

Office of the Ombuds

Annual Report
2023 – 2024

ANNUAL REPORT

July 2023 – June 2024

Message From the Ombuds

I am delighted to share the fifth annual report from the Prince William County Public Schools (PWCS) Office of the Ombuds, highlighting our key activities and accomplishments over the past year.

By necessity, much of the work of an Ombuds is done behind closed doors. These reports offer an opportunity to share visitor data and highlight patterns and systemic issues holistically without identifying any specific person within the PWCS community. Since the Office's establishment in 2019, over 4,200 concerns have been identified. The Office remains a crucial resource for those navigating conflicts within our educational community. My unwavering commitment to confidentiality ensures the Office remains a zero-barrier space where students, parents, and staff can voice their concerns without fear of judgment or retaliation. My hope is to empower visitors with the necessary tools to face challenges constructively.

Thanks to our outreach efforts, I have seen a notable increase in parent/guardian engagement for this year. PWCS' commitment to supporting the Ombuds Office demonstrates its desire to address and manage conflicts in a dignified manner, ensuring everyone's concerns are heard and acknowledged. By addressing conflicts head-on, we contribute to a healthier and more productive educational environment. Together, we all can strive for continuous improvement.

You may have noticed our recent name change from "Office of the Ombudsman" to "Office of the Ombuds." This change aligns with the International Ombuds Association's standards of practice, ensuring I continue to provide the same high-quality services.

Finally, I would like to extend my heartfelt thanks to the School Board, Dr. McDade, PWCS staff, and all community members. As we look forward to the 2024-2025 school year, I am excited to continue serving you. If you have any questions, please don't hesitate to reach out.

Take care,

Monique

Monique "Mo" Bookstein, CO-OP®
Ombuds
Prince William County Public Schools

ANNUAL REPORT

July 2023 – June 2024

Office Overview

The PWCS Office of the Ombuds operates in accordance with the International Ombuds Association (IOA) Code of Ethics. The IOA is dedicated to excellence in Organizational Ombuds¹ practice. The Code of Ethics provides Practice Principles and Core Values that are the foundation for the IOA Standards of Practice.



The people who visit the Ombuds Office may do so for many reasons. They may be looking for a particular result or want to discuss the situation before deciding on a course of action. The Ombuds Office seeks to empower those who contact the Office to resolve issues independently if possible. Depending on the situation, the Ombuds Office may utilize different methods/techniques to help the visitor². Some of the common methods/techniques used include:

- Listening and helping the visitor to identify the underlying causes;
- Act as a neutral sounding board;
- Providing information and exploring options available to visitors;
- Facilitating discussions between parties to resolve issues, as requested and as appropriate;
- Collecting data on emerging trends and patterns while safeguarding anonymity;
- Utilize data to bring systemic and organizational concerns to the attention of the School Board and the Division Superintendent.

While the Ombuds Office can assist most individuals, there are some actions the Ombuds **CANNOT** take, such as:

- Be an advocate for the visitor or PWCS;
- Conduct formal investigations;
- Enforce laws or regulations;
- Provide legal advice or representation;
- Serve as official notice to the organization;
- Make or change policy or administrative decisions.

The Ombuds Office staff is composed of Ombuds Monique “Mo” Bookstein and Ombuds Specialist Rosamaria Manzines.

¹ The term “Ombuds” includes all applicable nomenclature in use for an organizational ombudsperson.

² The term “visitor” is generally accepted to describe those who engage the services of the Ombuds.

ANNUAL REPORT

July 2023 – June 2024

IOA Core Values

The Ombuds role requires Ombuds to conduct themselves as professionals. The following Core Values are essential to the work of the Ombuds:

- Act with honesty and integrity;
- Promote fairness and support fair process;
- Remain non-judgmental, with empathy and respect for individual differences;
- Promote dignity, diversity, equity, inclusion, and belonging;
- Communicate accurate understanding through active listening;
- Promote individual empowerment, self-determination, and collaborative problem solving; and
- Endeavor to be an accessible, trusted, and respected informal resource.

Fundamental Principles

Confidentiality

All communications with those seeking assistance are held in strict confidence and are not disclosed unless given permission to do so to the extent permissible by law³. The exception is where the Ombuds believes there is a risk of serious harm. The PWCS Ombuds is a mandated reporter of suspected child abuse/neglect as well as allegations of sexual harassment pursuant to Title IX.

Impartiality/Neutrality

The Ombuds, as a designated neutral, remains unaligned and impartial.

Independence

The Ombuds Office is independent in structure, function, and appearance to the highest degree possible within the organization. The Ombuds Office reports to the School Board and Division Superintendent.

Informality

The Ombuds Office is an informal resource [and] does not participate in any formal adjudicative or administrative procedure related to concerns brought to his/her attention.

³ The Office of the Ombuds is not affiliated with any compliance function and does NOT serve as an agent of notice.

ANNUAL REPORT

July 2023 – June 2024

Working With the Ombuds

When an individual or group of people reaches out to the Ombuds Office, the following steps represent how the Ombuds works with the visitor either through the initial meeting or over the course of several meetings.

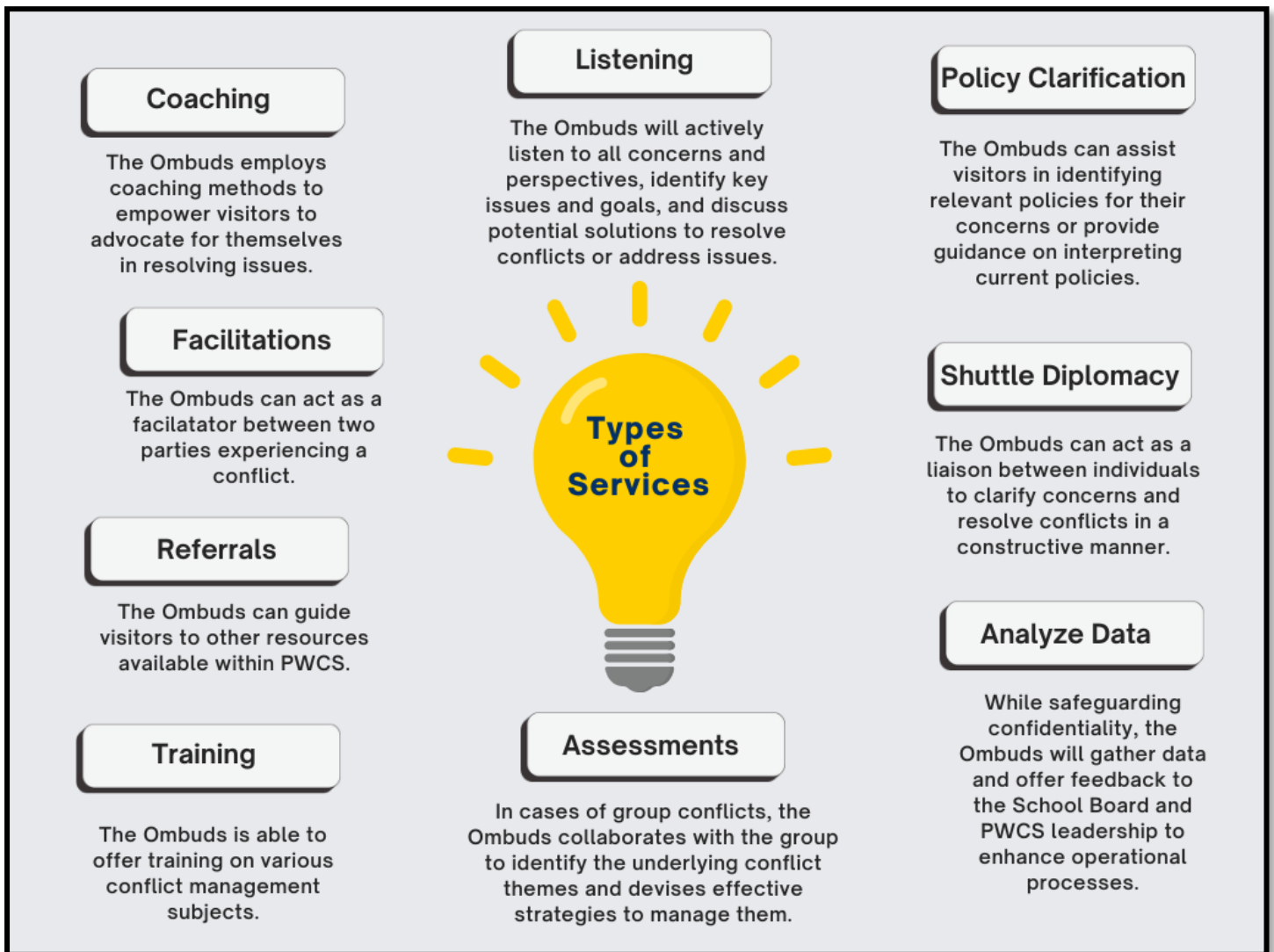


ANNUAL REPORT

July 2023 – June 2024

Services Provided by the Ombuds

Every visitor to the Ombuds Office comes with a unique situation. The chart below outlines some of the common services the Ombuds can offer. The Ombuds Office is often the perfect “first stop” for those facing conflict. As a confidential, informal, independent, and neutral entity, it provides a safe space to discuss options without fear of judgment or retaliation.

