We’re changing the way the world sees.
From the CEO and the Board Chair

At Perkins School for the Blind, we’ve always known that belief is one of the greatest gifts you can give to children who are blind. Belief in their talent and potential. Belief that their abilities are more important than their disabilities.

We’ve always known that education is essential, too. For 187 years, we’ve been teaching students who are blind, deafblind or visually impaired with additional disabilities. Our extraordinary educators work with children and young adults on and off our campus, helping them gain the academic knowledge and practical skills they’ll need for the rest of their lives.

But we’ve come to realize that preparing our students isn’t enough. We must also convince the world to welcome people with blindness as equals – or our students will always face daunting barriers to success. In other words, we must change the way the world sees blindness.

Achieving that goal wouldn’t be possible without the generous support of the Perkins community. We’re deeply grateful to all the individuals and organizations that support our work, including members of the Perkins-Business Partnership, supporters of our BlindNewWorld initiative and so many more.

To all of you, thank you for believing in Perkins. Thank you for believing in our students.

Warmly,

W. David Power  
Chair of the Board

Corinne Basler Grousbeck  
President and CEO

Changing the world doesn’t happen in a day. It happens every day.

Changing the world is an essential part of our work at Perkins School for the Blind. It’s the only way children and young adults with blindness, low vision and deafblindness will ever get the opportunity to truly share their talents and dreams with the rest of the world.

Changing the world starts, as it has for 187 years at Perkins, with the world-class education we provide to students, on campus and in local communities. It expands outward to the thousands of special education teachers we reach through Perkins eLearning and other professional development opportunities. And it takes flight to dozens of countries around the globe, where Perkins International offers training and expertise to schools, nonprofits and government agencies.

We know that to change the world, we must first change minds. Our campaign, BlindNewWorld, is already doing that. BlindNewWorld is at the heart of our efforts to break through barriers of pity, ignorance and fear – and change the world’s perception of blindness. Since we launched it in May, millions of people have been exposed to the campaign on social media sites like Facebook, Instagram and Twitter.

In the pages that follow, you’ll see all the ways – large and small – Perkins changes the world in one typical day. Around the clock, that change is occurring in classes, on public transportation, in social situations, on job sites, in neighbors’ homes and throughout developing nations.

At Perkins, we know changing the world isn’t easy. But that won’t stop us from trying – every hour of every day.
A Secondary Program student in a Perkins residential cottage buzzes his chin with an electric razor, practicing an essential independent living skill.

Lydia Greene checks in with a Perkins intern

When he first began interning at Tufts Health Plan, Perkins School for the Blind student Jon Gardner was charged with filling goody bags for new employees. With the help of a Perkins job coach, Gardner developed an assembly line process and quickly mastered the task.

His enthusiasm and work ethic didn’t go unnoticed. Soon, Gardner was asked to phone new employees with information about upcoming orientation events.

“That’s a big vote of confidence on the part of my team,” says Lydia Greene, senior vice president and chief human resources officer at Tufts Health Plan. “He did a great job.”

For Perkins students, exposure to the world of work begins early and continues into young adulthood. By the time Gardner graduates, he’ll have worked in a variety of settings – from large corporate offices to small nonprofits.

In January, Perkins unveiled a 10-week Pre-Employment Program, which equips young adults who are visually impaired with the skills to land a job. Students ages 15-22 who are enrolled at Perkins or in public school learn how to craft a resume, disclose a disability and interview effectively.

All Perkins students benefit from real-world training and vocational programs that prepare them for a challenging job market. An annual job fair connects older students with local companies, and summer programs offer enriching on-the-job opportunities. The Perkins-Business Partnership, of which Tufts Health Plan is a founding member, works to open up employment opportunities for qualified candidates with visual impairment.

When Gardner works at Tufts Health Plan, he isn’t the only one learning. As he takes on more and more responsibility, his colleagues see firsthand how people with visual impairments can contribute to a company’s success.

“Employees who are blind or otherwise disabled are an important part of our diverse workforce,” says Greene. “They’re as capable as anyone else.”

A toddler who is nonverbal smiles in delight as he plucks notes on a piano during music therapy at Perkins’ Early Learning Center.

A retired plumber with fading vision reads a product manual using a desktop magnifier from Perkins Solutions.
Deafblind student Antonio steps onto a yoga mat

He’s a little late to his weekly yoga class, so 19-year-old Antonio speeds through the first couple of poses to catch up with his classmates. As he moves through the yoga positions – from downward dog to warrior one – he’s stretching his arms, bending his knees and turning his torso. All these actions help him build strength and improve stability.

