



AFC'S GUIDE FOR

Court-Involved Students

UNDERSTANDING THE EDUCATION RIGHTS OF
NEW YORK CITY STUDENTS IN & COMING OUT
OF THE LEGAL SYSTEM

April 2023



Advocates for Children of New York
Protecting every child's right to learn

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This guide does not constitute legal advice. This guide attempts to summarize existing policies or laws without stating the opinion of AFC. If you have a legal problem, please contact an attorney or advocate

INTRODUCTION

This guide includes a basic overview of the education rights of young people ages 12 to 21 in New York City who are or were involved in the legal system. It includes information about the education rights of youth in community and court-ordered settings (such as detention, placement, or Rikers Island). It also has information to help students transition back to school and find a school that meets the student's needs.

Information in this guide is for students, parents*, and advocates of youth who:

- Are in the community while their court case is going on and need more education supports or want to change schools within the New York City Department of Education (DOE);
- Attend or attended a DOE school called Passages Academy while in detention or in placement through Close to Home;
- Attend or attended a school while in placement through the Administration for Children's Services (ACS);
- Attend or attended school while in placement in upstate New York through the Office of Children and Family Services (OCFS);
- Are or were detained or serving time in jail at Rikers Island.



** “Parent” as used in this guide means the student’s parent or guardian or any person in a parental or custodial relationship to the student. This can include: a birth or adoptive parent, step-parent, legally appointed guardian, foster parent, or any person who has the right to make education decisions on behalf of the student.*

BASIC EDUCATION RIGHTS

The right to education does not end when a student gets arrested and has a case in the legal system. Students who are in detention or placement, or adult jail have the right to keep going to school. This applies to students in a place of detention and adult facilities in and outside of the five boroughs.

Students must attend school through the end of the school year in which they turn 17.

This means that students aged 17 and under who are in detention or placement, or adult jail must go to school. The school must give students an education that puts the student on track for promotion (for middle school students) or a high school diploma (for high school students).

Students in New York City who are 18 to 21 are not required to go to school, but they have the right to go to school and work towards a high school diploma until the end of the year in which they turn 21.

Students who stay in the community while their court case is going on have the right to keep attending the school in their community where they were going before they were arrested. An exception is if the student has a court order to stay away from the school. See page 17 of this guide for information on orders of protection. However, some court-involved youth may not want to stay in their school or need a different school. See pages 14-15 of this guide for information on changing schools.

In New York City, students generally need 44 credits and 5 Regents exams to graduate with a high school diploma. For more information on graduation requirements and alternative pathways to graduation, see AFC's fact sheets: [New York City High School Promotion and Graduation Requirements](#), [High School Graduation Options for Students with Disabilities](#), and [Internships, Vocational & Transition Services](#), all available on our [website](#).

THE RIGHT TO SPECIAL EDUCATION

Many court-involved students have learning and behavioral needs that give them the right to get special education. **Court-involved youth who need special education have the right to get special education whether they are in school in the community, detention or placement, or adult jail.**

Special education is a program providing specialized instruction, supports, and services for students with disabilities. Disabilities can range from learning and behavioral difficulties to physical and intellectual disabilities. Students with disabilities can be taught either in a general education classroom with peers who do not have disabilities, or in a separate classroom for students with disabilities. It depends on a student's individual needs. Students may also get "related services" such as speech therapy, physical therapy, or counseling.

These supports and services are written in something called an **Individualized Education Program (IEP)**. For example, a student's IEP could require the student to be placed in a small class, get speech services, or get behavioral supports.

Find out if the student is or should be getting special education services at school whether they are in school in the community, detention or placement, or adult jail. The parent can request that their child be evaluated for special education. Make the request in writing to the school psychologist at the student's school. If the student is in school in the community, the request can be sent to any member of the IEP Team. Save a copy of the letter so you have proof it was sent. Send it by certified mail, return receipt requested, by email with confirmation, or by fax with confirmation. You can also hand-deliver the letter to the school and have a copy stamped as received.

