

A black and white photograph of two young boys walking on a sidewalk. Both boys are wearing dark jackets and using white canes. The boy on the left is wearing a jacket with reflective stripes. The boy on the right is wearing glasses. The background shows a grassy area and a fence.

Perkins School for the Blind

ANNUAL REPORT 2003

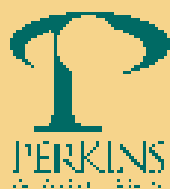




“I’ve learned from Perkins...when you set your mind to it, and just follow through, and you have a plan of action, you can succeed in anything you want.”

— Stephen Yerardi,
Perkins Student Council President, receiving
the Marcy Scott Leadership Award, Spring 2003

Perkins School for the Blind
is committed to
helping children and adults
who are blind, visually
impaired, deafblind, or
with multiple disabilities
reach their greatest
possible independence.



Message from the Chairman

IN OUR COMPLEX SOCIETY, there are many approaches to how we operate in our communities. A Fulbright Scholar from India who is currently doing research at Perkins offered her sentiments: “People with vision and hearing have an obligation to help those who do not have those senses. It is our way of expressing gratitude for the luxury of being able to see and hear.” Her words echo the sentiments of Perkins leaders and staff in the 1800’s—and can ring true today.

Perkins is committed to helping people who are blind, visually impaired, deafblind or with multiple disabilities reach for their greatest independence. Right now, Perkins staff is helping 200 students on campus and 450 babies in their homes throughout Massachusetts. We serve 17,000 patrons through Perkins Braille & Talking Book Library and 10,400 individuals who are deafblind or have multiple disabilities and their families in developing countries. Our staff helps elders in their homes and at our Elder Learning Center. They also go into public schools to help mainstreamed students who are blind. For over 40,000 people every year, Perkins is helping make independence a reality.

We would like to bring your attention to initiatives and events that impact many:

PERKINS BRAILLE & TALKING BOOK LIBRARY

In this era of state budget cuts, Perkins Braille & Talking Book Library (BTBL) has succeeded in continuing to provide quality services to 17,000 patrons. Funding cuts stretched resources that already rely on 155 volunteers donating over 11,000 hours of service every year. We are grateful to volunteers, staff and patrons who have been spreading the word of the importance of Perkins Braille & Talking Book Library for people who do not have the opportunity to patronize their local library or bookstore.

THE KEVIN J. LESSARD ENDOWED FUND FOR PARENT & TEACHER INITIATIVES

Last spring, to honor the 35 years of service and dedication of Kevin J. Lessard, the eighth leader of Perkins School for the Blind, the Board of Trustees, parents, colleagues, alumni and friends established the Kevin J. Lessard Endowed Fund for Parent and Teacher Initiatives. Lessard helped Perkins expand to become a trusted friend of parents, children, alumni, teachers and colleagues around the world. The fund in his name continues his auspicious work.



SPORTS CLINIC WITH MARLA RUNYAN AND BILL RODGERS

Perkins Ambassador and Olympic runner Marla Runyan and marathon celebrity Bill Rodgers coached enraptured Perkins students to always reach for their dreams. Marla, the number one ranked US female marathon runner, is legally blind and a true inspiration. It was a special treat for Perkins athletes to run with such a profound role model and literally to follow in her footsteps toward their own dreams. Marla was also guest of honor at a downtown reception sponsored by Perkins and threw the opening pitch at a Red Sox game after Perkins student John Castillo sang the National Anthem.

and the President



THE THOMAS & BESSIE PAPPAS HORTICULTURE CENTER

The Thomas Anthony Pappas Foundation and The Bessie Pappas Foundation made a remarkable gift to Perkins three years ago that launched a campaign to build a stunning new 5,000 square foot horticulture center. This fall, a gala dinner celebrated the opening of the center which houses three classrooms, a large glass greenhouse with interactive water fountains, and a geothermal energy system. Horticulture, with academic, therapeutic and vocational benefits, is now available to all Perkins programs from infants to elders.

ST. PETERSBURG & THE BALTICS

With support from the Hilton/Perkins Program, a school for the blind in St. Petersburg, Russia, has incorporated its first classroom for blind children with multiple disabilities or deafblindness as a result of training by a Perkins Educational Leadership Program graduate. In addition, we are assisting a university to develop graduate courses to prepare teachers of blind children with multiple disabilities. In nearby Estonia, Hilton/Perkins has helped several schools to introduce their first classes for deafblind students, and a parent organization is running courses and support for families. We are also helping services for deafblind children to expand in Lithuania.

