack safety training is done at the end of the year for 5th-grade students.

"It provides good information about how much weight children should carry on their backs and encourages them to use their lockers when they get to Middle School," said Smyth.

The nurses routinely monitor updates from the Center for Disease Control and Prevention and the Mecklenburg County Health Department. They utilize Magnus Health, an online secure database, to store and access all student health information. The nurses reference the students' vital health records each time they visit the Health Room for information about treatments, ongoing health conditions or medications the children may be taking or need for off-campus trips.

"As thought leaders they continue to bring new programs to PDS," said Powell, "and what everyone appreciates is the extra TLC."

Shared Responsibility

SAFETY AND SECURITY A TOP PRIORITY AT PDS



Providence Day School strives to provide a safe, secure and supportive community for students, faculty and staff.

While statistically schools continue to be one of the safest places children can be, PDS School Safety Director Kenna Powell, school nurses and members of the Safety Committee and the Health Advisory Council review policies and

procedures on an ongoing basis to ensure that best practices are followed.

“The element of safety touches nearly every aspect of a student’s daily life,” said Powell.

Those aspects include bus transportation, carpool traffic, supervision of students, buildings and grounds, visitor management, access control and security cameras,

food safety, cyber security, field trips, special events, athletic and after-school activities, just to name a few.

“Meeting these needs is a shared responsibility. All administrators, faculty and staff serve *in loco parentis*” (Latin for “in the place of a parent”), said Powell.

Employees train before the start of school and throughout the school year. Students also participate in safety education including fire, tornado and lockdown drills.

Members of the Safety Committee represent different areas of the school to provide the 360-degree perspective needed to assess school safety and security issues. Working with the school are Charlotte Mecklenburg Police Department officers who are on campus during the day, while retired CMPD officers are on campus during the evenings and weekends.

Experts within local, state and national organizations continually review PDS’s emergency operations plan, and the school has developed a working relationship with community responders. A training exercise on the PDS campus scheduled for June will include CMPD and SWAT, Charlotte Fire Department, ATF, Mecklenburg EMS Agency, Charlotte-Mecklenburg Emergency Management and others.

“And to complete the support network is the partnership with parents, whether it’s asking good questions, offering suggestions or following school safety and security guidelines,” said Powell. “Our shared goal is to maintain

a warm and welcoming PDS campus while providing for a safe and healthy learning environment.”

Powell’s position as a safety director is unique to independent schools but demonstrative of PDS’s priority on the matter. After being director of Extended Day and the Clubhouse as well as School Safety, Powell transitioned into the new role this school year; she now works full time on local, state and national levels to investigate and implement current best practices.

Best practices include assessing risk, mitigating risk, preparing for emergencies and planning the response and recovery.

“An all-hazards approach to the education of faculty, staff and students through training and all-campus drills enables the community to be best prepared,” said Powell. “We are

constantly re-evaluating and making changes based on evidence-based research. And when an event occurs, from a small incident to a large-scale tragedy, emergency managers share ‘lessons learned,’ which become the next ‘best practices.’”

One recent campus initiative includes piloting the use of Punch Alert — a mobile security and communication platform that enables administrators, faculty, staff and responders to connect in real time, two-way communications via smart devices and to account for community members via GPS.

Powell also created CAISSC (Charlotte-Area Independent Schools Safety Consortium).

“We work together to share good information through this network as well as through NCAIS (N.C. Association of Independent Schools) and NAIS

(National Association of Independent Schools),” she said.

This year Safe Havens International, a nonprofit campus safety organization, completed a comprehensive school security risk assessment and provided PDS with a report. Additionally, PDS is working with the school’s insurer and a professional services firm specializing in campus safety, security and regulatory compliance for schools.

As safety director and a former PDS parent, Powell said she understands and appreciates parents’ concerns for the safety of their children

“I am committed to and confident that Providence Day School diligently and continually works to provide for their (our) children’s safety,” she said. “The students at this school are truly part of our family.” 

Not Too Late to Support PDS Annual Fund

Providence Day School’s 2014-15 Annual Fund campaign will end on June 30, 2015. Our goal is to raise \$1.3 million in support of our students, teachers, programs and facilities.

The Annual Fund helps to bridge the gap between tuition dollars and the actual cost of each child’s education. This year, PDS parents, alumni, faculty, staff, grandparents and parents of alumni have enthusiastically supported this effort, and we are well on our way to meeting our

goal, but there is still work to be done.

If you haven’t already, we hope you will make your gift today! To give, visit www.providenceday.org/onlinegiving. You also can utilize the envelope included in this issue of Providence Day Magazine to make your gift.

Thank you for your support of Providence Day and the Annual Fund!



PROVIDENCE DAY
GOLF ASSOCIATION

Hit the Links with the Providence Day Golf Association

18TH ANNUAL
ALUMNI GOLF CLASSIC
CEDARWOOD COUNTRY CLUB
MAY 11, 2015

Hosted by the PDS Alumni Association, the Golf Classic generates funds to support the Alumni Endowment Fund.

Tournament schedule, sponsorship opportunities and registration information are available online at www.providenceday.org/alumnigolf.

Questions? Contact Steve Bondurant '98 at 704-887-6039 or steve.bondurant@providenceday.org.

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Save the date for these upcoming
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September 18, 2015

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Connection Lunch

More details will be available online at
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Questions?

Contact Steve Bondurant '98 at 704-887-7039
or steve.bondurant@providenceday.org.



CHARGERS RENOWNED



*Three Alumni, Two Coaches
Inducted into Charger Hall of Fame*

FIVE MORE MEMBERS OF THE SCHOOL community have been inducted into the Charger Hall of Fame.

In a ceremony held in the Mosack Athletic Center Jan. 31, Trent Cherry '97, Grant Porter '00, Natasha Brackett '01, baseball coach and P.E. teacher Jim Cerbie and soccer coach Bill Finneyfrock were honored and inducted into the exclusive group of alumni and coaches who have continued to embrace the importance of athletics in their lives and exhibit a commitment to excellence, sportsmanship and citizenship.

"I had anticipated the evening would be filled with emotion from both our presenters and our inductees, but it also was filled with much laughter and great stories from Providence Day's past," said Nancy Beatty, Athletics director. "It was definitely one of the top athletic events of the year."

Beatty said this year's inductees were an impressive group of people.

"I am amazed with not only the legacies that they have created at Providence Day, but also the continued success they are achieving in their professional lives," she said.



TRENT CHERRY '97

Cherry was a three-sport athlete in football, basketball and tennis. He was named all-conference and all-state three times in football, twice in basketball and was a four-time state tennis champion.

Senior year he interned with Rusty Wallace's race shop to fulfill a PDS requirement and was able to see a pit crew practice. "Once I saw that I was hooked," he recalled.

His interest in NASCAR and Penske Racing continued to grow, and while at Lenoir-Rhyne University he started "pitting" and coaching for Penske Racing with the Ryan Newman team.

"The day I finished my last exam at Lenoir-Rhyne I was hired full-time at Penske. I've been there ever since."

Today Cherry is the head pit crew coach for both the No. 2 (Brad Keselowski) and the No. 22 (Sam Hornish) Cup Teams. He also has authored "Money Stop," and runs a website www.pittalks.com.

To be inducted into the Charger Hall of Fame is "a huge honor."

"I gave every waking hour I had to sports and to be recognized as one of the best in Providence Day history is very flattering," he said. "I feel like Providence Day gave me that opportunity and I'm very grateful for that."



GRANT PORTER '00

Porter was a five-year starter for soccer, having joined the team in 8th grade, and was named all-conference and all-state four times. He also was named N.C. Player of the Year, the *Charlotte Observer* Player of the Year twice and Gatorade Player of the Year for North Carolina.

