

2016 ANNUAL REPORT

**LEARNING
RIGHTS**
LAW CENTER



... AND EDUCATIONAL
JUSTICE FOR ALL

Cover page: *Dubious*, artwork by Yvette Mangual, recipient of Learning Rights Law Center's *Justice Through Arts and Media Award 2017*.

This page (from left to right): Inés Kuperschmit, Co-Executive Director and Co-Founder, Lily Corzo, Board Chair, and Janeen Steel, Co-Executive Director and Co-Founder. Photo by Azra Variscic.



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DEAR FRIENDS OF LEARNING RIGHTS LAW CENTER,

Since opening our doors back in 2005, we have been fighting to ensure that all students who are denied equitable access to a public school education receive the support and services they need to thrive in school. The students we serve have been discriminated against due to their disabilities, sexual orientation, life-long and life-threatening illnesses, race, ethnicity, or because of their status in the juvenile justice and foster care systems. While each Learning Rights program tackles a different set of initiatives and challenges, they all share one core value: that all children deserve educational justice. In the pages to come, you'll see how this vital core value positively impacts our work in our community.

This past year, Learning Rights' advocacy resulted in thousands of hours of compensatory education and therapies – and more than \$2.7 million worth of free services – being awarded to low-income students. Your investment in our mission directly touches lives. You helped John, who has autism, get speech therapy – something his school refused to provide until we intervened. Because of you, Monica, a vibrant 15-year old who suffered from depression, received access to the specialized mental health services needed to help her excel at school. Together, we empowered Mayra to advocate on behalf of her son, Bryan, who has a mild developmental disorder, speech delays, Central Auditory Processing Disorder and ADHD. Please read more about John, on page 6, Monica 8, and Mayra on page 10.

We at Learning Rights believe that delivering data-driven, tangible outcomes is what our supporters deserve before offering to invest in our mission. To that end, we are happy to report that last year, we attended more than 100 community events and fairs, outreaching to more than 18,000 low-income students, their families, and community stakeholders; we helped more than 1,800 parents and children via the TIGER Program and more than 2,000 through our Education Rights Clinics. In addition, we have expanded TIGER's reach by placing the entire training online, through our e-TIGER Project. We could not have done any of this without your help.

Thanks to your support, Learning Rights Law Center has made a real, measurable difference in the lives of disadvantaged students and their families throughout Southern California. And that's the most important metric of all.

Lily Corzo
Board Chair

Inés Kuperschmit
Co-Executive Director
& Co-Founder

Janeen Steel
Co-Executive Director
& Co-Founder

WHO WE ARE

MISSION

Learning Rights Law Center seeks to achieve education equity for low income and disadvantaged students in the public education system in Southern California. We change the lives of at risk students who have disabilities, face discrimination or are involved in the foster or juvenile justice systems by providing free legal services, education advocacy, and community training.

VISION

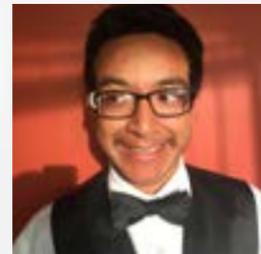
We believe that every child has a right to learn. Since 2005, Learning Rights Law Center has been promoting and protecting the individual right to education for children in Southern California. The focus of our direct legal representation and education advocacy is to get low income and disadvantaged children the education services and support they need to succeed in school. The purpose of our education training and community outreach programs is to empower families and provide a basis for true grassroots education reform. Our vision is a world in which all children may pursue a meaningful and equitable education that provides them with a brighter future and the means to become successful adults.

Zhyez, Learning Rights' client, pictured here with his parents. Photo by David Hinden.

PROGRAMS ADVANCING EDUCATIONAL JUSTICE



Suaya, TIGER parent, hugs her son.
Photo by David Hinden.



Learning Rights employs **CIVIL RIGHTS LITIGATION** as a strategy when issues are systemic or cannot be solved locally.

U.S. Federal Courthouse, Los Angeles.
Photo by Inés Kuperschmit.

Learning Rights' **OUTREACH** activities connect families of students with educational challenges to the necessary programs and services. In 2016, we attended more than 100 community fairs and events, reaching 18,837 individuals, students, parents and stakeholders throughout Southern California.

Southwestern Law School Public Interest Day, November 20, 2016.
Photo by Alannah Delgado.

Learning Rights' chief training and organizing program - **TIGER** (Training Individuals for Grassroots Education Reform) - is a year-long program that helps low-income parents and other caretakers advocate for their children with disabilities, while also bringing about social change within the education system. Last year, we helped more than 1,800 students and family members through this award-winning program.

Beginning TIGER graduates, Loyola Marymount University, December 3, 2016.
Photo by Azra Variscic.

Through **EDUCATION RIGHTS CLINICS**, Learning Rights counsels and advises parents and develops individualized action plans that parents can use to address their child's education issues. Last year, we helped 2,116 low-income parents, children with education-access issues and other family members via this program.

Young students at play, Learning Rights' legal consultation room.
Photo by Inés Kuperschmit.

Through **ADVOCATING FOR CHILDREN WITH AUTISM** program Learning Rights offers counsel, advice and direct representation to students with autism. In 2016, more than 50% of Learning Rights' students had autism.

Learning Rights' client and his mother. Photo by David Hinden.

LAMCE (Los Angeles Medical-Legal Collaborative for Education) is Learning Rights' partnership with Children's Hospital Los Angeles (CHLA). We assist young patients with education-access issues and train health care providers to identify and connect them to the services they need to return to school safely. In 2016, we helped 129 children with life-long and life-threatening illnesses get equal access to a public education.

Dylan and his mother.
Photo by Inés Kuperschmit.

COURT-INVOLVED YOUTH program ensures that youth hailing from the foster-care or juvenile-justice systems are provided with equal access to a public education through advocacy and direct representation. Approximately 10% of the children we represented in 2016 were court-involved.

Sabrina, a former foster youth, smiles for the camera.
Photo by David Hinden.

SCHOOL ACCESS program ensures that children who face discrimination due to language barriers, sexual orientation, gender identity, race, homelessness or other special physical or mental health needs receive equal access to a public education. In 2016, we provided legal consultations and advice to 252 children who did not have adequate access to school-based services.

