

Great Minds Think Differently

2022-2023 Annual Report



“Love coming down Saturdays for basketball— it’s cool to meet other parents!”

Cotting School parent

At Cotting School, great minds think differently, and all minds are greatly valued.

Collaboration and community are at the core of what we value. Every day, we celebrate our diverse student body and faculty and bring all of our unique skills, gifts and perspectives together to solve the complex problems that face us as individuals and as a community. It is our collective contributions that enhance the outcomes for our students and community at large.

Our Collaborative Care Model offers a perfect example of that mindset. Inclusive of the classroom team, therapists, nursing and behavioral health, this model emphasizes a multidisciplinary approach to supporting students' progress. This process is responsive to student strengths and needs and is designed to support growth toward their maximum potential and level of independence in academics and life.

We also made significant investments in our transitional and vocational programming this year. Project Bridges, a longtime cornerstone of this work, celebrated being together again at a wonderful end-of-year event with students, parents and employers. With the intention of expanding transitional programming at all program levels, members of a curriculum task force developed and organized resources to encourage students' self-determination at every age. Another faculty team created workshops for parents of 14- and 15-year-old students, as well as for the parents of our graduating seniors. Partnering with parents to strengthen and support their learning and access to resources through this complex process has been a longtime goal.

We are excited to build on the experience and successes of the HOPEhouse program, which closed in June, to further expand our offerings to young adults and their families as they approach transition. HOPEhouse transformed the lives of dozens of young adults through the years, and that spirit will be incorporated into all we do.

We are doing all of this work in a beautifully renovated school building. Following the opening of the Cotting School Campus



Center in 2021, this year we transformed classrooms, our health services suite, the occupational and physical therapy gym and the Elise R. Wallace Learning Commons. Our lighter, brighter and more colorful spaces match the energy of our students and the joy housed in this building on a daily basis.

It is because of the diverse thinking in our community, relentless collaboration and open exchange of ideas that we have been able to make such impactful investments in our community, facility and our vision for the future.

Finally, we are grateful to all members of the Cotting community for their ongoing partnership. Donors, corporate and community partners, Board of Trustees, students, staff, families and alumni bring creativity, resources and energy to us to move our mission forward.

We appreciate all the gifts you share with us, most especially your gift of friendship.

With gratitude,

Michael Durkin
Chair, Board of Trustees

Bridget Irish
President, Cotting School



Extending Our Community, Enhancing Our Work

Cotting is fortunate to have committed and enthusiastic volunteers that bring new energy to support our community. While some have been with the school for many years, others are just starting their journey with us. We were particularly appreciative of volunteers from local public and private high schools this year. Students from ten schools brought their athletic and artistic abilities to Cotting campus, making meaningful connections with Cotting students.

Our relationship with St. Sebastian's School in Needham is particularly fulfilling. For many years, its photography class has joined Cotting's Fine Arts Teacher, Rosanne Trolan, to help teach our students the art of picture taking. Both sets of budding photographers benefit from this unique partnership.

We are also fortunate to have several companies and schools support our after school and sports programs. Adaptive Physical Education Teacher Dan Cuddy reflects, "Volunteers are vital to the success of our soccer, basketball and baseball programs. They support student participation during the games, which allows Cotting staff to direct the activity and manage the overall event. Volunteers also gain valuable community service experience, as well as witnessing the incredible courage and tenacity our students display in sports."

Interested in volunteering? Contact Molly Gentilucci, Associate Director of Advancement, at 781.862.7323 ext. 207 or mgentilucci@cotting.org.



Affiliations and Memberships

We are grateful to our partner organizations for providing expertise and expanding support for our students.

AccessSport America
Affiliate Member, Association of
Independent Schools of New England
Boston University Sargent College of
Health and Rehabilitation Services
Boston University Wheelock
College of Education and Human
Development
Children's Hospital Boston
Children's League of Massachusetts
Empowering People for Inclusive
Communities (EPIC)
Ignatian Volunteer Corps
Massachusetts Association of
766-Approved Private Schools

Massachusetts Council of Human
Service Providers
Massachusetts Special Olympics
New England Association of Schools
and Colleges
New England Healing Sports
Association
New England College of Optometry
Northeastern University Bouvé
College of Health Sciences
Saucony Kids
Tufts University School of Dental
Medicine
Waypoint Adventure

*"I love everything
about this school
and community.
Every interaction is
consistently positive.
Getting into Cotting is
basically the equivalent
of a neurotypical kid
getting into Harvard!"*

Cotting School parent





Strong Connections, Meaningful Support

When Alumni Association President Caroline Stuart '11 thanked her fellow alumni for their support during her welcoming address at last year's reunion, she was met with hearty applause. Their annual dues helped fund some of Cotting's most beloved traditions, including the senior trip to Cape Cod, for the Class of 2023. This is just one of the ways former students give back and stay connected to the school.