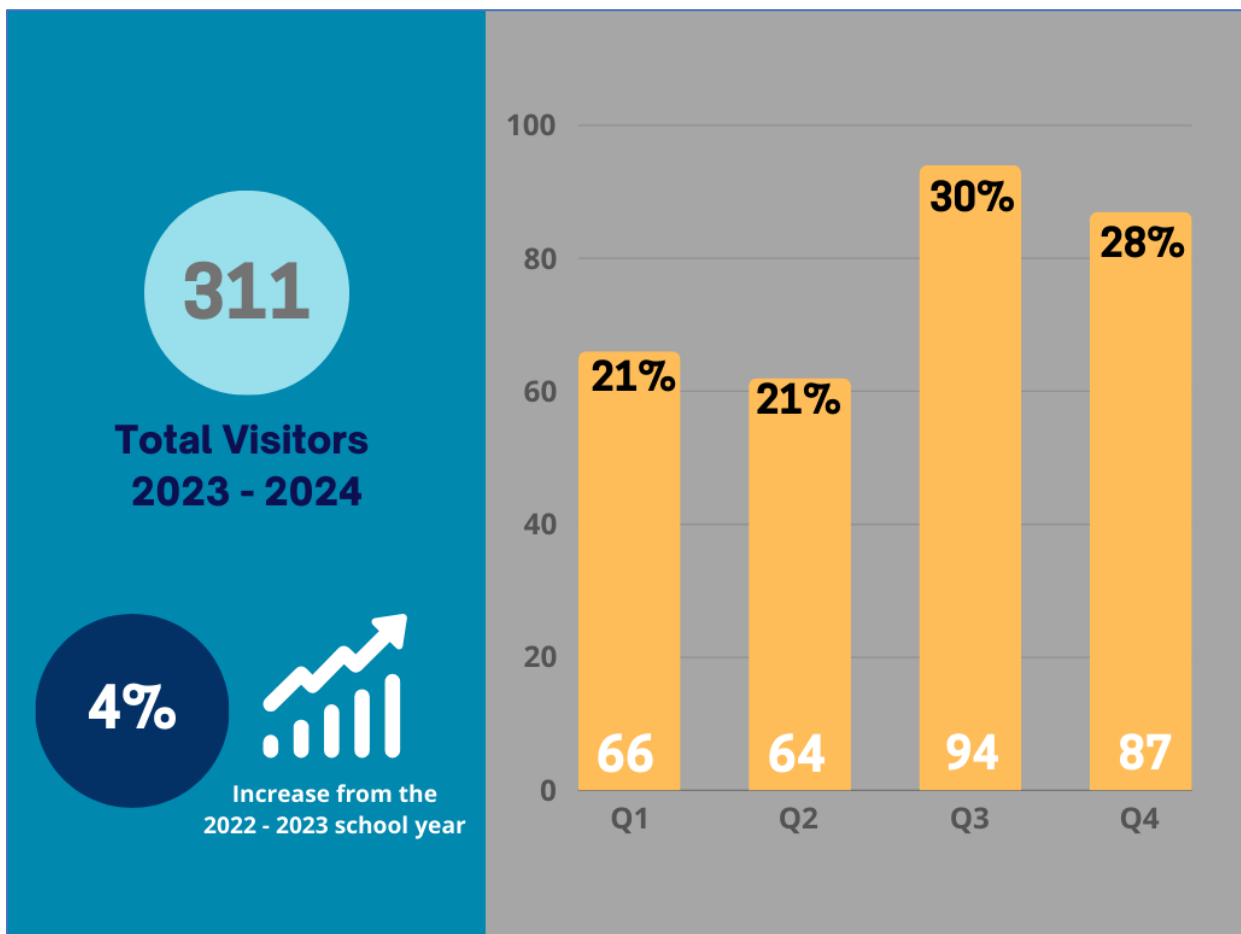


ANNUAL REPORT

July 2023 – June 2024

Year in Review

The Ombuds Office continues to provide parents, students, employees, and school community members with assistance in resolving school-related concerns, conflicts, and issues. A single “case” is defined by the individual experiencing the conflict.

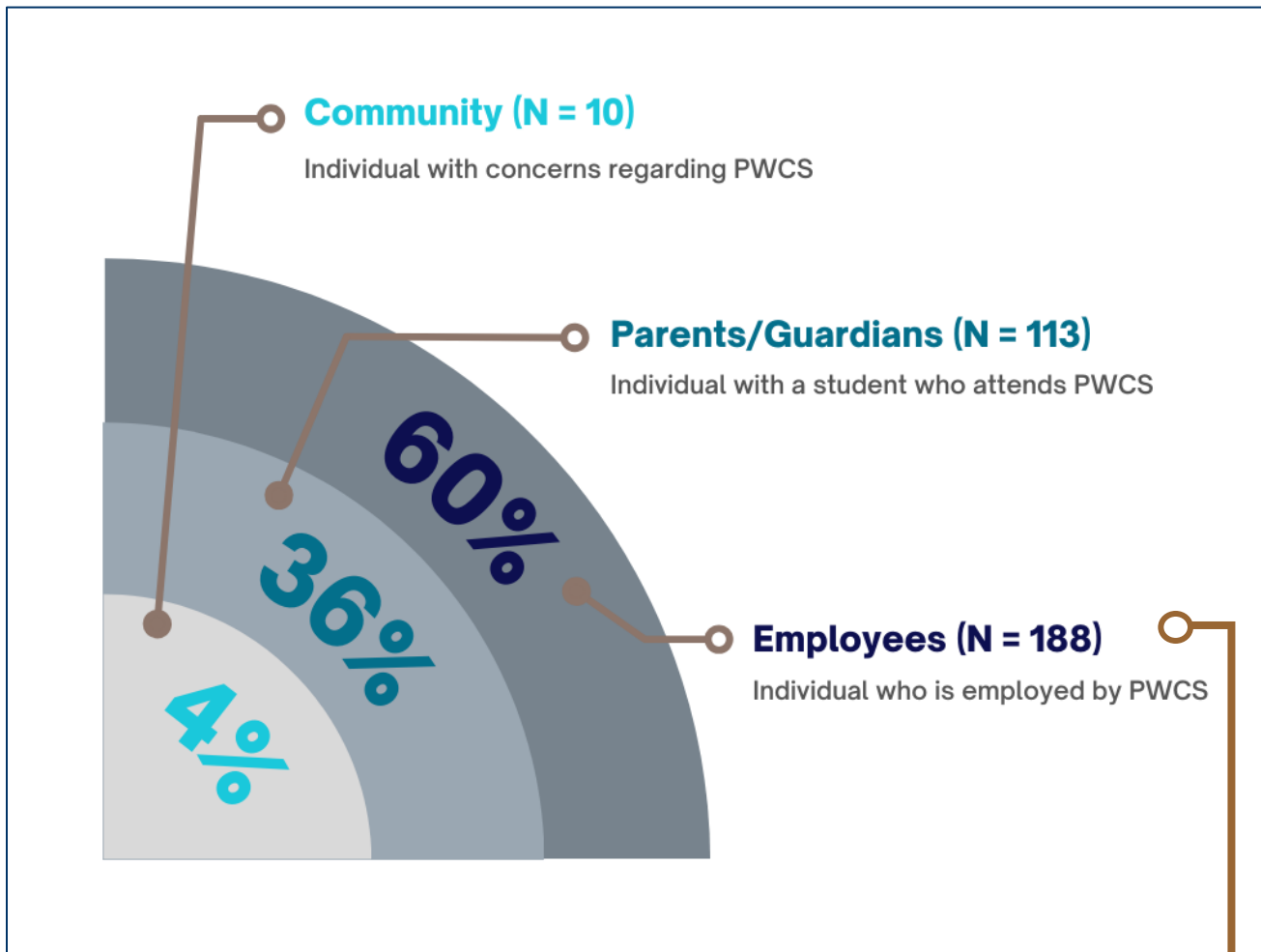


The “2022 IOA Survey of Organizational Ombuds Compensation, Reporting and Structure” notes the median number of cases for an Ombuds Office (across all sectors – not solely K-12 public schools) is 242.