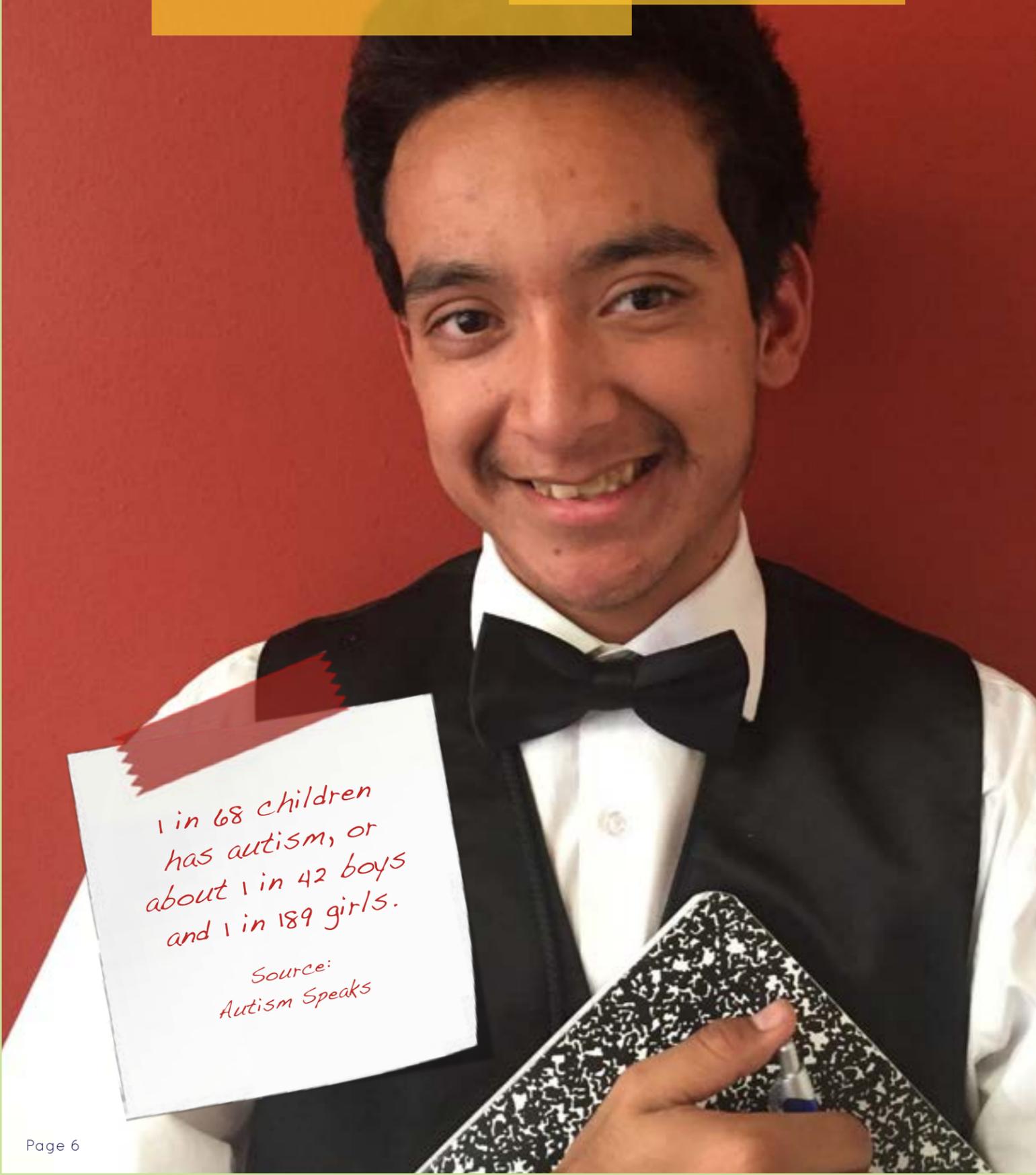
Zhyez and his father, Robert.
Photo by David Hinden.

SPECIAL EDUCATION ADVOCACY helps families enforce their right to directly communicate violations of education law to key school district administrators, or to state and federal government agencies. In 2016, Learning Rights filed a total of 119 Requests for Administrative Hearings resulting in \$2.7 million worth of education services being granted to students.

John smiles for the camera last November.
Photo by Azra Variscic.

Together we reached more than **22,000** low-income students, their families and other stakeholders in 2016!
THANK YOU!

WHO WE SERVE



1 in 68 children
has autism, or
about 1 in 42 boys
and 1 in 189 girls.

Source:
Autism Speaks

HELLO
my name is

John

Ever since John could remember, he has either been homeless or staying in group homes. He told us how this has not been easy for him: "You would think living in group homes, with so many of other children around me, would not make you feel lonely, but you're wrong. I missed my mom and my family. I missed someone to talk to. To ease my sadness, I would ride trains a lot, sometimes all night long. Riding trains helped me not feel so lonely."

When John was 12, he was diagnosed with keratoconus and amblyopia. Keratoconus is a degenerative condition affecting the corneas. John has to wear specialized contact lenses - glasses won't work to address the condition. His sight is further reduced by amblyopia which blurs objects in front of him. The doctor said that his vision will get worse and that there is a good chance that he will go blind in the future.

John was also diagnosed with autism late in life. Unfortunately, the school district never assessed his needs and abilities properly (something they were supposed to do by law). While most children will receive an autism diagnosis by the time they are three-years-old, low-income children are sometimes not diagnosed until they are six - even though an early diagnosis and early intervention can be life-changing. John was not diagnosed until he was 12! This type of neglect translated into years of lost opportunities in John's life where the right services would have made a whole world of difference.

As John got older and entered high school, his mom started to worry about his future. He was going blind; he had no friends; he had an untreated mental health problem and he was failing many of his classes. She worried that he would not be able to have a job and support himself one day unless he got help. Due to his disabilities, John was entitled to several services that his school was supposed to provide by law. John's mother asked for these services but her pleas went ignored. In 2015, she found out about Learning Rights from one of the women who attended the church where she and John lived. (The church let them park their mobile camper in its parking lot for months at a time.) The woman attended one of Learning Rights' training programs - TIGER - and she encouraged John's mom

John, photo by Azra Variscic.

