



A Guide to School Discipline and School Suspension for Youth, Parents, and Caregivers

Office of Children and Family Services, Office of the Ombudsman

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Rensselaer, NY 12144

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The information in this guide is a plain language, general reference tool for students, parents, and guardians. It is not a publication of the New York State Education Department.

Any person facing criminal charges should seek the advice of an attorney. Neither the Office of Children and Family Services, the Office of the Ombudsman, nor an ombudsman is your attorney.

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What Is the Office of the Ombudsman?

The Office of the Ombudsman (OOTO) is part of the Office of Children and Family Services (OCFS). OOTO's role is to help protect the legal rights of youth who are involved in the juvenile justice system.

OOTO is a connection between youth and their placement administration, families, attorneys, and other offices within OCFS. The ombudsmen visit sites regularly to counsel youth, take reports, and provide recommendations. The ombudsmen also take reports from youth, family members, attorneys, site staff, and other concerned parties who contact OOTO through phone calls, letters, or email.

All youth in the custody of the Office of Children and Family Services (OCFS)—meaning youth in placement at an OCFS facility on aftercare in their community or at a child welfare agency—and all youth in detention have access to the OOTO. Youth and their parent or guardian can communicate with an ombudsman almost any time.

How to Contact OOTO

- Call the OOTO Helpline at **1.888.219.9818**.
- OOTO's office hours are from **9 a.m. to 5 p.m., Monday through Friday**.
- If calling the Helpline after 5 p.m. or on weekends, **press 1** to leave a message for OOTO or **press 2** if the call is about police contact. An ombudsman checks the Helpline regularly.
- Email OOTO at **myallies@ocfs.ny.gov**.
- Send a letter to:

**OCFS Office of the Ombudsman
52 Washington Street, 230 North
Rensselaer, NY 12144**

If a youth is **not** in an OCFS facility, make sure to include information about where/how to get back in touch.

Navigating School Suspension

School suspension can be an intimidating and confusing process. This guide can help students and parents/guardians navigate that process and explain a student's rights and responsibilities. For even more detail about the process, students and parents/guardians should contact a free or low-cost attorney. Pages 17-19 of this guide provide a list of resources.

A. What are the School Rules?

When it comes to school suspensions, all schools in New York must follow Education Law § 3214. This law identifies situations under which a student may be suspended and the requirements of the suspension process. It also includes definitions of "violent pupil" and "disruptive pupil" (see page 15 of this guide). The law also includes disciplinary actions for youth who bring firearms to school.

The school rules may regulate student conduct related to school activities, including behavior that occurs:

- *Before and after school*
- *Outside of school hours but while on school property*
- *While traveling on school vehicles*
- *At school sponsored events*

A Code of Conduct often includes rules about:

- *Being late/absent*
- *Property damage*
- *Academic dishonesty*
- *Alcohol and drugs*
- *Weapons and fire starting*
- *Bomb threats*
- *Bullying*
- *Gang activity*
- *Sexual assault*

In keeping with Education Law § 2801, all New York school districts have school rules that are part of a school code of conduct. Students often receive a copy of these rules from school and may receive a copy in the mail at their home. Many school districts also post the code online. If you are a student facing suspension and are uncertain about what the rules are, you and/or your parent or guardian should ask the school for a copy of the rules. You can also ask the school to explain any part that you do not understand.

B. Before a Suspension: Have a Talk

At Home: Youth and a Parent/Guardian

If a student is facing suspension, it is important that the student and parent/guardian talk, in an **open** and **non-judgmental** way, about the charges of misconduct and what led to them. Youth deal with all sorts of challenges, some of which are not obvious, that may have brought about the alleged misbehavior (e.g. bullying, conflict with another youth or teacher, social pressure, or other frustrations and personal issues). Parents/guardians may be the best advocates for a student who is facing suspension. To be effective, the parent/guardian should be aware of what has been or is going on as best they can.



At School: Guidance Counselor

Where possible, a student facing suspension and/or their parent/guardian should reach out to the student's guidance counselor. Guidance counselors work to solve personal, social, and academic problems and can be a valuable resource in figuring out how to handle a potential suspension. They may also be an ally when it comes to working with the school to offer alternatives to suspension, such as counseling, mentoring, peer mediation, school-based youth court, or school or community service where the school has these options.

C. Who Can Suspend a Student and When?

Depending on what kind of suspension it is, a school's board of education, board of trustees or trustee, school or district superintendent, or school principal has the power to suspend a youth.