ANNUAL REPORT

July 2023 – June 2024

Visitor Demographics



Classification of Employee Visitors



ANNUAL REPORT

July 2023 – June 2024

Visitor Contacts

EMPLOYEES

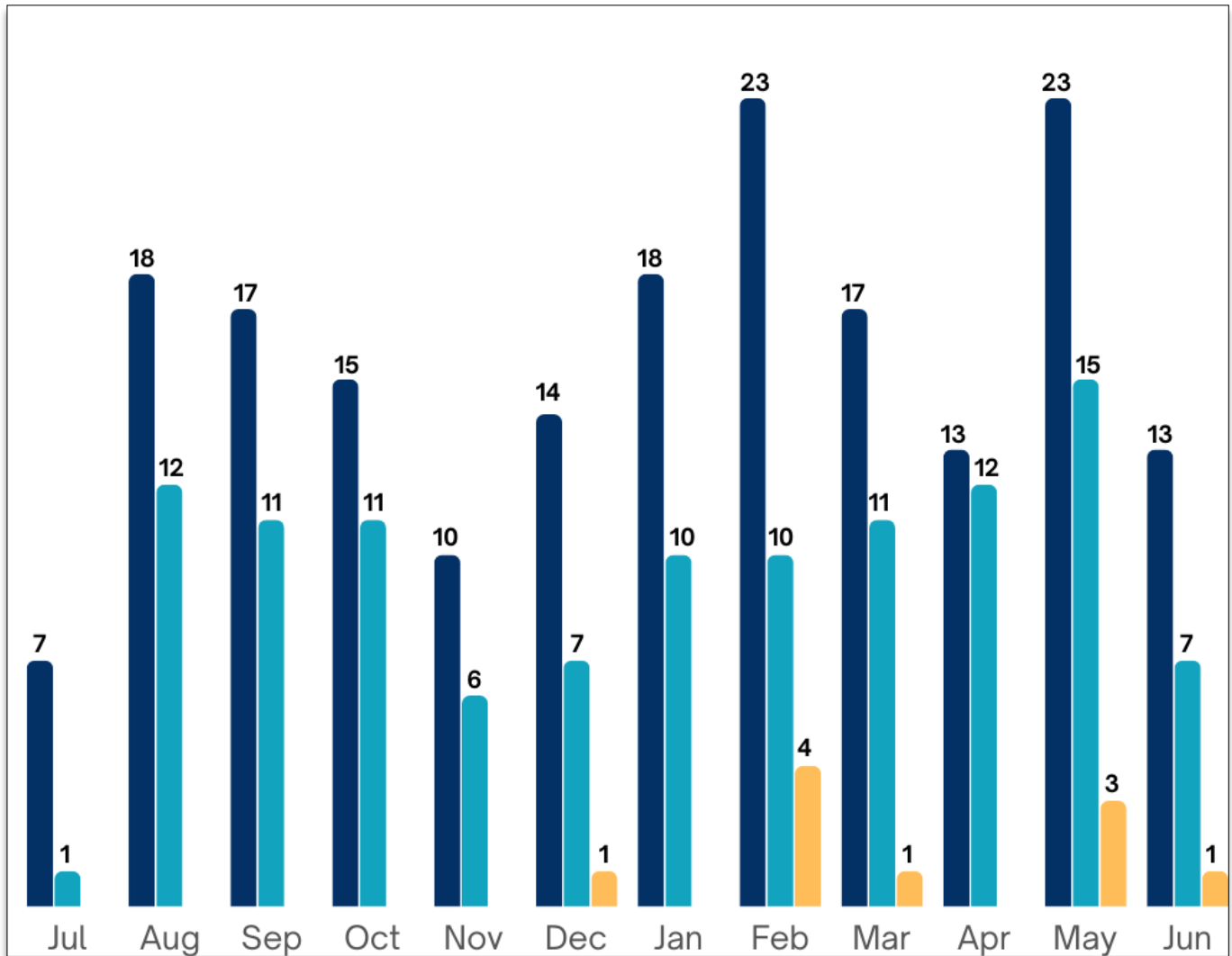
- Highest contact months were February and May
- Lowest contact month was July
- A 19% decrease from the 2022-2023 school year

PARENTS/GUARDIANS

- Highest contact month was May
- Lowest contact month was July
- A 105% increase from the 2022-2023 school year

COMMUNITY

- Highest contact month was February
- Lowest contact months were December, March and June
- No change from the 2022-2023 school year



ANNUAL REPORT

July 2023 – June 2024

Visitor Contacts by School Level

Employees (N = 188)

- **Central Office**

62 visitors who contacted the office work at this level

- **High School**

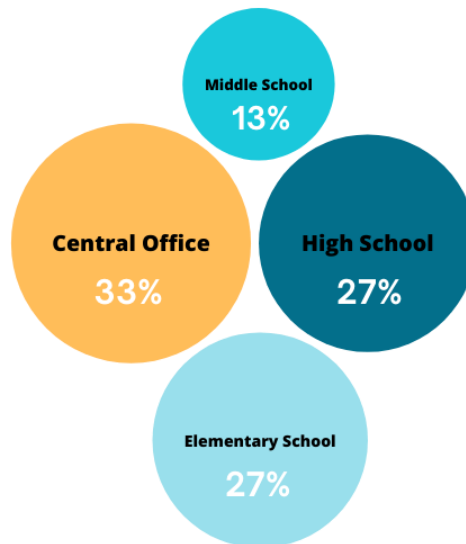
51 visitors who contacted the office work at this level

- **Elementary School**

50 visitors who contacted the office work at this level

- **Middle School**

25 visitors who contacted the office work at this level



Parents/Guardians and Community (N = 123)

- **High School**

42 visitors raised concerns with this level

- **Elementary School**

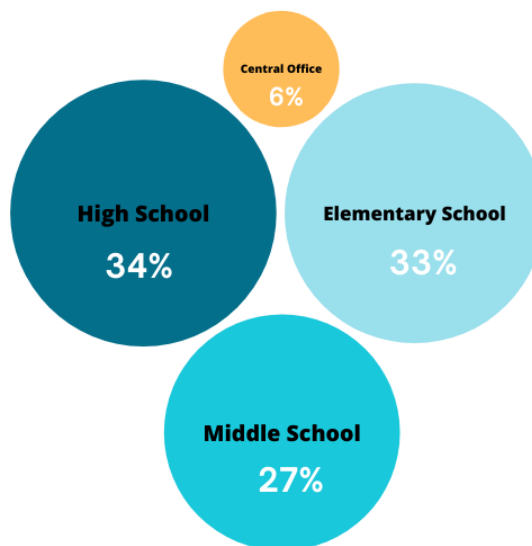
40 visitors raised concerns with this level

