



A Place to

Belong



2024-25 Annual Report





A Place to

Learn

Grow

Find Joy

Take Risks

Be Creative

Feel Supported

Build Community

Make a Difference

Share Experiences

Explore Your Interests

belong



Our school represents so many different things to the members of our community. For over 130 years, Cotting has served as a champion for innovation and excellence, giving students with disabilities access to high quality education and therapy that meets their unique needs. But what makes it truly special—more than just a place to go to school or show up for work—is the community we’ve built and the way we welcome people into it. Since its inception, Cotting has truly become a place to belong.

As one of the five values that define *The Cotting Way*, belonging is reflected in practically everything we do. This year, we engaged faculty, parents and Trustees in the process of advancing our strategic plan, using their feedback to help define Cotting School’s goals for the next several years. This will enable us to build on the work we’ve already done to strengthen our programs, expand our reach and support students, families, faculty and staff.

With the introduction of Responsive Classroom, every class now starts the day off with a morning meeting, giving students and faculty the opportunity to deepen connections, reinforce social emotional skills and strategies and ready themselves for the important work and learning ahead each day. We also implemented IEP 2.0, making sure teachers and therapists had the training and resources they needed to better serve our students and make IEP meetings as successful as possible.

Cotting School was also selected to participate in MIT’s Leading with Impact project for the second year in a row. We gained a new perspective on our admissions process, which has allowed us to better define our student profile and begin building a data-collection system to support our outreach, decision-making and programming.

After months of planning and giving the Carl Mores Building an update, we celebrated another major milestone: the launch of Cotting Transition Institute (CTI). The CTI's programs and services are available to Cotting alumni and Upper School and Capstone students aged 18 and older, as well as adults 22 and older across the Commonwealth. We look forward to helping new friends and their families discover the many ways in which Cotting is a place to belong.

With gratitude,



Bridget Irish
President, Cotting School



Eliot Klein
Chair, Board of Trustees

Treasurer's Report

Cotting had another productive year, marked by passionate teaching and educational achievements. Thanks to the unwavering support of our loyal donors, we continue to deliver on our consistent mission and provide our students with highly individualized educational programs.

With a thoughtful and strategic approach, the school successfully navigated the past year's volatile financial market. I'm pleased to share that our diversified endowment returned another year of positive double-digit growth. Our fiscal discipline, combined with the generosity of our supporters, enabled us to offset the rising costs of running our school. We are thoughtful about every dollar we spend, ensuring we have more resources to support our students and their ongoing enrichment beyond graduation.

This year, we committed funds from our endowment to support the inaugural operations of the newly launched Cotting Transition Institute (CTI), a program dedicated to educating and empowering Cotting alumni, as well as adults with disabilities throughout the Commonwealth. We also continue to invest in and evaluate our compensation structure to ensure we remain competitive in attracting and retaining our amazingly talented faculty and staff.

We are deeply grateful for the generosity of our individual donors and foundations that invest in the lives of our students and help advance our mission. Tuition, the primary funding source we receive from referring school districts, supports the core elements of a Cotting education. It's through your tremendous philanthropic support that we are able to address emerging student needs, create inclusive opportunities and foster lifelong skills for independence by expanding our elective and after school offerings, as well as our Project Bridges partnerships. It also sustains special traditions, such as the annual ski trip, senior trip and prom, which hold deep meaning for our students and their families.

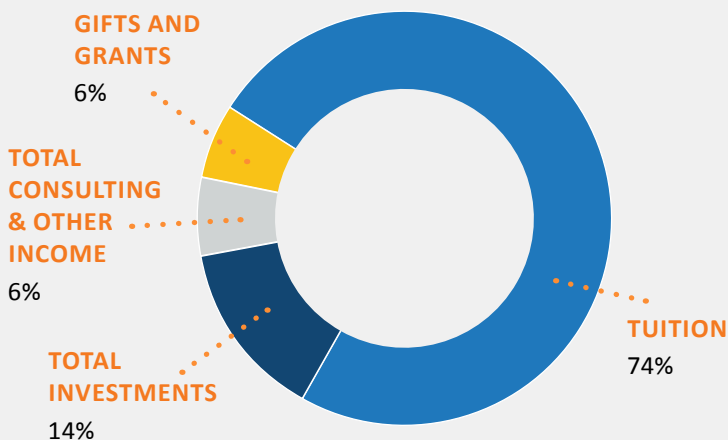
On behalf of the Board of Trustees, we would like to extend our profound appreciation to everyone who contributed to making this year a success. We look forward to the year ahead.