We are delighted to count more than 450 alumni as friends and supporters of Cotting. Many are long-term contributors, members of the Francis J. Cotting Circle (our planned giving program) and help provide feedback on events and opportunities for engagement. The Roadrunners, the highly spirited alumni basketball team, brings heat to its yearly competitions with current students. Participation in movie nights, the PTO's



Fall Family BBQ and other special events enriches our community and gives alumni the opportunity to serve as meaningful role models for our current students.

By sharing their personal updates each year in the LinkUs newsletter, alumni provide an important view into what life after Cotting looks like. Their stories range from reflections on long-term

marriages to excitement about landing first jobs, representing the breadth and depth of opportunities that await our future alumni.

***“Once a Falcon, Always a Falcon!”
We are grateful to our alumni and
those that help them stay connected
to Cotting School.***



Treasurer's Report



As the needs of our students evolve and change, it is incumbent upon the Board of Trustees to oversee a budget and investment program that is both stable and nimble. We must provide the staff and students what they need today, and also commit to a long-term plan for the benefit of future students.

With this ethic in mind, I am pleased to report that Cotting School once again had a strong financial year bolstered by robust enrollment, generous contributions and a healthy endowment. While we were not immune to the challenges of the market, prudent management and thoughtful financial decisions by both Board and staff ensured a solid economy.

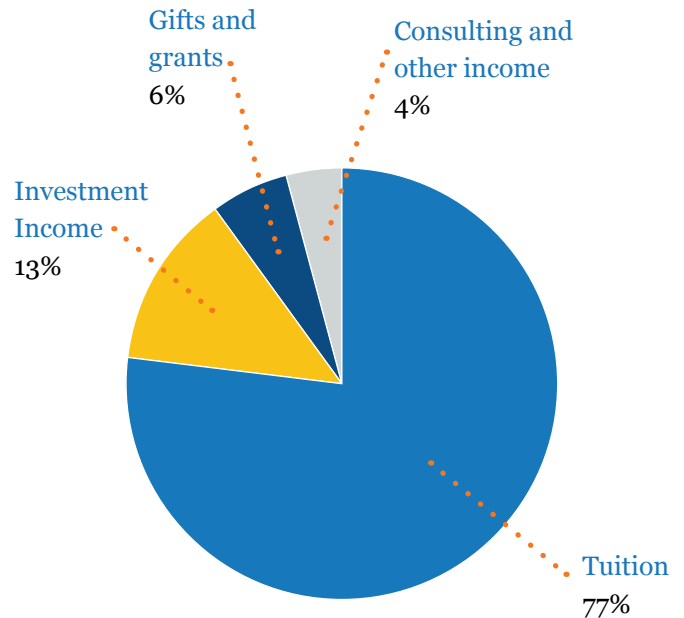
This year, Cotting celebrated its 130th Anniversary. When we were founded in 1893, we started with eight students and just \$29 in the bank (about \$1,000 in today's dollars). From there, we have grown to be one of the most respected schools for children with disabilities in the country, with an operating budget of over \$18 million. The founders' commitment to ensuring every child has a right to an education, regardless of their physical disabilities or financial situation, carries forward today. I am proud that, because of our multifaceted revenue streams, we can make certain this vision is indeed a reality.

On behalf of the Board of Trustees, please accept my gratitude for everyone who contributed to Cotting's success in 2023. We look forward to collaborating with you again—because, by working together, we can make anything happen.

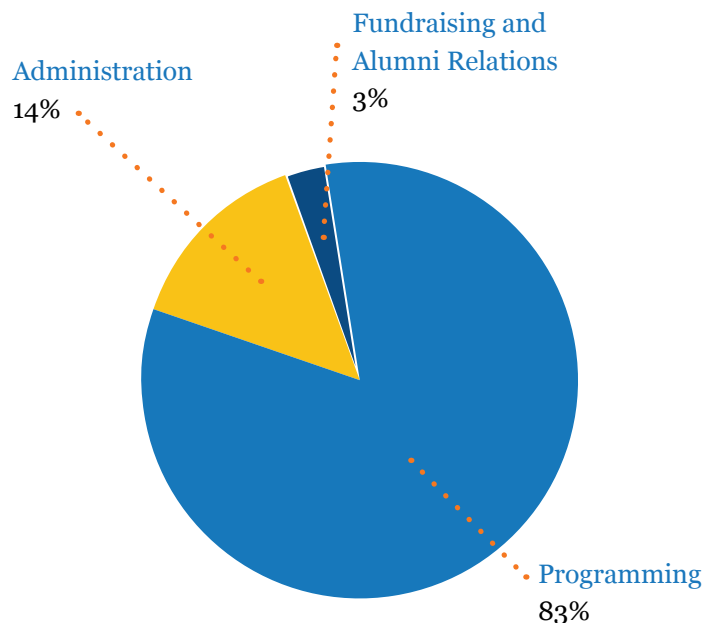
Sincerely,

Alexander Thorndike
Treasurer
Board of Trustees

INCOME



EXPENSES



Complete audited financial statements are available by contacting Chief Financial Officer Andrea Szekely-Hill at aszekelyhill@cotting.org.