- **Middle School**

33 visitors raised concerns with this level

- **Central Office**

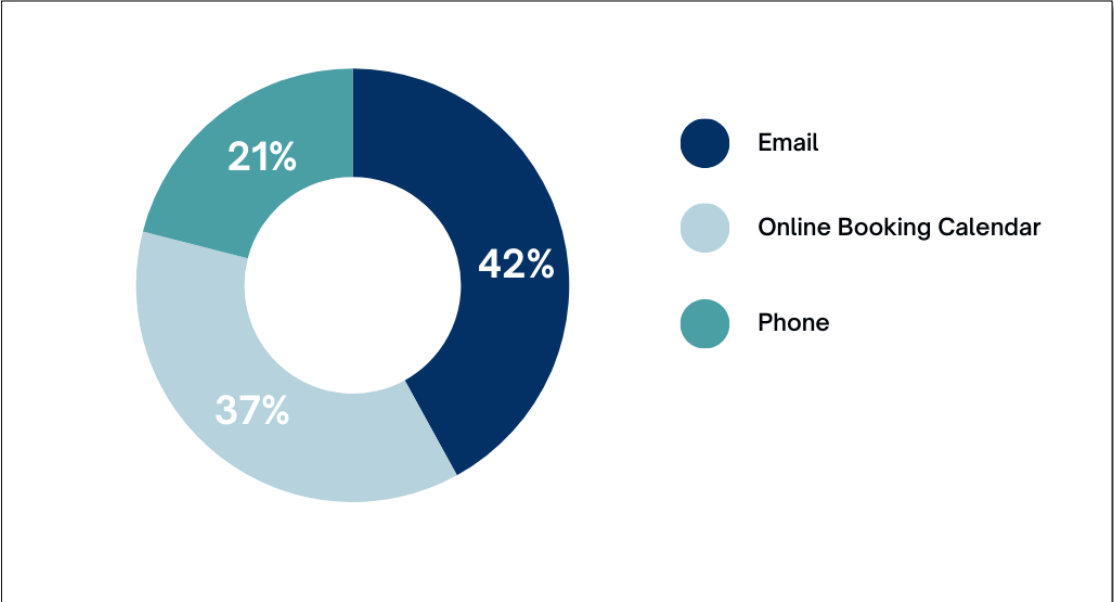
8 visitors raised concerns with this level or with PWCS policies/regulations



ANNUAL REPORT

July 2023 – June 2024

How Did the Visitor Contact the Ombuds



How Did the Ombuds Consult With the Visitor



ANNUAL REPORT

July 2023 – June 2024

Uniform Reporting Categories Descriptions

The list below was developed by the IOA and is used by Organizational Ombuds worldwide to classify concerns brought to their offices and identify trends anonymously. A detailed explanation of each category and subcategory can be found in Appendix A.

Category 1 **Compensation & Benefits**

Questions, concerns, issues or inquiries about the equity, appropriateness and competitiveness of employee compensation, benefits and other benefit programs.

Category 2 **Evaluative Relationships**

Questions, concerns, issues or inquiries arising between people in evaluative relationships (i.e. supervisor-employee, faculty-student.)

Category 3 **Peer and Colleague Relationships**

Questions, concerns, issues or inquiries involving peers or colleagues who do not have a supervisory–employee or student–professor relationship (e.g., two staff members within the same department or conflict involving members of a student organization.)

Category 4 **Career Progression and Development**

Questions, concerns, issues or inquiries about administrative processes and decisions regarding entering and leaving a job, what it entails, (i.e., recruitment, nature and place of assignment, job security, and separation.)

Category 5 **Legal, Regulatory, Financial, and Compliance**

Questions, concerns, issues or inquiries that may create a legal risk (financial, sanction etc.) for the organization or its members if not addressed, including issues related to waste, fraud or abuse.

Category 6 **Safety, Health, and Physical Environment**

Questions, concerns, issues or inquiries about Safety, Health and Infrastructure-related issues.

Category 7 **Services/Administrative Issues**

Questions, concerns, issues or inquiries about services or administrative offices including from external parties.

Category 8 **Organizational, Strategic, and Mission Related**

Questions, concerns, issues or inquiries that relate to the whole or some part of an organization.

Category 9 **Values, Ethics, and Standards**

Questions, concerns, issues or inquiries about the fairness of organizational values, ethics, and/or standards, the application of related policies and/or procedures, or the need for creation or revision of policies, and/or standards.

ANNUAL REPORT

July 2023 – June 2024

Uniform Reporting Categories Data

Each IOA reporting category contains numerous subcategories which are used to classify the concerns brought to the office. The chart below reflects the total number of subcategory concerns. Often, a visitor will express concerns related to more than one category/subcategory. For a more detailed explanation of this data, see Appendix B.

Specific Issue Category		2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
1.	Compensation & Benefits	7	10	7	9	9
2.	Evaluative Relationships	211	360	248	704	446
3.	Peer and Colleague Relationships	16	53	51	102	71
4.	Career Progression and Development	26	15	25	42	94
5.	Legal, Regulatory, Financial, and Compliance	41	46	17	29	35
6.	Safety, Health, and Physical Environment	14	84	31	62	72
7.	Services/Administrative Issues	93	52	133	204	301
8.	Organizational, Strategic, and Mission Related	38	25	56	189	147
9.	Values, Ethics, and Standards	10	34	22	29	23
Totals		456	679	590	1370	1198

Top Categories 2023 - 2024



37%

Evaluative Relationships



25%

Services/Administrative Issues



12%

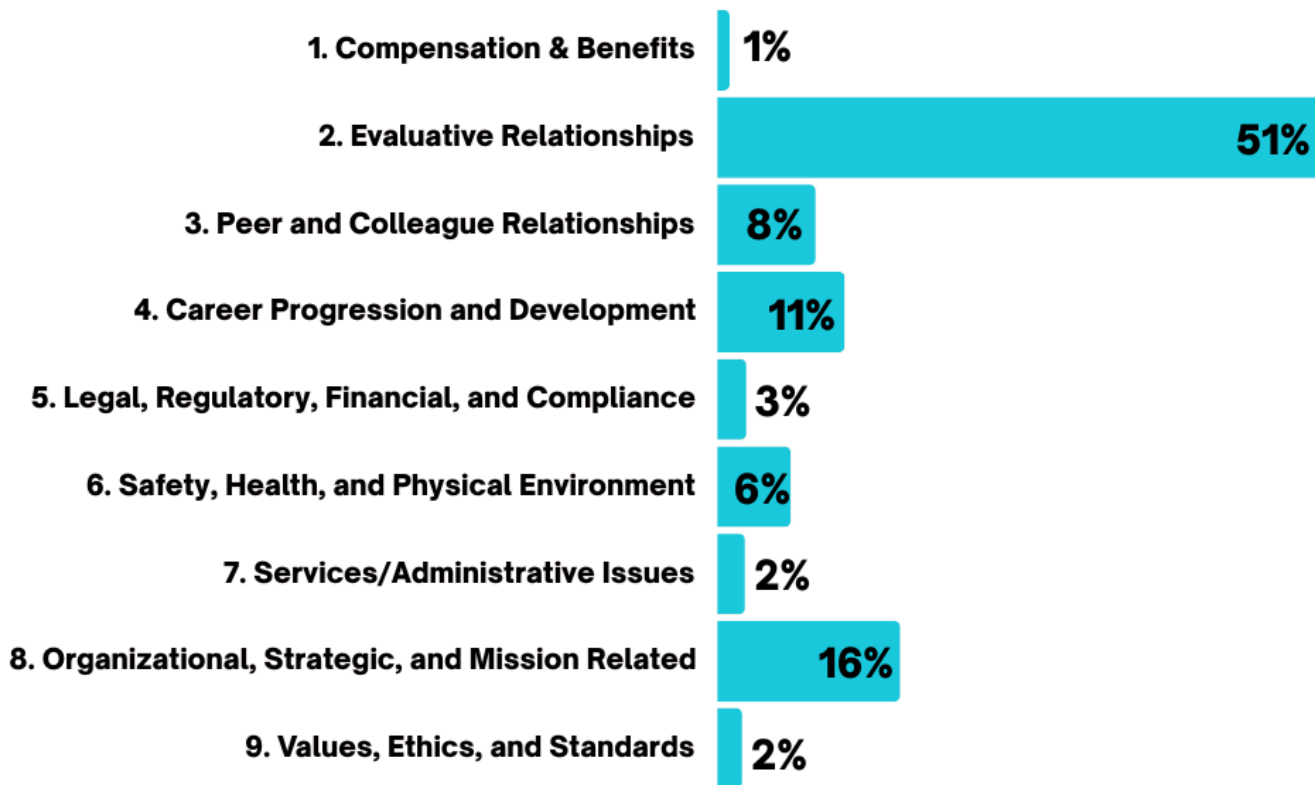
Organizational, Strategic, and Mission Related

ANNUAL REPORT

July 2023 – June 2024

Concerns Expressed by Employee Visitors

Category 2 *Evaluative Relationships* is the highest category of concerns expressed by Employee visitors. For a more detailed explanation of this data, see Appendix B.