School suspension should be considered as a last resort, only after other discipline measures, such as peer mediation are considered first.

Education Law § 3214 (3) (a) states that a student who is *“insubordinate or disorderly or violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others”* can be suspended from school. A school can also suspend a student if they violate local school rules.

Types of Suspension

A school can suspend a student for a **short term** (five or fewer school days), often known as a 'principal's suspension,' or a **long term** (six school days or longer), often known as a 'superintendent's suspension.' Depending on the circumstances and length of suspension, the suspension may occur in school or out of school. No matter what kind of suspension a student faces, the school **must** provide the student with academic work (see page 10).

Short-term suspensions for five school days or fewer require notice to the youth and parent/guardian and the opportunity for the youth and their parent/guardian to meet with the school principal to discuss the alleged misconduct (see page 6).

Unless the student's presence in the school poses a continuing danger to people at school or school property **or** poses a present threat of academic disruption, the notice must occur **prior** to the suspension.

A school cannot suspend a student for tardiness or truancy, or on the condition that the student obtain psychiatric treatment or other evaluation.

Long-term suspensions require the school to give the student and their parent/guardian notice and hold a fair hearing. At the hearing, the student has the right to be represented by an attorney (see page 17), question witnesses, and present evidence.

Short-Term Suspension

A. Notice of Suspension

If a student is charged with misconduct and faces a short-term suspension, a parent/guardian must receive notice **in writing** that the youth may be suspended from school. Written notice **must occur** by hand delivery, express mail delivery, or another means that would ensure notice within 24 hours (see Education Law § 3214 [3] [b] [1]; 8 NYCRR § 100.2 [l] [4]). Regular mail or a phone call are not, by themselves, acceptable forms of notice—although a school may also follow up the written notice in these ways. **The notice must be in the parent's/guardian's primary language.**

The notice must include two things:

1. A description of the misconduct, code or rule violation and the date that it took place. The description must include enough information for the student and the parent/guardian to understand what allegedly happened during the incident.
2. An explanation of the student's/parent's right to request an immediate **informal conference** with the principal. The notice must also explain the student's/parent's right to question the person who alleged the misconduct (for example, the students who saw and/or brought forward the allegation of misconduct).

An informal conference does not happen automatically. It is the student and parent/guardian's job to challenge the suspension by requesting a conference. A child's return to school cannot be conditioned on a parent/guardian meeting with the principal.

B. When is the Informal Conference and What Happens At One?



The informal conference must occur **before** suspension—*unless* the youth's presence at school poses a continuing danger to others or property, *or* the youth poses an ongoing threat of disruption to the school day. In these cases, both the notice and the opportunity for the informal conference will occur as soon as practicable after the suspension.

At the informal conference, the student and/or a parent/guardian can give the student's version of events and question the account of the person who accused the youth of misbehavior. This is also the opportunity for parents/guardians to help the youth and school brainstorm ways to address the youth's behavior so that they will not face possible suspension again.

At the conference, the student and parent/guardian should discuss alternatives to suspension, such as counseling, mentoring, peer mediation or school-based youth court, or school or community service, where the school has these options. If the principal determines that suspension will occur, the student and parent/guardian should also ask whether the student's school record will reflect the suspension and/or if it is possible to keep notation of the suspension out of the record.

The student and their parent/guardian also have the right to question complaining witnesses in the principal's presence. This gives the principal an opportunity to decide whether their original decision to suspend was correct or should be modified.

Long-Term Suspension

Only a school district superintendent or their designee can suspend a student for six or more school days. In some cases, a school will institute a short-term suspension while taking steps to suspend the youth long-term. See page 6 for the short-term suspension process.

For a long-term suspension, Education Law § 3214 (3) (c) gives the student and parent/guardian the right to a fair hearing, with the right to have an attorney or other advocate with them. Some school districts will provide a list of free and low-cost legal services. You can ask your school if they have a list or consult pages 17-19 of this guide.

A. Notice of Suspension

If a student is charged with misconduct and faces a long-term suspension (more than five school days), as well as the requirements for the short-term suspension, the student and parent/guardian must:

- Have an opportunity for a **fair hearing**; and
- Receive reasonable notice that provides them with enough information to prepare an effective defense.

Regular mail or a phone call are not, by themselves, acceptable forms of notice—although a school can follow up written notice in these ways.