That’s especially important because Antonio is deafblind. Like many people with limited sensory input, he can struggle with balance and movement. But what Antonio gains from yoga goes beyond physical conditioning.

“Yoga is just a medium for accessing a whole variety of skills,” says teacher Andrea Covelli. She points out how Antonio shows independent living skills by removing his shoes before class. He interacts with his classmates, improving his social skills. He practices self-determination by deciding how energetically to exercise.

At Perkins School for the Blind, these lessons are part of the Expanded Core Curriculum (ECC). Without the ability to learn through casual observation like their sighted peers, children and young adults who are blind must be explicitly taught crucial skills, ranging from assistive technology to recreation to orientation and mobility. The ECC gives students a toolbox of skills they need to succeed at school, in social situations, at home and on the job.

Students like Antonio get a full range of academics and life skills as part of their everyday education at Perkins. Students in public schools who attend Perkins Short Courses or have one-on-one sessions with Perkins community teachers learn essential skills they can’t get in their regular classes.

“Students learn how to manage themselves in the world and their relationships to people around them,” Covelli says. “Teaching the ECC helps students learn to access the world for a more independent, engaged and happy future.”
Dylan Kanaan strikes up a conversation on the subway

Up until last year, college student Dylan Kanaan had never interacted with someone who is blind. “My perception of blind people was extremely limited,” he says. “I’m sure my subconscious was quite biased with regard to their abilities.”

Then Kanaan learned about BlindNewWorld, a social change campaign launched by Perkins to permanently alter the way the world views people who are blind. Browsing the campaign’s website and social media posts, Kanaan read first-hand stories from people with visual impairment about what it’s like to walk in their shoes.

“I learned that the most debilitating aspect of having a visual impairment is the constraints placed on you by society,” he says. “It really boils down to ignorance.”

With BlindNewWorld, Perkins is working to turn ignorance into understanding. The campaign website features compelling videos and vignettes illustrating the biases and misperceptions encountered every day by people who are blind. Visitors are encouraged to take small steps to make their homes, workplaces and communities more inclusive.

Since BlindNewWorld’s launch in May, 29 million people have been exposed to the campaign on Facebook, Instagram and Twitter. A growing number of people worldwide have joined the movement and voiced their support for acceptance and inclusion.

Many, like Kanaan, have been inspired to take action. He’s taking small steps, like striking up conversations with people who are blind he meets in daily life. He also decided to pursue an internship as an advocate in Israel for people with visual impairment.

Kanaan is determined to make the world a place where every person with blindness — including graduates of Perkins School for the Blind — are valued and welcomed into all facets of life.

“The campaign impacted me greatly,” he says. “BlindNewWorld helped me realize that people with visual impairment should be known for their capabilities, not their disability.”
Finding the bus stop isn’t easy when you’re blind. Just ask Jerry Berrier.

For years he relied on his phone’s GPS, which brought him close, but not always close enough. If he stood in the wrong place, the bus driver might pass him by.

“I’d have to ask people where the stop was,” he says. “If there was no one around that was a real issue.”

In April, Perkins received a grant from Google.org to solve the “bus stop problem.” Perkins turned to technology to develop a solution that would change lives.

The result was the BlindWays app. It picks up where commercial GPS leaves off, providing bus riders like Berrier with landmark clues to help them independently locate bus stops.

Using the app, Berrier quickly discerns whether the object he’s tapping with his white cane is the bus stop – or a no-parking sign.

At Perkins, innovation is everywhere. It’s in the classroom, where teachers use 3-D printers to create tactile learning tools for students. It’s in conference rooms, where Perkins Library patrons offer advice about a groundbreaking, low-cost refreshable braille display. It’s even in the parking lot, where Perkins helps test a self-driving vehicle that could transform transportation for people with visual impairment.

With BlindWays, innovation is in the hands of people like Berrier. It’s more than a bus stop app – it’s an independence app for people who are blind.

That’s not the only benefit. When Berrier gets on the bus today, he’s shattering misconceptions about what people with visual impairment are capable of doing. Sighted riders don’t just see a white cane – they see a man commuting to work, visiting friends or attending church.