Most Often Expressed Sub-Categories

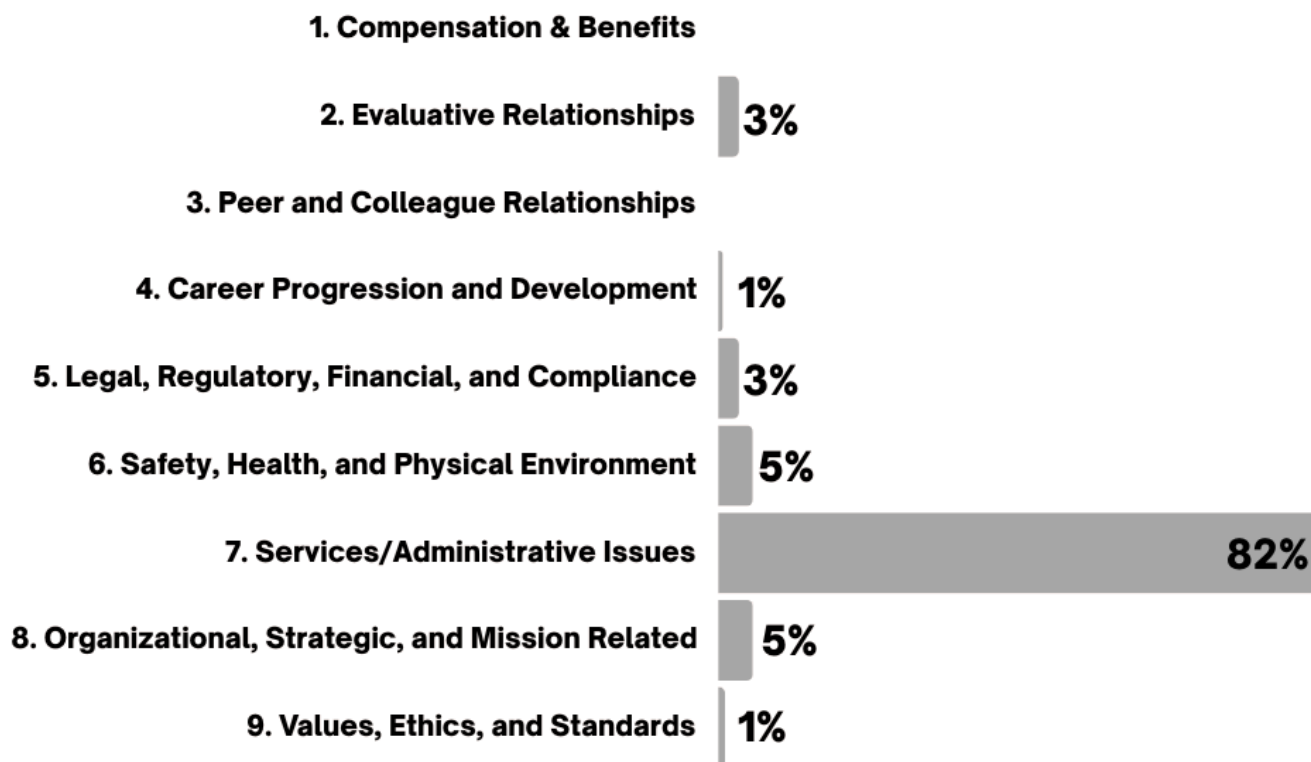


ANNUAL REPORT

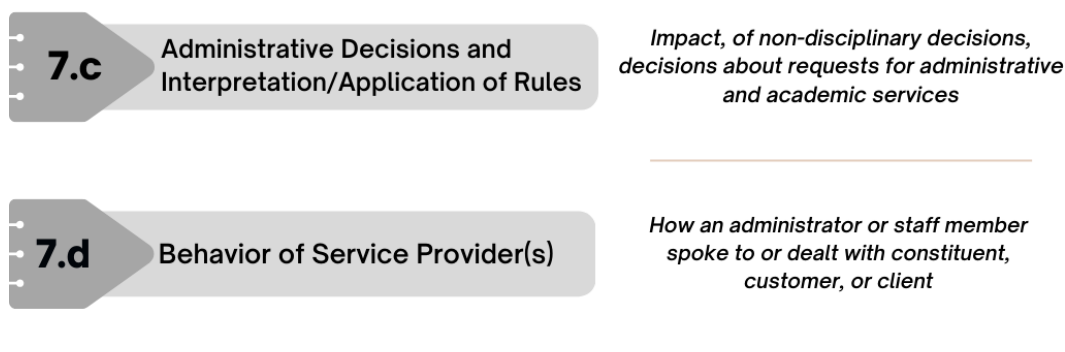
July 2023 – June 2024

Concerns Expressed by Parent/Guardian Visitors

Category 7 Services/Administrative Issues is the highest category of concerns expressed by Parent/Guardian visitors. For a more detailed explanation of this data, see Appendix B.