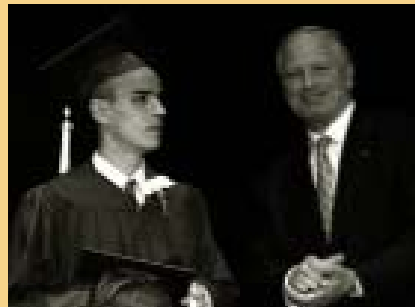
TOUCHING LIVES

Perkins hosted two screenings of the documentary film, *Touching Lives: Portraits of Deaf-Blind People*, which originally premiered at Boston's Museum of Fine Arts and featured several Perkins graduates. In the words of Perkins graduate, spokesperson and member of the panel after the screening, Jaimi Lard, "People who are deafblind have lived in isolation. The movie helps people learn not to be afraid of us."

PERKINS 175TH ANNIVERSARY

Please join us during the 2004-2005 school year to help us celebrate Perkins 175th year as the first school for the blind in the United States. Open houses, concerts and galas are a few of the events that will take place during the year-long celebration. Check our Website www.Perkins.org for updates.

Thank you for your interest in the work of Perkins School for the Blind. Please join us and learn how parents and teachers work together to create further independence for our students. We thank everyone for all the different ways of supporting Perkins, and we hope many more will become members of the Perkins family.



C. Richard Carlson
Chairman



Steven M. Rothstein
President

Parents, Teachers, &



“Ten years ago I was giving up completely... Not now. I’m looking forward to the next ten years.”

–Marjorie Vogel
Participant in Perkins
Elders Learning Center



Top (left): This is the second year that Sue Keane and her son Nicholas have come to a Perkins weekly infant/toddler group. ■ Bottom (left): A teacher for children who are deafblind in Kenya, Mohammed Almasi (left) received training from the Hilton/Perkins Program and brings his new knowledge to children and other teachers in Africa. ■ Bottom (right): Carolyn Gardner (left), with the help of Perkins Rehabilitation teacher Renee Fortin (right), has not let diminished vision interfere with her independence.

Independence

Perkins services span the globe and touch people of all ages. As a part of our mission of helping people reach their fullest potential, Perkins understands that:

...**parents** are any child's best advocate

...**skilled teachers** and professionals are essential and that

...the definition of **independence** is different for every person.



Parents

Parents are the first teachers for any child, for they know their child best. Parents of children with visual impairments are no different. Yet having a child with a disability complicates parenting. Immediate and long-term questions arise. How will my child know when I'm near? How will she find her toys? Where will he go to school? Will he make friends? How will she support herself as an adult?

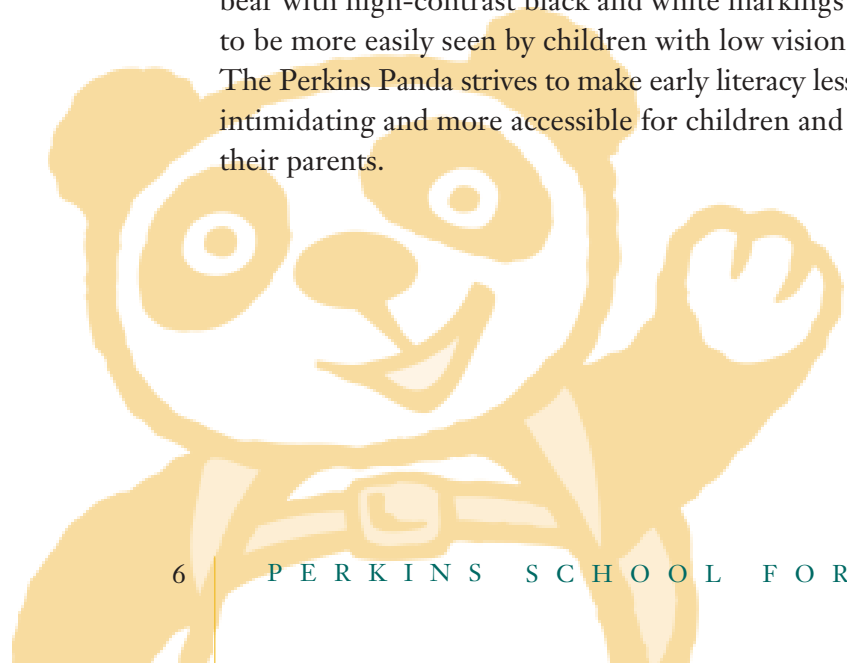
Perkins is there for families every step of the way. We help parents understand their baby's diagnosis, what resources are available and, instead of focusing on obstacles, what their daughter or son can do. We help build national parent organizations to help families advocate for their children. We work with students and their parents to develop plans for college or group homes after leaving Perkins. Together, Perkins and families are building the strongest foundations.