“It’s important for people to see us out doing things,” Berrier says. “We’re involved and participating in life.”
Cory Kadlik grabs leftovers from the refrigerator

Cory Kadlik loves a good snack, whether it’s a leftover pork chop or a bowl of chips and queso. But like many people, he doesn’t always know how long his favorite foods will stay fresh.

To get answers, he opens the USDA FoodKeeper app on his iPhone. It gives him instant advice about the expected shelf life of foods in the pantry or fridge, as well as storage tips. “Wow,” marvels Kadlik. “You can even add the expiration date to your calendar!”

When it first launched, the app would have been less useful for Kadlik, who is blind. The USDA had reviewed it for basic accessibility, but never tested it in the real world.

That’s where Perkins Access stepped in. Staff members, all experts in digital accessibility, suggested improvements, like better navigation and sharper color contrast. The result was an app that’s more accessible for people with visual impairments.

“It helped us create a stronger, more user-friendly app for the consumer, and ultimately, that’s our goal,” says Director of Food Safety Education at the Food Safety and Inspection Service Christopher Bernstein.

FoodKeeper is just one example of the technology that permeates our lives, from banking apps on a smartphone to healthcare web portals. Having access to these resources is important to everyone, including people who are blind. That’s why Perkins works so hard to educate the world about the importance of digital accessibility for people with disabilities.

Kadlik knows how frustrating inaccessible websites and apps can be – he’s run across many with poorly labeled buttons or images that lack descriptions. So, as he reaches into his fridge for a late-night snack, he’s grateful that Perkins Access helped make the FoodKeeper app easy for him to use.

“There’s a lot of information but it’s pretty organized,” he says. “It’s easy to find exactly what you want.”

The father of a Massachusetts public school student signs her up for a weekend cooking course at Perkins for teens who are blind.

1:14 AM

Students in Bangkok, Thailand, learn to buy and cook vegetables at a life-skills camp organized by Perkins International for teens who are deafblind.

1:45 AM

A Vermont man who lost his vision later in life listens to a Perkins Library audiobook about the Civil War before drifting off to sleep.

A special education teacher in Colorado completes a Perkins eLearning course on sensorimotor assessment, earning a micro-credential she posts to her LinkedIn profile.
A young boy enters a hospital in Dhaka, Bangladesh

The 4-year-old boy is hunched over in his mother’s lap. He has low vision and cerebral palsy, which limits his movements and mobility. That worries his parents, so they’re bringing him to Dhaka Shishu Hospital in Bangladesh’s capital city to learn how to encourage more activity.

Developmental therapist Asma Shilpi starts by passing a soft, squishy ball to the boy. But its color and texture don’t engage his interest, so he just passively holds it.

Thanks to training she received from Perkins International, Shilpi knows what to do. She brings out a high-contrast, squeaky toy she sewed herself. The boy’s entire demeanor shifts. He sits up straighter and becomes more energetic as he starts to play with a toy that he can see, feel and hear.

That’s welcome news in developing countries like Bangladesh, where there are few teachers of the visually impaired and access to professional training is limited. And it’s welcome news for Shilpi, who knows first-hand how Perkins training has helped her engage with children with multiple disabilities. “Before, I focused on the physical and forgot about the visual,” she says. “Now I know how important it is to engage all the senses.”

This is the type of success story Perkins hopes to bring to more countries with its new Perkins International Academy. Working with government ministries and universities, Perkins International is building on its teacher-training expertise to launch a high-quality, sustainable program to train special educators throughout the world.

Globally, an estimated 23 million children and young adults have visual impairments and multiple disabilities. They’re often isolated in their communities, surrounded by people who don’t believe in their potential, and lacking teachers who can help them learn. As Perkins reaches more and more educators through the Perkins International Academy, these children’s lives can be transformed.

In Indonesia, a Perkins International partner shows a mother how to create tactile toys out of household items for her 4-year-old son with low vision.

An awake overnight staffer makes sure Perkins’ residential students are sleeping well, so they can get up the next morning, refreshed and ready to learn.

Students at Kireka Home for Children with Special Needs in Uganda learn vocational skills by using sewing machines to make brightly colored placemats.

In Alabama, a teacher of the visually impaired browses Perkins’ eLearning Activity Bank over morning coffee for ideas on how to better engage her students.
Perkins unveils a new on-campus playground that makes outdoor activity accessible to every student. A climbing structure and carousel are both wheelchair accessible, and a variety of textures and high-contrast colors make the space easy to navigate for students who are blind. There’s even a set of oversized xylophones – with braille notes – for making music.