School staff can also refer a child for special education services. The parent must give written consent in order for their child to be evaluated for special education, even if the parent is the one who requested the evaluation.

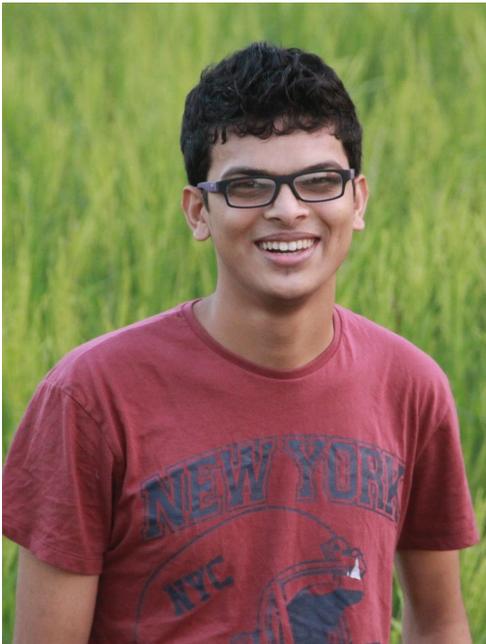
The parent can ask for changes to their child's school placement or services through the IEP process if the parent thinks the IEP is not appropriate to meet the student's education needs. For example, some students need more support such as a smaller class and remediation. Some students in the community have needs that cannot be met in public schools and they need to attend private special education schools.

Behavioral Supports

Many court-involved youth have unmet behavioral and emotional needs. Students who have behavioral needs that affect their learning often need a **Functional Behavioral Assessment (FBA)** and a **Behavioral Intervention Plan (BIP)**.

- An FBA is an evaluation that looks at why the student behaves in different ways at different times of the day at school. The school should use the FBA to create a BIP.
- A BIP is a plan that includes ways to support the student’s behavioral needs. The BIP also includes steps to teach the student coping skills and positive behaviors.

For more information on FBAs and BIPs, including how to request them, please see AFC’s fact sheet on [Positive Interventions for Students with Disabilities](#).



TO LEARN MORE...

For more information on the New York City special education system and the rights of students with disabilities, please see AFC’s *Guide to Special Education*, available on our [website](#) in English, Spanish, Arabic, Bengali, and Chinese.

If you think a student is not getting appropriate special education services, reach out to us via our Helpline (see the back cover of this guide for contact information).

EDUCATION RIGHTS OF STUDENTS AT PASSAGES ACADEMY

Middle school and high school students in detention and some placement facilities run by ACS go to school at **Passages Academy** (Passages).

Course Credit at Passages

Middle school students at Passages must be given grade-level work and be able to take the citywide tests for promotion to the next grade. High school students must be able to take Regents exams while at Passages.

- Because Passages is part of the New York City Department of Education (DOE), credits that students earn while at Passages go on the student's DOE transcript.
- Passages is on a trimester grading system. High school students at Passages earn credits based on completion of coursework during a trimester. Credits are awarded at the end of each trimester. If a student leaves Passages before the end of the trimester, the student should be put into the classes he or she was taking while at Passages at the next school.
- Students who are below grade level can ask to get remedial services (extra help).

Special Education at Passages

Students with disabilities have the right to special education services that are similar to what is on their IEPs when they attend school at Passages.

- Passages must get a student's IEP within 5 school days of the student entering Passages. Staff will use the IEP to plan the services the student will get at Passages.
- After getting the IEP, Passages will notify the parent that a meeting will be held to discuss services and to develop a **Special Education Plan (SEP)**. A SEP is like an IEP. It gives the student special education services that are like those the student had on their last IEP. For example, if a student's last IEP gave the student extra time on tests or related services such as counseling or speech therapy, those services should be on the SEP. Students at Passages must get all the services listed on their SEP.
- A meeting to discuss services and to create a SEP must be held within 30 days of the student's admission to Passages. The parent has the right to participate.
- The parent of a student with an IEP may ask Passages to reevaluate their child.
- The parent of a student without an IEP who thinks their child may have a disability, may ask Passages for an initial evaluation see if their child needs services.