Perkins Panda

Literacy for sighted children begins when they sit on their parents' laps to look at their first picture book. It is the same for visually impaired children—but they need adapted materials. Perkins staff has been working with parents to develop the Perkins Panda Early Literacy Program to lay the foundation for literacy. The program is complete with tactile books, audio tapes, workbooks, resource guides and a main character, Perkins Panda, a plush stuffed bear with high-contrast black and white markings to be more easily seen by children with low vision. The Perkins Panda strives to make early literacy less intimidating and more accessible for children and their parents.

Infants & Toddlers

Without vision, a child is less aware of the world, less able to explore or imitate, and less likely to learn without guidance. Perkins staff members visit 450 homes throughout Massachusetts to help parents of children from birth to age three learn how to encourage their children's growth. Some parents also bring their children one day a week to Perkins for a morning program where educators, social workers, other clinical staff and other parents share ideas, support and guidance. Alumni Days bring over 125 people back to campus, and staff are always available to parents as their children grow.





Learning from one another and from Perkins staff are important parts of parent groups in Perkins Infant/Toddler Program. Pictured above is parent Dawn O'Neill with her daughter Emma.

Annual Early Intervention Conferences

For 20 years, Perkins annual conference for families of children with visual impairments from birth to age seven has provided a life line. Because blindness and severe low vision are low-incidence conditions, parents often do not have the opportunity to meet and learn from other families with similar children. Mothers, fathers, grandparents and professionals attend seminars. Children have free daycare. Such connections help hundreds of families every year see a brighter future for their children.

On Campus & Abroad

What begins intensively with the parents of the youngest children continues through all Perkins services. Perkins students travel between home and school with notebooks in which teachers record the student's daily activities and parents record home life. Family days are common in all programs. At the end of Outreach weekends when mainstreamed students with visual impairments stay on campus for special programs and connect with peers,

Perkins staff leads training and information sharing sessions with parents. Internationally, Perkins has helped parents come together in over 80% of our partner programs in Latin America, Africa and Eastern Europe to begin formal parent organizations that advocate for the educational rights of their deafblind children.

National Parent Organizations

The National Association of Parents of Children who are Visually Impaired (NAPVI) and the National Family Association for Deaf-Blind (NFADB) both receive financial and professional support from Perkins to ensure that parents have strong, independent and knowledgeable voices on behalf of their children. In 1992, Perkins worked with parents to help found NFADB. Perkins has supported NAPVI since 1989 and today also gives additional grants to NAPVI branches in 20 states across the country.

Teachers

From the very beginning, Perkins has been a teacher of teachers. In the 1800's, Anne Sullivan studied the records of Perkins School for the Blind to learn the methods of teaching Laura Bridgman, Perkins graduate and the first person who was deafblind to be educated in the United States. Sullivan then took that knowledge to work with Helen Keller. Anyone who works with a child is a teacher. Today, teachers, professionals, clinicians, and paraprofessionals attend seminars on campus and study books written and produced by Perkins (including the well-known *Perkins Activity & Resource Guide*). Our staff travels the world to lead trainings and conferences in developing countries. Last year, Perkins and the University of Massachusetts Boston collaborated to begin New England's only graduate training program for teachers of students who are visually impaired. This year, Perkins has formalized our advanced training of New England professionals into a new training center.



Since the days when Perkins trained Anne Sullivan to teach Helen Keller, Perkins has been known as a teacher of teachers.

Career Growth

On campus, Perkins develops and runs training sessions to hone and expand staff skills. Perkins presenters and outside speakers contribute to career development for all levels of educational, clinical and residential staff. Some of these trainings have become models and have been presented at national conferences. Many program aides who work one-on-one with students in their cottages and in classes have begun these trainings and continued to graduate study, often aided by Perkins' tuition reimbursement program.