Board of Trustees

We are fortunate to have a dedicated Board of Trustees that represent a wide range of backgrounds, expertise and experience within the local community. Carrying on an important tradition and legacy, the Board even boasts descendants of one of Cotting School's founders, Dr. Augustus Thorndike. These dedicated volunteers ensure that our finances are managed responsibly and, most importantly, establish and support Cotting's strategic direction, ensuring that our students, their families and our staff remain at the heart of every decision.

Officers

Michael Durkin

Chair

CEO, United Way of Mass. Bay and Merrimack Valley (retired)

Bridget Irish, MBA

President

Cotting School

Alexander Thorndike

Treasurer

President, Choate Investment Advisors

Lori Campana, CFA

Secretary

Partner, Monument Group

Trustees

Julie Bennett, DVM, DACVS

Surgeon, Cape Cod Veterinary Services

John P. Connelly

Partner, Hinckley Allen

Timothy Connelly

Strategic Advisor, Brown Brothers Harriman (retired)

Patrick Downes, Psy.D.

Psychologist, Home Base

John Drake

Managing Director, Accenture

Richard Keeley

Dean, Boston College
Carroll School of Management
(retired)

Katherine Martien Sullivan, M.D.

Director, TRANSCEND Research Program at MGH

Charles Morrison II

President of Asset Management, Fidelity Investments (retired)

Stuart Randle

CEO, Ivenix (retired)

Jennifer St. Hill, Ph.D.

VP, Digital Marketing & Operations, Ansys

Joan Thorndike

Volunteer

Trustees Emeriti

David Cushing, CFA

Chairman Emeritus

CIO, Aspen Creek Digital Corporation

Charles Haydock, CFA

Treasurer Emeritus

EVP, Welch & Forbes (retired)

Raymond Killian, Jr.

Chairman Emeritus

CEO, Investment Technology Group
(retired)

David Lee

Senior Vice Chairman Emeritus
President, Scudder Investments
(retired)

Anne P. Ogilby, Esq.

Chairwoman Emerita

Partner, Ropes & Gray

D. Eliot Klein

Secretary Emeritus

VP of Commercial Banking, TD Bank



Cotting Advisory Council

Over the years, Cotting School has benefited from the wisdom and expertise of many volunteers, former employees and key partners whose insight and connections help bolster our work and broaden our opportunities. This past year, we gathered them together to form a new Cotting Advisory Council.

While each member plays a role that taps into their individual expertise and passion for special needs education, the Council collectively serves as a sounding board for new ideas to help us flourish and better serve our students. They also act as key ambassadors to the school, which enables us to grow and educate our various constituencies. As a result, we are better able to fulfill Cotting School's mission and strategic initiatives.

- *Membership to the Cotting School Board of Trustees and Cotting Advisory Council is by invitation. However, members of the community are encouraged to recommend people who may have unique gifts to share with us and for whom our community may be a good fit.*

Council Members

Tom Babka

Executive Director, JP Morgan Private Bank

Eliza Bailey

Senior Transactions Counsel, BieGene

Linda G. Bandini, Ph.D.

Professor, Eunice Kennedy Shriver Center, UMass Chan Medical School

John Beach

Psychologist, C. Bridges Associates

Drew Bennett

Associate, GID Credit

Virginia M. Birmingham

Physical Therapy Lead, Cotting School (retired)

Jena Blumenthal, M.D.

Pediatric ICU Physician, Boston Children's Hospital

Nancy Carlson, O.D., DAAO

Professor Emerita, New England College of Optometry

Susan M. Halby

Volunteer

Richard Hay

Alumni Class of 1995

Yolette Ibokette

Adjunct Lecturer, Endicott College & University of Massachusetts-Boston

Lynda G. Kabbash, M.D.

Allergist, MGH

Randy E. Kinard

Vice President, Fiduciary Trust Company

D. Eliot Klein

VP of Commercial Banking, TD Bank

Kristine Lacey

Special Education Administrator/School Psychologist (Retired)
Parent of a Former Cotting Student

Kent Larson

Account Manager, Department of Public Works, Arlington (retired)

Pamela S. Larson, Ph.D.

