PWCS
PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
LAUNCHING THRIVING FUTURES

Office of the Ombuds

Annual Report
2025 – 2026

ANNUAL REPORT
July 2025 – June 2026

Message From the Ombuds

I am pleased to share the seventh annual report of the Prince William County Public Schools (PWCS) Office of the Ombuds.

One of the aspects I value most about serving as the PWCS Ombuds is the opportunity to listen. Every conversation brings a different perspective, experience, or concern, and each one matters. Whether I am speaking with a student, family member, employee, or community member, my goal is to provide a welcoming and confidential space where people feel heard, respected, and supported as they consider a path forward.

In a school division as large and diverse as PWCS, questions, concerns, and disagreements are a natural part of working and learning together. Sometimes, people simply need a place to talk through what is happening, better understand their options, or prepare for a difficult conversation. Addressing concerns early can prevent misunderstandings from becoming larger challenges and help us keep our collective attention where it belongs, on supporting our students. This is where I believe the Ombuds Office can help.

At its heart, the work of the Ombuds Office is about people. It is about listening without judgment, helping individuals feel less stuck, creating opportunities for understanding, and finding productive ways to move forward. I believe that creating space for every voice to be recognized and valued is fundamental to building trust, strengthening relationships, and fostering a school community where all members feel welcomed, included, and empowered.

I am grateful to the School Board, Dr. McDade, PWCS staff, students, families, and community members for the trust you place in this office. It is a privilege to serve our community and to learn from the people who reach out to me.

As we begin the 2026–27 school year, I look forward to listening, learning, and working alongside you.

Take care,

Monique

Monique “Mo” Bookstein, CO-OP®
Certified Organizational Ombuds Practitioner
Prince William County Public Schools

Office Overview

The PWCS Office of the Ombuds operates in accordance with the IOA Code of Ethics. The IOA is dedicated to excellence in Organizational Ombuds[1] 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 visitor[2]. 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.

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 law[3]. 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.