Most Often Expressed Sub-Categories

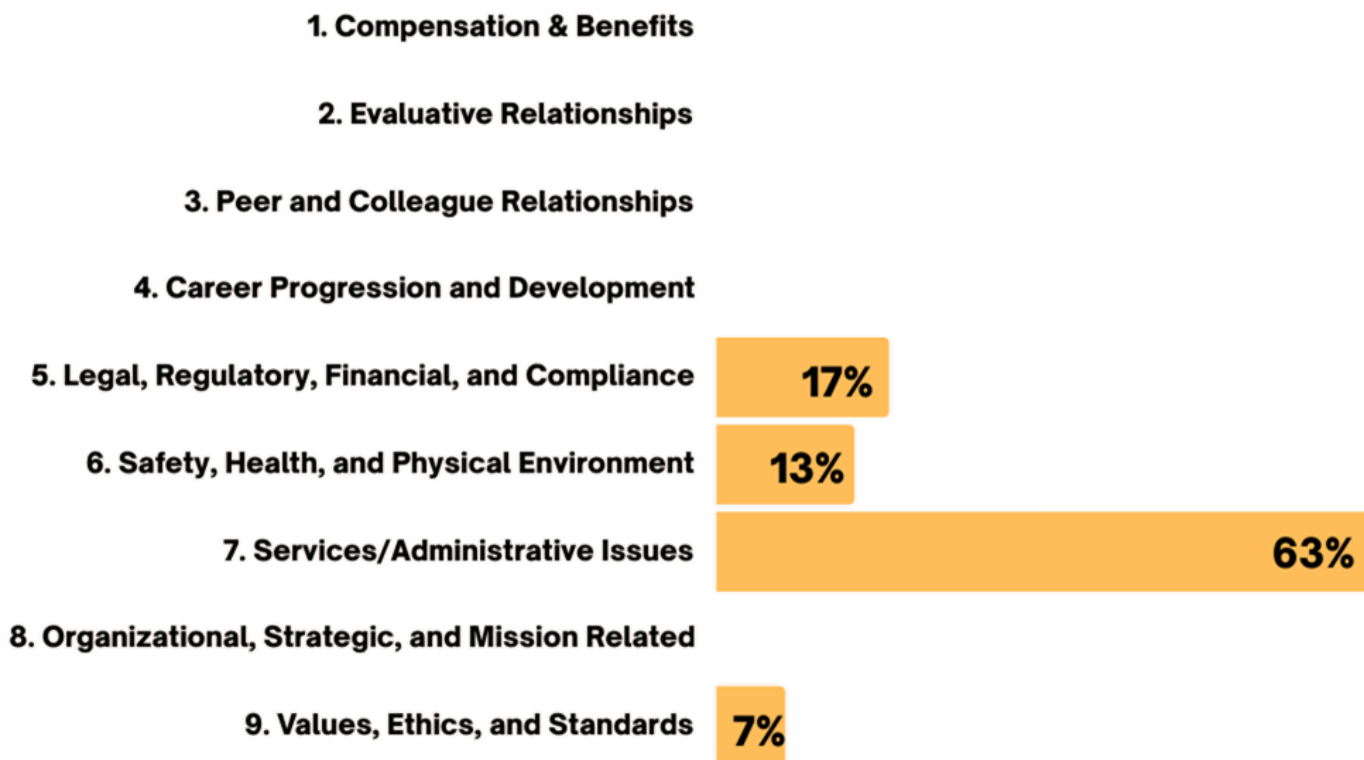


ANNUAL REPORT

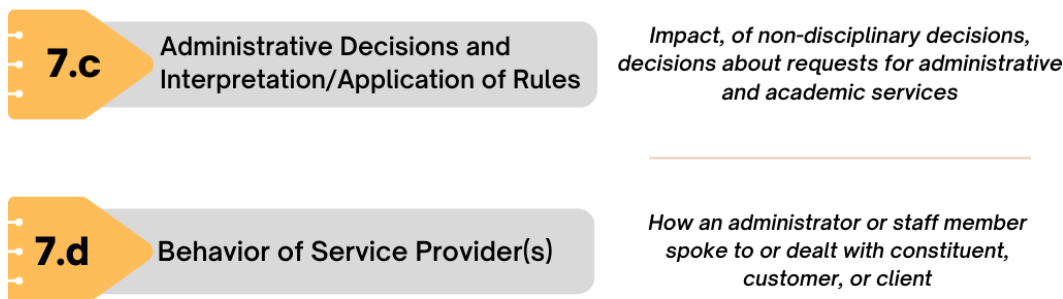
July 2023 – June 2024

Concerns Expressed by Community Visitors

Category 7 Services/Administrative Issues is the highest category of concerns expressed by Community visitors. For a more detailed explanation of this data, see Appendix B.



Most Often Expressed Sub-Categories



ANNUAL REPORT

July 2023 – June 2024

Post-Visit Feedback

The Ombuds Office sends a post-visit survey as an opportunity for visitors to provide feedback to the Office. This anonymous feedback survey asks five questions: How the visitor first learned about the Office; What might have happened if the visitor had not contacted the Office; Whether the visitor would refer others to the Office; The likelihood the visitor would reach out again; and an open-ended question where visitors can provide suggestions for improvement. As received, the feedback and survey data will be used for the Office's continuous improvement.

The response rate for the survey was **9%**. The feedback was overwhelmingly positive, with **85%** of the respondents stating they would refer others to the Office and another **81%** saying they would use the Office again should the need arise. Visitors also sought the opportunity to provide feedback to the Ombuds. For examples of such feedback, see Appendix C.

The chart below indicates other options respondents would consider if the Ombuds Office did not exist as a resource. This feedback highlights the positive impact the role has as a confidential resource where visitors can discuss their concerns and explore options informally.



ANNUAL REPORT

July 2023 – June 2024

Outreach

The Ombuds worked with the Diversity, Equity, Inclusion, and Compliance Department to host multiple Parent Engagement series highlighting the role of the Ombuds to the broader parent/community audience. These sessions were well attended and positively contributed to promoting the Office.

The Ombuds developed and presented the course “Rumor Has It...The Effects of Gossip in the Workplace” at the annual Classified Conference. The Ombuds partnered with several central office entities to provide conflict management training and explain her role further.

The Ombuds also connected with each school’s PTO/PTA entity to introduce herself and provide a fact sheet about the role to distribute to their parents. Based upon her introduction, the Ombuds was invited to speak before a PTO group to explain the role further and answer any questions.

Finally, the Ombuds continues to serve in a leadership capacity for the IOA’s K-12 Ombuds group. This group has over 40 members who serve in the K-12 Ombuds field throughout the United States. In this position, the Ombuds provides leadership, guidance, and support for their programs.

Professional Development

The Ombuds met all the requirements to become a Certified Organizational Ombuds Practitioner (CO-OP®). In accomplishing this task, the Ombuds demonstrated her professional knowledge and skills along with her dedication to the profession and the IOA Standards of Practice and Code of Ethics.

The Ombuds attended the following trainings:

- IOA Virtual Symposium;
- IOA’s course on “3 Circles of Practice”;
- IOA’s course on “The Value of Contextualizing Case Categorization to Elevate Your Ombuds Program”;
- IOA’s course on “Trauma-Informed Ombudsing”;
- IOA’s course on “Resilience Coaching-Tools to Help Visitors Build Resilience and Combat Burnout”;
- IOA’s course on “Transforming Visitor Conversations from a DEIB Lens”;
- and
- Attended the IOA Annual Conference.

The Ombuds also actively participated in the IOA, USOA, and the Association for Conflict Resolution.

ANNUAL REPORT

July 2023 – June 2024

Contact Information

Thank you for taking the time to read through this annual report. To learn more about the PWCS Office of the Ombuds and how the Office can support you, please visit our [website](#).

Feel free to contact the Office anytime to:

- Address a workplace conflict or school-related concern;
- Ask questions involving PWCS policies, regulations, and/or practices;
- Discuss a potential systemic concern;
- Schedule training on a conflict-related topic.

Due to the confidential nature of the Office, visitors are seen by appointment either in-person, virtually, or over the phone. To schedule an appointment directly, please use our [online booking system](#).

The Ombuds Office is located at: Independent Hill Complex
14800 Joplin Road, T 50-01
Manassas, VA 20112

For any questions/concerns, you can contact us in the following ways:

Email: ombuds@pwcs.edu

Phone: 703-791-8587

ANNUAL REPORT

July 2023 – June 2024

Appendix A

INTERNATIONAL OMBUDSMAN ASSOCIATION Uniform Reporting Categories

VERSION 2
October 2007

1. Compensation & Benefits

Questions, concerns, issues or inquiries about the equity, appropriateness and competitiveness of employee compensation, benefits and other benefit programs.

- 1.a **Compensation** (rate of pay, salary amount, job salary classification/level)
- 1.b **Payroll** (administration of pay, check wrong or delayed)
- 1.c **Benefits** (decisions related to medical, dental, life, vacation/sick leave, education, worker's compensation insurance, etc.)
- 1.d **Retirement, Pension** (eligibility, calculation of amount, retirement pension benefits)
- 1.e **Other** (any other employee compensation or benefit not described by the above sub-categories)

2.m Performance Appraisal/Grading

(job/academic performance in formal or informal evaluation)

- 2.n **Departmental Climate** (prevailing behaviors, norms, or attitudes within a department for which supervisors or faculty have responsibility.)
- 2.o **Supervisory Effectiveness** (management of department or classroom, failure to address issues)
- 2.p **Insubordination** (refusal to do what is asked)
- 2.q **Discipline** (appropriateness, timeliness, requirements, alternatives, or options for responding)
- 2.r **Equity of Treatment** (favoritism, one or more individuals receive preferential treatment)
- 2.s **Other** (any other evaluative relationship not described by the above sub-categories)

4. Career Progression and Development

Questions, concerns, issues or inquiries about administrative processes and decisions regarding entering and leaving a job, what it entails, (i.e., recruitment, nature and place of assignment, job security, and separation.)