At the fair hearing, a student has the right to representation by counsel and the right to question witnesses against them and present witnesses and other evidence on their behalf (see Education Law § 3214 [3] [c] [1]).

The notice must include two things:

1. A description of the alleged misconduct. The description should include enough information for a student to prepare a defense against the allegations—although the notice **may not** state every single charge of misconduct; and
2. An explanation of the right to a fair hearing and the proposed date of the hearing.

B. What is a Fair Hearing?

A fair hearing is a method of due process—or fair treatment. A school has the burden of proving the charges of misconduct. This means that **it is the school's job** to show that the student did what the school charges them with doing.

Adjournment

If the student and their parent/guardian cannot attend the fair hearing or they need more time to prepare, they should contact the hearing officer or school to request an adjournment. This delays the hearing to a later date.

- **If the student and parent/guardian requests the adjournment**, the student will likely continue to serve a suspension until the new hearing date, if the student has already been suspended. In some cases, the hearing officer may recommend subtraction of the delay time from the overall recommended suspension time.
- **If the school requests the adjournment**, the student may be permitted to return to school until the new hearing date.

C. Who Decides the Outcome of a Fair Hearing?

Either the school district superintendent or someone they choose will be the hearing officer (i.e. the “judge” who decides whether the student committed misconduct). The hearing officer will allow for both the school and the student to present witnesses and testimony. The hearing officer can also take oaths from witnesses and request documents, such as the student’s school records and school discipline records.

Pleading No Contest / Signing a Waiver

Pleading no contest or signing a waiver means that the student does not want to challenge the misconduct charges, and the school will not enter any witness statements or other evidence about the charges.

Pleading “no contest” or signing a waiver must be done voluntarily, knowingly, and only when fully informed. In pleading no contest or signing a waiver, the youth **admits to the charges**, gives up the right to the fair hearing, and the suspension will go in the youth’s school record. A student can plead no contest by contacting the school or hearing officer **before** the day of the hearing.

D. How to Prepare for a Fair Hearing

A student has the right to representation by counsel, the right to question witnesses against them, and the right to present witnesses and other evidence in support.

A youth/parent should collect and review any documents related to the student and the suspension. Parents/guardians have the right to review or inspect their child’s school record. A parent/ guardian can also request a copy of the record and the suspension packet. The packet should include any documents related to the incident, including video, if available or taken. It may take the district or school a few days to weeks to compile all the requested documents, so the request should be made as soon as notice of suspension is received.

If a student’s and/or parent’s/guardian’s primary language is not English, they should request that a translator be present at the hearing.

E. What Will Happen at a Fair Hearing?

At the hearing, the school will present its case first, including evidence and witnesses who allege that the student misbehaved. The student and parent/guardian then have the right to question these witnesses, as well as present their own witnesses and other evidence in support of their position. The hearing will be recorded, either by audio recording or by written transcript

Individuals can attend the hearing to testify about the student’s character. Character witnesses might include ministers, coaches, or therapists.

Student Witnesses and Evidence in Support

If a witness in support of the student cannot attend the hearing, the student and parent/guardian can ask the witness to write a letter about what they know or saw related to the incident. For the hearing, the student or parent/guardian can also request that individuals who know the youth—a coach, employer, pastor, neighbor, etc.— write a letter to the hearing officer to demonstrate that the youth is a positive member of the community.

F. Concluding the Fair Hearing

After the school and the student and parent/guardian have presented their sides, the hearing officer will make factual findings and recommend the appropriate discipline to the superintendent—for example, how many days the youth should be suspended, if at all. If the hearing officer concludes that a youth committed the misconduct, they may consider other documents the student and/or the school submits that are **unrelated** to the misconduct when determining a penalty (for example: academic records, information about prior incidents that the school submits, or letters in support of the youth that they submit).

The superintendent can accept or reject all or part of the hearing officer's findings. In certain school districts, the school rules determine the maximum length of suspension for different types of misconduct of students in different grades.

A student and parent/guardian should ask that the suspension be removed from the youth's school record at the end of the school year. Parents/guardians may also want to ask the hearing officer to recommend additional, non-disciplinary interventions for the youth, such as counseling or peer mediation.

G. After the Fair Hearing

After the hearing officer's recommendation goes to the superintendent, the superintendent must notify the student and parent/guardian in writing of the final decision and the discipline to be imposed. The superintendent usually makes his/her decision the same day or the day after the hearing officer's recommendation.