Breast Cancer Researcher, Boston Medical Center (retired)

Madeline Lee

Therapeutic Tutor/Coach, MadLee Supporting Students and Home for Little Wanderers

Alexis Malkin, D.O., FFAO

Associate Professor of Optometry, New England College of Optometry

Ben McConchie

Academic, Corporate, Commercial Group Manager, Erland Construction

Makeeba McCreary, Ph.D.

President, The New Commonwealth Racial Equity and Social Justice Fund

Yunbin Park, AIA, KIRA, LEED AP BD+C

Senior Associate, ARC

John F. Rizzo

Partner, CRR, LLP

Paul Spinale

Private Equity Investor (retired)

Student-Centered Programming

Individualized Curriculum and Support

While our students' needs, abilities and visions for the future may differ greatly, we are able to tailor our curriculum to support them individually. Cotting's faculty brings innovation, creativity and the benefits of collaboration into the classroom. Our teachers, program assistants and therapists take full advantage of a wide assortment of well-researched programs, tools and resources, while keeping in line with Massachusetts state frameworks and student IEPs.



LOWER SCHOOL

Students ages three through twelve are provided with robust, highly specialized classroom instruction, integrated therapies and social and emotional learning opportunities. In addition, they enjoy a variety of specials, such as performing arts and adaptive physical education.

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Pictured at left, Occupational Therapy Team Lead Ms. Houghton helps Lower School student Olivia do one of her favorite activities—baking—in the kitchen area of the skills lab. Working as a team, Ms. Houghton, Classroom Teacher Ms. Herlihy, Communication Therapist Ms. MacInnis and Physical Therapist Mr. Carrig collaborated to ensure optimal positioning, promoting comfort and access to both the activity and her communication device.

MIDDLE SCHOOL

In addition to a continuation of highly specialized classroom instruction, programming for students ages 11-15 is enhanced by biweekly community instruction and targeted transition and pre-vocational skills.

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Just months after being enrolled at Cotting, Middle School Classroom Teacher Ms. Mayo saw her new student, Ella (pictured at right), become more confident in her reading abilities. Working in a small group with one of our remedial specialists definitely had an impact. "She started raising her hand to volunteer to read out loud," says Ms. Mayo. "She started using Co:Writer to type on the computer and get work done. It was just like night and day."



Reaching Milestones, One Step at a Time

As students make their way from one program level to the next, our robust programming enables them to build on the academic, therapeutic and social and emotional skills they have already gained. As students get older, there are increased opportunities for them to deepen relationships, learn vocational skills, explore their interests, connect with the greater community and advocate for themselves.



UPPER SCHOOL

In addition to community instruction and targeted transition and vocational skills woven throughout high school programming, students ages 14-18 work towards fulfilling graduation requirements, including state testing, and can choose from a variety of elective specials based on their interests.

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While Upper School student Halle (pictured at left) has grown significantly more confident using her AAC device, she found certain aspects of literacy challenging. But she became so engaged in learning, she earned the nickname “second teacher” last year. “She was a literacy rockstar,” exclaims Remedial Specialist Mary Curtin. “She met challenges with a smile and asked for help, so she was better able to read, spell and share her thoughts during our lessons.”

CAPSTONE

Students ages 18-22 have the opportunity to further explore their interests, deepen relationships with their peers and the larger community and work towards their own vision for the future through our highly specialized transition Capstone programming.

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To help students increase their independence, Capstone Teacher Ms. Nagle arranged for an MBTA bus to visit Cotting campus. Students practiced using the T and learned about community resources, including The Ride and The Mobility Center, the MBTA's accessible public transit information service.



Planning for the Future from Day One

Transition is an integral part of every student's experience at Cotting, no matter their age. It is intended to propel students' self-development as they work towards their vision for the future and purposeful engagement beyond Cotting. The exploration of identity, self-awareness and self-determination is necessary to support social and emotional development and setting realistic goals. Cotting's expanded curriculum, beginning in Lower School and extending through our Capstone program, explores themes related to independence, resilience, self-advocacy and the ability to navigate one's community.