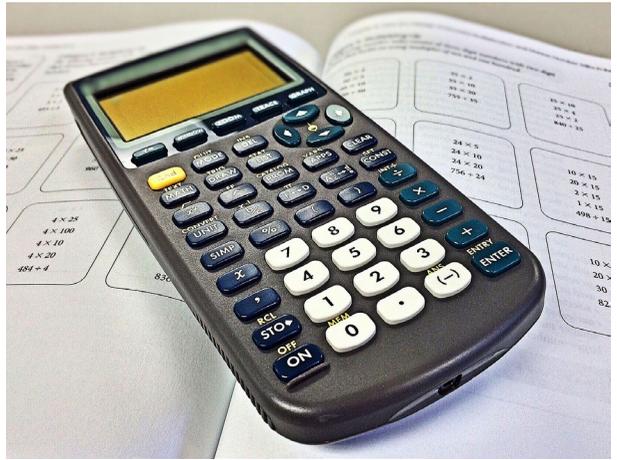
See pages 5-6 of this guide for information on how to request an evaluation and other special education services.

EDUCATION RIGHTS OF STUDENTS AT OCFS & SOME ACS FACILITIES

Middle school and high school students in all Office of Children and Family Services (OCFS) and some Administration for Children's Services (ACS) facilities are temporarily "discharged" from the DOE and do not attend Passages. This means that students in these facilities get their education at the facility where they are placed, and not through the DOE.

Course Credit

Because these students do not attend DOE schools, the credits that they earn at these facilities do not automatically go on to their DOE transcripts. The principal of the DOE school that the student goes to after coming home must review the student's transcript. The principal will decide whether to grant credit for the work the student completed while in custody.



The principal must grant credit to a student who was enrolled in and passed classes that have been "attested to" by the facility as meeting education standards. The facility will usually put the "attestation" as a sentence on the student's transcript or in a separate document. Even if the transcript does not include the "attestation," the principal of the DOE school must still review the transcript and award credits to the student when the student has completed relevant coursework.

Students in these facilities must be able to take any promotional tests and Regents examinations. The results of these tests must be transferred to the student's DOE transcript when the principal reviews the transcript. If these test results are not included, you should contact the principal at the student's DOE school.

Special Education

Students in all OCFS and some ACS facilities who do not attend Passages still have the right to continue to get special education services.

Students who had an IEP at their previous school, must be given IEPs while they are in these facilities. While a student is waiting for the facility to create a new IEP, the student must get services that are similar to those on the student's IEP from their previous school. The parent has the right to participate in IEP meetings while their child is at one of these facilities.

- The parent of a student **with** an IEP may ask for a reevaluation of their child.
- The parent of a student **without** an IEP who thinks their child may have a disability, may ask for an initial evaluation see if their child needs services.

Before the student leaves the facility, the facility should send the student's records to the DOE. The facility and/or the student's ACS worker should hold a meeting to create an IEP and find an appropriate school for the student to attend. The IEP should be created using information from the facility and the student's file and input from the parent and student. If an IEP is not created before the student leaves the facility, the parent should contact the Committee on Special Education (CSE) for their district to request that an IEP be created immediately upon the student's release from the facility. Contact information for the CSEs can be found on page 21.



For more information on the right to special education, including how to request an evaluation, see pages 5-6 of this guide.

EDUCATION RIGHTS OF STUDENTS AT RIKERS ISLAND

Students 18 years old and older who are detained or serving time on Rikers Island and get their education at the DOE's **East River Academy (ERA)**.

These students are entitled to educational services if they:

- (1) Are under 21 as of September 1st of that school year (or under 22 if the student gets special education services);
- (2) Do not have a high school diploma or High School Equivalency (HSE) diploma;
AND
- (3) Have been in jail, or expect to be in jail, for 10 or more days.