- 4.a **Job Application/Selection and Recruitment Processes** (recruitment and selection processes, facilitation of job applications, short-listing and criteria for selection, disputed decisions linked to recruitment and selection)
- 4.b **Job Classification and Description** (changes or disagreements over requirements of assignment, appropriate tasks)
- 4.c **Involuntary Transfer/Change of Assignment** (notice, selection and special dislocation rights/benefits, removal from prior duties, unrequested change of work tasks)
- 4.d **Tenure/Position Security/Ambiguity** (security of position or contract, provision of secure contractual categories)
- 4.e **Career Progression** (promotion, reappointment, or tenure)
- 4.f **Rotation and Duration of Assignment** (non-completion or over-extension of assignments in specific settings/countries, lack of access or involuntary transfer to specific roles/assignments, requests for transfer to other places/duties/roles)
- 4.g **Resignation** (concerns about whether or how to voluntarily terminate employment or how such a decision might be communicated appropriately)
- 4.h **Termination/Non-Renewal** (end of contract, non-renewal of contract, disputed permanent separation from organization)
- 4.i **Re-employment of Former or Retired Staff** (loss of competitive advantages associated with re-hiring retired staff, favoritism)
- 4.j **Position Elimination** (elimination or abolition of an individual's position)
- 4.k **Career Development, Coaching, Mentoring** (classroom, on-the-job, and varied assignments as training and developmental opportunities)
- 4.l **Other** (any other issues linked to recruitment, assignment, job security or separation not described by the above sub-categories)

2. Evaluative Relationships

Questions, concerns, issues or inquiries arising between people in evaluative relationships (i.e. supervisor-employee, faculty-student.)

- 2.a **Priorities, Values, Beliefs** (differences about what should be considered important – or most important – often rooted in ethical or moral beliefs)
- 2.b **Respect/Treatment** (demonstrations of inappropriate regard for people, not listening, rudeness, crudeness, etc.)
- 2.c **Trust/Integrity** (suspicion that others are not being honest, whether or to what extent one wishes to be honest, etc.)
- 2.d **Reputation** (possible impact of rumors and/or gossip about professional or personal matters)
- 2.e **Communication** (quality and/or quantity of communication)
- 2.f **Bullying, Mobbing** (abusive, threatening, and/or coercive behaviors)
- 2.g **Diversity-Related** (comments or behaviors perceived to be insensitive, offensive, or intolerant on the basis of an identity-related difference such as race, gender, nationality, sexual orientation)
- 2.h **Retaliation** (punitive behaviors for previous actions or comments, whistleblower)
- 2.i **Physical Violence** (actual or threats of bodily harm to another)
- 2.j **Assignments/Schedules** (appropriateness or fairness of tasks, expected volume of work)
- 2.k **Feedback** (feedback or recognition given, or responses to feedback received)
- 2.l **Consultation** (requests for help in dealing with issues between two or more individuals they supervise/teach or with other unusual situations in evaluative relationships)

3. Peer and Colleague Relationships

Questions, concerns, issues or inquiries involving peers or colleagues who do not have a supervisory-employee or student-professor relationship (e.g., two staff members within the same department or conflict involving members of a student organization.)

- 3.a **Priorities, Values, Beliefs** (differences about what should be considered important – or most important – often rooted in ethical or moral beliefs)
- 3.b **Respect/Treatment** (demonstrations of inappropriate regard for people, not listening, rudeness, crudeness, etc.)
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- 3.h **Retaliation** (punitive behaviors for previous actions or comments, whistleblower)
- 3.i **Physical Violence** (actual or threats of bodily harm to another)
- 3.j **Other** (any peer or colleague relationship not described by the above sub-categories)

ANNUAL REPORT

July 2023 – June 2024

5. Legal, Regulatory, Financial and Compliance

Questions, concerns, issues or inquiries that may create a legal risk (financial, sanction etc.) for the organization or its members if not addressed, including issues related to waste, fraud or abuse.

- 5.a **Criminal Activity** (threats or crimes planned, observed, or experienced, fraud)
- 5.b **Business and Financial Practices** (inappropriate actions that abuse or waste organizational finances, facilities or equipment)
- 5.c **Harassment** (unwelcome physical, verbal, written, e-mail, audio, video psychological or sexual conduct that creates a hostile or intimidating environment)
- 5.d **Discrimination** (different treatment compared with others or exclusion from some benefit on the basis of, for example, gender, race, age, national origin, religion, etc. [being part of an Equal Employment Opportunity protected category – applies in the U.S.])
- 5.e **Disability, Temporary or Permanent, Reasonable Accommodation** (extra time on exams, provision of assistive technology, interpreters, or Braille materials including questions on policies, etc. for people with disabilities)
- 5.f **Accessibility** (removal of physical barriers, providing ramps, elevators, etc.)
- 5.g **Intellectual Property Rights** (e.g., copyright and patent infringement)
- 5.h **Privacy and Security of Information** (release or access to individual or organizational private or confidential information)
- 5.i **Property Damage** (personal property damage, liabilities)
- 5.j **Other** (any other legal, financial and compliance issue not described by the above sub-categories)

6. Safety, Health, and Physical Environment

Questions, concerns, issues or inquiries about Safety, Health and Infrastructure-related issues.

- 6.a **Safety** (physical safety, injury, medical evacuation, meeting federal and state requirements for training and equipment)
- 6.b **Physical Working/Living Conditions** (temperature, odors, noise, available space, lighting, etc)
- 6.c **Ergonomics** (proper set-up of workstation affecting physical functioning)
- 6.d **Cleanliness** (sanitary conditions and facilities to prevent the spread of disease)
- 6.e **Security** (adequate lighting in parking lots, metal detectors, guards, limited access to building by outsiders, anti-terrorists measures (not for classifying "compromise of classified or top secret" information)

- 6.f **Telework/Flexplace** (ability to work from home or other location because of business or personal need, e.g., in case of man-made or natural emergency)
- 6.g **Safety Equipment** (access to/use of safety equipment as well as access to or use of safety equipment, e.g., fire extinguisher)
- 6.h **Environmental Policies** (policies not being followed, being unfair ineffective, cumbersome)
- 6.i **Work Related Stress and Work-Life Balance** (Post-Traumatic Stress, Critical Incident Response, internal/external stress, e.g. divorce, shooting, caring for sick, injured)
- 6.j **Other** (any safety, health, or physical environment issue not described by the above sub-categories)

7. Services/Administrative Issues

Questions, concerns, issues or inquiries about services or administrative offices including from external parties.

- 7.a **Quality of Services** (how well services were provided, accuracy or thoroughness of information, competence, etc.)
- 7.b **Responsiveness/Timeliness** (time involved in getting a response or return call or about the time for a complete response to be provided)
- 7.c **Administrative Decisions and Interpretation/Application of Rules** (impact of non-disciplinary decisions, decisions about requests for administrative and academic services, e.g., exceptions to policy deadlines or limits, refund requests, appeals of library or parking fines, application for financial aid, etc.)
- 7.d **Behavior of Service Provider(s)** (how an administrator or staff member spoke to or dealt with a constituent, customer, or client, e.g., rude, inattentive, or impatient)
- 7.e **Other** (any services or administrative issue not described by the above sub-categories)

8. Organizational, Strategic, and Mission Related

Questions, concerns, issues or inquiries that relate to the whole or some part of an organization.

- 8.a **Strategic and Mission-Related/ Strategic and Technical Management** (principles, decisions and actions related to where and how the organization is moving)
- 8.b **Leadership and Management** (quality/capacity of management and/or management/leadership decisions, suggested training, reassignments and reorganizations)

- 8.c **Use of Positional Power/Authority** (lack or abuse of power provided by individual's position)
- 8.d **Communication** (content, style, timing, effects and amount of organizational and leader's communication, quality of communication about strategic issues)
- 8.e **Restructuring and Relocation** (issues related to broad scope planned or actual restructuring and/or relocation affecting the whole or major divisions of an organization, e.g. downsizing, off shoring, outsourcing)
- 8.f **Organizational Climate** (issues related to organizational morale and/or capacity for functioning)
- 8.g **Change Management** (making, responding or adapting to organizational changes, quality of leadership in facilitating organizational change)
- 8.h **Priority Setting and/or Funding** (disputes about setting organizational/departmental priorities and/or allocation of funding within programs)
- 8.i **Data, Methodology, Interpretation of Results** (scientific disputes about the conduct, outcomes and interpretation of studies and resulting data for policy)
- 8.j **Interdepartment/Interorganization Work/Territory** (disputes about which department/organization should be doing what/taking the lead)
- 8.k **Other** (any organizational issue not described by the above sub-categories)

9. Values, Ethics, and Standards

Questions, concerns, issues or inquiries about the fairness of organizational values, ethics, and/or standards, the application of related policies and/or procedures, or the need for creation or revision of policies, and/or standards.