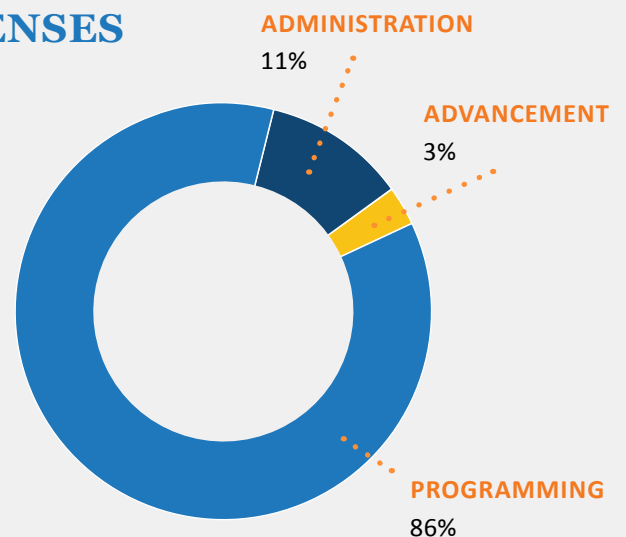
Sincerely,

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.

Affiliations and Memberships

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

AccessSport America

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

Lexington Chamber of Commerce

Massachusetts Association of 766-Approved Private Schools (MAAPS)

Massachusetts Special Olympics

New England Association of Schools and Colleges

New England Healing Sports Association

New England College of Optometry

The New England Council

Northeastern University Bouvé College of Health Sciences

Tufts University School of Dental Medicine

Waypoint Adventure





A Place to

Become More Independent

Capstone students played a bigger role in their Individualized Education Programs (IEPs) by helping to cowrite and, in some cases, lead a portion of their annual review meetings.

“The new IEP format lends itself to focusing more on the student’s vision,” explained Special Education Coordinator Robert Eagle-Mitropoulos. “There are more prompting questions that help our students think about more aspects of their transition, such as

accommodations and modifications they would need in place to be able to reach their goals. Our teachers adapted it to be more appropriate for our student population and make sure their voices are heard throughout the IEP.”

According to Capstone Teacher Sarah Hassett, getting students more involved in the IEP process can be very beneficial. “Self-determination is a big focus of Capstone,” she said. “There’s a lot of research that shows the more students are involved in their own IEP, the better the outcome, both academically and vocationally.

Having that level of autonomy is really important and empowering for them.”

Collaborating in this way enabled Hassett to have more authentic conversations with her students about their goals and vision for the future. “It gave us an opportunity to talk about their strengths and interests. Also, their biggest challenges,” she reflected. “Having to talk in front of a group of people and sharing these kinds of vulnerable things about yourself can be stressful, but they did an amazing job. I was really very proud of them.”

Capstone Teacher Michael Teuber likes to involve his students in the planning of their community trips. Borrowing an idea from a fellow teacher, he asked each student to plan a tour of their home town for their classmates. “A big part of transition is thinking about spending more time back in your local community,” he explained. “In Capstone, we want to build those connections and consider what’s available that’s close to where we live.”

He encourages his students to research local resources throughout the year, from transportation to secondary education to recreation. Planning these home town trips

offers them the chance to appreciate what they liked most about where they come from. “Some students highlighted places that were important to them, like their local gym or their old school or where their parents work. Others shared where they liked to spend their time, like the park where they play soccer on the weekends or a beach that’s wheelchair accessible,” Teuber said.

Giving students a glimpse into each other’s lives provided a different perspective, leading to lively discussions about the ins and outs of being an adult. “That’s why community trips are so important,” Teuber continued. “Learning to manage ourselves in different spaces, making choices, shifting the balance between classroom and community—it’s all preparation for the future.”

— “ —

“Learning to manage ourselves in different spaces, making choices, shifting the balance between classroom and community—it’s all preparation for the future.”

Michael Teuber, Capstone Teacher

— ” —





A Place to

Build Community

While only Upper School and Capstone students participate in Project Bridges, our community-based volunteer work experience program, we believe it's never too early to start learning vocational and transition skills. So, it should come as no surprise that teaching a World of Work (WOW) class to Cotting's youngest class ended up being such a success.