Students who are 18 years old and older and are entitled to educational services must “opt in” to get those services. Students who were attending East River Academy at 17 years old and who turn 18 will also need to “opt in” to continue going to East River Academy.

Students can opt in by filling out a **Request for Educational Services Form**. This form should be provided to the student at intake, but can also be found in the student’s housing area, the law library, and various program areas. The form should be filled out and turned in to the “Grievance/Education” box in the student’s housing area. If the student cannot find the forms or has any questions, the student should talk with their housing area officer or Counselor, the Captain for Programs or the Deputy Warden for Programs.

The academic curriculum at East River Academy is designed to help students get a high school diploma or a high school equivalency diploma. East River Academy is on a trimester grading system and students earn credits based on completion of their coursework during a trimester. If a student leaves before the end of the trimester, the student should be put into the same classes at the student’s next school.

SPECIAL EDUCATION AT RIKERS ISLAND

Students with IEPs have the right to special education services that are similar to what is on their IEPs when they attend school at East River Academy (ERA).

- East River Academy must get a student’s IEP within 5 school days of the student entering ERA. Staff will use the IEP to plan the services that the student will get at ERA.
- After East River Academy gets the student’s IEP, ERA will notify the parent that a meeting will be held to discuss services and to develop a **Special Education Plan (SEP)**. A SEP is like an IEP. It gives the student special education services that are like those the student had on their last IEP. For example, if a student’s last IEP gave the student extra time on tests or related services such as counseling or speech therapy, those services should be on the SEP. Students at East River Academy must get all the services listed on their SEP.
- A meeting to discuss services and to create a SEP must be held within 30 days of the student’s admission to East River Academy. The parent has the right to participate in SEP meetings while their child is at East River Academy.
- The parent of a student **with** an IEP may ask ERA to reevaluate their child.
- The parent of a student **without** an IEP who thinks their child may have a disability, may ask ERA for an initial evaluation see if their child needs services.

See pages 5-6 of this guide for information on how to request an evaluation and other special education services.



NOTE:

Students with an IEP who are not getting the educational services that they should can file a complaint through the “Inmate Grievance and Request Program” (IGRP) and should also call our Helpline.

TRANSITION PLANNING

Planning for a student's release from detention or placement, or adult jail should begin as soon the student enters that facility. The parent, student, guidance counselor, and other case workers involved with the family should meet regularly to discuss and plan for the student's education upon return to the community.

All students at ACS facilities and Rikers Island should be given a **Transition Specialist**. The Transition Specialist is responsible for coordinating education planning and supporting the student upon return to the community. The Transition Specialist should help support the student's return to school for 6 months after the student is released.

All students who have received education at Passages while either detained or placed, or at East River Academy while at Rikers, should have **a Transition Plan**. The Transition Plan includes short-term goals for the student, the student's support network, and the student's next school after leaving detention or placement, or jail. The Transition Plan should be used, along with the student's transcript and other records to schedule the student for the right classes upon the student's return to the community.

Students leaving detention or placement, or adult jail who need help with other issues may want to contact one of the Reentry Organizations listed on page 23 of this guide.



RETURNING TO SCHOOL IN THE COMMUNITY

Students returning to DOE schools in the community from Passages or East River Academy are automatically put back on the register at the DOE school they attended before they were arrested. Students who do not wish to return to their former DOE school should talk to their Transition Specialist about getting a transfer to another school before leaving Passages or East River Academy. Alternatively, the parent and student may seek a transfer through the Family Welcome Center, if eligible. For information on transfer options and procedures see pages 14-15 of this guide.

Students returning to DOE schools in the community from OCFS and some ACS facilities should go to a Family Welcome Center in their borough with a parent to re-enroll in school. Students returning from OCFS facilities and some ACS facilities have the right to return to the DOE school they were attending only within the same academic year as they were “discharged” from that school. All other students may be placed at another school. Students have the right to be enrolled at a DOE school when they go to a Family Welcome Center.