He credits his brother Carson's passion for soccer as what drew him to the sport. After graduating UNC-Chapel Hill, Porter joined UNC as an assistant soccer coach and helped lead the Tar Heels to 2011 ACC tournament and regular season championships as well as the 2011 NCAA National Championship.

The key to running a successful soccer program is "to never lose sight of the most important aspect of the program — the players," he said.

Being inducted into the Charger Hall of Fame was an honor Porter said he would cherish forever, and he credited his teammates over the years with helping him to succeed.

"I am forever grateful to many people who sadly do not get the same recognition. I just hope all my teammates who may or may not read this can look back and never doubt that I had that same team mentality," he said. "I played for the team, not for any personal award."



NATASHA BRACKETT '01

During four years on the varsity girls basketball team, Brackett scored 2,612 points, making her the second highest scorer in school history. Her stats include 1,077 rebounds, 601 assists, 368 steals and a 109-35 record over five years.

She led her team to state championships in 1998 and 2001, was named Gatorade Player of the Year for North Carolina, N.C. Miss Basketball, a three-time Associated Press first team all-state selection, a four-time All-Mecklenburg County Player of the Year and a four-time *Charlotte Observer* Female Player of the Year.

Her basketball jersey currently resides in the Women's Basketball Hall of Fame.

After graduating from Auburn University in 2005, Brackett played professional basketball overseas for six years.

She now is in her rookie year as a firefighter in Atlanta, Ga.



JIM CERBIE

Cerbie has led PDS's baseball program for 27 years, during which he saw the Chargers to three state championships and six conference championships.

He has won 380 games and was named an American Baseball Coaches Association Coach of the Year in 1998.

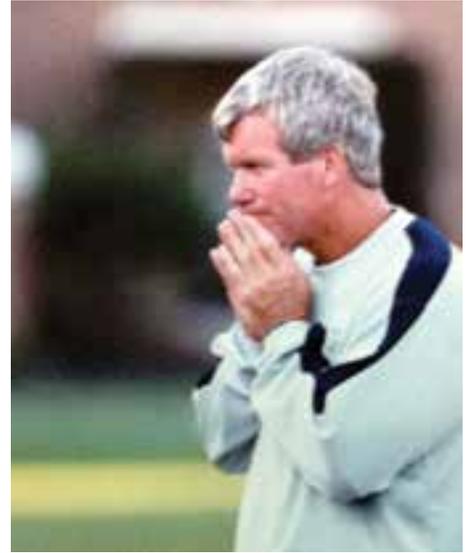
His favorite memories over the years include winning championship games, games in which his players exhibited impressive skills and coaching his son, James, on his first and last day as a varsity baseball player.

Inspired by his own father, who always encouraged him to do his best at whatever he decided to do, Cerbie said what he enjoys most about coaching and teaching at PDS is the relationships he develops with the student-athletes. One event he looks forward to each year is the annual alumni baseball game.

"It's great to see the guys come back, many with their wives and kids," said Cerbie. "We have a lot of laughs, and the stories just keep getting better and better."

Cerbie is proud to be inducted into the Charger Hall of Fame.

"Any time you are on a list with the likes of [longtime PDS coach] Gil Murdock, it's an honor," he said.



BILL FINNEYFROCK

During his 26 years as varsity boys soccer head coach, Finneyfrock has accumulated a 303-163-46 record. His teams won four state championships and nine conference championships.

Finneyfrock has been named the N.C. Soccer Coaches Association's Coach of the Year, the National Soccer College Association of America's South East High School Coach of the Year, the National High School Boys Coach of the Year and the *Charlotte Observer's* Coach of the Year. In 2012 he was inducted into the North Carolina Soccer Hall of Fame.

He discovered soccer in grade school, and credits the sport with helping him achieve a college degree, travel the world and land his first job. "I really feel I owe it to soccer to give back to the game and to all my coaches who gave their time to coach me."

Now as a longtime coach and P.E. teacher, he enjoys the relationships he builds with his players and students, and loves inspiring them to succeed.

Finneyfrock said he was surprised to be inducted into the Charger Hall of Fame. "It's a very nice honor, but the real credit needs to go to all the players who have put in all the work necessary to be as successful as they were," he said.



Home Field Advantage

Alumnus Takes on Role as Alumni Relations Director

STEVEN BONDURANT '98 has returned as the new director of alumni relations.

"It feels great to be back at the school that helped prepare me for life after graduation," he said. "It's important for me to give back and to do my part in shaping individuals' lives and adding to that family atmosphere that makes PDS unique."

Bondurant's PDS career began in 8th grade, but recalls his classmates embracing him as though he had been with them since kindergarten.

"That's the type of school it was and always has been," he said. "My favorite memories are the friendships I made and how close our class was as a whole."

In Upper School, he was a member of the Beta Club, Key Club and National Honor Society, and played both junior varsity and varsity baseball, winning

back-to-back state championships in 1997 and 1998.

Along the way, he had many teachers and coaches whom he credits with helping to shape his life.

"Bobbie Hinson will always be one of my favorite teachers and she made biology fun to go to each and every day," he said. "Chris Wallace showed me how to be more creative and, although I wasn't the greatest artist, it had a major impact on my thought process and my creative thinking."

In athletics, he credits coaches Jim Cerbie, Brick Smith and Jeff Lucia as helping develop his abilities as an athlete. "They helped with my baseball skills but also the mental side of the game, which was extremely important when I played in college and professionally," he said.

Bondurant was a member of the

University of South Carolina baseball team from 2000 to 2003, including serving as captain for the '03 squad. In four seasons with the Gamecocks, he compiled a 14-7 career record with a pair of seven-win seasons in 2002 and 2003.

Both the 2002 and 2003 teams competed in the College World Series with the '02 squad finishing as national runner-up and earning a Southeastern Conference championship.

Bondurant graduated from South Carolina with degrees in marketing and management. In addition, he earned his master's in human resources in 2004.

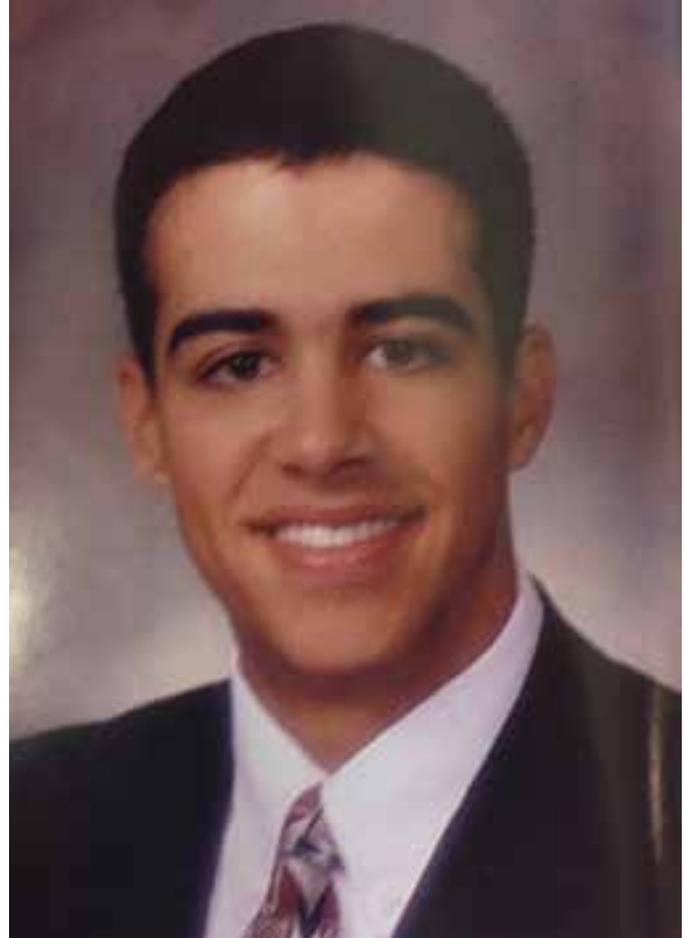
Next was a four-year professional baseball career with the Oakland Athletics.