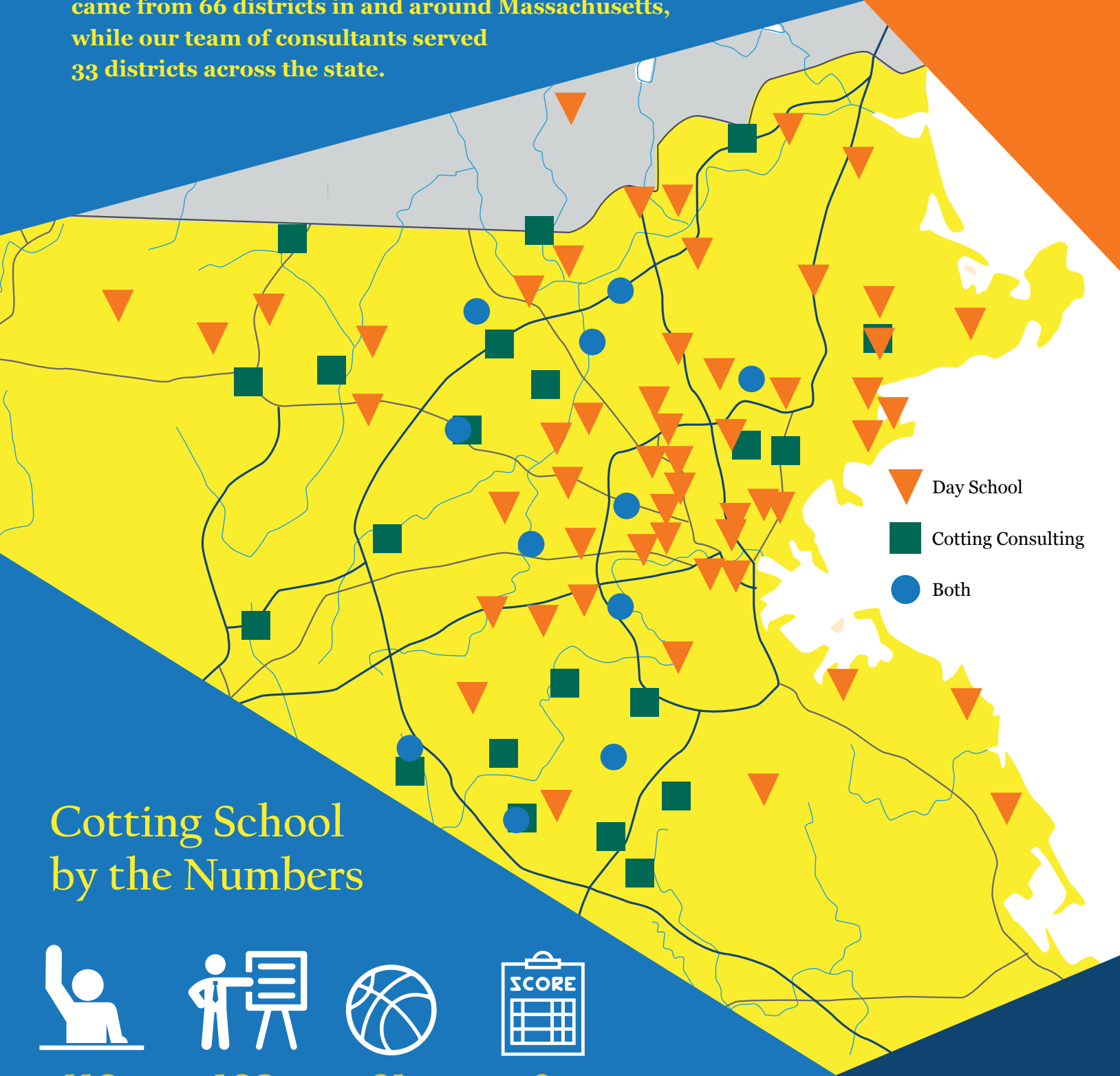


Transition Programming

- Pre-Vocational Courses
- Generalized Skill Building
- Transition Instruction
- Formal/Informal Assessment
- Social Emotional Learning
- Self-Determination
- College Prep
- Community Inclusion Experiences
- Cultivating Interests
- Project Bridges

Who We Serve

Last year, students enrolled in Cotting's day program came from 66 districts in and around Massachusetts, while our team of consultants served 33 districts across the state.



Cotting School by the Numbers



119
students



182
staff



31
team sports
competitions



0
games won
by staff



COTTING Consulting

Your Schools. Our Expertise.



Cotting Consulting is an outreach program that provides solutions for students in their school environment. The consulting team's work centers around technology-focused evaluations, consultation and professional development.

With the addition of a special educator who provides curriculum instruction and consultation with even more focus on educational technology, the team is made up of eight consulting clinicians. Last year, they worked in 33 Massachusetts school districts and collaboratives, providing expertise to clinicians and educators in the field. There was also a noticeable increase in demand for professional development to train district staff eager to stay current in assistive technology and augmentative communication.



A School Year in the Life of Cotting Consulting



144
evaluations
completed



1,352
cups of coffee
consumed



19,669
miles traveled



8
Cotting
Consultants

437
clinicians and
educators supported



33
districts
served



305+
students
helped

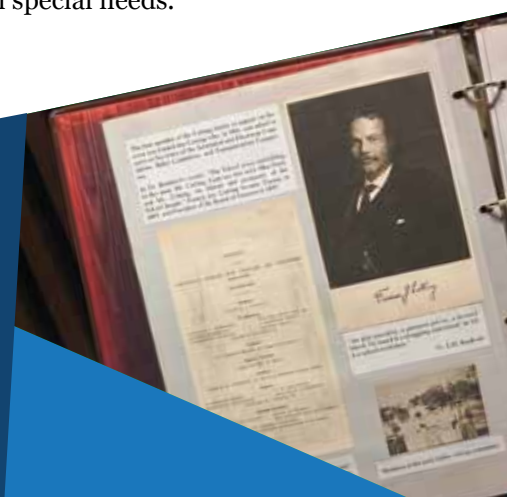
Making History... and Plans for the Future!