H. Appealing the Superintendent's Decision

"Making an appeal" means asking someone in a higher position to reconsider a case.

A student and parent/guardian can appeal the superintendent's final decision to the local board of education if they believe the suspension is improper, the suspension is too long, or if the school did not properly follow the hearing process. If the student/parent is not satisfied with the Board's decision, they can also make an appeal to the Commissioner of Education

To appeal the decision, instructions are usually at the bottom of the superintendent's final decision notice as well as in many school districts' student code of conduct. Appeals must usually occur **in writing**; the final notice or the student code of conduct will give the timelines for the appeal process. Parents/guardians and the student may want the assistance of an attorney in making an appeal and should see pages 17-19 to find assistance.

Before making the appeal, the student or their parent/guardian should ask for the audio or written transcript from the hearing by contacting the hearing officer. The student and parent/guardian should use the transcript to write the appeal. Appeals should **only** discuss the evidence presented at the hearing and then explain why the hearing officer's decision is wrong based on the evidence, or why the suspension is too long or improper.



I. What are a Youth’s Academic Rights During Suspension?

The work or instruction a student receives cannot be busy work or work below their academic or grade level.

If a student is suspended, the most important thing is to make sure that they receive homework, class work, and/or grade-level instruction so that they can continue to learn and earn academic credit. (See Education Law § 3214 [3] [e].)

If the youth is between 6 and 16 years old—or 6 and 17 in some school districts—the school must arrange for them to receive alternative academic instruction during the full term of the suspension. This may occur in school in a separate area, or out of school—either off site or at home. If the misconduct relates to a criminal charge and the youth is in county detention, academic instruction must occur at the detention facility. In the case of an off-site school suspension, the school must inform the student and parent/guardian of the location where classes will take place.

IMPORTANT: Sometimes the alternative instruction is far less engaging than when a youth is at school. In some districts, it may be only a couple hours a day of tutoring and work at the library, a coffee shop, or some other public place. If a student or parent/guardian has concerns that the alternative instruction is not helping the youth stay engaged, is below grade-level, or is not appropriate for the youth’s needs, they should contact the youth’s guidance counselor or the academic coordinator.

If city or state tests or Regents exams occur during the suspension, a student has the right to take these tests.

If the youth is 17 or older, a school does not have to provide alternate academic instruction, although some schools will. A parent/guardian of a student facing suspension should ask about the youth’s options.

If you are receiving and attending alternative instruction sessions, you cannot be marked absent from school during the term of suspension.

Suspension for Students with Disabilities

In New York, Education Law § 3214 (3) (g) applies to students with disabilities, as well as to students “presumed to have disabilities.” The Individuals with Disabilities Education Act (IDEA) gives extra protections to students with disabilities who face a suspension longer than 10 days.

All students with an Individualized Education Program (IEP) are considered to have some type of disability and are eligible for special education services.

A. How Does New York Define ‘Disability’ and ‘Presumed to Have a Disability’ for Education Purposes?

Youth Has a Disability If Classified by the Committee on Special Education (CSE) as:

Youth Presumed to Have a Disability If:

<ul style="list-style-type: none"> • Autistic • Deaf • Deaf-blind • Emotional disturbance • Hearing impaired • Intellectual disability • Learning disability • Multiply disabled • Orthopedic impaired • Other health-impaired • Speech or language impaired* • Traumatic brain injury • Visually impaired (includes blindness) 	<ul style="list-style-type: none"> • A parent has previously expressed a concern to supervisory administrative personnel or the student's teacher at the school, in writing (or orally if the parent is unable), of their child's need for special education. • The parent has previously requested an evaluation of the student. • A teacher or other school staff has expressed concerns about a pattern of the student's behavior to the director of special education services or to other supervisory personnel.
<p>*A youth with a disability does not include one who is unfamiliar with English or is an English Language Learner (ELL) unless they are also classified by the CSE as having a disability. A youth's differences in their home environment, culture, or socio-economic status do not automatically make them a youth with a disability.</p>	

B. The Manifestation Determination Review (MDR)

What is a 'Disciplinary Change in Placement'?