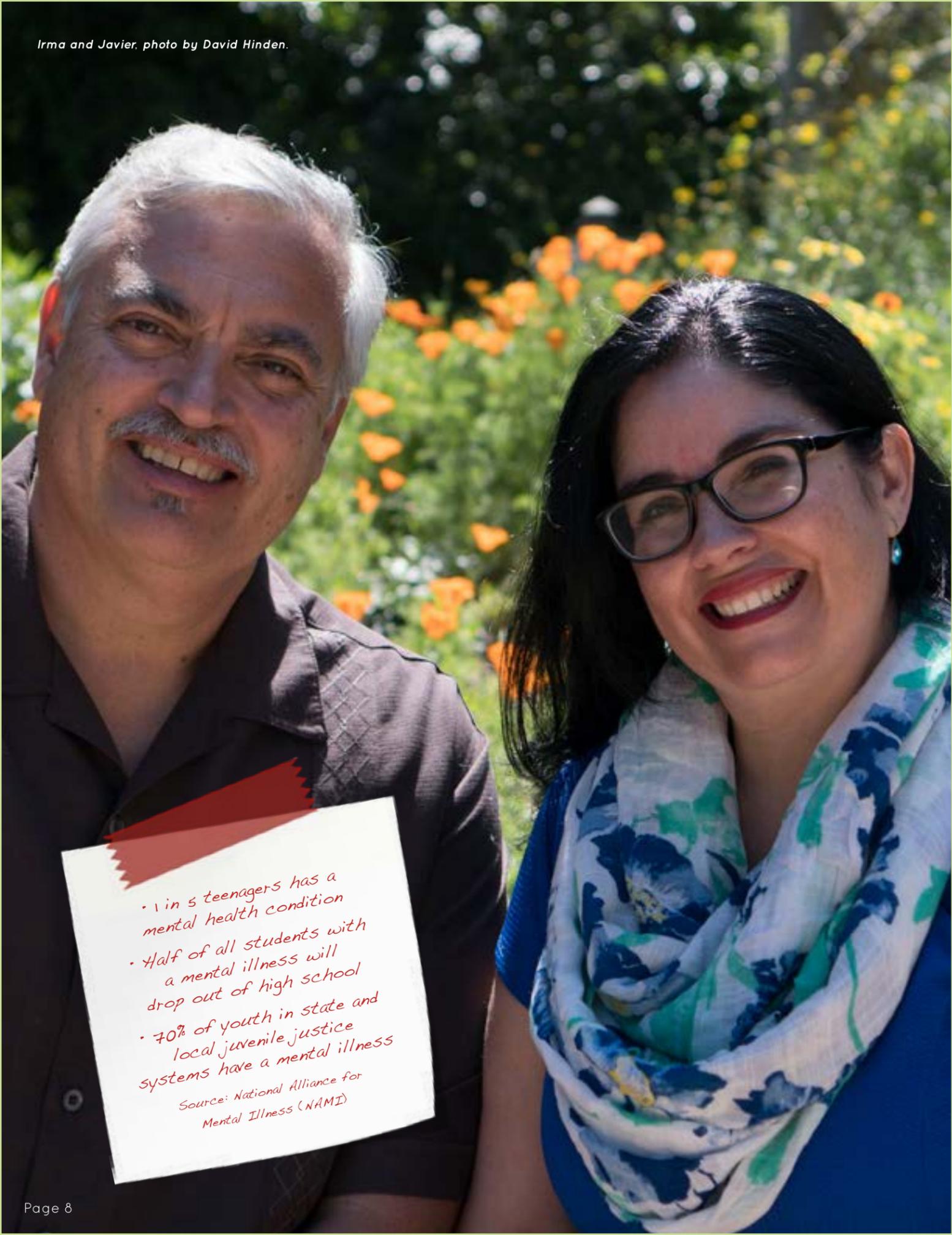
to turn to Learning Rights for help. This is when John's transformation started to take place.

After Learning Rights advocated on John's behalf, he received the services his mother was unable to get for him previously, including a placement in a new school. Learning Rights was also able to get John a long white cane, a cane orientation and mobility training and compensatory braille classes. Braille classes and cane training have helped John navigate his keratoconus, which is increasingly taking over his sight. Moreover, John also receives behavioral and mental health therapy, which are helping him improve his communications skills. Improved communications skills have helped John get better grades in school and make new friends.

John tells us about how Learning Rights transformed his life: "Learning Rights advocated fiercely for me. I learned I had rights - the right to a therapist, behavioral services, a cane and cane training - you name it. Soon after that, I was assigned a tutor and a therapist. The tutoring helped get my grades up - I now get B's in math and history. The therapist eases my anxiety and teaches me how to communicate and interact better. The best part? I love my new school! It is no longer a school for only special needs kids and I get to interact with my peers! I also take vocational classes in school. My favorite is the shoemaking class - I really love shoes and would like to design them one day. I made friends in my new school. I now have a girlfriend, Catherine. Learning Rights staff never gave up on me. A throwaway student like me now has a chance to do something with their life! My life is so busy now that I am too tired to even think of riding trains at night anymore.

John
asked
for help,
you
responded!





• 1 in 5 teenagers has a mental health condition
 • Half of all students with a mental illness will drop out of high school
 • 70% of youth in state and local juvenile justice systems have a mental illness
 Source: National Alliance for Mental Illness (NAMI)

HELLO
our names are
Javier, Irma and Monica

By the time Monica, 15, was ten years-old she was diagnosed with anxiety disorder, depression, as well as auditory processing disorders. When Monica's anxiety and depression started affecting her education, her parents, Irma and Javier, were at a complete loss as to how to help their daughter receive an equitable public education and the school-related mental health services she desperately needed. The doctors and therapists who treated Monica recommended weekly counseling and a structured school-based program. Irma and Javier followed this recommendation, asking their charter school officials to help provide some of the counseling and school-based mental health services.