Perkins Training Center

Perkins staff in the last year has run two dozen training events for over 600 teachers and other service providers of students who are blind, visually impaired or deafblind. Many outside professionals work in public schools without similarly trained colleagues and



Perkins Lower School student, Natalie Keir, explains what she did that day to her teacher, Pricilla Chapin, who records it for Natalie to bring home to her parents.

are in need of professional development and peer support, especially as more children with multiple disabilities enter the classroom. To meet this need, Perkins has formalized its training into a new center. Increased trainings in other New England locations, distance learning, and the development and distribution of training materials are some of the ways that Perkins Training Center will bring Perkins expertise to so many more.

Service Awards

The depth of knowledge of the Perkins staff is vast. They regularly speak at national international conferences and consistently receive awards for their work. They also bring decades of experience to Perkins services. The 2003 Service Awards honored 58 staff who have worked 10, 15, 20, 25, 30, 40 or 45 years in all programs from Preschool to the Braille & Talking Book Library. Program aides...

classroom teachers...clinicians...grounds people... administrators...health services workers...all Perkins staff are dedicated professionals delivering the highest quality service.

International Influence

Teacher training is a significant component of the Hilton/Perkins International Program, which reaches deafblind children and their families in over 50 developing countries. To ensure that there are trained professionals to deliver services, Hilton/Perkins has worked with universities to introduce training for educators of deafblind children in 14 countries including Argentina, India, Slovakia, and Thailand. Perkins staff frequently leads training for teachers, such as multi-year training projects in the Philippines, Estonia and South Africa.

Independence

The Perkins family comes

together to help people grow to their greatest independence. Everyone plays an essential part—from staff, to parents, to volunteers, to donors. Together, we are helping children and adults focus on their strengths and develop new skills. We are helping people reach beyond expectations to achieve independence that might have been difficult to imagine before. Just as Perkins services are individualized to best meet a specific person's needs, independence itself means something different to every person. Every journey, every achievement is important. Perkins is there every step of the way.



Special computer programs of pictures help Deafblind Program student Malik Morris, who has profound hearing, vision and learning issues, learn words that help him increase his ability to communicate with his teachers, parents and the greater community.

Here are a few of the thousands of individual achievements of 2003 through the work of the Perkins family.

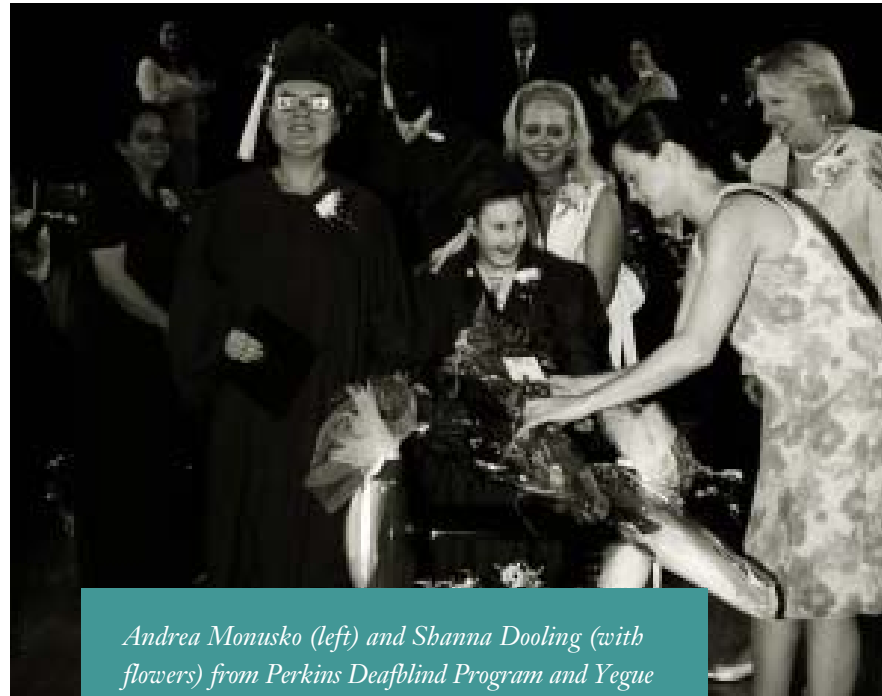
- A preschool child taking his first independent step with a white cane.
- An elder adapting to vision loss and learning how to cook safely to remain living in her own home.
- A student writing his college applications in braille.
- A young deafblind girl in a wheelchair and with limited dexterity communicating by pushing buttons of an adapted computer.
- A public school fifth-grader, with the help of Perkins itinerant teachers, navigating the hallways of her school.
- Children at an Eastern European school writing with their first Perkins Braille.
- An eight-year-old girl learning that the little bumps of braille signify words.
- Preschool children who are blind attending school for the first time in China.
- A professional adult independently listening to a recorded version of *Newsweek Magazine* from Perkins Braille & Talking Book Library rather than relying on a friend to read it to him.