In 1972, Massachusetts became the first state to enact new legislation that ensures all children have access to a free public school education, regardless of their physical or cognitive disabilities. This law, referred to as Chapter 766, was born out of a clear need for new tools, approaches and funding to educate the Commonwealth's most vulnerable children. It also served as a springboard and model for the Individuals with Disabilities Education Act (IDEA), the federal legislation that ensures the same rights for students nationwide.

Last year, students, families, educators and legislators gathered at the State House to celebrate the 50th anniversary of Chapter 766. Speakers shared first-hand accounts of the impact it had on family members who did not have access to an education before the law was in place. Representatives from the Cotting School community, including several senior administrators, were in attendance to mark the occasion.

Cotting's history as an innovator and leader in special needs education goes back even farther—130 years. An impressive milestone, but we know that we have more to do. We must continue to advocate for the rights of people with disabilities, evolve our curriculum to meet the needs of our current students and encourage the development of opportunities and resources available to them once they graduate from Cotting.

As a part of that advocacy effort, we held a Legislators' Day event to help members of the Massachusetts State Congress better understand the needs of our students and the challenges facing schools like Cotting. Several representatives came to campus to meet our students and tour of the school. We were inspired by their thoughtful questions and promises to do what they could to support students with special needs.



“The records of Cotting School...are vital to the advancement of disability studies and to the writing of American history as a whole. With these holdings, a marginalized group of people will now have a voice, no longer rendered silent or invisible.”

Dr. Beth Linker
Associate Professor and Chair,
Department of History and Sociology of Science
University of Pennsylvania

We were also delighted when, last spring, the legislature developed a budget that fully funded Chapter 766 school tuition increases and support for the public school districts that refer and pay for their students to receive this specialized education. We are deeply grateful to Governor Maura Healy for approving the budget and wholeheartedly embracing the importance of special needs education.

To help ensure that the history of these important decisions and milestones are remembered, Cotting developed a special partnership with the Massachusetts Historical Society (MHS). This collaboration will ensure the history of the school and, by extension, that of special needs education in Massachusetts, is curated, archived and made available to scholars, families and the public. By learning from and understanding our history, we are better prepared to meet the challenges of the future.

President Irish noted, “The treasures in this collection show not only how our mission and vision have changed to continually serve and educate society’s most vulnerable students, but also how society adapted to better meet the needs of students with disabilities. We are so thankful to MHS for providing its expertise in archiving these important resources.”



Recognizing Cotting's Commitment to Excellence

Two Cotting School educators were chosen from among thousands of nominees to be honored at the 2023 Massachusetts Association of Approved Special Education Schools (MAAPS) Spring Awards Ceremony.

Occupational Therapist and Team Leader Amy Houghton received The Albert E. Treischman Memorial Award for Exceptional Direct Service to Children, which acknowledges superior contributions to special needs children by a clinician, specialist, or childcare worker.



Capstone Teacher and Cotting Thorndike Fellow Lola Piscopo received The Excellence in Teaching Award, which recognizes a classroom teacher who reflects the high standards and principles of the profession and works tirelessly to help students with special needs make progress and achieve success.

DESE Program Review

Cotting School underwent a months-long Department of Elementary and Secondary Education (DESE) Program Review last year that resulted in no findings, which means we received full approval from the State to continue to provide services to our students for another six years.

DESE's visiting team members especially enjoyed the time they spent in our classrooms. They acknowledged that we are true to our mission, recognized the stellar educational programs and services we provide and appreciated having the opportunity to collaborate with the team at Cotting. Thanks to the quality and integrity of our staff, students are not only learning and achieving their goals, they are thriving in our school environment.



self-study



providing documentation



on-site program observations



staff interviews



parent survey

PTO & PAC: Creating Community

Ask Family Support Coordinator Dr. Pam Varrin about Cotting School's Parent Teacher Organization (PTO) and Parent Advisory Council (PAC), and you will receive an enthusiastic reply:

"Parents and guardians are vital members of each student's team here at Cotting. In addition, the parents involved in the PTO and PAC work extra hard to improve our school and community experiences for students, families, staff and alumni."

The PAC serves as a source of thoughtful feedback about what parents are thinking about and as an important sounding board for Cotting administrators. The PTO brightens our year with special events for both students and staff. The way that all parents want to support all students—not just their own—plays an important role in making Cotting such a wonderful place."