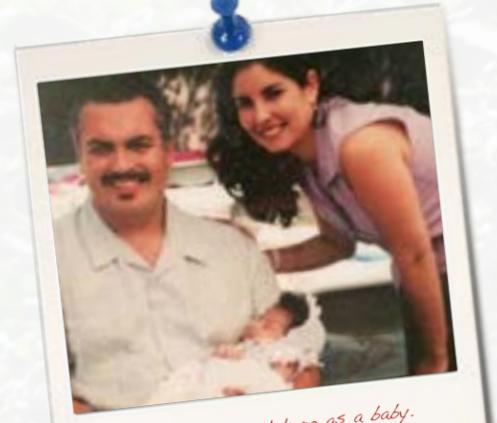
Even though they were required under federal law to provide these services, Monica's school outright refused many of the services that the doctors recommended and even reduced a number of services they had previously offered. For example, they offered a mere 30-minutes of counseling per month - a fraction of the 60-minute of counseling per week her team said Monica needed. As a result of the school's refusal to provide these services, Monica's condition worsened and the charter school ultimately exited her from special education, leaving her without any support. By the time she reached 13, Monica's anxiety and depression became so acute she experienced a total breakdown. When Javier attended school meetings, he would bring a framed photo of his daughter with him and place it on the table to remind everyone that it was a young girl they were talking about. Yet, the school continued to refuse to offer adequate services and education to Monica. Monica stopped attending school all together.

Once Learning Rights advocated on Monica's behalf, she was found newly eligible for special education, including the right behavioral therapist - one who actually specialized in treating children with auditory processing issues, anxiety, and depression. This therapist knew, for example, to try introducing animals as form of therapy for Monica's unique needs when interacting with her. Irma likes to say that what "saved Monica" was the friendship she developed with these animals: two guinea pigs named Gunther and Oswald, and two cats named Olive and Blue. Working with her therapy animals, Monica learned to trust.

Monica is doing well in school today and has found a modified schedule that meets her present needs. She loves reading and writing. Monica's favorite books are *Catcher in the Rye* and *Life of Pi*. She enjoys her film class on Hispanic culture. She converses with her parents on the issues discussed in her class and on her interest in immigrant rights.

The significance of our advocacy efforts for Monica goes beyond helping her access her education. As part of our complaint, Learning Rights requested that Monica's school make systematic changes to their special-education policies and procedures which would help eliminate any future discrimination toward children like Monica. We requested training for teachers and school officials on special-education law and services, mental health, and parent engagement strategies. We also asked that the school provide parent-friendly materials that explain policies and procedures, including special education eligibility, home schooling, independent studies, and a myriad of other services. Additionally, we also requested that the school provide administrator-teacher-parent meetings and designate a point person to manage and improve special education services in Monica's school. Many of the reforms we originally requested are in place today.

Though Monica is still on her educational journey, her parents know that, thanks to Learning Rights, Monica has the proper resources and care she needs to succeed and be happy, not just now, but in the future. Says Irma, "Without Learning Rights, my daughter would not have the services she needs and has a right to, nor would she have made such progress in all the areas identified. Without Learning Rights' advocacy and compassion, Monica would not have reached her current level of progress and achievement."



Monica, pictured here as a baby. Photo, courtesy of Irma and Javier



HELLO
my name is

*Bryan and
Mayra*

Bryan is a 15 year-old student who was discriminated against based on his disabilities. Bryan's mother, Mayra, unsuccessfully tried for over ten years to get his school district to provide adequate services for Bryan - such as speech and behavioral therapy. She was told that her child did not have potential and that he could not be educated. Rather than providing the appropriate services to help alleviate the issues associated with Bryan's disabilities, which include a mild developmental disorder, speech delays, Central Auditory Processing Disorder and ADHD, the school officials neglected Bryan altogether. The teachers often let him sleep in the class and when Bryan was awake, the same teachers would send him to shadow the school janitor "to ensure the janitor was doing his job." When Myra complained in Bryan's IEP's (an IEP, or Individualized Education Program, is a written statement of the educational program designed to meet a child's individual needs), school officials threatened to move Bryan into the class for students with severe disabilities. Most of the children with severe disabilities cannot move on their own, nor can they speak or feed themselves. Mayra knew that those classes would be completely inadequate and inappropriate for Bryan and decided to seek help.

Through Learning Rights' TIGER (Training Individuals for Grassroots Education Reform) classes, Mayra learned about Bryan's rights and about the proper way to request services to help improve his learning environment. She began to understand the workings of the special education system, and how to communicate with school administrators. As a result of the training she received in her TIGER classes, Mayra was able to successfully advocate on behalf of her son. Bryan is now in an appropriate classroom, with adequate supports and services. As a result of

Mayra's efforts, Bryan is receiving counseling, occupational therapy, speech therapy and behavioral therapy. He is also able to utilize the award-winning reading software, Lexia, which helps him read and learn. In addition, he has access to assistive technology to help him communicate. None of those essential services was made available to Bryan until his mother, armed with her TIGER training, learned to advocate on his behalf.

The education services Bryan now receives have done wonders: his self-esteem is very high and he is confident in his learning abilities. Mayra likes to point out that just a few years ago, Bryan had very low expectations of himself. Recently however, Bryan has expressed an interest in computer programming and mechanics, and thinks this is something he would like to study in college.

Mayra is thankful for our TIGER program: "Bryan started blooming. He is enjoying learning. Learning Rights and the TIGER program gave me the knowledge and confidence to request and receive the educational services my son needed to better succeed in school and in life. Knowing that I have an expert who can support me if I have a question, or guide me if I'm not sure if I'm doing the right things, really changes the game. Thanks to Learning Rights, I have IEP's without tears."

TIGER parents spend at least 20 hours per week advocating for their child with education-access issues.

Mayra and Bryan. Photo by David Hinden.