In 2007 Bondurant was inducted into the Charger Hall of Fame, comprised of alumni and coaches who have continued



“I believe our alumni are essential to keeping that community atmosphere here at PDS. The alumni have helped shape where PDS is today.”

**— Steve Bondurant '98
Alumni Relations director**



to embrace the importance of athletics in their lives and exhibit a commitment to excellence and sportsmanship.

Prior to returning to PDS, Bondurant was the academic advisor for the University of South Carolina baseball, men’s soccer and volleyball programs and later a major account manager with the Charlotte Chamber of Commerce.

“We are excited to have Steve back on campus as Director of Alumni Relations,” said Jeff Appel, Assistant Head of School for Institutional Advancement. “His professional experiences, as well as his ties to the alumni community, make him well suited to foster Providence Day School’s goals of cultivating and engaging relationships with all alumni.”

The Board of Alumni was thrilled with Bondurant’s appointment, said Jen

(Allen) Dyer '92, board president.

“Being an alumnus, Steve already understands the unique and special bonds of the PDS family,” she said. “He is a fantastic relationship builder and this will help him as he strives to reconnect alumni with Providence Day.”

PDS’s relationship with alumni, from its first graduating class to the most recent, is a vital one, said Bondurant.

“I believe our alumni are essential to keeping that community atmosphere here at PDS. The alumni have helped shape where PDS is today,” he said.

The passion and love that they have for PDS is reflected in the network of alumni who currently support the school in many different ways, Bondurant said.

“It’s important to keep them engaged and provide meaningful events so they can see first hand what the current

faculty and students are doing to continue the PDS legacy,” he said.

Part of the challenge is staying connected, Bondurant said, as alumni move or change their contact information.

“We are trying to work through that challenge by using multiple media outlets to reconnect. We also have the assistance of individuals in respective classes to help spread the news and get updated information,” he said.

It’s all part of Bondurant’s mission to help the alumni reconnect with faculty, classmates and PDS as a whole.

“I invite them to share their stories with me, and I want them to know that I’m here as a resource,” he said. 

#AlwaysACharger

Steve Bondurant '98 is one of 20 alumni who currently work at PDS.



Engaging Alumni

ENERGIZED BOARD OF ALUMNI HELPING FOSTER CAMARADERIE, SUPPORT

ONE OF THE SCHOOL'S STRATEGIC VISION GOALS IS TO provide meaningful engagement opportunities for all alumni to be involved with the school and to stay connected to each other. The Board of Alumni is actively working to help reach that goal.

The board currently consists of 14 members, all alumni, with every graduating decade of PDS being represented.

"What I have loved most about serving on this board is that while some members graduated when the Counseling Center was the original school and others played basketball in the Mosack Athletic Center, every member shares the same Providence Day connection," said Jen (Allen) Dyer '92, board president.

"We all are grateful for the teachers who shepherded us through the grade school years and our parents who made the choice to send us to Providence Day," she added. "I view serving on the board as a privilege ... a way for me to say thank you and give back to a school that has given me so much."

When PDS set out to form the board in the mid-1990s, four alumni volunteered to help make it happen — John Byers '76,

Andy Fink '82, Laura Ormond '87 and Jennifer Truesdail '87.

"We'd enjoyed our time at Providence Day and wanted to help give back," recalled Fink. "We got the board off the ground and running. We met at Laura's house and worked on the mission statement, bylaws and purpose, and started recruiting."

The board's role has evolved over the years.

"In the past, the Board of Alumni has functioned more like a focus group. We attended meetings, discussed ideas and then the Alumni office was left with a lot more work on their plate," said Dyer.

Then last summer, Dyer met with Jeff Appel, Assistant Head of School for Institutional Advancement, and Lynette Allison, Development director, to transition the group into a "highly-functioning board."

"I am pleased to report that due to the dedicated and motivated members of this board, we have achieved that goal," she said.

The board held a daylong retreat in November 2014 to define new goals and form committees — finance, alumni giving,

2014-15 BOARD OF ALUMNI

Jen (Allen) Dyer '92 - president

Colby Anderson '07

Carly (Malarz) Baucom '03

Boris Bunich '88

Roman Davis '79

Alex Hambacher '00

Caron (Pizarro) Kelly '97

Julie Layne '79

Katie (Largen) Miller '91

Ben Peretsman '06

Brooks Pope '04

Kristi (Wilson) Speckman '98

Sarah Grace Woolley '10

Drew Wozniak '03



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#PDpride
on
May 13, 2015

For details on #PDpride visit
www.providenceday.org/pdpride

Brought to you by the Board of Alumni

communications, special events, bylaws and new members. The committees then worked to set individual goals and agendas.

"All committees have been performing on schedule and we are on track for our most successful year yet," said Dyer.

The board is working closely with the Alumni office on a variety of events and endeavors, including fundraising — board members have been participating in a series of phone-a-thons to help raise support for the Alumni Challenge.

"If alumni giving participation reaches 20 percent, a group of alumni will donate \$25,000 to PDS," said Dyer. "The board and the Alumni office are very excited about this challenge and are working hard together toward this goal."

The board also recently changed the purpose and use of the Alumni Endowment. Previously the endowment was intended for use as financial aid for qualifying legacy students. It now will be used as a major resource grant (MRG) supporting curriculum development by providing funds to qualifying teachers.

"When alumni are asked about Providence Day and what they remember most fondly, many will say it's the teachers," said Dyer. "This new MRG is for the teachers, yet it benefits the students. We feel this in an excellent use of the money."

The Board of Alumni and Alumni office will continue to generate new ways for alumni of all ages to be involved with and stay connected to PDS, said Dyer.

"The reenergized board will help play an integral part in our mission to reengage our many alumni with the school," said Jeffrey Appel, Assistant Head of School for Institutional Advancement.

"I'm excited to work with our Board of Alumni and it's great to see the commitment they have to their alma mater," said Steve Bondurant '98, PDS's new Alumni Relations director.

"Having representation from each decade since PDS was founded provides a wide range of experiences and ideas that lead to such a productive group," said Bondurant. "Their passion for PDS is contagious, and I'm looking forward to working with them to strengthen the connection with our outstanding alumni."

"Any Charger will tell you that we are a family. Alumni engagement is crucial for preserving that family feel that we have enjoyed since the inception of the school," said Dyer.

All alumni are welcome on campus and encouraged to come back to visit at any time. 



Lawyer by Day, Charger by **Heart**

Brooks Pope '04 Gives Back
to PDS in Many Ways

PROVIDENCE DAY SCHOOL THRIVES because of the community of individuals who honor its rich history, values and traditions while also thoughtfully working to ensure the school will continue to provide a transformational education experience for future generations.

Charger alumni are an integral part of that community, and PDS is fortunate to benefit from the leadership and support of these incredible women and men — alumni such as Brooks Pope '04, who over the years has played many important roles at PDS, and continues to do so today.

Currently she is serving her first year on the Board of Alumni, on which she has taken multiple leadership roles. In addition to being secretary, Pope is an active member of the Board's Bylaws and Membership, Alumni Giving and Communications subcommittees.

"Even almost 11 years later, it's still fun to return to campus and have teachers ask how I am doing and know that they remember me," she said.