"Transition doesn't start at the age when students start working," Vocational Instructor Emily Colosimo explained. "You're always learning transition skills, even starting as young as three." She structured the class around teaching Alada Caughey's preschool-aged students about different types of helpers in the community,

including retail workers, firefighters and postal workers. They also learned about the different types of workers at Cotting, from Health Services to the Maintenance Team. "Relating it back to people in our school gave the students comfort and knowledge," Colosimo pointed out. "It also allowed them to practice their communication skills."

As a fun way to end the unit, Ms. Caughey's class created a pretend store called "Tiny Treasures," where each student would sell a specific item they liked, such as ice cream, sneakers and bubbles. They invited the rest of the school to stop by to shop, and the response was overwhelmingly positive. Faculty, staff and older students were lined up out the door to take turns buying merchandise from the little entrepreneurs. By bringing "Tiny Treasures" to life, our youngest students got to experience the "World of Work" and meet more members of the Cotting community in the process.

Attending a new school can feel overwhelming at first for anyone, but when Sophie F. joined Cotting’s Capstone program last year, she seemed to acclimate very quickly. “Her classmates took her under their wing, showed her the ropes and really welcomed her to Cotting,” said her teacher, Sarah Hassett. “And Sophie jumped right in! She seems to know everyone in the hallways, and everyone knows her.”

“We feel so fortunate to have landed at Cotting,” said Aaron F., Sophie’s father. “It’s a whole different world compared to the mainstream. The change that we saw in Sophie after her first year here is really remarkable—her confidence and independence.”

When thinking about planning her future, Sophie has very specific goals for herself, like working at Starbucks. “She’s very socially driven,” Hassett explained. “She likes to say ‘hi’ and interact with people as they come and go.” Sophie had the opportunity to try working in retail at Henry Bear’s Park through the Project Bridges program. “She did a great job at work,” Hassett reflected. “And she’s a superstar when we go on community trips.”



Board of Trustees

We are fortunate to have a dedicated Board of Trustees with diverse backgrounds, expertise and community connections. Continuing an important legacy, the Board includes descendants of Cotting School's founders, Dr. Augustus Thorndike and Dr. Edward Bradford. These leaders ensure responsible financial stewardship and keep our students, families and staff at the heart of every strategic decision.

Officers

Eliot Klein
Chairman
VP of Commercial Banking, TD Bank

Charles S. Morrison II
Vice Chairman
President of Asset Management,
Fidelity Investments (retired)

Lori Campana, CFA
Secretary
Partner, Monument Group

Alexander Thorndike
Treasurer
President, Choate Investment
Advisors

Michael Durkin
Past Chairman
CEO, United Way of MA Bay and
Merrimack Valley (retired)

Bridget Irish
President
Cotting School

Trustees

Eliza Bailey
Senior Transactions Counsel,
BeiGene, Ltd.

Julie Bennett, DVM, DACVS
Surgeon, Cape Cod Veterinary
Services

Meredith Close, M.D.
Physician and Director, Boston
Children's Hospital

John P. Connelly
Partner, Hinckley Allen

Timothy J. Connelly
Strategic Advisor, Brown Brothers
Harriman (retired)

Patrick B. Downes, Psy.D.
Psychologist, Home Base

John F. Drake
Managing Director, Accenture

Randy Kinard
Vice President and Investment
Officer, Fiduciary Trust Company

Richard E. Keeley
Dean, Boston College Carroll School
of Management (retired)

Stuart A. Randle
CEO, Ivenix (retired)

John F. Rizzo
Partner, CRR, LLP

Jennifer St. Hill, Ph.D.
Vice President, Strategic Operations,
Ansys Government Initiatives



Cotting Advisory Council

Over the years, Cotting School has benefited from the wisdom of volunteers, former employees and key partners whose insight and connections strengthen our work. Each member contributes their expertise and passion for special education, while collectively serving as a sounding board for new ideas. Council members also act as ambassadors for the school, helping us grow, engage our community and advance Cotting's mission.

Council Members

Linda G. Bandini, Ph.D.

Professor, Eunice Kennedy Shriver Center, UMass Chan Medical School

John Beach

Psychologist, Bridges Associates, Inc.