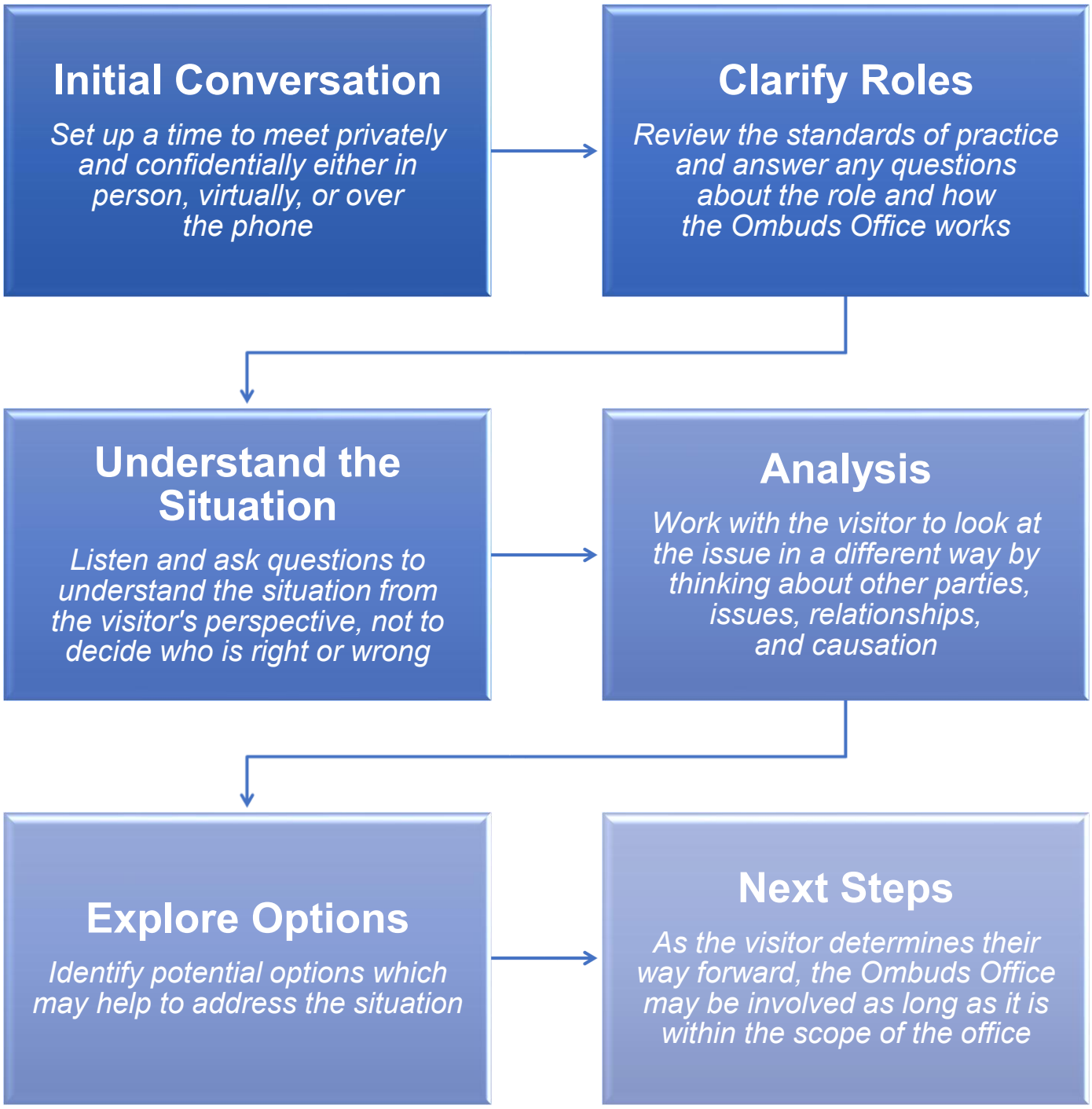
Informality

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.

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.



Services Provided by the Ombuds

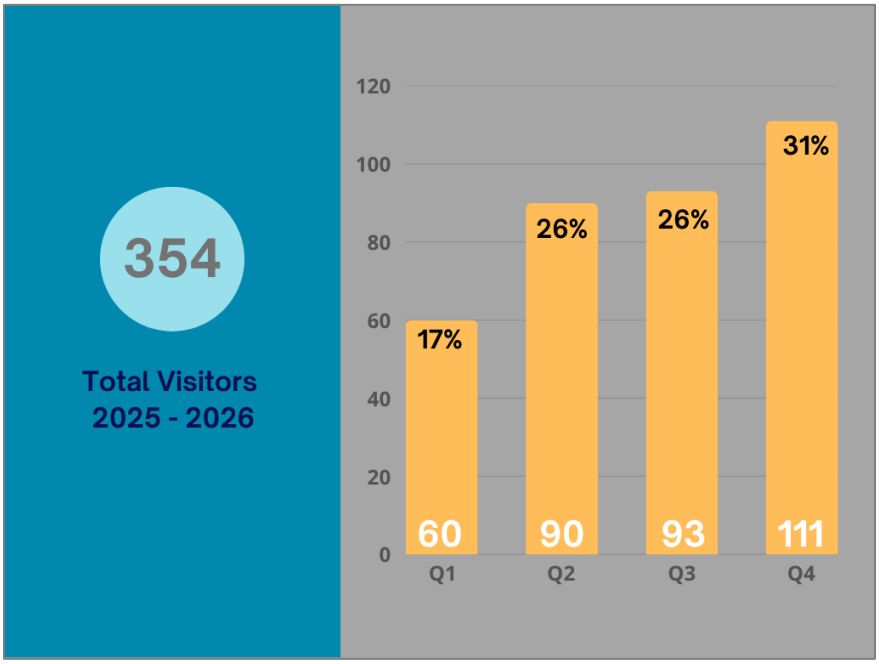
Every visitor to the Ombuds Office comes with a unique situation. The chart below outlines some of the common services Ombuds can offer. The Ombuds Office is often the perfect “first stop” for those facing conflict. As a confidential, informal, independent, and neutral entity, it provides a safe space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