EDUCATIONAL JUSTICE ACHIEVEMENTS

In 2016, Learning Rights' advocacy resulted in thousands of hours of compensatory education services and therapies - and more than

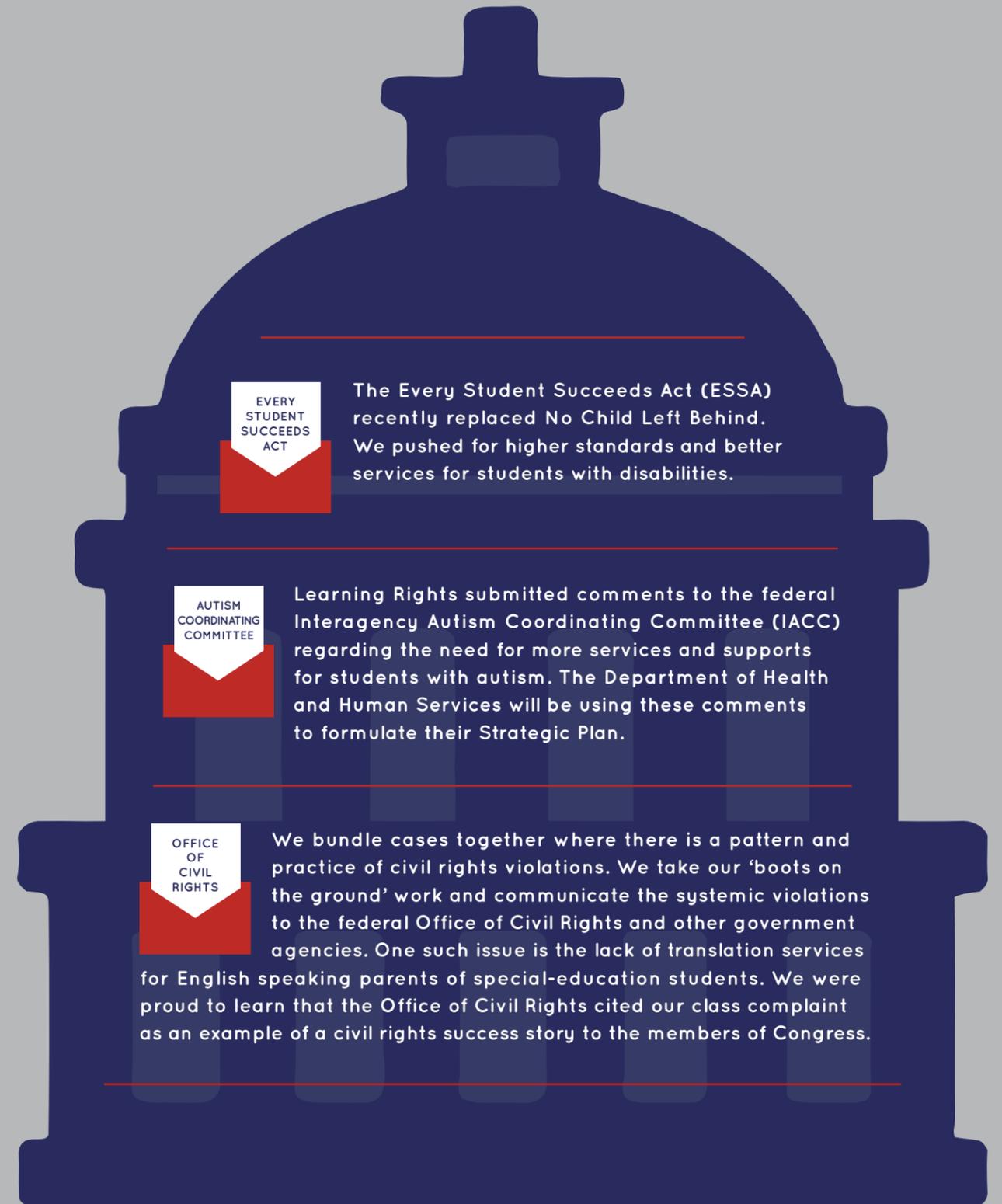
\$2.7 MILLION

worth of free services - being awarded to low-income and disabled students.



Systemic Justice Achievements

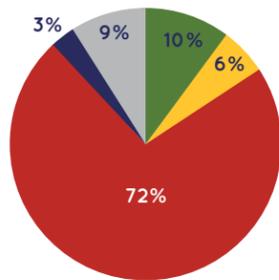
Learning Rights Law Center believes that no matter who you are or where you live, you have the right to educational equity. In 2016, we worked tirelessly to change lives through education advocacy.



Learning Rights Students

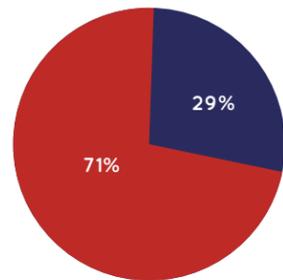
Learning Rights includes among its constituents the students (birth through age 22), as well as parents or other family members, service providers, educators and legal professionals who impact the lives of these young people.

LEARNING RIGHTS STUDENT ETHNICITY 2016



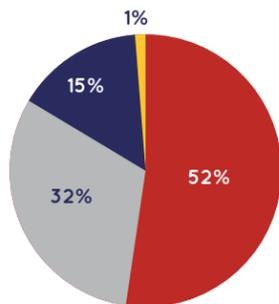
■ African-American ■ Caucasian ■ Latino ■ Asian/Pacific Islander ■ Other

LEARNING RIGHTS CLIENT GENDER 2016



■ Male ■ Female

LEARNING RIGHTS STUDENT INCOME LEVEL 2016



■ Below 125% of poverty level ■ 125% - 150% of poverty level ■ 150% - 200% of poverty level ■ 200% - 300% of poverty level

LEARNING RIGHTS STUDENT DISABILITIES 2016

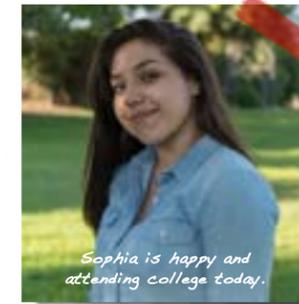
- Autism - 50%
- Orthopedic Impairment - 4%
- Cerebral Palsy - 4%
- Visual Impairment - 4%
- Epilepsy - 7%
- Deaf or Hard of Hearing - 4%
- Learning Disability - 28%
- Speech & Language Disorder - 27%
- Intellectual Disability - 15%
- Emotional Disturbance - 9%
- ADD/ADHD - 20%

*Majority of the clients have one or more disabilities



Where are they now?

THEN & NOW



SOPHIA

We advocated on Sophia's behalf after her high school discriminated against her because she has epilepsy. The school not only kicked her out of the competitive jazz choir - which Sophia loved being part of so much - but they also failed to provide accommodations for her medical issue. The anxiety resulting from the discrimination and negligence committed by her school caused Sophia's grades, and her health, to worsen. After Learning Rights got involved, Sophia's grades and well-being improved greatly! Today, she is in college and enjoying every minute of it.