Pope came to PDS as a freshman, played JV field hockey and soccer, and was a member of the cheerleading squad. She also was involved in Keyettes, Beta Club and the Charger newspaper, and was a Student Alumni Ambassador and



played flute in the band.

Both her parents were attorneys, although her mother didn't practice law, and Pope recalled growing up with family dinner conversations revolving around her father's cases.

"I knew from an early age that math and science were not my strengths, and I like to argue and be right, so the decision to be an attorney came easily," she said.

She attended UNC-Chapel Hill for both her undergraduate and Juris Doctor degrees.

"Passing the North Carolina bar exam was one of the most memorable days of my life," Pope recalled. "Years of hard work had finally paid off and I was officially able to begin my career as an attorney."

She now works with Golding Holden and Pope in Charlotte, which provides services to the insurance industry. Pope said the rewarding parts of her job included the "mental challenges" and the satisfaction of getting good results for her clients.

"There are many different areas within the field of law, but I enjoy litigation," she said. "My favorite part of my work is the amount of time I get to spend in court. I really enjoy jury trials and arguing motions to a judge."

Pope credits PDS with preparing her

to be successful in her field.

"PDS definitely prepared me for my time at Carolina and Carolina [School of] Law," she said. "I learned how to study and write. I don't think I studied harder for anything in my life — except for the bar exam — than I did for my AP exams!"

She has carried more than just academic skills with her from her time at PDS.

"I am so thankful for the friends I made at PDS," she said. "Even though we don't see each other every day like in high school, we could pick up like we never left off when we do get together."

Pope also reflected on the values of honesty and integrity that are hallmarks of a PDS experience.

"I will always remember the Honor Code and the atmosphere of honesty at PDS," she said. "When I got to college and made friends who had different high school experiences, I realized how grateful I was to have gone to a school where honesty and integrity were expected. That has stuck with me throughout my life."

In addition to serving on the Board of Alumni, Brooks is a four-year member of the Loyal Givers Club (those who have made a philanthropic gift to the school for seven or more consecutive

years) after 11 years of giving, and recently coordinated her class'10-year reunion. Her involvement is an example of how alumni can continue to make an important impact on PDS as mentors, volunteers and donors long after they leave campus.

"It's easy to think of your involvement with PDS ending when you graduate, but it is so important to stay involved beyond graduation," said Pope.

She recommended alumni stay connected to PDS and come back to campus to connect with current students and teachers when they have an opportunity to do so.

"A priority of PDS is to engage alumni as active stakeholders in the community, and we are extremely fortunate to have Brooks' leadership on the Board of Alumni," said Steve Bondurant '98, Alumni Relations director. "She has an unparalleled passion for PDS and is an integral part of our team."

"Providence Day has always had a great reputation, and by staying involved, we as alumni can ensure the school continues to thrive," said Pope. "PDS helped me become the person I am today and introduced me to lifelong friends, and for that I am grateful. I enjoy giving back to the school that gave me so much." 

Insightful Information

Young Alumni Forum Provides Helpful Advice for Many

AS HE WORKS TO COMPLETE HIS DOUBLE major in anthropology and French studies at Emory University, David Bailey '11 is grateful for his Providence Day School education.

“From the technology available to the exposure and awareness of global issues, to the teachers who truly care about their students’ well-being and academic growth, PDS is a very special opportunity,” he said.

Bailey was one of eight young alumni to take part in the annual Young Alumni College Forum at PDS in January. They shared their college and PDS experiences with an audience including members of the Board of Trustees, Academic Council, Board of Advisors and Board of Alumni, and then met in small groups with the current senior class.

The Alumni office and College Guidance office collaborates to identify possible alumni panelists from the four previous graduating classes.

“We aim for about eight panelists who represent a diversity of interests and colleges — big and small schools, close to home and far away, highly competitive and less competitive schools, male and female, athletes, artists and so on,” said Jack Whelan, College Guidance director.

The forum, which immediately precedes the Young Alumni and Faculty Luncheon, has many benefits.

“Since we invite all members of the previous four graduating classes to the

luncheon, the event serves first and foremost as a young alumni event to foster the relationship between them and the school, keeping them connected to the institution,” said Whelan. “Additionally, the panelists serve as a great resource for the school and the seniors.”

The administration and boards are interested in information about the work done at PDS. Typical questions asked of the alumni include: “How well were you prepared?” “What are your fondest memories of PDS?” “Where can we improve?” “How can we better serve our alumni?”

“We are certainly looking for compliments, criticisms, questions or suggestions that can improve the work we do here,” said Whelan. “Any topics that come up repeatedly are issues to certainly focus on.”

The seniors typically want to know what college life is like, what are the best and worst parts of the college experience itself and the overall transition from high school to college.

“In the case of the seniors, we certainly hope that some of the stories and advice from ‘the other side’ will be helpful as they navigate their own transitions,” said Whelan.

Miah Murphy '14, who is in her first year at American University, felt that “being so close to where the seniors are now made it easy for me to relate to them





and for them to relate to me.”

She said she wanted them to know they were “coming from a great place that has set them up to do great things.”

Helpful Hints

The transition to college life is time-consuming but fun, said Tony Asher '13, who is double majoring in quantitative biology and English at UNC-Chapel Hill. He urged the seniors to take a “light class load” their first semesters of college to avoid stress and falling behind.

“You don’t want to be stressed with classes when you are meeting new friends and finding interesting things to get involved in,” he said. “And don’t stress about meeting new friends — just put yourself out there and it will be easy.”

Murphy urged maintaining a balance.

“It can be very easy to become overwhelmed with one aspect of life and, consequently, neglect another,” she said. “Work hard, but know that there is more to life than just that. It’s important to take breaks, it’s important to stay healthy and it’s important to foster your relationships.”

Bailey’s advice to seniors? Never pass up an opportunity.

“At Providence Day and beyond, there will be countless opportunities that will be extended to you,” he told them. “Explore everything. You never know what it might lead to or who you’ll meet.”

While the young alumni offered



diverse perspectives and snapshots of college life, said Lynette Allison, Development director, they also collectively credited PDS’s teachers and programs with helping groom them for their post-graduation journeys.

“PDS prepared me by teaching me proper study skills in lots of different subjects. I also became a very effective writer over the course of my PDS career,” said Asher.

It was Bailey’s experiences in PDS’s Global Studies Diploma program that showed him the interconnectedness of the world. “There is no organization,

group of people, economic system or piece of information that is unaffected by others,” he said. “During my experiences in college, and as I now prepare to leave, I’ve seen that whatever work I go into will have connections with others around the world.”

Murphy credited PDS with giving her opportunities to gain experiences, in the classroom and amongst her peers, that helped prepare for college.

“After 13 years, sure, I left Providence Day with the knowledge of how to solve a mathematical equation, but I also left with the confidence to meet someone new



“We are certainly looking for compliments, criticisms, questions or suggestions that can improve the work we do here. Any topics that come up repeatedly are issues to certainly focus on.”

— Jack Whelan,
College Guidance director

— even if they speak a different language than me — and the desire to continue exploring the diversity of our world,” she said.

The value and importance of diversity was one of the most valuable lessons Murphy learned at PDS.

“I will spend the rest of my life meeting new people, and many of them will be different from me. I greatly appreciate that aspect of life, and I can honestly credit part of that appreciation to Providence Day School,” she said.

“The community as a whole fosters an environment in which diversity

is celebrated. And I am really glad I was able to grow up with that,” added Murphy.

A Worthy Investment

Such stories shared at the forum reaffirmed the decisions of many parents in attendance that PDS was the right choice for their children.

“All the graduates (at the forum) have a fondness for Providence Day ... they felt nurtured and cared for by their teachers while here,” said Gail Chapman, mother of Katy ’15 and Anna ’12.