Year in Review

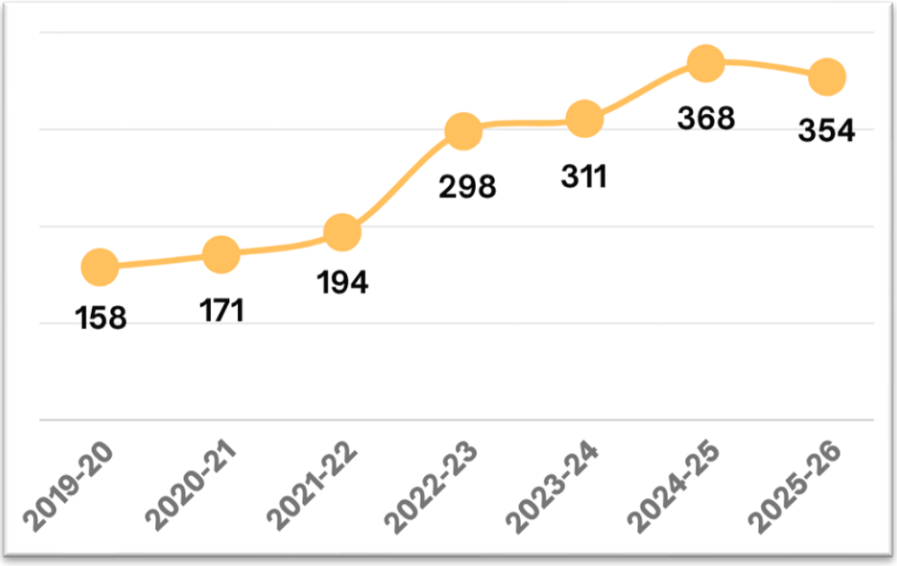
The Ombuds Office continues to provide parents, students, employees, and school community members with assistance in resolving school-related concerns, conflicts, and issues.

A single “case” is defined by the individual experiencing the conflict.



Annual Visitor Engagement

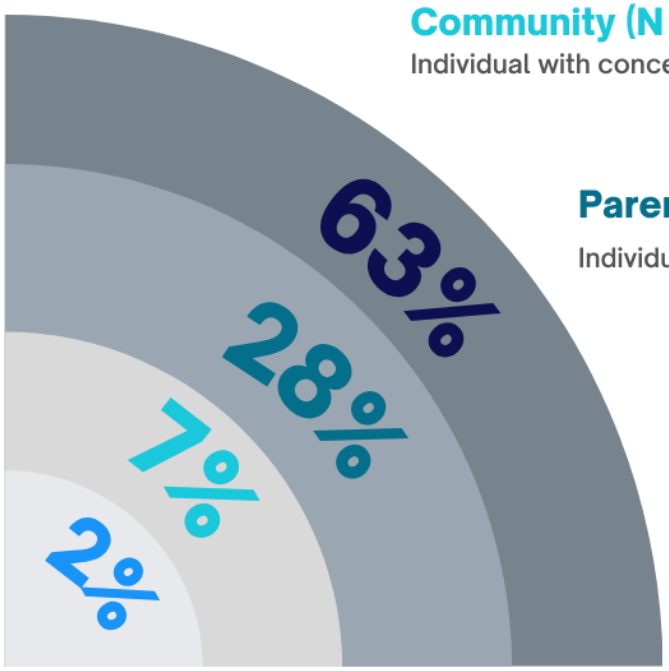
Since its inception in 2019, the Ombuds Office has welcomed over 1,800 visitors.