Students with disabilities returning to school may attend DOE schools in the community or private special education schools if recommended on their IEPs. The parent can advocate for changes to their child’s IEP before the student leaves the facility. For example, if a parent feels that the student’s last school was not appropriate, the parent may ask that new evaluations be done while the student is at the facility. The parent can also speak with someone from the Committee on Special Education (CSE) at the Family Welcome Center after the student leaves the facility.

Students going back to DOE schools in the community must be reenrolled immediately when they go to the Family Welcome Center. Students do not need to go back to the school that they attended before they went to detention or placement, or adult jail and parents can ask for a different school at the Family Welcome Center. After the student with a disability is enrolled in a DOE school, an IEP meeting should be held within 30 days. While waiting for the IEP to be created, students must be given services similar to what they were getting in detention or placement, or adult jail. The IEP should not include information relating to a student’s legal history including any history of detention.

A list of Family Welcome Centers is on page 20 of this guide.

SCHOOL TRANSFERS

Many court-involved youth may not wish to stay in or return to the school they were attending before they were arrested. However, school transfers can be hard to get. Some ways to transfer schools include: to a student's zoned high school, or for guidance, safety, medical, and travel hardship reasons.

Parents may ask for a transfer through the Family Welcome Center. A list of Family Welcome Centers is on page 20 of this guide.

More information on transfers can be found in [Chancellor's Regulation A-101](#).

Guidance Transfers

Students may be able to get a guidance transfer if they are not doing well academically or socially and a new school would help.

Zoned High School Transfers

Students may be able to get a zoned high school transfer if they are not currently attending their zoned high school. Zoned high school transfers are given based on space at the zoned high school. In some cases, the student may have to wait until the next school year to start at their zoned school. Students with medical or travel hardships are given seats first.

Medical Transfers

Students may be able to get a medical transfer if the student or the parent has a medical condition that makes them need a change in school. A medical transfer may be needed in cases of physical disability, pregnancy, or mental illness, like severe anxiety. Parents asking for a medical transfer should get a letter from the student's or parent's doctor, on letterhead, explaining the medical condition and the reason for the transfer.

Travel Hardship Transfers

Students may be able to get a travel hardship transfer if their trip to school:

- (1) Takes more than 75 minutes; OR
- (2) Is more than three transfers each way.



Parents asking for a travel hardship transfer must show proof of address. The DOE uses [MTA TripPlanner](#) to see the student's trip to school.

Safety Transfers

Students may be able to get a safety transfer if they have been the victim of a violent crime on school grounds, or if they think that staying at the school puts them in danger.

Parents can request safety transfers by asking the school principal or by going to a Family Welcome Center. A list of Family Welcome Centers is on page 20 of this guide.

When asking for a safety transfer, the parent must be able to point to a specific incident that shows why staying at the current school is unsafe for the student. Parents can ask for a specific school for the transfer but it is not guaranteed that they will get it.

The parent asking for a safety transfer must bring documents related to the incident to the school or Family Welcome Center. A police report is NOT required for a safety transfer. However, if a police report is available, it can show the need for the safety transfer. Other documents can include an Incident Report from the school, an Order of Protection from court, medical records, photos of injuries, or a letter from someone who saw the incident.

After the parent asks for a safety transfer, the Office of Student Enrollment must make a decision within 5 business days. The parent will get a letter with the decision.

If the safety transfer is granted, the letter will include the name of the school where the student will be transferred. The parent can then choose to either:

- (1) Accept the transfer;
- (2) Ask if other schools are available; or
- (3) Reject the transfer offered and keep the student at the student's current school.

ALTERNATIVE SCHOOLS

There are some alternative school options for students who are behind in credits and want to change schools.