“It was clear they felt that Providence Day prepared them well academically for college and for life in general,” she said.

“It was reassuring to learn the majority felt adequately prepared for the rigors of college life,” said Adriana Fessler, mother of Ryan ’19 and Grant ’15.

Several of the alumni indicated the importance of interpersonal relationships between students and professors in college, and that they valued having such relationships with teachers while at PDS — “therefore having the confidence to approach a college professor as well,” said Fessler.

As members of the PDS Board of Advisors, both Chapman and Fessler gained useful insights about how alumni regard PDS.

Chapman also was curious to see how their experiences compared with daughter Anna’s, as well as to get

valuable information now that daughter Katy is in her senior year and preparing for college.

“We couldn’t have made a better investment in our children,” said Chapman. “They received an excellent education and have been cared for in a safe, challenging environment by strong, intelligent, highly-educated teachers. They have learned to be honest, independent thinkers and global citizens.”

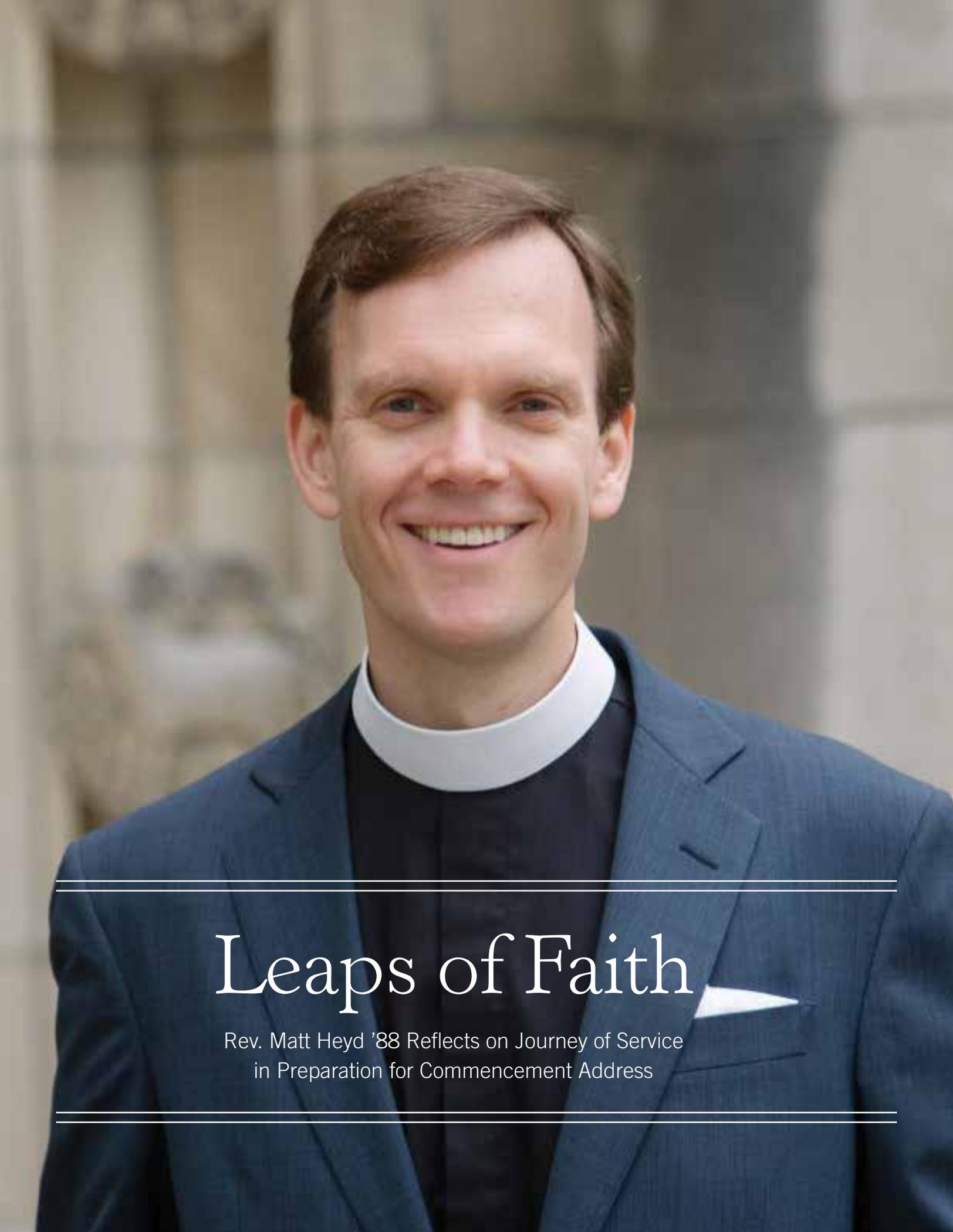
Fessler agreed.

“Our children are gaining an education at PDS that is academically challenging, while also being exposed to enriching opportunities that will promote their growth as students and individuals,” she said.

“We are proud to be a part of the PDS family and deeply value all that it represents,” she added.

When her children reflect on their time and experiences at PDS, Chapman hopes they do so with fondness and gratitude.

“I hope they are grateful for their teachers, their education and for the friendships they developed at Providence Day,” she said. 



Leaps of Faith

Rev. Matt Heyd '88 Reflects on Journey of Service
in Preparation for Commencement Address

**MATT HEYD '88 STILL HAS VIVID**

memories of Providence Day School.

Trooping through the woods behind the original schoolhouse with his 1st-grade class, looking for wild strawberries. Trying to memorize all 50 states with capitals in the 5th grade.

“Every August, just before Labor Day, I can still feel what the locker room was like in the first days of cross country season,” he recalled.

It was Gil Murdock — PDS’s first P.E. teacher who coached a number of the school’s sports teams, including cross country — whom Heyd considers the one person outside his family who made the biggest difference on his childhood, and someone who still plays a big role in his life.

“Coach Murdock is a present-tense influence on me,” said Heyd. “His sweatshirt hangs on my office wall in New York.”

That office is at the Church of the Heavenly Rest, an Episcopal parish on the Upper East Side of New York City where Heyd serves as its rector.

After PDS, Heyd attended UNC-Chapel Hill as a Morehead-Cain Scholar; there he was student body president and graduated with a bachelor’s in history and political science. He credits PDS with preparing him for his post-Commencement journey.

“My first class at Chapel Hill was an honors English class in which everyone else seemed to be from famous northeastern prep schools,” he said. “I

remember thinking that I was as well-prepared as they were to begin college academically.”

But “as importantly as academic preparation, growing up in a place where I was both cared for and challenged has given me the confidence to take leaps of faith,” he added.

Those leaps of faith would eventually guide him to the priesthood. He went on to receive a master’s degree in religion (summa cum laude) from Yale Divinity School, and a master’s in sacred theology from the General Theological Seminary.

“I didn’t feel the call to ordination when I first went to seminary right after college. I was interested in how theology inspired service in the community,” he recalled.

He was 25 years old when he helped start Episcopal Charities in the Diocese of New York in 1995, and in 1997 became chief operating officer of Do Something, a nonprofit supporting service in schools across the United States.

In 2003 he went on to serve as director of Faith in Action for Trinity Church, a prominent Episcopal parish on Wall Street, supporting the parish’s engagement and partnership ministries in Lower Manhattan and around the world.

But it was the terrorist attacks two years earlier, on Sept. 11, 2001, that had made a great impression upon him.

“Sept. 11 forced me to ponder where I was called to be, and moved me towards the priesthood and parish life,” he said.

He was ordained to the priesthood in 2009 and continued to serve at Trinity Church, where he led the parish to find innovative ways to reach out to those with the greatest needs.