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

Former Trustee

Richard Hay

Alumni, Class of 1995

Terri Healey Brogan

Partner and Senior Vice President of Employee Benefits, USI Insurance Services

Yvette Ibokette, Ed.D.

Adjunct Lecturer, Endicott College and University of Massachusetts Boston

Rob Jones

Senior Vice President, Property & Casualty, USI Insurance Services

Lynda G. Kabbash, M.D.

Allergist, Beth Israel Deaconess Medical Center

Soujanya Kolla, MBA

Co-Founder, Stealth Mode

Kristine Lacey

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

Kent Larson

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

Madeline Lee

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

Alexis Malkin, O.D., FAAO

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

Franco Torres

Director of Operations, Haleon

Membership to the 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 are committed to advancing our mission.



A Place to

Find Your Voice

Getting used to a new school can be challenging, no matter how outgoing you are.

While Upper School student Janelly F. R. never had problems making friends, her mother Guadalupe R. was surprised by how much happier she is at Cotting. “Ella en las otras no se iba tan feliz como se va a esta. En esta desde que entró, siempre se va con una sonrisa. Yo me siento feliz de tener la niña allí y comfortable. Nunca, en ninguna escuela me he sentido tan bien como me siento en esta.” (She wasn’t as happy going to other schools as she is going to this one. Since she started [at Cotting], she always leaves with a smile. I’m happy to have my daughter there and comfortable. I’ve never felt as good about any school as I do about this one.)

Since getting a new Augmentative and Alternative Communication (AAC) device and working with Communication Therapist Hannah Mendelsohn, Janelly’s mother says she has made a lot of progress in her communication. She also had the opportunity to work with Alada Caughey’s Lower School class through Project Bridges. Caughey described Janelly as shy at first, but eventually she became more confident. “She did a lot of activities, but art was her favorite,” said Caughey. “It was motivating to have her model the different steps. She seemed to enjoy working with the younger students and was really a delight.”



While AAC programs often offer Spanish in addition to English, other language options aren't as readily available.

"Bilingual access to AAC ensures that students are able to communicate across environments. It's critical that, when students leave school, they are able to go home and effectively communicate with parents, siblings, extended family and people in their community," explained Communication Therapist Katie Simmons. Luckily, she was able to find a program robust enough for Lower School student LiLi L. that allowed him to toggle easily between English and Mandarin on his device. "Having access to English and Mandarin has allowed Lili to build communication skills in both languages at the same time," Simmons added.

Family involvement is a big factor. LiLi's parents were tremendously helpful in making the switch to his new AAC program so successful. "This was extremely useful for us," said LiLi's father Lianbo L. "At home, the reality is, we sometimes speak Mandarin a lot. When LiLi could talk through his AAC in Mandarin, that was a new and exciting moment for the whole family."

"LiLi has always been a strong communicator, but he's been finding new words, pages and all sorts of things in his device, both in English and Mandarin," Lower School Teacher Leia Herlihy shared. "He's really excited about being able to talk with family members that speak mostly Mandarin. And his friends think it's fun to learn; they ask him to teach them new words sometimes."





A Place to

Fuel Your Curiosity

Last year, we introduced a new cohort model that enabled Upper School teachers to specialize more in depth in either English Language Arts (ELA) or Mathematics. Students were grouped by academic level to create more focused learning environments with a narrower range of needs. Not only did this benefit the students, but it also fostered strong collaboration and helped faculty develop meaningful connections with students outside their homeroom class.

The feedback received from Upper School teachers on this new partner-class model was overwhelmingly positive. “I feel like a lot of progress was made,” Shea McDonough enthused.

“Learning was more fluid,” Elizabeth Connor agreed. “It felt like we were learning more deeply.” She and McDonough noticed the social emotional benefits of combining their classrooms, whether students were helping each other with school work or making new friends. “Our two classes felt really comfortable with each other,” Connor observed. “There was more socialization, more opportunity to engage with different peers and a sense of belonging.”

Our faculty members and clinical therapists utilize a wide range of innovative tools and the latest technology to help students improve their academic and communication skills. In

Middle School Teacher Charlotte Maskin’s class, student Kyrie P. has been using CoWriter, a speech-to-text tool, to get better at writing in complete sentences. “That’s been her biggest area of growth,” said Maskin. “At first, she was writing more fragments than sentences. But she’s made a lot of progress and can now express herself in detail.”