Perkins teachers begin using game-changing “eye gaze” technology in classrooms to help nonverbal students with low vision communicate better. The software utilizes a small video camera to track students’ eye movements, allowing them to use a computer cursor to complete onscreen tasks and express preferences.

Public school students with visual impairment in Córdoba, Argentina, learn alongside their sighted peers in inclusive classrooms supported by Instituto Helen Keller, a Perkins International partner. Equipped with accessible laptops and Perkins Braille, the students access the same lessons as their classmates, providing a model of how inclusive classrooms can work.

Students who are deafblind learn how to plant crops and raise livestock as part of a vocational training program at the Nabumali Training Center of the Blind in Uganda. Launched by Perkins International, the program helps young adults successfully transition to a more independent adulthood.

Education is for everyone. That’s the message Perkins President and CEO Dave Power delivers to hundreds of blindness advocates, policymakers and educators at the 6th Africa Forum in Kampala, Uganda. Power’s keynote address kicks off the five-day conference, which is the continent’s largest gathering of the blindness community.

More than 70 job seekers polish their resumes for the fifth annual Job Fair for Individuals with Visual Impairments in Cambridge, Massachusetts. Co-hosted by Perkins, the event gives attendees a chance to network and interview with representatives from 30 local companies and nonprofits, all eager to meet qualified candidates who are blind.

Perkins students and staff host a “Pennies for Potential” fundraising drive for a school for the blind in Nepal that was damaged by a massive earthquake. Students were alerted to the disaster by the school’s principal, Keshari Thapa-Rana, who is attending Perkins’ Educational Leadership Program. The Nepal school will use the money raised to create new tactile learning materials.
Student DJs at Radio Perkins get an unforgettable lesson about the secrets of radio success when hosts of the popular Boston morning show Karson & Kennedy stop by for a visit. The radio personalities share stories from their years on the air, as well as tips and tricks for creating a compelling radio show.

Two dozen state legislators visit with Perkins students and staff during national “Invite Your Legislator to School Day.” The lawmakers sit in on classroom lessons about assistive technology and biology, and hear from parents and Perkins President and CEO Dave Power about the importance of funding special education programs.

Perkins eLearning releases nine new micro-credentials to help educators showcase their professional skills online. The digital badges represent competency in areas like transition planning and digital accessibility. Educators can earn micro-credentials by completing professional development courses through Perkins eLearning.

Perkins educators co-author a groundbreaking study that suggests a new way to help students with CHARGE syndrome acquire social skills. The study, which appears in the prestigious Journal of Visual Impairment & Blindness, finds that a consistent, structured setting with the same playmates results in students interacting more effectively with others.
We’re changing the way the world sees...

one student,

one partnership,

one conversation

at a time.

EDUCATING

1,209

students with visual impairments

on and off our campus

DEVELOPING

33,126
educators and professionals with our global training programs

COLLABORATING WITH

391
organizations to bring new opportunities to people who are blind

INFLUENCING

29,132,255
people with our social change initiatives

SUPPORTING

74,786
people through our national and international programs

ENLIGHTENING

1,921,898
people through our online information and resources about blindness

SERVING

28,287
children and adults with our life-changing community programs

Financial Summary
For the year ending June 30, 2016

Resources (in dollars)

<table>
<thead>
<tr>
<th>Resource</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>30,285,517</td>
<td>41.6%</td>
</tr>
<tr>
<td>Unrestricted Gifts and Legacies*</td>
<td>727,812</td>
<td>1.0%</td>
</tr>
<tr>
<td>Sale of Materials for the Blind</td>
<td>8,293,584</td>
<td>11.4%</td>
</tr>
<tr>
<td>Investment Income</td>
<td>985,563</td>
<td>1.4%</td>
</tr>
<tr>
<td>Other Private Resources</td>
<td>1,361,469</td>
<td>1.9%</td>
</tr>
<tr>
<td>Private Grants and Resources*</td>
<td>1,900,384</td>
<td>2.6%</td>
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<tr>
<td>Net Assets Released from</td>
<td>9,338,284</td>
<td>12.8%</td>
</tr>
<tr>
<td>Restriction for Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Services</td>
<td>2,736,120</td>
<td>3.8%</td>
</tr>
<tr>
<td>Government Grants and Resources*</td>
<td>6,335,706</td>
<td>8.7%</td>
</tr>
<tr>
<td>Other Non-operating Resources</td>
<td>6,932,389</td>
<td>9.5%</td>
</tr>
<tr>
<td>Unrestricted Contributions*</td>
<td>3,401,388</td>
<td>4.7%</td>
</tr>
<tr>
<td>Income from Outside Trusts*</td>
<td>429,660</td>
<td>0.6%</td>
</tr>
<tr>
<td>Total</td>
<td>72,728,076</td>
<td>100%</td>
</tr>
</tbody>
</table>

Net assets for the fiscal year ending June 30, 2016 were $315,502,411.