Visitor Demographics

Students (N = 8)
Individual who attends PWCS

Community (N = 24)
Individual with concerns regarding PWCS



Parents/Guardians (N = 98)
Individual with a student who attends PWCS

Employees (N = 224)
Individual who is employed by PWCS

Classification of Employee Visitors



Certified
Employee who holds a renewable or provisional certificate issued by the Virginia Board of Education



Administrative
Employee who has managerial authority



Classified
Employee who performs clerical, instructional assistance, labor, and logistical support functions

Visitor Contacts

EMPLOYEES

- Highest contact months were April and May
- Lowest contact month was July
- A 8% decrease from the 2024-2025 school year

PARENTS/GUARDIANS

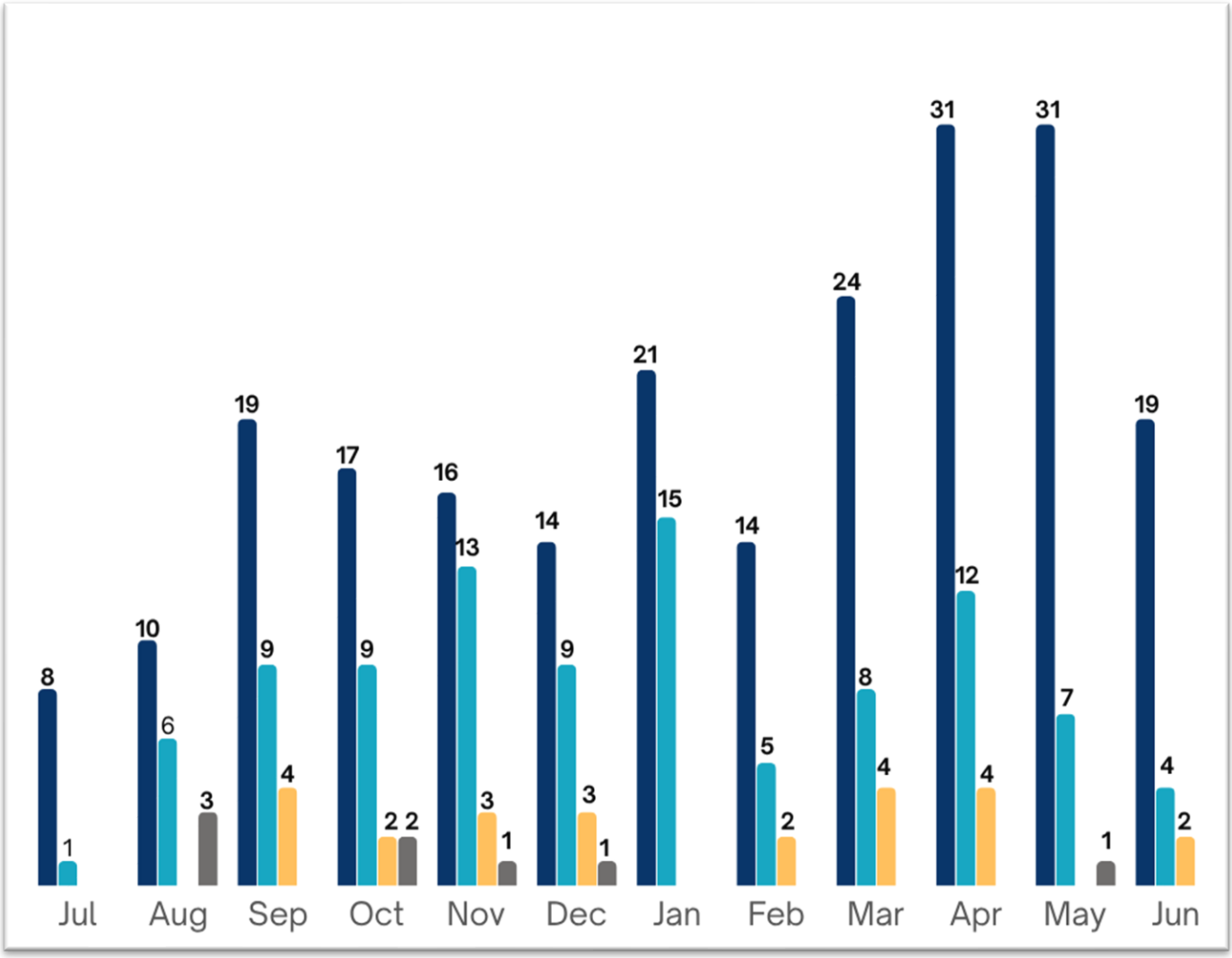
- Highest contact month was January
- Lowest contact month was July
- A 3% decrease from the 2024-2025 school year