- 9.a **Standards of Conduct** (fairness, applicability or lack of behavioral guidelines and/or Codes of Conduct, e.g., Academic Honesty, plagiarism, Code of Conduct, conflict of interest)
- 9.b **Values and Culture** (questions, concerns or issues about the values or culture of the organization)
- 9.c **Scientific Conduct/Integrity** (scientific or research misconduct or misdemeanors, e.g., authorship; falsification of results)
- 9.d **Policies and Procedures NOT Covered in Broad Categories 1 thru 8** (fairness or lack of policy or the application of the policy, policy not followed, or needs revision, e.g., appropriate dress, use of internet or cell phones)
- 9.e **Other** (Other policy, procedure, ethics or standards issues not described in the above sub-categories)

ANNUAL REPORT

July 2023 – June 2024

Appendix B – Data Tables

(All Visitors)

		2019	2020	2021	2022	2023
1	COMPENSATION & BENEFITS					
1.a	Compensation	3	5	2	4	3
1.b	Payroll	0	1	1	0	0
1.c	Benefits	3	1	3	5	3
1.d	Retirement, Pension	1	0	1	0	0
1.e	Other	0	3	0	0	3
	Subtotal	7	10	7	9	9
2	EVALUATIVE RELATIONSHIPS					
2.a	Priorities, Values, Beliefs	2	1	0	34	33
2.b	Respect/Treatment	36	50	44	86	55
2.c	Trust/Integrity	27	36	27	70	35
2.d	Reputation	8	5	12	25	24
2.e	Communication	17	47	29	93	60
2.f	Bullying, Mobbing	15	5	7	6	2
2.g	Diversity-Related	4	27	10	13	17
2.h	Retaliation	32	72	31	36	7
2.i	Physical Violence	0	1	1	0	0
2.j	Assignments/Schedules	8	24	18	44	26
2.k	Feedback	0	0	7	59	42
2.l	Consultation	4	6	1	1	6
2.m	Performance Appraisal/Grading	2	11	9	23	16
2.n	Departmental Climate	24	22	17	65	31
2.o	Supervisory Effectiveness	22	22	17	94	56
2.p	Insubordination	0	1	0	1	2
2.q	Discipline	4	7	7	7	6
2.r	Equity of Treatment	6	21	11	47	26
2.s	Other	0	2	0	0	2
	Subtotal	211	360	248	704	446
3	PEER AND COLLEAGUE RELATIONSHIPS					
3.a	Priorities, Values, Beliefs	0	0	2	10	10
3.b	Respect/Treatment	6	13	11	23	16
3.c	Trust/Integrity	2	10	9	21	13
3.d	Reputation	1	3	2	12	9
3.e	Communication	5	7	12	22	15
3.f	Bullying, Mobbing	1	5	7	5	0
3.g	Diversity-Related	0	9	0	3	3
3.h	Retaliation	0	6	7	4	1
3.i	Physical Violence	0	0	1	2	1
3.j	Other	1	0	0	0	3
	Subtotal	16	53	51	102	71

ANNUAL REPORT

July 2023 – June 2024

		2019	2020	2021	2022	2023
4	CAREER PROGRESSION AND DEVELOPMENT					
4.a	Job Application/Selection and Recruitment Processes	15	3	5	4	7
4.b	Job Classification and Description	1	3	1	1	4
4.c	Involuntary Transfer/Change of Assignment	1	3	2	5	9
4.d	Tenure/Position Security/Ambiguity	0	0	3	7	18
4.e	Career Progression	3	1	6	6	17
4.f	Rotation and Duration of Assignment	0	4	1	2	2
4.g	Resignation	0	1	2	11	11
4.h	Termination/Non-Renewal	1	0	3	1	3
4.i	Re-employment of Former or Retired Staff	1	0	1	0	0
4.j	Position Elimination	0	0	0	1	1
4.k	Career Development, Coaching, Mentoring	4	0	1	4	10
4.l	Other	0	0	0	0	12
Subtotal		26	15	25	42	94
5	LEGAL, REGULATORY, FINANCIAL AND COMPLIANCE					
5.a	Criminal Activity	0	0	1	0	7
5.b	Business and Financial Practices	6	0	1	5	1
5.c	Harassment	2	1	1	3	5
5.d	Discrimination	22	17	7	12	8
5.e	Disability, Temporary or Permanent, Reasonable Accommodation	5	24	5	6	6
5.f	Accessibility	0	0	0	0	2
5.g	Intellectual Property Rights	0	0	0	0	0
5.h	Privacy and Security of Information	3	0	0	0	1
5.i	Property Damage	0	0	0	0	0
5.j	Other	3	4	2	3	5
Subtotal		41	46	17	29	35
6	SAFETY, HEALTH, AND PHYSICAL ENVIRONMENT					
6.a	Safety	7	44	13	20	23
6.b	Physical Working/Living Conditions	1	4	2	6	11
6.c	Ergonomics	0	0	3	0	1
6.d	Cleanliness	0	0	0	0	0
6.e	Security	2	0	1	4	6
6.f	Telework/Flexplace	0	35	7	1	0
6.g	Safety Equipment	0	0	0	0	0
6.h	Environmental Policies	0	1	0	0	0
6.i	Work-Related Stress and Work-Life Balance	4	0	5	31	31
6.j	Other	0	0	0	0	0
Subtotal		14	84	31	62	72

ANNUAL REPORT

July 2023 – June 2024

		2019	2020	2021	2022	2023
7	SERVICES/ADMINISTRATIVE ISSUES					
7.a	Quality of Services	8	8	27	39	55
7.b	Responsiveness/Timeliness	15	10	18	32	37
7.c	Administrative Decisions and Interpretation/Application of Rules	20	10	43	57	65
7.d	Behavior of Service Provider(s)	33	11	29	59	77
7.e	Other	0	3	0	9	53
7.f	Athletics	7	9	6	1	1
7.g	Fear of Retaliation Against Student	10	1	10	7	13
	Subtotal	93	52	133	204	301
8	ORGANIZATIONAL, STRATEGIC, AND MISSION RELATED					
8.a	Strategic and Mission-Related/Strategic and Technical Management	3	1	1	33	28
8.b	Leadership and Management	16	15	17	44	33
8.c	Use of Positional Power/Authority	11	6	15	8	7
8.d	Communication	3	1	8	34	26
8.e	Restructuring and Relocation	0	0	0	1	4
8.f	Organizational Climate	0	0	12	49	33
8.g	Change Management	0	0	2	12	10
8.h	Priority Setting and/or Funding	0	2	0	4	1
8.i	Data, Methodology, Interpretation of Results	0	0	0	0	0
8.j	Interdepartment/Interorganization Work/Territory	0	0	1	4	2
8.k	Other	5	0	0	0	3
	Subtotal	38	25	56	189	147
9	VALUES, ETHICS, AND STANDARDS					
9.a	Standards of Conduct	2	2	1	10	2
9.b	Values and Culture	6	27	11	18	21
9.c	Scientific Conduct/Integrity	0	0	0	1	0
9.d	Policies and Procedures NOT Covered in Broad Categories 1 thru 8	1	1	10	0	0
9.e	Other	1	4	0	0	0
	Subtotal	10	34	22	29	23
	Total	456	679	590	1370	1198

ANNUAL REPORT

July 2023 – June 2024

Appendix C

Visitor FEEDBACK

"The Ombuds was so easy to speak with to walk me through my situation. It is so great our division has this as an option. Thanks!"

"The services of the Ombudsman should be highlighted in the Scoop earlier in the school year so people can be aware of the services and schools should send something about it in their newsletters."

"I felt like the situation was personal, you helped me see it wasn't."

"Needed someone who could help me put my thoughts together who knows the organization."

"I am glad you pointed out things that I didn't consider."

"I feel very blessed to have an office such as this. I will let other parents know about the office and how you can help."

"I DO want to thank you for serving as a sounding board and for offering suggestions I hadn't considered. The role that you serve in is vitally important to all PWCS stakeholders."

"I didn't really think it would be worth talking to you but now I appreciate you letting me get this off my chest."

"While people want you to have a magic wand, you are clear on what you can and cannot do."

"You asked many open-ended questions and actively listened to me which helped me think things through."