Transfer Schools

Transfer schools are alternative schools that offer students who are behind in credits the chance to be in school with students who are their age. Many transfer schools work with community organizations. They offer students a smaller school setting and more supports and services, such as internships and mental health services.

Each transfer school has its own admissions guidelines and deadlines. For example, some schools require that students complete an admissions essay and interview, while others do not. A guide to each transfer school can be found in the DOE's [Additional Ways to Graduate](#) handbook. Parents and students should call transfer schools directly to ask about the application process.

Restart Academy

ReStart Academy sites give short-term education to students who have mental health, behavioral health, and/or substance use needs or are court-involved. Some of these sites are in treatment facilities or hospitals and some are residential programs. Other Restart Academy sites are in DOE schools. Students in ReStart Academy programs typically stay in the program for up to one year.

ReStart Academy sites also have programs for over-age middle school students. These programs are located in high school buildings and are intensive 8th grade programs for students who are over-age for their grade.

For more information on attending ReStart Academy, parents should contact the ReStart Academy contact person for the site they are interested in. More information about ReStart Academy sites, the services given at each site, and contact information: can be found at www.restartacademy.org.

TO LEARN MORE...

For more information on these programs and other non-traditional high schools and High School Equivalency programs, see the DOE's [Additional Ways to Graduate](#) handbook, and AFC's fact sheet [Know Your Options: Alternatives for High School Students](#). Students may also go to the nearest Referral Center to learn about these programs and to register. Contact information for the Referral Centers is available on page 22 of this guide.

ORDERS OF PROTECTION

If a student's court case involves a person known as a "complaining witness," the Judge may issue an Order of Protection. There are different kinds of Orders of Protection. If the student does not obey the Order of Protection, the student could be rearrested and charged with a new crime of Criminal Contempt.

A Full Order of Protection means that the student is not allowed to have any contact with the person named in the Order of Protection. This means that the student cannot speak to the complaining witness — in person, by mail, by phone, by text message, through another person, on social media, or any other way. A Full Order of Protection also means that the student is not allowed to go to the complaining witness' home, school, job, or anywhere that the person may be. This means that if the student goes to school with the complaining witness, the student must transfer to a new school unless the student's lawyer gets the Judge to change the Order of Protection to allow the student to be at the school with the complaining witness. See pages 14-15 of this guide for more information about transferring schools.

The student's lawyer can ask the Judge to change the Full Order of Protection to allow the student and the complaining witness to have "incidental contact" at school. This means that the student still cannot interact with the complaining witness in any way, but the student and the complaining witness can be at school at the same time. If the Judge allows for incidental contact, the address of the school should be written on the Order of Protection.

A Limited Order of Protection means that the student is allowed to speak to and be around the complaining witness, but the student cannot harass the complaining witness or commit any crimes against them.



COURT INVOLVEMENT AND SCHOOL SUSPENSIONS & EXPULSIONS

If a student's court case started because of something that happened at school or was related to school, the student may also face a suspension or, in rare cases, an expulsion.

The student's lawyer should be told about any suspension or expulsion hearings as soon as they are scheduled. At the hearing, the school will present evidence about the incident. This evidence may also be used in the student's legal matter. The student has the right to give a statement at the hearing, but is NOT required to do so. Anything the student says, either before or at the school hearing, can be used against the student in the case. Therefore, it is very important that the student not make any oral or written statements without speaking with their lawyer. The student's lawyer may be able to represent the student at the suspension hearing.

For more information about suspension hearings and students' rights before and during a suspension, see AFC's [Guide to School Suspensions](#).

NOTE:

Students with disabilities are entitled to additional protections when facing school discipline. For more information, see AFC's fact sheet on [Discipline of Students with Disabilities](#).