Thank you, Cotting parents and guardians, for all you do!



COTTING SCHOOL PROM



COLLABORATION

“Cotting is an inclusive environment, not just for our kids, but also for us adults.”

Cotting School parent

What Makes Cotting “Cotting”

CURIOSITY

“Gym, art, science, industrial arts, community trips...pretty much everything!”

Erin and Katie, Capstone students, answering the question, “What makes you happy at Cotting?”



BELONGING

CREATIVITY

“There are so many really wonderful humans here, and all the teams I’m working with are phenomenal!”

Alexa MacInnis,
Communication Therapist

“My child’s ability to participate in sports, shows, arts and make progress academically and feel pride in his accomplishment.”

Cotting School parent on the most rewarding thing about Cotting

“I am so grateful to be part of the community. I am reminded not daily, but hourly, how special Cotting is.”

Lara O’Connell, Program Assistant

KINDNESS



“Staff members have such positive energy when working with the students and seem to really care about helping them to achieve their goals and be successful.”

Cotting School parent



Cotting School Staff

This list includes all staff and faculty who worked at Cotting School between July 1, 2022-June 30, 2023.

Business, Administration, Advancement and Technology

Rachael Brown, B.S.
Student Services Coordinator

Kim Choi, B.S.
Senior Accountant

Carly Churchill, B.A.
Associate Director of Development

Michael Drew
Advancement Coordinator, Program Assistant

Ann Dubé, A.S.
Executive Assistant

Abigail Farquharson, B.A.
Alumni and Stewardship Coordinator

Robert Giroux, BSIT, ACMT
IT Systems Engineer

Althea Ioakimidis, B.A., PHR
Director of HR

Andie Mitchell, B.S.
Front Desk Coordinator

Keysha Powell
Special Education Office Assistant

Omni Raimo, B.S.
Advancement and Marketing Specialist

Jeanine Van Orman, B.S.
Staff Accountant

Cotting Consulting

Meriwether Burruss, M.S., M.Ed.
Consulting Educator

Leila Denna, M.S., CCC-SLP
Consulting Clinician

Orissa Lawrence, M.S., OT
Consulting Clinician

Melissa Mulvey, M.S., CCC-SLP, ATP, CAGS
Senior Consulting Clinician

Lindy Myers, M.S., CCC-SLP
Consulting Clinician

Timothy Richmond, B.S., OT
Director of Cotting Consulting, Consulting Clinician

Suzanne Schiavone, M.S., CCC-SLP, ATP
Consulting Clinician

Kathleen Shipos, M.Ed., M.S., CCC-SLP, ATP
Consulting Clinician

Facilities and Maintenance

Christopher Boyle

John Fallon

Luis Medina

Charles Sirois, B.S.

Faculty

Seth Adelman, M.Ed.
Classroom Teacher

Amanda Arnst, Ph.D., Ed.D.
Classroom Teacher

Ruth Berg, M.Ed.
Remedial Specialist

Erika Cain, M.Ed.
Classroom Teacher

Alada Caughey, M.Ed.
Classroom Teacher

Daniel Charns, B.A.
Vocational Instructor

Elizabeth Connor, M.Ed., CAGS
Classroom Teacher

Daniel Cuddy, B.S.
Adaptive Physical Education Teacher

Mary Curtin, M.Ed.
Remedial Specialist

Robert Eagle-Mitropoulos, M.Ed.
Science Teacher, Instructional Coach

Marisa Etre, M.Ed.
Classroom Teacher

Nicole Girard, M.Ed.
Classroom Teacher

Jacquelyn Hannah
Vocational Instructor

Sarah Hassett, M.Ed.
Classroom Teacher

Leia Herlihy, B.A.
Classroom Teacher

William Ironfield, B.A.
Performing Arts Teacher

Andrew Lindblad, M.Ed.
Science Teacher, Instructional Coach

Charlotte Maskin, M.Ed.
Classroom Teacher

Cathy Mayo, M.Ed.
Classroom Teacher

John Meredith, M.Ed.
Social Studies Teacher

Elizabeth Morrison, M.Ed.
Classroom Teacher

Kelsey Nagle, M.Ed.
Classroom Teacher

Katie Norregaard, M.Ed.
Classroom Teacher

Pauline November
Vocational Instructor

Megan Paull, M.Ed.
Classroom Teacher

William Phelan, M.Ed.
Industrial Arts Teacher

Lauren Piscopo, M.Ed.
Classroom Teacher

Christina Polking, M.Ed.
Classroom Teacher

Mary Elizabeth Rogers, B.S.
Vocational Instructor

Julie Spector, M. Ed.
Classroom Teacher

Michael Teuber, M.Ed., CAGS
*Director of Transition Services,
Senior Class Advisor*