Lower School student, Morgayne Mulkern, reads braille on a school field trip.

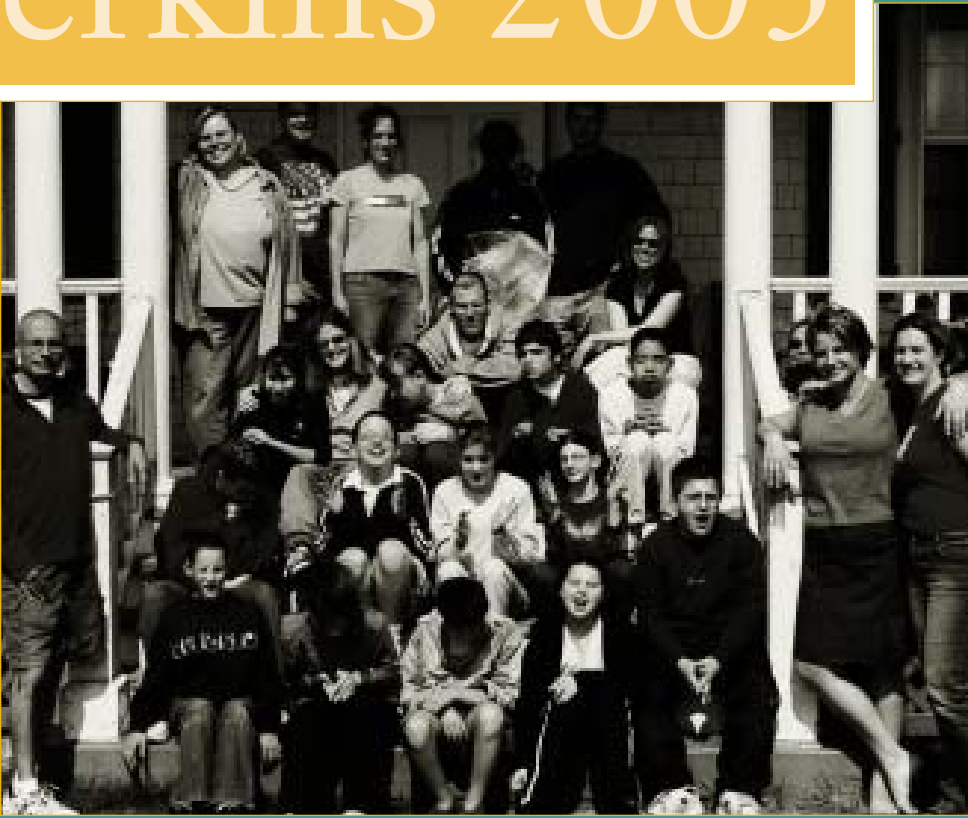
- A toddler lifting a cup to his mouth.
- A high school student writing her first computer program.
- A little boy, who receives early intervention services in the Caribbean, using sign language to ask for food for the first time.
- A family, with a child who is blind, reading their first book together.

Thank you to everyone who is helping make independence a reality for so many in Massachusetts, New England and around the globe. Together, we are reaching so many. With your help, we can reach even more.



Andrea Monusko (left) and Shanna Dooling (with flowers) from Perkins Deafblind Program and Yegue Badigue (behind) from the Secondary Program were among those who began their graduation march.

Perkins 2003



Clockwise from top left: Lower School students and teachers at their annual field trip to Cape Cod. ■ Track athlete Bill Rodgers coaches Secondary Perkins Braille & Talking Book Library Kim Charlson educates WGBH public television staff about braille, using the Perkins Braille. ■ Jessica program aide Tamara Drew.