* Perkins School for the Blind raised $12,795,150 for current programs. The total raised funds is indicated on page 20. Additional funds are allocated for future initiatives.

Expenditures

<table>
<thead>
<tr>
<th>Resource</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Programs</td>
<td>33,735,225</td>
<td>46.4%</td>
</tr>
<tr>
<td>Community Programs</td>
<td>7,809,828</td>
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<tr>
<td>National Programs</td>
<td>3,119,797</td>
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<tr>
<td>World Programs</td>
<td>4,734,899</td>
<td>6.5%</td>
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<tr>
<td>Perkins Solutions</td>
<td>8,995,263</td>
<td>12.4%</td>
</tr>
<tr>
<td>Administration</td>
<td>9,490,583</td>
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<tr>
<td>Administration Occupancy</td>
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</tr>
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<td>Fundraising</td>
<td>4,418,405</td>
<td>6.1%</td>
</tr>
<tr>
<td>Total</td>
<td>72,728,076</td>
<td>100%</td>
</tr>
</tbody>
</table>

The Annual Report presents Perkins School for the Blind’s FY2016 resources used to cover operating and program expenses for FY2016. Perkins School for the Blind saw a decrease in non-operating net assets of $16,549,166 that includes restricted gifts and legacies, restricted and unrestricted investment income, net of restricted and unrestricted realized and unrealized losses.
Every minute of every day, Perkins School for the Blind is making a difference.

On our campus, a teacher shows a Secondary Program student how to use a Braille Sense notetaker to write a paper for his history class. In a public school, a Perkins orientation and mobility instructor teaches a youngster how to use her white cane to navigate to a classroom. A few towns away, a mom with low vision reads “Bunny Cakes” to her kids, a book she borrowed from the Perkins Library.

In a Boston suburb, a woman uses the BlindWays app to commute to her job as a customer service representative. At a Midwestern high school, a 16-year-old is inspired by BlindNewWorld to invite a student who is blind to join him and his friends for lunch. In Argentina, a teacher trained by Perkins International shows parents different ways to communicate with their toddler who is deafblind.

This collection of moments adds up to a lifetime of opportunities for children and young adults who are blind. But none would be possible without the individuals, foundations and businesses that support our programs and initiatives. We thank them for helping us build a better tomorrow for children and adults who are blind, deafblind and visually impaired, including many with additional disabilities. These donors’ generous contributions during fiscal year 2016 totaled $13,722,498.

In the pages that follow, we acknowledge all those who contributed $500 or more in pledges, payments and gifts. We are deeply grateful – every minute of every day – for their unwavering support, dedication and leadership.

Individuals

It takes just one person to change the life of a child who is blind. That’s why we’re so thankful to the individuals listed below. Each one is helping our students realize their dreams – whether it’s working as a scientist, competing in a track meet or volunteering at an animal shelter. Thank you also to our Partners in Possibility for their unrestricted gifts of $1,000 or more. Their crucial support helps our students create their own futures full of possibility.

$100,000–$999,999
Anonymous (1)
Mr. Vijay Vishwanath
Mr. and Mrs. Nainoor C. Thakore
Karp Family Foundation
Mr. and Mrs. Nairn C. Thakore
Mr. Vijay Vishwanath

$50,000–$99,999
Anonymous (1)
Claudia and Kevin Bright
Ms. Amanda B. Cross
Monal and Abdul N. Jomaa
Karp Family Foundation
Mr. and Mrs. Nairn C. Thakore
Mr. Vijay Vishwanath

$25,000–$49,999
Deborah and Steve Barnes
Andrea and Erik Brooks

Barbara and Fred Clifford
Cogan Family Foundation
Wilderness Point Foundation
Abbie and Tim Dutterer
John W. Henry Family Foundation
Barbara and Amos Hostetter
Triumvirate Environmental Inc.
Vaithehi Muttulingam and Bala Cumaresan
Kim and Greg Pappas
Lisa and Paul Perrault
Katherine Chapman Stemberg
Mr. and Mrs. Ted Winston