THEN & NOW



HECTOR

Hector has Duchenne's muscular dystrophy and uses a wheelchair to get around. School officials mistook his physical disability for a lower cognitive level and placed him in segregated special education classes. After Learning Rights advocated on his behalf in 2006, when he was sixteen years old, Hector was placed in general education classes for the first time in his life. Hector is set to graduate from a 4-year college next year and even ran for its student body president!

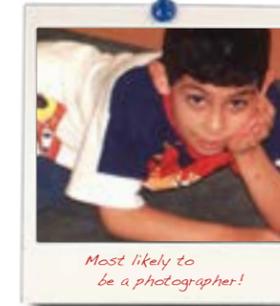
THEN & NOW



ISABELLA

While Isabella, now 12, has a physical disability - she uses crutches to move around due to Cerebral Palsy - her mental capabilities are equivalent to children in general education. However, despite her mother's pleas for Isabella to join her classmates in general education back in first grade, the school refused. Learning Rights advocated on Isabella's behalf and today she is fully included in general education. Having listened to her mother advocate for Isabella's educational rights throughout the years, Isabella recently advocated for herself at her own IEP (Individual Education Plan) meeting - something that most 12-year olds would likely never do! She succeeded in keeping her general education classes!

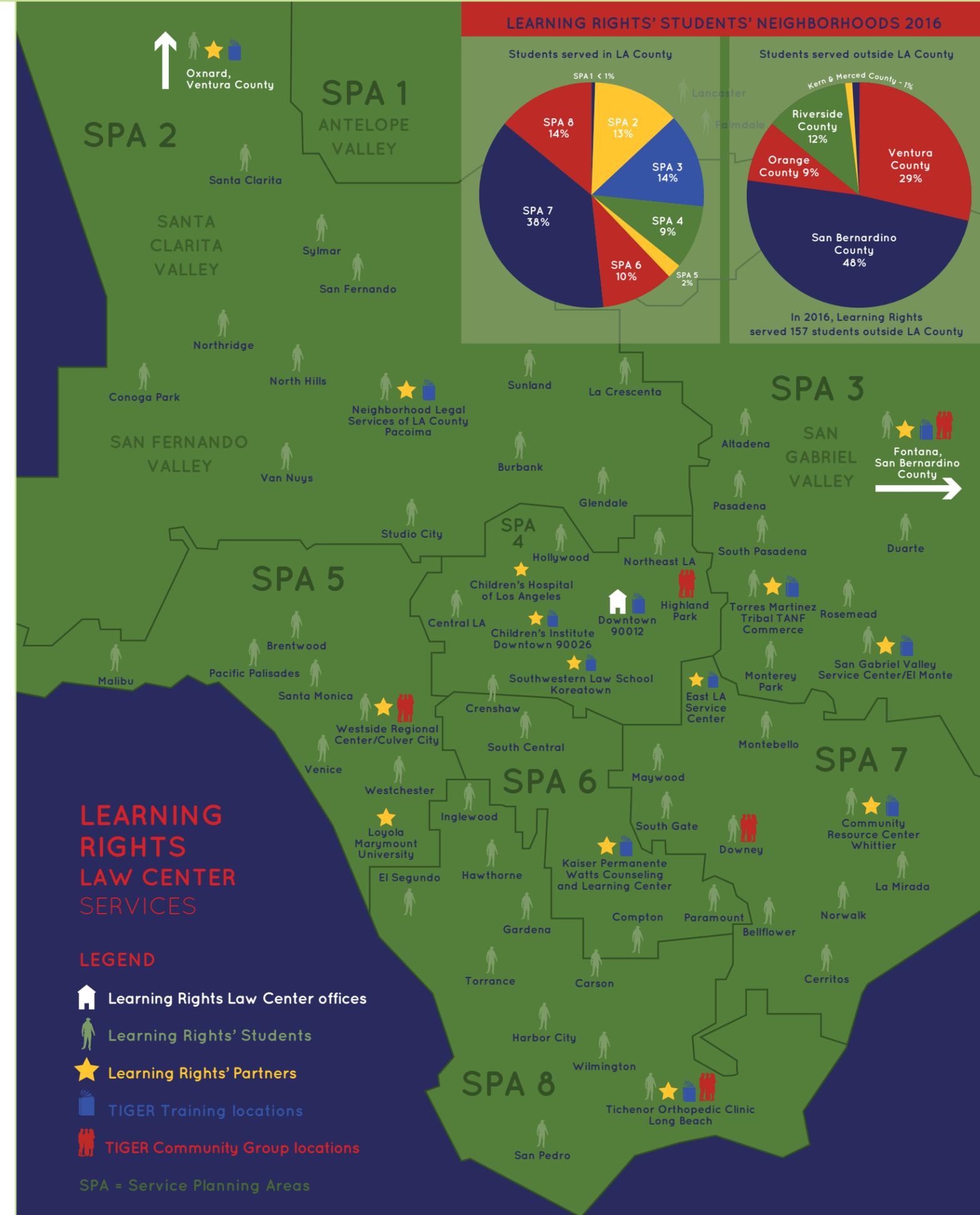
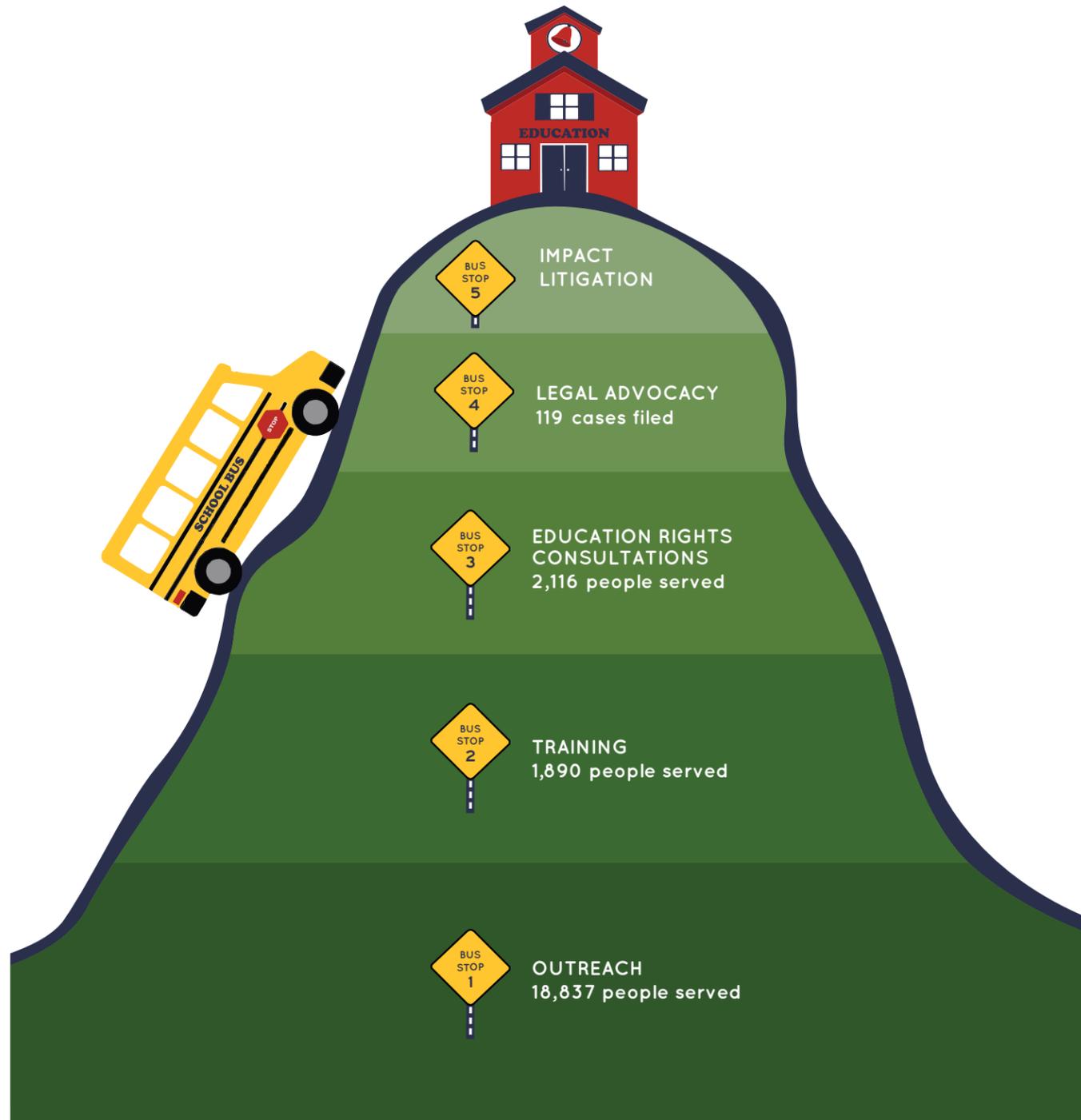
THEN & NOW