ADVOCACY TIPS

- ✓ **Save everything.** Keep all education-related documents (such as IEPs and evaluations) and letters and reports from school in a file, arranged by date.
- ✓ **Put it in writing.** Keep a notebook for yourself with dates and times of all meetings and communications with school staff, therapists, case workers, and others who work with the student. Get people's names, and follow up on conversations in writing, so you have a record. Send all important information by certified mail, return receipt requested, or by fax with confirmation, so you have proof it was sent.
- ✓ **Sign documents only after you have read them,** and make sure you understand everything that you sign. If you can't read it or understand it, have someone you trust explain it to you.
- ✓ **Ask questions and ask for help.** If you do not understand something, ask someone to explain it to you. Make sure to ask specific questions. Use phrases such as "tell me more" and "I think what I heard was...Am I right?" These phrases require the person you are speaking with to provide more complete information. This will help avoid confusion and misunderstandings.
- ✓ **Maintain a productive conversation.** Even when you are angry about something that has happened, try to speak calmly when making your point. Make sure to listen carefully to what the other person is saying so you don't miss any important information.
- ✓ **Be persistent.** You may not always get a quick response to your request. Keep asking. Keep calling. If someone says there is nothing that can be done for the student, get a second opinion.

This guide and additional resources on educational services in New York City are available on our website, www.advocatesforchildren.org.

CONTACT INFORMATION: FAMILY WELCOME CENTERS

The Family Welcome Centers (formerly called “Borough Enrollment Offices”) help students enroll, get transfers, and give information about transfer schools and alternative programs. Family Welcome Centers are open 8am—3pm, Monday—Friday.

Borough	Districts Served	Address
BRONX	7, 9, 10	1 Fordham Plaza, 7th Fl. Bronx, NY 10458
	8, 11, 12	1230 Zerega Avenue, Room 24 Bronx, NY 10462
BROOKLYN	17, 18, 22	1780 Ocean Avenue, 3rd Fl. Brooklyn, NY 11230
	20, 21	415 89th Street, 5th Fl. Brooklyn, NY 11209
	19, 23, 32	1665 St. Marks Avenue, Room 116 Brooklyn, NY 11233
	13, 14, 15, 16	29 Fort Greene Place (BS12) Brooklyn, NY 11217
MANHATTAN	1, 2, 4	333 Seventh Ave., 12th Fl., Room 1211 New York, NY 10001
	3, 5, 6	388 West 125th St., 7th Fl., Room 713 New York, NY 10027
QUEENS	24, 30	28-11 Queens Plaza North, 3rd Fl. Long Island City, NY 11101
	25, 26	30-48 Linden Place, 2nd Fl. Flushing, NY 11354
	27, 28, 29	90-27 Sutphin Boulevard, 1st Fl. Jamaica, NY 11435
STATEN ISLAND	31	715 Ocean Terrace, Building A Staten Island, NY 10301

CONTACT INFORMATION: COMMITTEES ON SPECIAL EDUCATION (CSES)

CSE	Districts	Address	Phone/Fax #
1	7, 9, 10	1 Fordham Plaza, 7 th Fl. Bronx, NY 10458	T: (718) 329-8001 F: (718) 741-7928/7929
2	8, 11, 12	3450 East Tremont Ave., 2 nd Fl. Bronx, NY 10465	T: (718) 794-7420 Español: (718) 794-7490 F: (718) 794-7445
3	25, 26	30-48 Linden Place Flushing, NY 11354	T: (718) 281-3461 F: (718) 281-3478
	28, 29	90-27 Sutphin Boulevard Jamaica, NY 11435	T: (718) 557-2553 F: (718) 557-2620/2510
4	24, 30	28-11 Queens Plaza N., 5 th Fl. Long Island City, NY 11101	T: (718) 391-8405 F: (718) 391-8556
	27	82-01 Rockaway Blvd., 2 nd Fl. Ozone Park, NY 11416	T: (718) 642-5715 F: (718) 642-5891
5	19, 23, 32	1665 St. Marks Avenue Brooklyn, NY 11233	T: (718) 240-3557/3558 F: (718) 240-3555
6	17, 18, 22	5619 Flatlands Avenue Brooklyn, NY 11234	T: (718) 968-6200 F: (718) 968-6253
7	20, 21	415 89 th Street Brooklyn, NY 11209	T: (718) 759-4900 F: (718) 759-4970
	31	715 Ocean Terrace, Building A Staten Island, NY 10301	T: (718) 420-5790 F: (718) 420-5787
8	13, 14, 15, 16	131 Livingston Street, 4 th Fl. Brooklyn, NY 11201	T: (718) 935-4900 F: (718) 935-5167
9	1, 2, 4	333 Seventh Ave., 4 th Fl. New York, NY 10001	T: (917) 339-1600 F: (917) 339-1450
10	3, 5, 6	388 West 125 th Street New York, NY 10027	T: (212) 342-8300 F: (212) 342-8427
Charter Schools		One Fordham Plaza, 7 th Fl. Bronx, NY 10458	T: (718) 329-8001 F: (718) 741-7928/7929