COMMUNITY

- Highest contact months were September, March, and April
- Lowest contact months were October and June
- A 26% increase from the 2024-2025 school year

STUDENTS

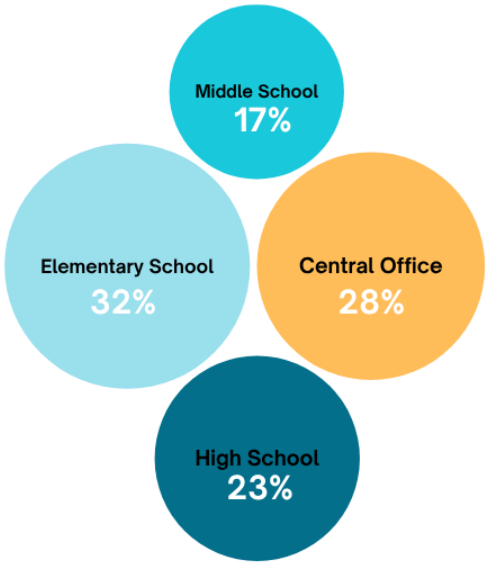
- Highest contact month was August
- Lowest contact months were November, December and May
- A 33% increase from the 2024-2025 school year



Visitor Contacts by School Level

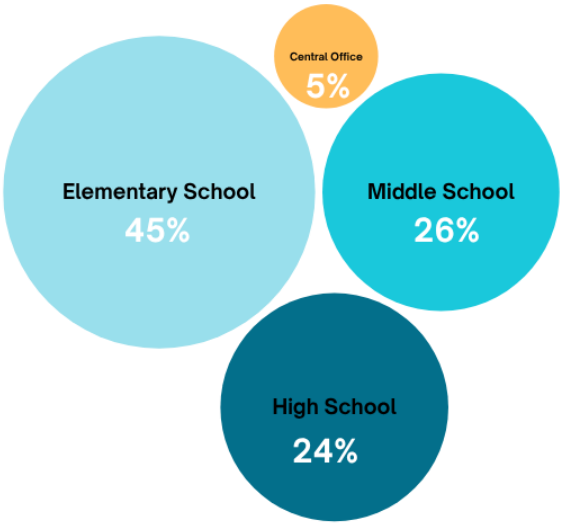
Employees (N = 224)

- **Elementary School**
  73 visitors who contacted the office work at this level
- **Central Office**
  63 visitors who contacted the office work at this level
- **High School**
  51 visitors who contacted the office work at this level
- **Middle School**
  37 visitors who contacted the office work at this level



Parents/Guardians (N = 98)