EDWARD

Imagine being told: "Don't bother thinking of college. It's just not for you." Believe it or not, this is exactly what Edward, then an eleven-year-old boy, was told eight years ago. Edward's school officials thought that since he had autism, Edward would just "get frustrated and fail" in school. Thankfully, Emma, his mother, knew Edward could succeed if he received the right education and supports. And, guess what? With his mother by his side and Learning Rights' help, Edward has succeeded! Edward, now 19, defied a decade-old prejudice his school had against children with disabilities and got into college. Congratulations, Edward!

The Road to Education Equity 2016



LEARNING RIGHTS LAW CENTER IN THE NEWS

NEWS



CBS WOMAN WHOSE SON HAS SPECIAL - NEEDS PROPOSES NEW CHARTER SCHOOL, MARCH 8, 2016

Learning Rights' Co-Executive Director and Co-Founder, Janeen Steel, commented on equitable access to good public school options for students with disabilities.

California Health FOR NON-ENGLISH SPEAKING FAMILIES, GETTING MENTAL HEALTH HELP AT SCHOOL PROVES ELUSIVE, SEPTEMBER 26, 2016

Learning Rights' Co-Executive Director and Co-Founder, Janeen Steel, talks about the lack of mental health services for non-English speaking families.

VC Reporter CRITICAL MASS | OXNARD SCHOOL DISTRICT HIT WITH MULTIPLE LAWSUITS OVER SPECIAL ED SERVICES, SEPTEMBER 26, 2016

VC Reporter reports on Learning Rights' special education advocacy efforts in Oxnard.

89.3 KPCC HOW TO GET THE BEST EDUCATION FOR YOUR KID WITH SPECIAL NEEDS, OCTOBER 11, 2016

Learning Rights Law Center's Co-Executive Director and Co-Founder, Inés Kuperschmit, gave education-related advice to parents of children with special needs on KPCC.

PUBLICATIONS



SPECIAL EDUCATION TOOLKIT 2016

Learning Rights Law Center published the revised version of the Special Education Toolkit, a publication we utilize in our award-winning TIGER Program classes to teach parents how to better advocate on behalf of their children with education-access issues .

FAILING GRADE: HOW CALIFORNIA SCHOOL DISTRICTS HAVE ABANDONED CHILDREN WITH DISABILITIES

Learning Rights, together with Mental Health Advocacy Services and Western Center on Law & Poverty, have released a white paper about how California's school districts have abandoned children with disabilities. Let's hope we can make some progress in this area!

CALL TO ACTION

Following the release of its *Failing Grade: How California School Districts Have Abandoned Children with Disabilities* publication, Learning Rights called for mental health reform in California's schools.