The strong and supportive friendships Kyrie has developed with her classmates also helped to boost her confidence. “She was quite shy when she first came to Cotting,” Maskin explained. “Becoming a part of that social circle—I feel like that’s been very important for her.”

“Since she’s come to Cotting, we have seen her blossom in ways that she didn’t in public school,” said Kyrie’s mother Megan P. “She has real friends, and she’s curious about things in ways that she hadn’t been encouraged to be before. She’s become more confident in herself. And we love how she’s grown and the maturity that she is exhibiting.”



A Place to

Connect

Over the past couple of years, what began as a concept envisioned by President Bridget Irish and Trustee Tim Connelly has evolved into what is now Cotting Transition Institute (CTI). In July 2024, Dr. Jennifer Callison joined Cotting as CTI Director with the goal to transform the Dr. Carl Mores Building (former location of HOPEhouse) into a center of excellence, bringing Cotting alumni and Upper School and Capstone students aged 18+ together to continue to build on the social and transitional skills learned in the Cotting School classroom.

Feedback from listening sessions conducted with Cotting alumni, parents and staff in the fall of 2023 helped Dr. Callison determine the types of services and supports that were needed. With the help of senior leadership, she developed a roadmap to guide the development of CTI, a wholly

new resource on Cotting campus, from refreshing the physical space to launching a website to establishing a phased out opening plan.

In January 2025, CTI began its first phase of opening by launching an individualized consulting service, online resources and membership

program for Cotting alumni ages 22-30. In February, we hosted a successful open house event for the greater Cotting community, giving tours and answering questions about future plans. In April, we added a full calendar of social and recreational events, workshops and seminars.

The next phase involved expanding CTI's programs and services beyond the Cotting community. We announced in July that CTI's programs and services are open to adults with disabilities ages 22+ in Massachusetts and look forward to building upon the work we've done this past year, making CTI a trusted resource for transition into adulthood for people with disabilities across the Commonwealth.

What a wonderful year full of connection it has been! Over the past several years, we have been exploring options to engage Cotting's alumni community in new and different ways.

The launch of Cotting Transition Institute (CTI) has afforded alumni additional opportunities to reconnect and get involved. We were delighted to partner with CTI to host our alumni events this year. From Bingo and movie night to our first-ever Alumni Spring Formal, we offered a range of events providing a place for our alumni to strengthen relationships and foster new friendships. We look forward to hosting more of these types of alumni get togethers in the coming year. *Once a Falcon, Always a Falcon!*

Alumni & Friends Association

“

“I enjoy going to alumni events to see my friends and visit with staff. Cause you know, once a Falcon...”

Elise D. '18

“As parents, it is heartwarming to see the former classmates fall in together as if they had never been apart. The friendships are lifelong.”

Alumni parents Rhonda and Peter D.

“As our young adult moves further away from his Cotting days, those friendships that he made and experiences that he had made keeping in touch with alumni important. He is proud to be a part of the Cotting School legacy. My husband John and I have also made lifetime friendships with Cotting parents, and being part of this community fosters a sense of belonging.”

Alumni parent Tracy W.

“We stay connected with Cotting because it was—and continues to be—much more than a great school for our daughter and family. Cotting offered her a strong community and sense of belonging that continues today.”

Alumni parent Dolores A.-G.

”



A Place to

Make Friends







A Place to

Give Back: Celebrating Our Volunteers

We are incredibly fortunate to have dedicated volunteers whose time, energy and compassion enrich the Cotting community. Whether assisting at basketball or baseball games, serving on a committee or helping at schoolwide events, our volunteers make a lasting impact and create meaningful connections that help our students thrive.

This past year, volunteers stepped up in countless ways to help shape the inclusive and supportive environment that defines Cotting. We were especially proud to recognize Ron Nix as the recipient of our 2025 Cotting Community Partner Award. As a volunteer Job Coach in our Transition Department, Ron mentors students with care and patience, helping them

build essential workplace and life skills. He's also a constant, positive presence at school events, always ready to lend a hand and support our community. Ron and his wife, Beth, further their impact by generously supporting Cotting philanthropically, making a meaningful difference in the lives of our students in more ways than one.

To Ron and all of our volunteers: thank you. We are truly grateful for your ongoing support that makes a lasting difference in the lives of our students, families and staff.

Interested in volunteering? Contact Associate Director of Advancement Erin Wennington at ewennington@cotting.org or 781.862.7323 x 207.