$10,000–$24,999
Anonymous (4)
Mr. and Mrs. William Alford
Stephanie C. Andrews and Marc A. White, Jr.
Ms. Evelyne Balbani
Lynn and John C. Bogle, Jr.
Mr. Gene Callahan
Deborah and Dick Carlson
Mary Casey and Mark Caplan
Mr. Alfred D. Chandler
Fay M. Chandler* (1)
Ms. Jane M. Clair
Stephanie and John Connaughton
Cecilia and Eduardo Cordro
Mr. and Mrs. Albert M. Creighton, Jr.
Mr. and Mrs. Stephen C. Demirjian
Linda and Tom DiBenedetto
Susan and John Doran
Mr. and Mrs. William J. Edwards
Mr. and Mrs. Vadim Gluzman
Ms. Beverly M. Hall
Mike and Sue Hazard
Mr. and Mrs. Robert J. Kanorovich
Philip Ladd and Elaine Fiske
Angela and William Lowell
Mr. and Mrs. Richard J. Malnight
Mr. Carl J. Martignetti
Elena and Tom Matlack
Bill McPadden and Andrea Bloch
Mr. Paul Mustone
Judy and Steve Packula
Jerry Perl
Helene and Dave Power
Laura and Geoff Rehnert
Howard and Robin Reisman

$5,000–$9,999
Anonymous (3)
Bill McPadden and Andrea Bloch
Ms. Beverly M. Hall
Mr. and Mrs. Mark P. Davis
The Fischman Family
Dr. Steven R. Flier and Mrs. Carol Efron-Flier
Catherine and Ted Billines
Mr. and Mrs. Albert M. Creighton, Jr.
Mr. and Mrs. Polly A. Davis
Mr. and Mrs. Peter C. Aldrich
Anonymous (3)

$1,000–$4,999
Mr. and Mrs. Paul C. Aldrich
Mr. and Mrs. Richard J. Alford
Mr. and Mrs. William Albright
Ms. Amanda B. Cross
Claudia and Kevin Bright
Dr. Steven R. Flier and Mrs. Carol Efron-Flier
Ms. Roberta C. Flier
Mr. John Gurd and Nathalie Warren
Mr. and Mrs. Peter C. Aldrich
Mr. and Mrs. Richard J. Alford
Mr. and Mrs. William Albright
Ms. Amanda B. Cross
Claudia and Kevin Bright
Anonymous (3)

$500–$999
Mrs. Mary Jane Restuccia
Mr. Karl D. Riemer
Mrs. Louise C. Riemer
Ms. Patricia Saunders
Ms. Barbara Skofield
Jill and Michael Stansky
Joanna and Nigel Travis
Evelyn and Michael Treacy
Antonia and Fred von Gottberg
Natalie and Bill Whelan

$250–$499
Anonymous (5)
Mrs. Stanley C. O’Doherty
Mr. and Mrs. Robert J. Korandovich
Mr. and Mrs. Vadim Gluzman
Ms. Beverly M. Hall
Mr. and Mrs. Mark P. Davis
The Fischman Family
Dr. Steven R. Flier and Mrs. Carol Efron-Flier
Catherine and Ted Billines
Mr. and Mrs. Albert M. Creighton, Jr.
Mr. and Mrs. Polly A. Davis
Mr. and Mrs. Peter C. Aldrich
Anonymous (3)

$100–$249
Mr. and Mrs. Paul C. Aldrich
Mr. and Mrs. Richard J. Alford
Mr. and Mrs. William Albright
Ms. Amanda B. Cross
Claudia and Kevin Bright
Anonymous (3)

$50–$99
Mr. and Mrs. Paul C. Aldrich
Mr. and Mrs. Richard J. Alford
Mr. and Mrs. William Albright
Ms. Amanda B. Cross
Claudia and Kevin Bright
Anonymous (3)