He also led a door-to-door effort to check on the parish’s neighbors in Lower Manhattan and Staten Island following Hurricane Sandy in 2012.

In June 2013, Heyd became rector of the Church of Heavenly Rest, where he tries to impart a simple message: “The central truth of our lives is that we are loved and we are called to serve in response.”

He and his wife, Ann Thorton, who is the Andrew W. Mellon Director of the New York City Public Library, are the parents of Jack, 13, and Mary Ella, 8.

Throughout his journey, Heyd has remained an active PDS alum. In 2000-01, he served as an Annual Fund class representative and in 2004-05 a letter was sent over his signature encouraging alumni to support the Annual Fund in honor of their favorite teachers.

Heyd also served as the 2006-07 and 2007-08 Alumni Giving chair, was the recipient of the Distinguished Alumnus Award in 2003 and was a guest speaker at the 2008 Leadership and Loyalty Dinner.

He will be the featured speaker at this year’s Commencement ceremony for the Class of 2015 in May. While still perfecting his remarks, he hopes to talk about what it means to be given “sacred gifts that we carry through life.” 

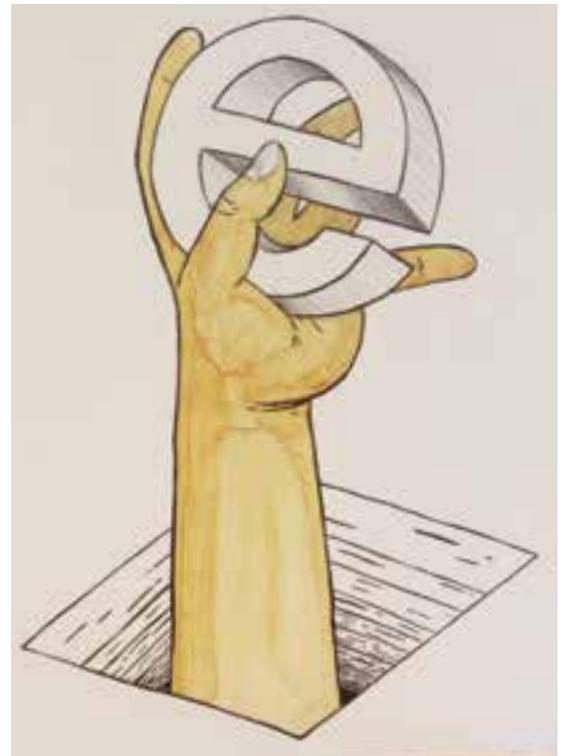
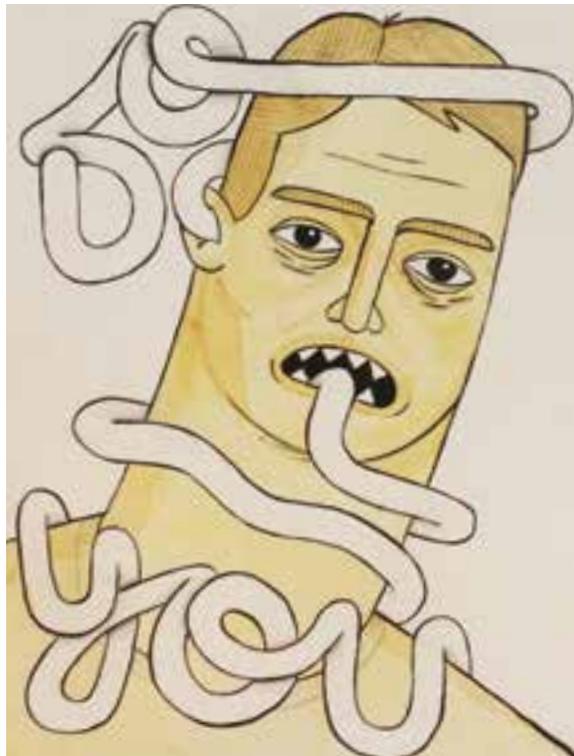
ALWAYS THE *Artists*

*Annual Exhibit
Features Artwork
by Alumni*

THE ARTWORK OF five alumni-artists was featured in this year's Alumni-Faculty Art Exhibit.

The annual event, on display in the McMahon Fine Arts Center foyer and Dining Hall from late January until early March, showcases the creative talents of both alumni and faculty.

"Although the number of alumni participants was low this year, the quality of work on display was excellent," said Chris Wallace, Visual Arts department chair. 



Michael Thompson '05

Thompson, who studied animation and business at University of Georgia and now works in Manhattan's financial district, had a diptych painting in the exhibit.



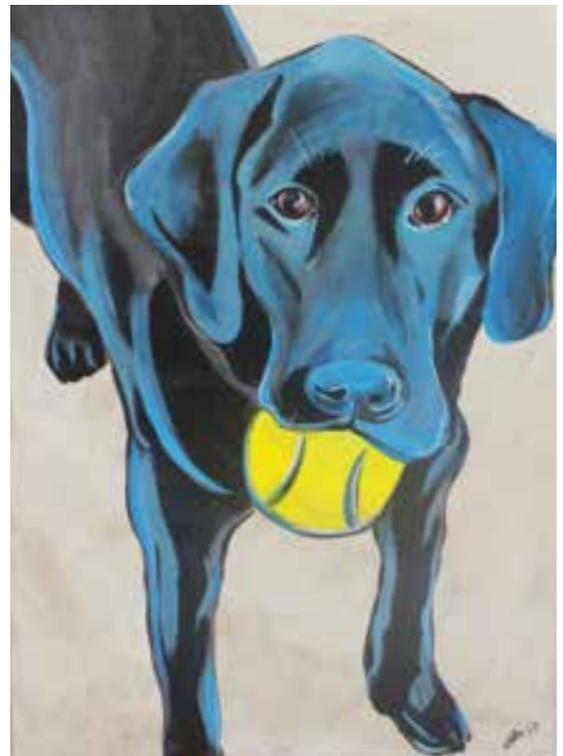
Chelsea Balzer '11

Balzer, currently studying art education at East Carolina, had two paintings in the exhibit, one an acrylic on canvas titled "Untitled," the other a diptych acrylic on paper titled "Untitled."



Laura Hunter '99

Hunter, a PDS 5th-grade teacher, had a collage on canvas in the exhibit titled "Herb."



Sadie (Moore) Andrus '88

Moore, a regular participant in the exhibit, had two acrylic paintings of dogs this year, titled "Playtime" and "Maggie" (pictured above).



Lisa (Swayne) Proud '91

Proud, who works as a designer in Charlotte, had an acrylic on canvas landscape painting in the exhibit titled "Marsh Days."

Class Notes: Always a Charger

1978

Scott Storick is working in financial sales for MassMutual in Boca Raton, Fla.

1981



Doug Jeter is the principal of Verity Technical Consultants LLC, which provides expert forensic investigations, reports, testimony and consulting for litigation and insurance claims. Through Verity, Doug consults and provides OSHA 10- and 30-hour industrial safety training. He also teaches as an adjunct professor at Columbus State Community College. Doug is a registered Professional Engineer in eight states, including North and South Carolina. He lives in New Albany, Ohio, with his wife and two sons.

1982



Lee Ann Brown is the author of "Crowns of Charlotte" and "In the Laurels, Caught," which won the 2012 Fence Modern Poets Series award. She founded Tender

Buttons Press, which is dedicated to publishing experimental women's poetry. She divides her time between New York City, where she teaches at St. John's University, and Marshall, N.C., where she directs the French Broad Institute of Time and the River and the Children's Arts in the Mountains Program.