A change in placement is when a school suspends a student for **more than 10 consecutive school days** in a row or for **11 total days in the same school year for discipline related to similar behavior** that resulted in a series of removals that constitute a pattern. (See 8 NYCRR 201.2 [e] [1], [2].) When a suspension results in a change in disciplinary placement, a MDR **must** occur. The purpose of the MDR is to determine whether the behavior that led to the suspension was caused by the student's disability and/or if the behavior was a direct result of the school's failure to implement the student's IEP. (See 8 NYCRR 201.4 [c] [2].).

Who is Part of a Youth's MDR Team?

- A school representative with knowledge of the youth and the interpretation of information about the youth's behavior;
- The youth's parent(s) or legal guardian(s); and
- Relevant members of the school district's Committee on Special Education, as determined by the parent/guardian and school district.

MDR Proceedings

Usually, the MDR occurs after the superintendent's hearing and must happen within 10 school days of the suspension that results in a disciplinary change in placement. At the manifestation meeting, the MDR team will consider all relevant information in the student's file. So, if the student works with a counselor or any other supports outside of school, it is important for the student or parent/guardian to arrange to have those people attend the meeting, or write a letter explaining the connection between the behavior and the disability.

Students with disabilities can receive a suspension lasting fewer than 10 days to the same extent as do students who do not have a disability.

If the school decides that an incident **was** caused by or is a manifestation of the student's disability or result of an IEP not being implemented, the student has the right to return to school immediately.

If the school decides that a student's behavior **was not** caused by or is not a manifestation of the student's disability, the suspension will continue. If the suspension is for longer than 10 school days, a superintendent may order a student to an interim alternative education setting (IAES). The student must continue to receive services consistent with their IEP.

What is an Interim Alternative Educational Setting (IAES)?

- **An IAES** is a term for a temporary educational setting and program **other** than the student's current placement that enables the student to continue to receive educational services.
- **A school superintendent** can place student in an IAES for up to 45 school days for behavior involving serious bodily injury, weapons, illegal drugs, or controlled substances even where the behavior was determined to be a manifestation of the student's disability. See 8 NYCRR § 201.7 (e).
- **Exception:** A school district may request an expedited impartial due process hearing to place a student in IAES for up to 45 school days where the district believes that keeping the student in their current placement is **substantially likely** to result in injury to the student or others. See 8 NYCRR §§ 201.8 and 201.11.

Challenging the MDR Process or Result

A student and parent/guardian can ask for an expedited hearing if they do not agree with the result of the MDR or if there is an issue with the procedure itself. The student and parent/guardian may make a due process complaint, **in writing**, to the school. The request should include the reason for disagreeing with the MDR result, any documents the school did not consider, and describe ways, if any, the school violated the MDR process. (See 8 NYCRR § 201.11 [a].)

The expedited process requires:

- Holding a resolution session within seven calendar days of receiving the complaint; the parties may also enter into a mediation session
- A hearing must be held within 20 school days (if the matter has not been resolved within 15 days of the complaint)
- An impartial hearing officer must issue a decision within 10 school days after the hearing.
- The student will remain in the current special education placement pending the hearing officer's decision, **unless** the student is in an (IAES). In this case, the student will remain in the IAES pending the outcome.

School Misconduct and Criminal Charges

Sometimes, school misconduct can be the basis for a criminal charge—**especially** if the misbehavior involves weapons, fire starting or bomb threats, property damage, gang activity, drugs, or sexual assault.

A student charged with misbehavior has the right to remain silent at the hearing. This means that no one can force them to answer questions.

Anything said at a fair hearing can be used against the student if the behavior is also subject to a criminal charge. Because of this, it may be preferable to adjourn the hearing (see page 7) until after the criminal matter resolves. Students and parents/guardians will want to discuss this issue with the youth's hearing counsel and the youth's criminal court (a supreme or county court) or family court attorney.

If the misconduct involves use or possession of a firearm, dangerous knife or blade, imitation pistol, electric gun, or any weapon listed in Penal Law § 265.01, the hearing office may admit the weapon as evidence at the hearing.

Appendix

A. Important Terms

Violent pupil

An elementary or secondary student under 21 who:

- **Commits violence** against a teacher, administrator or other school employee or, while on school district property, commits violence upon another student or another person;
- **Possesses, shows, or threatens to use**, while on school district property, a weapon or item that could cause physical injury or death;
- **Knowingly and intentionally damages or destroys** school district property or the personal property of a teacher, administrator, other school district employee or another person lawfully upon school district property.