OUR TEAM

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Community Engagement & Policy
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CAROL JUNG
Los Angeles Medical-Legal
Collaborative for Education Director

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JESSICA TOTH
Contract Attorney

ERIN BURRIS
Special Education Law Fellow

RENEE DUBIE VAN BEEVER
Special Education Law Fellow

JUDITH GARVIN BICKEL
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E. MELISSA RIOS
Paralegal Manager

AZRA VARISCIC
Development Manager

LETICIA MEJIA
Education Rights Clinic Advocate

VILHELMINA (MINA) POPPIUS
Community Engagement &
Volunteer Coordinator

CARMEN REYNAGA
TIGER Coordinator

SERGEI HASENECZ
Legal File Clerk

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Administrative Assistant

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Administrative Support

JOSH MORALES
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Capital Group Charities
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Tania Whiteleather
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Kelly Anderson Bohlinger
Dara Barker
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Terri Dunn
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Jessica Shpall Rosen
Marilynn Spencer
Randi Sunshine
Virginia Victorin
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Foundation Partners
Autism Speaks
Annenberg Foundation
California Community Foundation
Capital Group Charities
The Eisner Foundation
Equal Justice Works
Doug Flutie Jr. Foundation for Autism
The Horowitz Family Foundation
The JL Foundation
John Gogian Family Foundation
Learning Disabilities Foundation of America
Legal Services Trust Fund
The Morrison & Foerster Foundation
Sidney Stern Memorial Trust
Salesforce Foundation
Skadden Fellowship Foundation
S. Mark Taper Foundation
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Law Office of Shawna L Parks
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Skadden, Arps, Slate, Meagher, & Flom LLP
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Manolo, Learning Rights' client, and his brother. Photo by David Hinden.

VOLUNTEERS

LUCIE HINDEN



Thank you to the 129 volunteers who in 2016 contributed more than \$1,000,000 worth of free legal and administrative services to Learning Rights families.

Ten years ago when retired school teacher Lucie Hinden walked through our doors asking to volunteer, we never could have imagined the depth of the impact she'd have at Learning Rights.

Lucky for us, Lucie had heard from her cousin Isabel that Learning Rights was in need of a bilingual volunteer to help with the growing needs of our Education Rights Clinic program. Immediately we knew that Lucie's years teaching and mentoring Beverly Hills High School students - first as a Spanish teacher then as head of the foreign-language department - would prove invaluable in her counseling and advising low-income families.

At the Education Rights Clinics meetings, Lucie first gets to know the student and their parents. She gathers information related to the case and, after the initial meeting, thoroughly evaluates the case with a supervising attorney. From there, she recommends an appropriate course of action, depending on the specific challenges the student faces. These challenges have ranged from a child being refused access to their education because the school is not ready or willing to accommodate their disabilities and medical condition, such as diabetes, cancer, or epilepsy, to children being discriminated against because of their status in foster care or the juvenile justice system. With Lucie's direct help, these students receive improved education and health-related services, providing them a more equitable educational experience - and as a result, a chance at achieving economic self-sufficiency. Thanks to volunteers like Lucie, in 2016 alone, Learning Rights helped more than 500 low-income families through our Education Rights Clinic program.

It does not matter that Lucie is not a lawyer by trade. She has the capability and empathy to understand and synthesize our clients' problems, turning these problems into solutions. She has impacted thousands of lives in the past ten years. She has shown an intrinsic understanding of the students' needs and is an avid listener. Through her capable work and consistent perseverance, she became the heart and soul of the Learning Rights volunteering team. Lucie has contributed greatly to driving the team to accomplish the important work that the organization does today.

So besides being an invaluable Learning Rights volunteer, who is Lucie?

Lucie was born in Buenos Aires, Argentina, moving to the States when she was twelve. She grew up speaking English, Spanish, Italian and French, which came in handy when she moved to Paris in college. While there, Lucie discovered her love of

art, which she has pursued actively after retiring from her teaching job. Today, she exhibits her hauntingly beautiful paintings in a number of Los Angeles-based galleries and has them available for sale through her website - luciehinden.com - with 100% of the proceeds benefitting different organizations that are close to Lucie's heart, including Learning Rights. When she is not in Los Angeles, she and her husband David (who is a dedicated Learning Rights volunteer as well!) make their home in the little medieval Italian town of Paciano in Umbria. The town has only 75 inhabitants and all of them live within the town's medieval walls!

When asked, Lucie recently shared with us: "I love working at Learning Rights. I admire Learning Rights' staff devotion and commitment to the cause of fair and appropriate public education for ALL children. It is apparent every minute that I am there, and it makes me very proud to be part of it. What I especially love about working at Learning Rights is empowering parents who come to our office overwhelmed, and lost in the maze of "IEPs", "Assessments", "FAPE", "RSPs"... the education acronyms that make one's head spin. They arrive tense and worried and leave relieved and feeling that there is something they can do to help their child. It is so much more satisfying to give a parent the confidence and the strength to act than it is to try to solve the problem for them. This is Learning Rights devoted staff's objective: to empower their clients. And it is usually a client that has never had anyone really listen to their concerns about their child's education. Many have been ignored for years. At Learning Rights, they are listened to, they are guided and given the tools they need to feel that they can advocate on behalf of their children."

While our clients value Lucie's passion for justice and dedication, Learning Rights staff value Lucie's integrity and dedication as a public servant - we can count on her at any time, she keeps coming back, and she never misses her client appointments. Lucie has become one of our most indispensable and most committed volunteers. Ten years in, thousands of client intake appointments and countless translations later - Lucie keeps on marching. In addition to their volunteerism, Lucie and her husband donate regularly towards our programs and services. Lucie's continued investment of time, money, and energy in pursuit of helping students and their families, after "retiring" from a distinguished career as an educator, is the true embodiment of the work we do at Learning Rights. She is right by our side as we work to ensure all children have access to a meaningful and equitable education that will provide them with a brighter path in which to learn and the means to become successful adults. Thank you Lucie for all your hard work!

Lucie Hinden. Photo by David Hinden.

LEARNING RIGHTS LAW CENTER FINANCIAL STATEMENT 2016

\$1,613,794 IN REVENUES

FOUNDATION
GRANTS
\$384,647

GOVERNMENT
GRANTS
\$250,130

SPECIAL
EVENTS (NET)
\$112,810

INDIVIDUAL
CONTRIBUTIONS
\$43,347

ATTORNEY
FEES
\$778,797

OTHER/MISCELLANEOUS
INCOME
\$44,063

\$1,551,552 IN EXPENSES

PROGRAMS
\$1,292,610

ADMINISTRATIVE
\$116,482

FUNDRAISING
\$142,460

PROJECT TEAM

Inés Kuperschmit, Project Director

Azra Variscic, Project Manager

Kristen Gara, Project Graphic Designer

Printing, Americas Printers

Photo, this page: Xander, Learning Rights' client,

with his mother, Ruth. Photo by David Hinden.

Back photo, Zion, Learning Rights' client, with his father.

Photo by David Hinden.

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