1990



Tiffany Anselment is an LPGA Class "A" Golf Teaching Professional and runs Anselment Golf Academy at Birkdale Golf Club in Huntersville, N.C. She's been teaching in the greater Charlotte area for more than 19 years and is a member of the Charger Hall of Fame.



Blair Logan lives in Georgia and is a senior vice president and group director for William Mills Agency, a financial public relations and marketing firm.

1991



Rachel (Connery) Andras and husband Jim own Andras Outfitters, where she is a professional fishing and travel guide throughout southern Oregon and northern California. In January, Rachel made an appearance at Jesse Brown's Outdoors in Charlotte to share her expertise.

1996



Dwight Bodycott is a merchandising manager for AG Jeans Mobile Showroom in Manhattan, N.Y. PDS art teachers Chris Wallace and Andrea Downs took a group of PDS students to visit Dwight at his impressive N.Y. showroom in February.

Brad Hunter was promoted to vice president/controller with Family Dollar Stores, Inc.



Jen (Oliverio) Montague and **Jim Montague '99** welcomed a son, Connor James Anthony, on Sept. 5, 2014. Sibling is Eva Isabella (2). Jim is currently a 3rd-grade teacher and Athletics director at Socrates Academy in Matthews, N.C., while working on his doctorate in Educational Leadership at Wingate University.

Brad Warfield is a client relationship consultant with TIAA-CREF and resides in Huntersville, N.C.

1997



Trent Cherry was inducted into the PDS Charger Hall of Fame in January. Trent is currently head coach at Team Penske (former Penske Racing). *See story on page 30.* He also is the author of the book "Money Stop" and the owner of the website www.pittalks.com.



Shelley (Miracle) Wilfong and husband Shawn have a small hand in one of Charlotte's newest breweries, Sugar Creek Brewing Company; Shelley also created and built its 3D logo. They are owners of Mortimer's Cafe and Pub, Cowbell Burger and Whiskey Bar, and Leroy Fox in the Charlotte area. They are the parents of Carter (8), Landen (6) and Blake (4).

1998



Paige (Yurachek) Bobick and husband Shawn moved their family — Graham (4), Ford (2) and Ellis (2) — back to Charlotte from Charlottesville, Va. She is currently an associate general counsel and senior vice president in the legal department at Bank of America.



Steve Bondurant joined PDS as Alumni Relations director in February. Steve is responsible for the direction, management and implementation of all alumni programs for PDS. **See story on page 32.**

Marisa (Rendeiro) Poe is a real estate broker for Hodge and Kittrell Sotheby's International Realty in Raleigh, N.C. She and husband JT are expecting their first baby.

Dean Preston became co-owner and president of Craig and Preston Insurance Agency in January after previously serving as vice president and treasurer.

1999

Jim Montague and **Jen (Oliverio) Montague '96** welcomed a son, Connor James Anthony, on Sept. 5, 2014. Sibling is Eva Isabella (2). Jim is currently a 3rd-grade teacher and Athletics director at Socrates Academy in Matthews, N.C., and is working on his doctorate in Educational Leadership at Wingate University.



Amie Williams is an assistant principal at South Rowan High School in Landis, N.C. She married Mike Caudle on April 10 at Rolling Hills Farm in Monroe, N.C.

2000

Sarah (Bolt) Moore earned her master's in Healthcare Administration from UNC-Chapel Hill in December 2014 and currently works for Carolinas Healthcare System.



Grant Porter was inducted into the PDS Charger Hall of Fame in January. **See story on page 30.** Grant is the assistant coach for the UNC-Chapel Hill men's soccer team.

2001



Natasha Brackett was inducted into the PDS Charger Hall of Fame in January. **See story on page 30.** Natasha is a firefighter for the College Park Fire Department in College Park, Ga.

2002



Tyler Blackwell and wife Marcella welcomed a daughter, Milena Laura, on Dec. 7, 2014.

2003

Carlyle (Bradley) Nann and husband Michael welcomed a son, Grafton Bradley, on Jan. 17, 2015. They live in Denver, Colo.

>> CLASS NOTES



Erin Reading married Jonathan Ryan Ray on Nov. 1, 2014 at The Duke Mansion in Charlotte. They reside in Charlotte where Erin works as a speech therapist and Jonathan works as a physician's assistant.



Caroline Freeman married Will Dixon in Charlotte Sept. 6, 2014. PDS alumni in attendance from the Class of 2004 were bridesmaids **Madeline (Wear) Hughes, Gail (Johnson) Fischer** and **Brooks Pope**; and **Annie Phillips, Katie (O'Toole) Waynick, Hilary Marshal** as well as **Wyatt Freeman '08**.



Brooks Pope and Chris Miller became engaged and are planning a fall 2015 wedding in Charlotte. **See related story on page 36.**



Chelsea Matz and Spencer Syfrig were married in San Francisco, Calif., on Oct. 11, 2014. PDS alumni in attendance from the Class of 2005 were **Blake Watterworth, Chris Thompson, Sadie Orlowski, Luke Woolard, Garrett Tillman, Max Ballenger, Jessica Nomina, Ben Shaul, Maya Syfrig '07** as well as **Matthew Silton '09**. The couple moved to San Diego. Chelsea is a 6th-grade teacher and Spencer is a designer at GoFundMe.



Emily Spears married Ross Iakovakis on Sept. 12, 2014 in Denver, Colo. They live in Denver where Emily is an oncology nurse and Ross is a lawyer.



Annie Phillips lives in Oakland, Calif., and is operations director at Zoo Labs, a music accelerator that runs music residencies for entrepreneurial music-making teams, and is on faculty at the San Francisco Conservatory of Music where she teaches a class about how to start and run a small-arts organization. She also is co-director of Switchboard Music, a startup that presents innovative and eclectic music makers.



Avery Blackwell married Christopher Northrop at Myers Park Baptist Church in Charlotte Nov. 15, 2014.

Lauren Fagan married Matthew Bilske at the University Club in Orlando, Fla., June 22, 2013.

Anna Beth Woolley was promoted to operations manager for AmerisourceBergen, a drug wholesale company. She lives in Dallas, Texas.

2004



Branden Conrad was recently named the head basketball coach at Cardinal Newman School in Columbia, S.C., after being assistant coach the past four seasons. He also is a commercial lender at BB&T Bank. Branden and wife Colleen are expecting a baby boy in May.

2006



Nic Iannarone is engaged to Julie Nelson. The wedding will take place in Hawaii Aug. 22, 2015. They met through church and while working with a humanitarian organization in Hawaii called Surfing the Nations.



Emily Nelson married Avery Lawrence in New Orleans, La., Oct. 12, 2014. PDS alumni in attendance included maid of honor **Jessie Reuteler '05**. Celebrations included a second-line parade through the French Quarter and a reception in a Lower Garden District mansion.



Alan Sherrill and classmate **McKenzie Mann** own and run a “morganic” (more than organic) farm called Spring Pond Farm in Kings Mountain, N.C., which specializes in growing food naturally with no chemicals.

2007

Matt Cox recently completed his Master of Business Administration degree at the College of Charleston and accepted a position of regional sales director for JobApp Plus, a recruiting and talent management system for hourly and decentralized workers. He resides in Raleigh, N.C.



John Horne is the rank of Lieutenant Junior Grade in the U.S. Navy and is stationed on the *USS Spruance*, an Arleigh Burke-class guided missile destroyer out of San Diego, Calif.

Carly Overbey graduated from Cornell Law School in May 2014. In December, she became a licensed attorney in New York,

and is an associate at Clifford Chance LLP, a multinational law firm.



Brittany Stockman earned her Master of Science degree in Marine Affairs and Policy from the Rosenstiel School of Marine and Atmospheric Science within the University of Miami. In August, she began law school at the University of Miami School of Law as a Miami Scholar. She also recently got engaged to Xavier Alarcon.