(See Education Law § 3214 [2-a] [a])

Disruptive pupil

An elementary or secondary student **under 21** who is **substantially disruptive** of the educational process or **substantially interferes** with the teacher's authority over the classroom. (See Education Law § 3214 [2-a] [b].)

Child with a disability

- A person under the age of 21 who is entitled to attend public school **and** who, because of mental, physical or emotional reasons, can only receive appropriate educational opportunities from a program of special education. **NOTE:** A child with a disability **does not** include a child whose educational needs are due primarily to unfamiliarity with the English language, environmental, cultural or economic factors.

(See Education Law § 4401 [1].)

Presumed to have a disability

A school district shall be deemed to have knowledge that such student had a disability if **prior to the time the behavior occurred**:

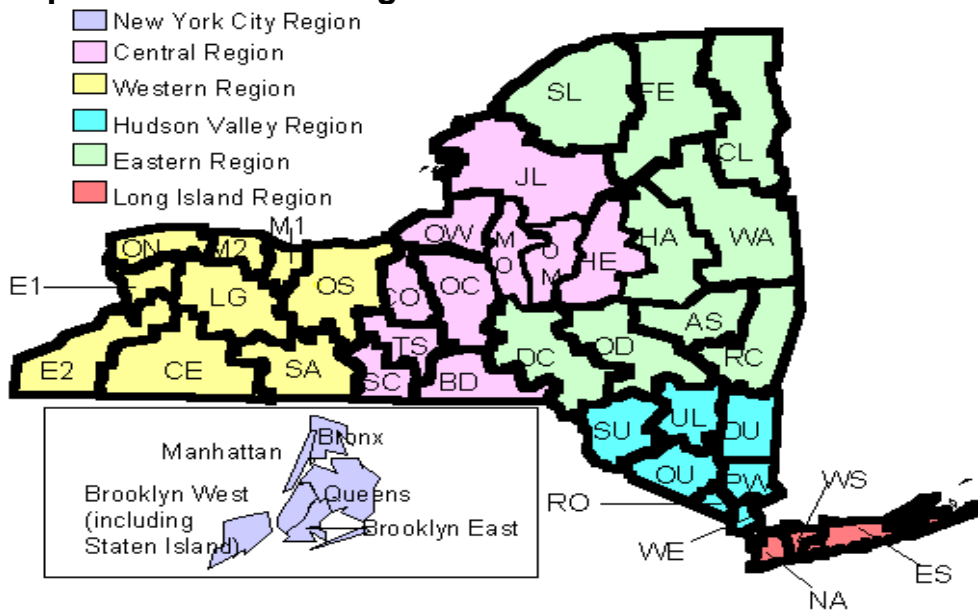
- The parent/guardian of such student has expressed concern **in writing** to supervisory or administrative faculty or to a teacher of the student that the student needs special education. This concern **may be verbal** if the parent/guardian does not know how to write or has a disability that prevents them making a written statement; **or**
- The parent/guardian of the student has requested an evaluation of the student; **or**
- A teacher of the student, or other personnel of the school district, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education of the school district or to other supervisory personnel of the school district. (See 8 NYCRR § 201.5)

Disciplinary change in placement

A disciplinary change in placement occurs when a student with a disability is removed from their current education program:

- For more than 10 consecutive school days because of a long-term suspension **or**;
- For more than 10 cumulative school days in a school year because of multiple disciplinary removals that constitute a pattern of removals.

B. Special Education Regional Offices



Office	Phone Number	Address
Eastern Regional Office	518.486.6366	89 Washington Avenue, Room 309 EB Albany NY 12234
Hudson Valley Regional Office	518.473.1185	1 Park Place, 3rd Floor Peekskill, NY 10566
Central Regional Office	315.428.4556	Hughes State Office Building 333. E. Washington St., Suite 210 Syracuse NY 13202
Western Regional Office	585.344.2002	2A Richmond Avenue Batavia, NY 14020
Long Island Regional Office	631.952.3352	Perry B. Duryea, Jr. State Office Building, Room 2A-5 250 Veterans Memorial Highway Hauppauge, NY 11788
NYC Regional Office	718.722.4544	Room 545 55 Hanson Place Brooklyn NY 11217-1580
Non-District Unit	518.473.1185	89 Washington Avenue, Room 309 EB Albany, NY 12234

C. Education Law Legal Service Providers by Region and County

Region 1 (Buffalo Area): *Counties of Niagara, Orleans, Erie, Genesee, Wyoming, Cattaraugus, Allegany*

