

FOR IMMEDIATE RELEASE

Dr. Mary Rose Scalo Ready to Take Sage Day Boonton to Next Level

Boonton, New Jersey – Dr. Mary Rose Scalo, Ed.D has taken on her new role as principal of Sage Day Boonton High School. She accepted the position after having such positive experiences with the Sage In-District programs and other supportive services in the past, she said.

Scalo, who has most recently worked in the Wayne Township school district as director of student support services, has also worked as a learning disabilities teacher-consultant and child study team case manager for the Parsippany-Troy Hills school district. Her experiences total 40 years working in the public school setting, specifically with special education students.

“The Sage Day Schools do an excellent job of providing a safe and supportive environment for their students as well as offering opportunities for the staff to build leadership skills,” said Scalo. “I hope to contribute to expanding teacher understanding and skills regarding meeting the wide range of instructional needs of our diverse student population.”

When it came time to fill the position for principal at this Sage location, Sage Day was looking for a proven administrator and educator who had a strong track record in developing programs in which teachers and students thrive, said Director of School Operations, Christopher Leonard.

“We are excited to have Dr. Scalo on our leadership team and we are confident that she will have a significant positive impact on both Sage Day at Boonton and the Sage Day Schools in general,” Leonard said.

About Sage Day:

Sage Day is a private, accredited, therapeutic school in Northern, New Jersey for student’s grades 4 through 12 who need a small, personalized learning environment. Sage Day has three campuses: Sage Day Mahwah Lower & Middle School, Sage Day Rochelle Park High School and Sage Day Boonton High School. Academically, Sage Day has adopted the Common Core States Standards initiative and meets the rigorous standards of the Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools (www.msa-cess.org/). We compliment our strong academics with a comprehensive clinical program in which intensive individual, group and family therapy are fully integrated into the school day. For more information, please visit www.sageday.com.

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Q&A With Mary Rose Scalo:

What made you want to join the Sage Day Team? What was your prior relationship with Sage?

During my tenure as a child study team case manager and a director of student support services, I have witnessed the success rate Sage Day has with students who were not attending and in danger of failing in the public school. As the director of student support services in Wayne, I had the fortunate experience of partnering with Sage to build an in-district program designed to support students in the public school by providing a Sage Clinician for individual, group, and family counseling. This partnership helped the district retain students in the public school as well as return students from out of district placements. These experiences convinced me that joining the Sage Day team would be a rewarding experience.

How would you describe yourself in a couple of words? How would colleagues describe you?

I would describe myself as passionate about meeting the needs of exceptional students. I think others might describe me as intensely devoted to the field of special education or in a word maybe just *intense*. This is probably not always a good thing to be called, but working in this field requires the commitment of your heart and your mind. Of all the areas of education, special education is the most emotionally charged.

Do you have any goals that you would like to share for the upcoming school year?

My primary goal is to get to know our students and staff better in order to gain a deeper understanding of where we were, where we are, and where we need to go.

What areas of Sage Day Boonton would you like to improve on?

Our school site has rich options for Community Based Instruction (CBI) and Structured Learning Experiences (SLE). CBI and SLE options are often referred to as a "school without walls." They are placements in the community for students to learn work skills and preferences. Working with our transition coordinator, Dan Montesano, I hope to help build on this resource in order to provide rich and varied authentic career learning experiences. CBI and SLE placements offer options for students to consider beyond the traditional two and four year college paths and allow students to experience a variety of job opportunities as part of their high school education.