Program student David Pothier ■ Nandinia Mallick and her daughter Chandrina at Perkins Infant/Toddler parent group. ■ Director of Flores receiving her diploma from Perkins Chairman C. Richard Carlson. ■ Lower School student Lili Batho with teacher Sarah Glass and

Summary of Programs & Registration

For the year ending June 30, 2003

Off-Campus Program Participation

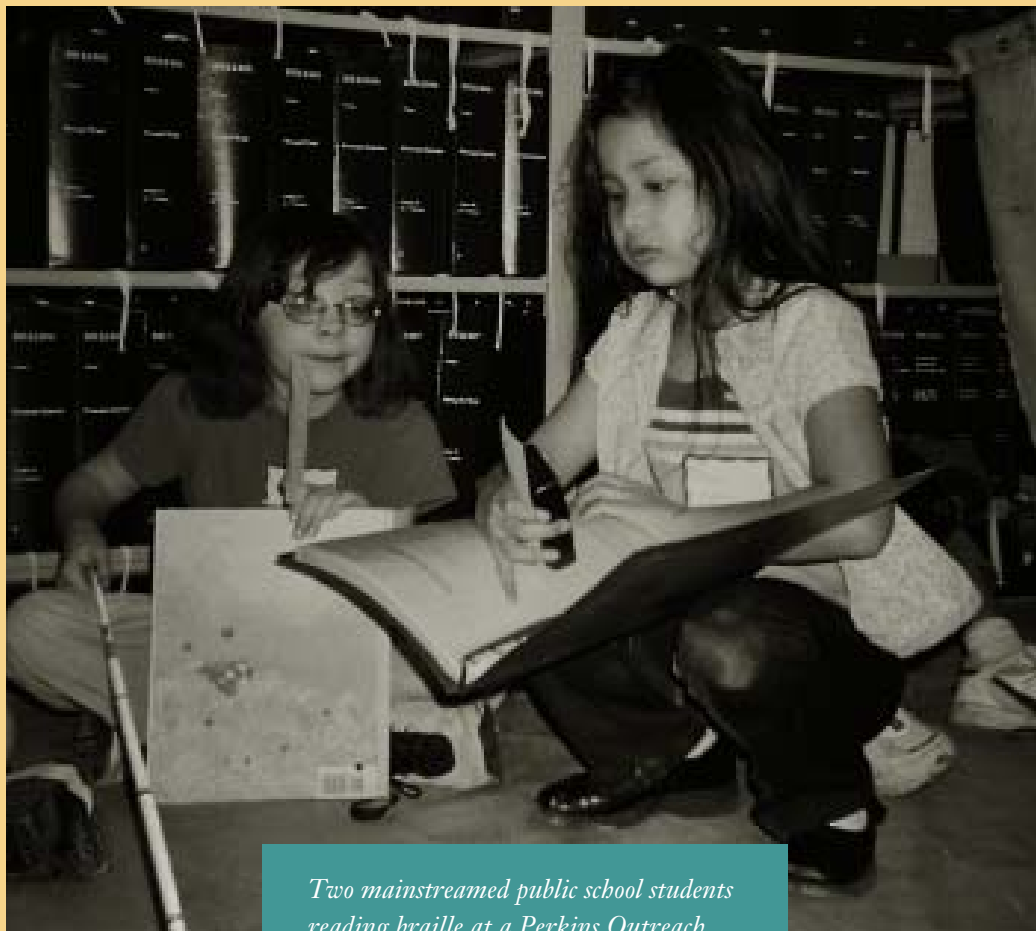
Hilton/Perkins Program	10,400
Outreach Services	567
Infant/Toddler Services	452
Preschool Community Services	67
Community Living Services	6

On-Campus Program Participation

Secondary Services	75
Deafblind Program	55
Lower School Services	54
Preschool Services	10