CONTACT INFORMATION: REFERRAL CENTERS

Referral Centers can help students enroll in non-traditional high schools and High School Equivalency programs, explore all possible paths to a high school diploma, learn about student rights, understand high school transcripts, and get referrals for childcare, counseling, substance abuse treatment, and additional programs.

Borough	Address	Phone
BRONX	1010 Rev. James Polite Ave., Room 436 Bronx, NY 10459	718-518-4530
BROOKLYN	832 Marcy Avenue, 2nd Floor Brooklyn, NY 11216	718-636-5770
	69 Schermerhorn Street Brooklyn, NY 11201	718-935-9457
MANHATTAN	269 West 35th Street, 11th Floor New York, NY 10018	212-244-1274
QUEENS	162-02 Hillside Avenue Queens, NY 11432	718-739-2100
STATEN ISLAND	450 St. Marks Place Staten Island, NY 10301	718-273-3225

CONTACT INFORMATION: REENTRY ORGANIZATIONS

Reentry Organizations	Address	Phone
Center for Alternative Sentencing and Employment Services (CASES)	346 Broadway, #3W New York, NY 10013	(212) 732-0076
Center for Justice Innovation (CJI)	520 8th Avenue, 18 th Floor New York, NY 10018	(646) 386-3100
Children's Aid Society	105 East 22 nd Street New York, NY 10010	(212) 949-4800
Community Connections for Youth	369 East 149 th Street New York, NY 10455	(347) 590-0940
Doing Art Together	127 West 127 th Street, #107 New York, NY 10027	(212) 245-8132
Exalt	175 Remsen Street, Suite 1000 Brooklyn, NY 11201	(347) 621-6100
Youth Justice Network	255 West 36 th St. New York, NY 10018	(212) 760-0755
Good Shepherd Services	305 Seventh Avenue, 9 th Floor New York, NY 10001	(212) 243-7070
Horticultural Society of NY	148 West 37th St., 13 th Floor New York, NY 10018	(212) 757-0915
Osborne Association	175 Remsen St., #8 Brooklyn, NY 11201	(718) 637-6560
Safe Space NYC	16121 Jamaica Ave. Jamaica, NY 11432	(718) 785-9051
Urban Youth Alliance	432 East 149th Street, 2 nd Floor Bronx, NY 10455	(718) 402-6872
Youth Represent	11 Park Place, Suite 1512 New York, NY 10007	(646) 759-8080



Our mission

Advocates for Children of New York (AFC)'s mission is to ensure a high-quality education for New York students who face barriers to academic success, focusing on students from low-income backgrounds. AFC achieves this through four integrated strategies:

- Free advice and legal representation for families of students;
- Free trainings and workshops for parents, communities, and educators and other professionals, to equip them to advocate on behalf of students;
- Policy advocacy to effect change in the education system and improve education outcomes; and
- Impact litigation to protect the right to quality education and to compel needed education reform.

Still have more questions? Please call the Jill Chaifetz Education Helpline:

Monday through Thursday

10 am to 4 pm

866-427-6033 (toll free)

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