Note: Bold print in all lists recognizes five years of consecutive giving at any level.
Mr. and Mrs. Jeremiah A. Shafir
Kathy and Kevin Sheehan
Mr. Gregory D. Sheldon
Mr. Gary E. Silacci, Jr.
Ms. Leslie Crane Stevin
Mr. John A. Amory
Mr. B. Prestley Smith Jr.
Mr. and Mrs. Gregory Smith
Mr. William C. Spears and
Mrs. Robin G. MacIlroy
Mr. Edward L. Steinberg
Mr. and Mrs. Edward R. Stockwell
Mrs. Lucy B. Stroock
Tina Sutton and John Carroll
Ms. Agnes K. Tam
Mr. and Mrs. Josef Volman
Mr. and Mrs. C. Jerome Underwood
Mr. Daniel T. Tonelli
Mrs. Anne Perry Todd
Mr. and Mrs. William N. Thorndike, Jr.
Mr. Edmund Thompson
Joyce W. Thompson Trust*
Mr. and Mrs. William A. Thorndike
Mr. and Mrs. William N. Thorndike, Jr.
Mr. Anne Perry Todd
Kate Todd
Mr. Daniel T. Tonelli
Mr. and Mrs. C. Jerome Underwood
Mrs. Jean Verbande and
Mr. John A. Amory
Mr. and Mrs. Josef Volman
Mr. Charles E. Wallis
Ms. Nancy Watters
Mr. Paul J. Welch
Mr. and Mrs. Robert E. Wells, Jr.
Ms. Ellen Westheimer
Mrs. Katherine Wetzel
Natalie and Bill Whelan
Ralph B. and Margaret C. Williams Fund
Ms. Marianne Nenno Winship
Mr. Nathaniel Winship
Ms. Mary H. Winslow
Mr. and Dr. Erik R. Witkowski
Mr. Melvin B. Wolzinger
Mr. and Mrs. Walter Zagroboski
Fiamma Zamori
Mr. and Mrs. Peter B. Zimmerman
$500–$999
Anonymous (10)

Lynne and David Adamian
Mr. and Mrs. Aron J. Ain
Mr. and Mrs. John S. Arriasian
Ms. Carolyn Aresby
Mr. John A. Amory
Mr. Thornton Ash
Mr. and Mrs. Neale Attenborough
Mr. and Mrs. Charles K. Austin
Mr. Robert C. Bailey
Mr. Edward C. Baker
Dr. and Mrs. Ross J. Baldessarini, M.D.
Mr. and Mrs. Victor N. Baltera
Mr. Bruce A. Bauman and
Ms. Denise D. Selden
Mr. Scott Bennett
Mrs. Donna D. Bent
Ms. Frances H. Bernard
Dr. Payal Bhan
Kim and Mark Biglow
Mr. Leo A. Birch
Mr. and Mrs. Timothy Blanche
Sabrina Bluestone
Mr. Prasad Bonela
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The challenge of blindness is bigger than Perkins. Fortunately, corporations, foundations, organizations and government agencies are eager to pitch in and help. Their unrestricted gifts, support and on-the-ground collaborative efforts help us develop new and better ways to educate and empower children who are blind. We thank them, along with our implementing partners, for standing side-by-side with Perkins and the children we serve.

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Whether they’re greeting tourists on one of Boston’s Harbor Islands or watering plants at a local grocery store, Perkins students appreciate the opportunity to put their skills to work in the real world. Thank you to all the local businesses, nonprofit organizations and government agencies that gave our students these kinds of crucial job experiences. We also thank members of the Perkins-Business Partnership, who are finding new ways to open the job market to more people who are blind or visually impaired. Their commitment to breaking employment barriers increases opportunities for our students as they prepare for the rest of their lives.

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Perkins Possibilities Gala

The Perkins Possibilities Gala is always fun, but the 2016 Gala was historic. More than 500 guests heard the first public announcement of BlindNewWorld—a bold social change campaign designed to shatter the world’s misconceptions about people who are blind. The energy and excitement continued through the rest of the evening. Guests applauded the Perkins students who hosted the event with such charm and humor, danced to hits by the R&B group Tavares and enjoyed the Perkins Chorus’ memorable medley of Beatles songs. They also contributed $1.1 million to support programs that help children with visual impairments learn and thrive. Thank you to everyone who made the Gala such a historic success.

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A Perkins Brailler. An iPad. A computer with text-to-speech software. These are just a few of the devices that help children who are blind learn, communicate and live more independently. This year’s Technology Challenge raised $170,000 to help purchase assistive and adaptive equipment for Perkins students. Thank you to everyone who contributed. You’re providing cutting-edge technology that will help our students succeed in the classroom and beyond.