Additional Service Participation

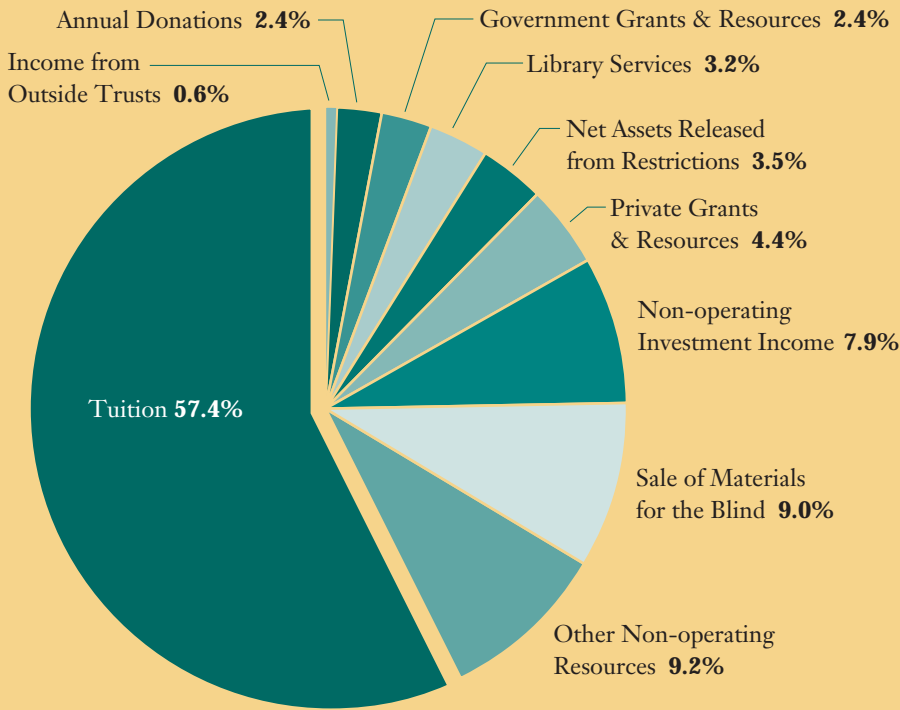
Perkins Braille & Talking Book Library	17,000
Howe Press	7,900
New England Center for Deafblind	1,880
Outreach Training/Workshops	1,647
Parent and Family Services	1,200
Low Vision Service	423
Volunteer Services	338
Diagnostic Evaluation Services	80
Educational Leadership Program	9



Two mainstreamed public school students reading braille at a Perkins Outreach Program overnight event.

Financial Summary

For the year ending June 30, 2003



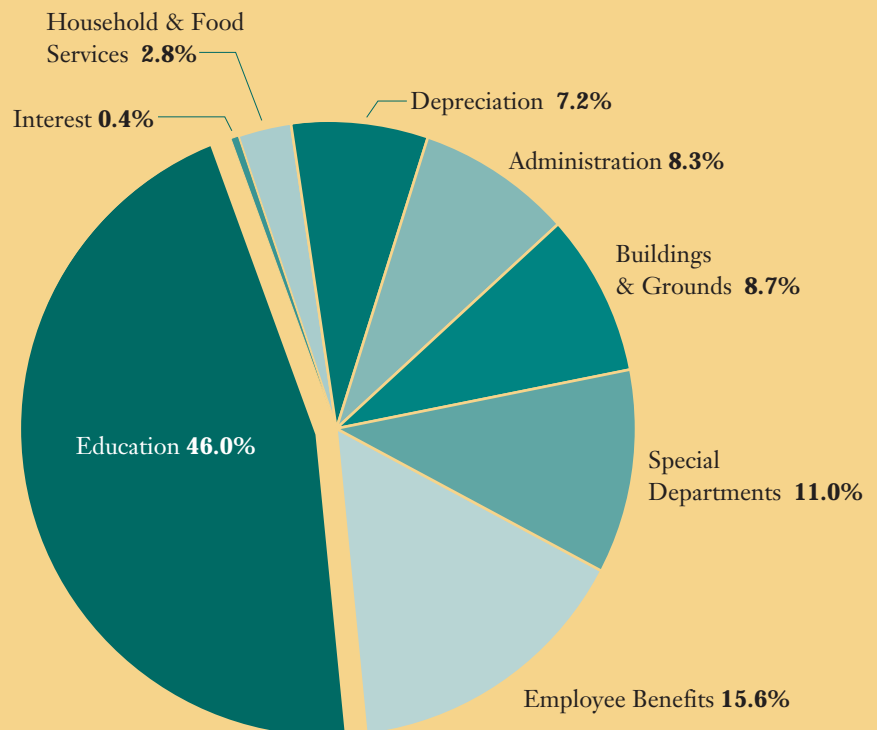
Resources (in dollars)

Tuition	27,152,500
Other Non-operating Resources	4,350,155
Sale of Materials for the Blind	4,244,547
Non-operating Investment Income	3,732,519
Private Grants And Resources	2,059,292
Net Assets Released from Restriction	1,668,352
Library Services	1,527,681
Government Grants & Resources	1,151,026
*Annual Donations	1,133,965
Income from Outside Trusts	252,882
Total	\$47,272,919

*\$2,681,056 Gifts and Bequests were also received in FY 2003 for non-operating purposes.