A Place to

Support Belonging

Family Support Team members Pam Varrin and Naomi Zuckerman has been working to proactively support and build connections among families throughout the year. In addition to monthly Parent Advisory Committee (PAC) and Parent Teacher Organization (PTO) meetings, the team hosts parent groups that provide a space for caregivers to share information and create relationships. They also added equipment exchange and family advocacy sections to the weekly newsletter that links families with each other and the greater community.

As Community Outreach Coordinator and Multilingual Learners Educator, Naomi Zuckerman has expanded our capacity to ensure all families feel connected to Cotting. In launching Cafecito, a group for Spanish-speaking families to come together without the need for interpretation, more families were able to directly connect with the school. She and Pam also collaborate closely with the PTO, as the group broadened the geographic reach and schedule of their caregiver meet ups so more parents could get to know each other in a relaxed setting.

Naomi and Pam continue to focus on beginning family support early, bringing together families with newly accepted students so they can experience a sense of belonging in their new school community.



Who We Serve

Students enrolled at Cotting School came from 66 districts in Massachusetts and southern New Hampshire, while our team of consultants served 29 districts across the Commonwealth.

ACCEPT Education Collaborative*
Acton Public Schools*
Acton-Boxborough Regional School District**
Andover Public Schools
Arlington Public Schools
Ashburnham Westminster Regional School District
Avon Public Schools
Ayer Shirley Regional School District
Bedford Public Schools
Belmont Public Schools
Billerica Public Schools**
Boston Public Schools
Brockton Public Schools
The Public Schools of Brookline
Burlington Public Schools
Cambridge Public Schools
Canton Public Schools
Carlisle Public Schools*
Chelmsford Public Schools
Clearway School*
Clinton Public Schools
Concord Public Schools**
Concord-Carlisle Regional School District
CREST Collaborative*
Dedham Public Schools
Derry Cooperative School District (NH)
Dover-Sherborne Public Schools
Everett Public School District

Fitchburg Public Schools
Framingham Public Schools
Franklin Public School District
Hamilton-Wenham Regional School District
Hampton School District (NH)
Haverhill Public Schools*
Holliston Public Schools
Hopeful Journeys Educational Center*
The Keystone Educational Collaborative*
King Philip Regional School District
Landmark School*
Lawrence Public Schools
Leominster Public Schools*
Lincoln-Sudbury Regional High School
Lowell Public Schools
Manchester Essex Regional School District
Marlborough Public Schools
Marshfield Public Schools
Masconomet Regional School District
May Center School*
Maynard Public Schools
Medford Public Schools
Melrose Public Schools*
Methuen Public Schools
Milford Public Schools
Natick Public Schools
Needham Public Schools**
Newton Public Schools

North Middlesex Regional School District*
North Reading Public School District*
Northshore Education Consortium*
Pentucket Regional School District
Reading Public Schools
READS Collaborative*
Revere Public Schools**
Salem Public Schools
Scituate Public Schools
Shrewsbury Public Schools*
Somerville Public Schools
Stoneham Public Schools
Sudbury Public Schools
Tewksbury Public Schools**
Timberlane Regional School District (NH)
Valley Collaborative*
Wakefield Public Schools*
Walpole Public Schools**
Waltham Public Schools**
Watertown Public Schools*
Wayland Public Schools
Westford Public Schools**
Weymouth Public Schools
Wilmington Public Schools
Winchester Public Schools
Windham School District (NH)
Woburn Public Schools

* Cotting Consulting only

** Cotting School & Cotting Consulting





COTTING Consulting

Your Schools. Our Expertise.



Empowering Access Through Assistive Technology

Cotting Consulting continued to expand its impact by implementing customized assistive technology (AT) solutions in inclusive classroom settings.

For one student who received an initial AT evaluation, our team facilitated access to Bookshare, enabling both in-school and at-home use of audiobooks through desktop and mobile platforms, including the Bookshare Reader app. Educators assign reading materials directly, creating a seamless and accessible independent reading experience.

In addition, we introduced OrbitNote, a versatile tool for annotating PDFs and providing text-to-speech support for both literature and math content, promoting engagement across subjects. Future sessions focused on comparing speech-to-text tools and deepening the use of established supports. These efforts reflect our ongoing commitment to personalized, integrated support that meets each learner's unique needs.