2008



James Cerbie is a sports performance coach at Pure Performance Training in Boston, Mass. He also is the founder of Rebel Performance, which focuses on total fitness through specialized programming. *See related story on page 23.*

Richard Fox II moved back to Charlotte this past year and currently works as an experience associate for

PricewaterhouseCoopers LLP in financial services advisory.

Johanna Huddle is an architectural intern at Poole and Poole Architecture in Virginia.

Bruno Machado is working as a project manager in Brazil for Canadean, a research company providing analysis of international soft drink and alcoholic beverage industries.

Ethan Miller attends Wake Forest University’s School of Medicine.

2009

Lauren Cagley resides in Beaumont, Texas, and is a chemical engineer for ExxonMobil.



Ryan Conrad summited Mount Kilimanjaro in Tanzania with a group of four on Dec. 24, 2014. Ryan returned to Charlotte in February and joined RJS Properties, a real estate investment company.

Olivia Hostetter attends Wake Forest University’s School of Medicine.

Michael Nole received a bachelor’s degree in Civil

Engineering from the University of California, Berkeley and will earn a master’s in Petroleum Engineering at University of Texas at Austin in May 2015. He plans to pursue a doctorate in Petroleum Engineering at UT Austin.



Brittney (Flinchum) Tilson and husband Will welcomed a daughter, Layla Faye, on Jan. 3, 2015. Brittney is a 9th-grade English teacher with the Academy of International Studies at Independence High School in Charlotte.

Stephanie Yeldell is a development associate for the White House Historical Association in Washington, D.C.

2010

Alexis Berman graduated with a bachelor’s degree in Psychology and a minor in Advertising and Public Relations from the University of South Carolina in May 2014.



Josh Conger graduated in December 2014 from N.C. State University after being recognized as a finalist for the Poole College of Management's Board of Advisors Outstanding Student Award. Josh relocated to Charlotte and works as an IT-Corporate Finance and Treasury Associate at Ally Financial Inc.

Sofia Di Iorio works at Acosta Sales and Marketing as part of their two-year Leadership Development Program.

Liza Gershen will attend graduate school this fall for her master's degree in social work at New York University.

Zach Krasner was accepted into the Marchtuz School of Fine Arts and completed a learning experience abroad in Aix-en-Provence, France. He is the founder of ProFolio, LLC and creative director at Doorman, a package delivery service.

Melissa Lebet will graduate with a degree in Sociology and Social and Economic Justice from UNC-Chapel Hill on May 10, 2015.

Michael Starr is pursuing a master's degree in Aeronautics and Astronautics at Stanford University.



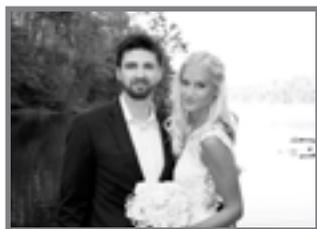
Brooke Tetrault graduated from Appalachian State University in December 2014 and now lives in Dallas, Texas, interning at the Baylor Jack and Jane Hamilton Heart and Vascular Hospital. (She is pictured with mother **Donna Cress '83** and aunt **Teresa Cress '78**.)

Sarah Grace Woolley works in Charlotte as an account executive for Brooksource, which specializes in IT hiring, recruiting and staffing needs.

2011

David Bailey earned the 2015 "100 Senior Honorary" award presented by the Emory Alumni Association and the Student Alumni Association, given to 100 of the most outstanding seniors in Emory University's undergraduate schools. **See related story on page 38.**

Erin Hunt earned a degree in Communication Studies from Appalachian State University in December 2014. She is now a campus recruiting coordinator for Bank of America in Charlotte.



Dylan Penner married Sofia Hedlund at Lake James in Nebo, N.C., Nov. 22, 2014.



Erika Rasile is working as an account executive for AC&M Group, a Charlotte marketing firm specializing in Hispanic, soccer and social media marketing.

Coco Wilder recently had a feature titled "East Rosemary" published in *Oxford American* magazine. She also is writing her honors thesis in creative writing and will graduate Phi Beta Kappa from UNC-Chapel Hill in May.

2012



Erin Bailey was elected Panhellenic Council president at Furman University. The council consists of leaders from Furman's six sororities who work together to host philanthropic events, uphold the community's standards, manage recruitment and create educational programming.

Tate Krasner spent last summer at the S. Rajaratnam School of International Studies in Singapore, where he completed research in both English and Chinese on the status of Chinese unmanned aerial vehicles. He will present his research at Boston College and at Georgetown University.

Neha Kukreja is spending the spring 2015 semester in Cuba, studying Spanish. In addition to immersing herself in the language, she hopes to learn more about Cuba and the changing landscape of the U.S.-Cuba relationship.



Will Lorenz was inducted into the Quaternion Club, the oldest and most prestigious honor society at Furman University, on March 29. Selection is based upon outstanding academic achievement, service to the university and its broader community, and a loyalty to and love of Furman. Will was joined by his sister **Kate Lorenz '14** and his parents Bill and Carol Lorenz.

Sarah McKinney, a Sports Communication major at Clemson University, is studying abroad for the spring 2015 semester in Prague, Czech Republic.



Tiffany Mitchell, starting guard and Southeastern Conference Player of the Year for the University of South Carolina's women's basketball team and finalist for the Wooden Award, led the Gamecocks to their first

SEC championship and first appearance in the NCAA Division I Final Four women's basketball championship in Florida April 5.

2013

Tony Asher is currently pursuing bachelor's degrees in quantitative biology and English from UNC-Chapel Hill. This summer he plans to either research medical outcomes and quality of care data at the University of California, San Francisco or participate in a work-study at the Berkeley Shambhala Meditation Center in Berkeley, Calif. Tony also is in the process of completing a 200-hour yoga instructor certification. *See related story on page 38.*

Lindsay Brown is a sophomore at the University of Wisconsin-Madison with plans to double major in strategic communications and environmental studies. She is currently chief operating officer at the Psi Chapter for Kappa Alpha Theta and marketing and public relations chair for TEDx UWMadison.



Kevin Gomez is a recording engineer at Vanquish Studios in Davie, Fla.



Abby Greenfield has been traveling, including hiking in New Zealand, swimming with humpback whales in Tonga and seeing the Northern Lights in Norway. She is a volunteer working with elephants in South Africa.



Jessie Penner is currently modeling while attending UNC-Wilmington. She recently participated in Collegiate Fashion Week and plans to do so in Wilmington Fashion Week in April.

2014



Elana Burack spent this past fall in Myanmar and Thailand, studying language, culture and politics and doing volunteer work through the Where There Be Dragons gap year program. Elana plans on teaching in Ecuador this summer before attending the University of Pennsylvania in the fall.



Bailey Burt placed third in the men's 19-24 age group in the Pier to Pier swim race, a two-mile open water race between piers in Wrightsville Beach, N.C., in September 2014.



Jordan Watkins is playing guard for the men's basketball team at Davidson College.

Submit a Class Note

If you have alumni news to share, contact Steve Bondurant '98 at steve.bondurant@providenceday.org



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A group of five people are silhouetted against a vibrant sunset sky over the ocean. The sky is filled with large, dark clouds that are illuminated from below by the setting sun, creating a dramatic play of orange, yellow, and blue. The people are standing in a line, looking out towards the horizon. The water of the ocean is visible in the lower portion of the frame, reflecting the colors of the sky.

Students enjoy a sunset during the Belize Outdoor Adventures and Service Learning trip, sponsored by the Global Education office, during winter break Dec. 28 2014-Jan. 7 2015.

Read the story on page 5.



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