Expenses (in dollars)

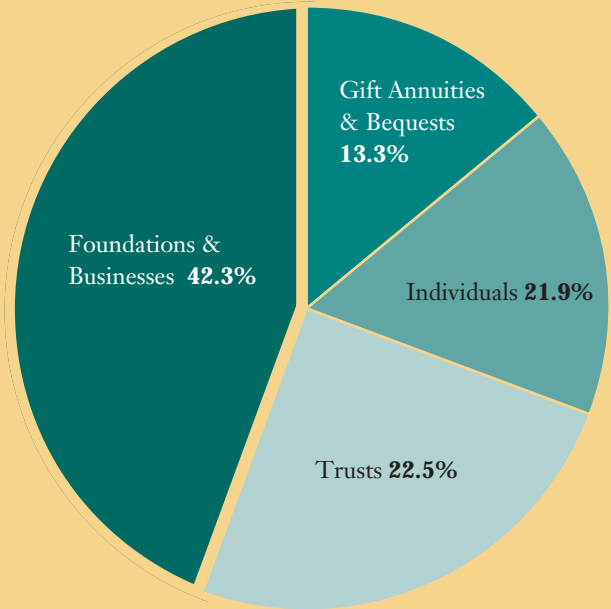
Education	21,735,145
Employee Benefits	7,368,943
Special Departments	5,180,281
Buildings & Grounds	4,125,230
Administration	3,915,562
Depreciation	3,432,208
Household & Food Services	1,315,550
Interest	200,000
Total	\$47,272,919



The Perkins Family

Without the generosity of donors, corporations and staff, Perkins would not be able to help so many people from infants to elders reach beyond expectations. Thank you for all of your dedication and support. Thank you for being an essential part of our family.

Total Gifts & Grants Received in FY 2003 <i>(in dollars)</i>	
Foundations & Businesses	2,265,705
Individuals	1,172,689
Trusts	1,202,339
Gift Annuities & Bequests	714,560
Total	\$5,355,293



Terry Ricardi, a student in the Deafblind Program, and his mother, Abigail Hannaford-Ricardi, at a Perkins holiday party.

Major Gifts

We would like to thank our generous major donors who have contributed to the Annual Fund's Visionary Society, The Kevin J. Lessard Endowed Fund for Parent & Teacher Initiatives, The Thomas and Bessie Pappas Horticulture Center and other special projects.

1829 Circle (\$25,000 and above)

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Nathan Chiang (seated) and Win Edwards (standing) enjoy field day honoring former Director Kevin Lessard's 35 years of service to Perkins.

The Thomas and Bessie Pappas Horticulture Center

We are grateful to the trustees of The Thomas Anthony Pappas Charitable Foundation, Inc. and The Bessie Pappas Charitable Foundation, Inc. whose generosity launched our ambitious Greenhouse Campaign. Due to their leadership, Perkins received major grants from the Richard Saltonstall Charitable Foundation, the Weezie Foundation, the Copeland Family Foundation, the Lynton Family and Friends, the Ida Ballou Littlefield Memorial Trust, and over 6,000 individual, foundation, and corporate donors. On October 8, 2003, over 200 guests celebrated the opening of The Thomas and Bessie Pappas Horticulture Center. We are grateful to all who contributed to the Campaign this fund year and who are recognized under Major Gifts. The following are sponsors of the Gala Celebration.

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The Thomas H. Perkins Legacy Society

The Thomas H. Perkins Legacy Society was established to recognize friends and donors who have established a life income fund or informed Perkins of their bequest intentions.

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Secondary Program student Amanda Poole before the Perkins tower.

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Secondary Program students (left to right), Jakob Burton-Sundman, Jonathan Matte, Sarah Dinglehoff and Jaimie Cook in a performance of a play about Sherlock Holmes.

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