Rosanne Trolan, BFA
Fine Arts Teacher

Laine Tulipano, M.Ed.
Teacher of the Visually Impaired

Katie Vansteenbergen, M.Ed.
Classroom Teacher

Kasey Walz, M.Ed.
Classroom Teacher

Food Services

Maria Bizarria
Mary Cannistraro
Courtney Costantino
Elisabete Medeiros
Fatima Sousa
Director of Food Services

Health Services and Behavior Health Services

Christlene Athis, M.A.
Medical Assistant

Michaela Casey, R.N.
Nurse

Lynn Condon, M.S., BCBA, LABA
Board Certified Behavior Analyst

Cheryl Donnellan, R.N.
Nurse

Kathleen Duggan, R.N.
Nurse

Valerie Grams, R.N.
Nurse

Rebecca Johnson, R.N.
Nurse

Rebecca Klappenbach, R.N.
Health Services Team Leader

Bernadohte Louis, CNA
Certified Nursing Assistant

Jessica Marcassoli, R.N.
Nurse

Cassandra Martell, LPN
Nurse

Courtney Martinello
Medical Department Assistant

“When I tell people Cotting is a great place to work, it is due in many ways to my good fortune to be working with my coworkers.”

**Bob Beaupre,
Program Assistant**

Margaret McGowan, R.N.
Nurse

Julie McLaughlin, R.N.
Nurse

Michele Passanisi, R.N.
Director of Nursing

Denise Paul, LPN
Nurse

Kelly Peledge, R.N.
Nurse

Alysha Robinson, M.Ed.
Behavioral Health Counselor

Gina Teixeira, R.N.
Nurse

Kathleen Tyrer, M.Ed., LHMC, LMFT, LRC
Guidance Counselor

Rachel Vorkink, M.A., CAGS, NCSP
School Psychologist

Amy Vraibel, R.N.
Nurse

Occupational, Physical and Communication Therapy

Michela Bodinaku, PT
Physical Therapist

Paige Bogucki, PT
Physical Therapist

Megan Brown, B.S.
PT/OT Therapy Aide

Kellan Carrig, PT, C/NDT
Physical Therapist

Eleanor Coffin, OT
Occupational Therapist

Barbara Deluca, M.Ed., PT
Physical Therapist

Cynthia Furbish, PT
Physical Therapy Team Lead

Audra Hamilton, OT, ATP
*Occupational Therapist,
Feeding Team Lead*

Ann Hodson, OT
Occupational Therapist

Amy Houghton, OT, ATP, C/NDT
*Occupational Therapy Team Lead,
Feeding Team Lead*

Shannon Kerr, M.S., CCC-SLP, ATP
*Assistive Technology Specialist,
Thorndike Fellow*

Jillian Landry, M.S., CCC-SLP
Communication Therapist

Alexa MacInnis
Communication Therapist

Greta Mangini, OT
Occupational Therapist

Holly McGovern, OT, ATP
Occupational Therapist

Jane Perera, M.S., CCC-SLP, ATP
Communication Therapist

Robert Piscitelli, PT
Physical Therapist

Caitrin Plante, M.S., CCC-SLP, ATP
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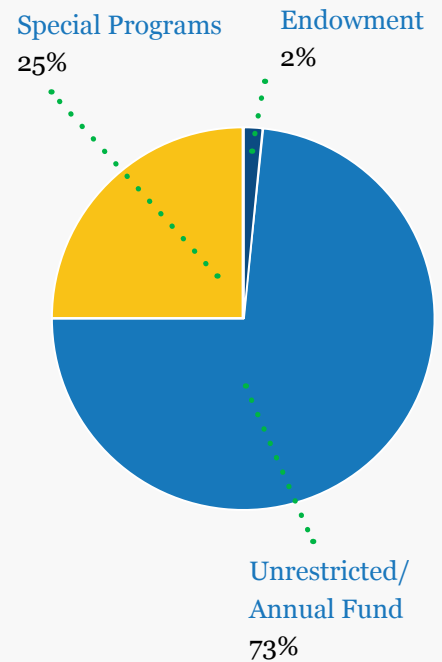
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 Rose Zunke

More than 150 people attended our inaugural Play It Forward fundraiser. With trivia, a raffle, an auction and bowling, people enthusiastically came together to raise money for our sports and afterschool programs. Mark your calendar for next year's Play It Forward event, scheduled for April 11, 2024.

Every effort has been made to accurately list all donors. If you find a mistake or omission, please accept our sincerest apologies and contact Director of Advancement Nora Frank at nfrank@cotting.org or 781.325.7976 so that we will correct the issue in the future.





453 Concord Ave, Lexington, MA 02421

781.862.7323 | info@cotting.org

cotting.org