Cotting School Staff

Thank you to all staff who worked at Cotting from July 1, 2024-
June 30, 2025, helping our students reach their highest potential.

BUSINESS, ADMINISTRATION, ADVANCEMENT AND TECHNOLOGY

Christine Dagostino
Business and Human Resources Coordinator

Michael Drew, B.A.
*Advancement Coordinator,
Program Assistant*

Marcie Garon
*Student Services Coordinator,
Senior Class Advisor,
Co-Director of Supplemental Services*

Robert Giroux, BSIT, ACMT
IT Systems Engineer

Emily Luongo, B.S.
Finance Manager

Andrea Mitchell, B.S.
Front Desk Coordinator

Keysha Powell
Special Education Office Assistant

Omni Raimo, B.S.
Associate Director of Advancement

Jeanine Van Orman, B.S.
Payroll and Revenue Manager

Erin Wennington, B.S.
Associate Director of Advancement

Naomi Zuckerman
*Community Outreach Coordinator,
Multilingual Learners Educator*

COTTING CONSULTING

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

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

Orissa Lawrence, M.S., OT
Consulting Clinician

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

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

Kara Vetrano, M.S., CCC-SLP
Consulting Clinician

FACILITIES AND MAINTENANCE

Christopher Boyle
Maintenance Technician

Luis Medina
Maintenance Technician

Charles Sirois, B.S.
Maintenance Technician

FACULTY

Ruth Berg, M.Ed.
Literacy Specialist

Erin Cadwallader, B.S.
Classroom Teacher

Erika Cain, M.Ed.
Classroom Teacher

Alada Caughey, M.Ed.
Classroom Teacher

Emily Colosimo, M.Ed.
Vocational Instructor

Elizabeth Connor, M.Ed., CAGS
Classroom Teacher

Daniel Cuddy, B.S.
Adaptive Physical Education Teacher

Mary Curtin, M.Ed.
Literacy Specialist

Maggie Davis, M.Ed.
Classroom Teacher

Sarah Hassett-Pellerin, M.Ed.
Classroom Teacher

Leia Herlihy, M.Ed.
Classroom Teacher, Thorndike Fellow

William Ironfield, B.A.
Visual Arts Teacher

Andrew Lindblad, M.Ed.
Instructional Coaching Team Lead

Charlotte Maskin, M.Ed.
Classroom Teacher

Catherine Mayo, M.Ed.
Classroom Teacher

Alison McCarron, M.Ed.
Music and Performing Arts Teacher

Shea McDonough, M.Ed.
Classroom Teacher

John Meredith, M.Ed.
Social Studies Teacher



Elizabeth Morrison, M.Ed.
Classroom Teacher

Kelsey Nagle, M.Ed.
Classroom Teacher

Katharine Norregaard, M.Ed.
Classroom Teacher

Megan Paull, M.Ed.
Classroom Teacher

Christina Pharo
Vocational Coordinator

William Phelan, M.Ed.
Industrial Arts Teacher

Lauren Piscopo, M.Ed., CAGS
Classroom Teacher

Christina Polking, M.Ed.
Science Teacher

Madison St. Julien, B.A.
Vocational Coordinator

August Sobolewski, B.S.
Substitute Teacher

Kathryn Stock, M.Ed.
Classroom Teacher, Thorndike Fellow

Michael Teuber, M.Ed., CAGS
Classroom Teacher, Senior Class Advisor

Maesy Traverse, M.Ed.
Vocational Instructor

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

Kasey Walz, M.Ed.
Classroom Teacher

FOOD SERVICES

Courtney Costantino
Food Service Worker

Olivia Gaffney
Food Service Worker

Karla Gudiel
Food Service Worker

Elisabete Medeiros
Food Service Worker

Fatima Sousa
Director of Food Services

HEALTH SERVICES AND SOCIAL EMOTIONAL HEALTH

Sheillah Achieng, CNA
Certified Nurse Assistant

Michaela Casey, R.N., BSN
Nurse

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Physical Therapy Team Lead

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Audra Hamilton, OT, ATP
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Mark your calendars for next year's event on Wednesday, April 15, 2026. We hope you will join us for another fun-filled evening while making a difference in the lives of our students.

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List reflects gifts received between 7/1/24-6/30/25.

* indicates 10-year consecutive donor

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453 Concord Ave, Lexington, MA 02421

781.862.7323 | info@cotting.org

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