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A financial gift isn’t the only way to make a difference. Perkins couldn’t offer so many educational opportunities for students with visual impairments without generous in-kind donations of goods and services – ranging from delicious culinary treats for our charity events to field trip opportunities for our students. These gifts from individuals, companies and organizations help keep our costs down and strengthen our programs. Special thanks to our Gala in-kind donors, who helped create a dazzling evening for the entire Perkins community.

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Roni Boyles

2015 Taste of Perkins

Putting on a blindfold can reveal so much. For 300 guests at the 2015 Taste of Perkins, it strengthened the impact of flavors and scents as they sampled gourmet delicacies and fine wine without the benefit of vision. When guests removed their blindfolds, they enjoyed the evening with all their senses – from lively musical performances by Perkins students to revelatory experiences at our Sensory Explorations Stations. Thank you to everyone who made the evening such a sensory success, and helped raise $120,000 for Perkins’ programs.

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Beth Mendel
Kate O’Donnell
Mary Renner
Oko Russo
Lisa Shapiro and David DeFilippo
Jonathan Soroff

*Decreased
2016 Marathon Team
The most important number for Perkins’ Boston Marathon© team wasn’t 26.2 miles – it was $25,000. That’s how much three determined runners raised to support Perkins’ educational programs. We’re grateful to them, because every mile they ran and dollar they raised helped children who are blind build better lives. Thanks also to their friends and family members who supported the team with contributions, encouragement and cheers.

Eric Ferreira
Joseph Metzger
Dan O’Neil

Blindfold Challenge Runners
They felt the breeze on their faces and the thump of their sneakers hitting the pavement. They heard shouts of encouragement from the sidelines. But what they couldn’t do was see the race course ahead of them – because these eight runners were taking part in the Blindfold Challenge. With sighted guides to lead them, they ran five kilometers in downtown Boston while raising $9,000 for children and young adults who are blind. To the runners and guides who took on this challenge, thank you.

Kristin Carlson
Julie DeLillo
Tamara Doyle
Jessica Erlich
Dulce Goncalves
Nicholas Keller
Cynthia LeBlanc
Michael L Leopard
Kelly McKenna
Peter McKenna
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Derek Phripp
Karen Stackow

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Matching Gift Program

Thomas H. Perkins Legacy Society
How can we continue to serve students for generations to come? Through today’s legacy gifts that invest in tomorrow’s possibilities. These donors have designated Perkins as the beneficiary of a will, trust, retirement plan, life insurance policy or another deferred giving arrangement. Thank you for your thoughtful planning and generosity. The opportunities we create for children and young adults who are blind wouldn’t be possible without your enduring support.

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Larry and Lois Ruttman

Why include Perkins School for the Blind in your will? For Larry and Lois Ruttman of Brookline, Massachusetts, the answer is a desire to make a difference in children’s lives today and for years to come.

Larry, a retired lawyer and now an author, calls Lois “the soul of generosity.” He credits her encouragement for creating The Larry Ruttman and Lois Ruttman Endowed Gift Fund with a generous gift specified in their will.

Because the Ruttmans have a passion for music and literature, they requested that their gift be divided equally between the Perkins Library and the school’s music program.

“There’s so much great work going on at Perkins,” Larry says. “But the Library is a tremendous resource for everyone in our community with blindness or visual impairment. And for me, it’s common sense that music is important to children’s education, as well as to fulfilling lives. That’s why we wanted to leave something behind that will help Perkins students.”

We are grateful for the Ruttmans’ commitment to our educational mission, and proud to be included in their legacy of caring.
We strive to ensure the accuracy of donor gift information. If there is an error in the listing of your gift, please contact Kathy Sheehan at 617-972-7876 or Kathy.Sheehan@Perkins.org.

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The Perkins School for the Blind mission is to prepare children and young adults who are blind, deafblind or visually impaired, including those who have additional disabilities, with the education, confidence and skills they need to realize their potential.

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Established in 1829 as the nation’s first school for the blind, Perkins today impacts the lives of children and young adults who are blind, deafblind or visually impaired with additional disabilities, as well as educators, professionals and caregivers. Our reach extends across the nation and to 67 countries worldwide. The school is an accredited member of the New England Association of Schools and Colleges. It is licensed by the Massachusetts Department of Elementary and Secondary Education and by the Department of Early Education and Care. Perkins does not discriminate on the basis of race, color, religion, gender, national or ethnic origin, disability, age or sexual orientation.