Organization	Phone	Website/Email	Service Areas
Legal Aid Bureau of Buffalo, Inc.	716.853.9555	https://legalaidbuffalo.org info@legalaidbuffalo.com	Education, housing, immigration, criminal issues, parole, appeals

Region 2 (Rochester Area): *Counties of Monroe, Wayne, Livingston, Ontario, Seneca, Yates, Steuben, Schuyler, Chemung*

Organization	Phone	Website/Email	Service Areas
Legal Aid Society of Rochester	585.232.4090	https://www.lasroc.org	Attorney for the child, education, housing, immigration, child support, custody, visitation, etc.

Region 3 (Syracuse Area): *Counties of St. Lawrence, Jefferson, Lewis, Herkimer, Oswego, Oneida, Onondaga, Madison, Cayuga, Cortland, Tompkins, Chenango, Tioga, Broome*

Organization	Phone	Website/Email	Service Areas
Syracuse University School of Law (Clinic)	315.443.4582	https://law.syr.edu/academics/clinical-experiential/legal-assistance	Youth rights, child custody, visitation, child support, disability rights
Hiscock Legal Aid Society	315.422.8191	https://hlalaw.org/ mail@hlalaw.org	Civil issues, child custody, visitation, child support, appeals, parole
Legal Aid Society of Northeastern New York (Canton Office)	315.386.4586	https://www.lasnny.org/location/canton-office/	Civil issues, juvenile community reentry, housing, immigration, healthcare, disability, public assistance benefits

Region 4 (Capital District Area): *Counties of Clinton, Franklin, Essex, Hamilton, Warren, Washington, Fulton, Saratoga, Montgomery, Schenectady, Rensselaer, Albany, Schenectady, Otsego, Schoharie, Delaware, Greene, Columbia*

Organization	Phone	Website/Email	Service Areas
The Legal Project	518.435.1770	http://www.legalproject.org info@legalproject.org	Appeals, child support, custody, visitation, education, healthcare, housing, personal safety, public assistance benefits
Legal Aid Society of Northeastern New York	<i>Albany:</i> 518.462.6765 <i>Amsterdam:</i> 518.842.9466 <i>Plattsburgh:</i> 518.563.4022 <i>Saratoga:</i> 518.587.5188	https://www.lasnny.org/get-help/	Civil issues, juvenile community reentry, housing Immigration, healthcare, disability, public assistance benefits
	518.445.7691 ext. 110	https://www.albanycountybar.org/page/lrs LRS@albanycountybar.com	Various issues Call 9:30 a.m. – 1:30 p.m., M - F

Region 5 (Hudson Valley/Long Island Area): *Sullivan, Ulster, Dutchess, Orange, Putnam, Rockland, Westchester, Nassau, Suffolk*

Organization	Phone	Website/Email	Services Areas
Legal Services of the Hudson Valley	877.574.8529	info@lshv.org https://www.lshv.org	Civil issues
Hofstra Law School	516.463.5934	lawclinic@hofstra.edu https://law.hofstra.edu/clinics/index.html	Immigration/ asylum, youth advocacy, juvenile justice, criminal defense
Legal Aid Society of Suffolk County, Inc	631.630.3300 631.853.5212	http://sclas.org/	Child support, custody, visitation, criminal issues, children's law

Touro Law Center (Clinic)	631.761.7033	https://www.tourolaw.edu/PublicServiceInitiatives/law-student-pro-bono	Various civil issues, youth advocacy, education, street law, foreclosure, tax
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Region 6 (New York City):

Organization	Phone	Website/Email	Service Areas
Columbia University School of Law (Clinic)	212.854.4291	https://www.law.columbia.edu/experiential/clinics clinicstaff@law.columbia.edu	Adolescent (age 16-24) issues, housing, parenting, identity theft, immigration, LGBTQ/SOGIE issues
The Legal Aid Society of NYC	212.577.3300	https://www.legalaidnyc.org/	Various issues
Youth Represent	646.759.8080	http://youthrepresent.org/contact	Legal services for youth under age 25
Advocates for Children of New York	866.427.6033 Call M-Th, 10 a.m. to 4 p.m.	https://www.advocatesforchildren.org/who_we_serve/discipline	Disability and special education, immigration, foster care, education
Legal Services NYC	917.661.4500	http://www.legalservicesnyc.org/our-program	Various issues