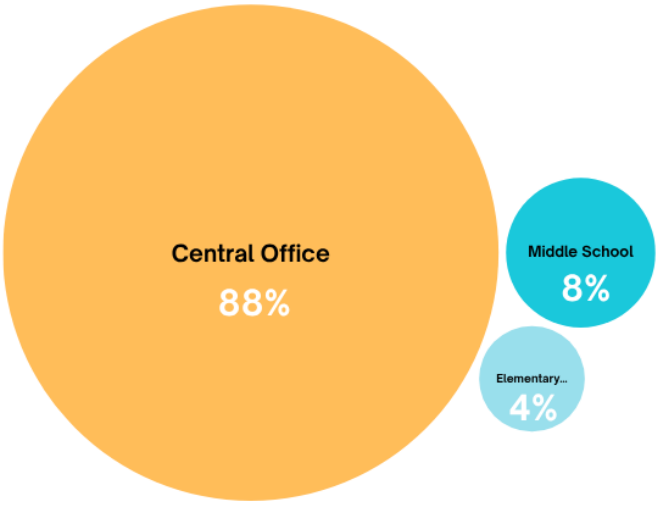
- **Elementary School**
  44 visitors raised concerns with this level
- **Middle School**
  25 visitors raised concerns with this level
- **High School**
  24 visitors raised concerns with this level
- **Central Office**
  5 visitors raised concerns with this level or with PWCS policies/regulations



Visitor Contacts by School Level

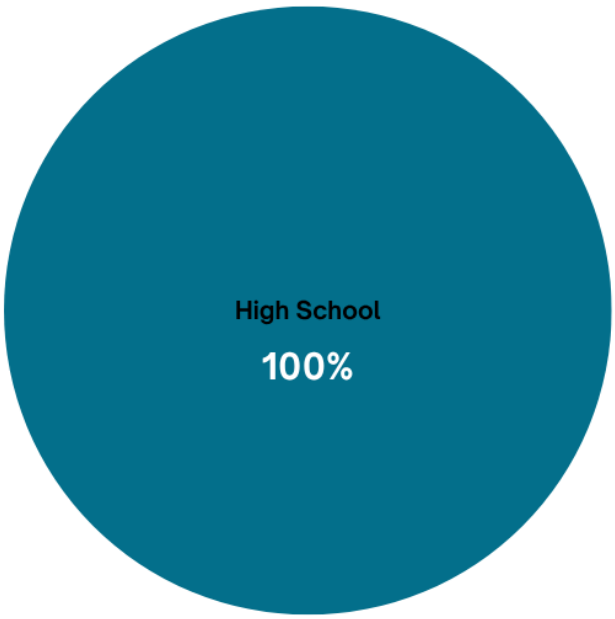
Community (N = 24)

- **Central Office**
  21 visitors raised concerns with this level or with PWCS policies/regulations
- **Middle School**
  2 visitors raised concerns with this level
- **Elementary School**
  1 visitor raised concerns with this level

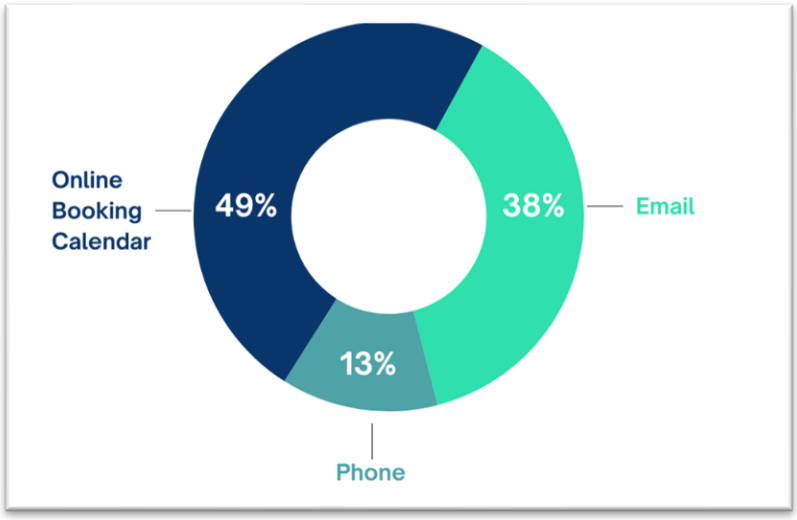


Students (N = 8)

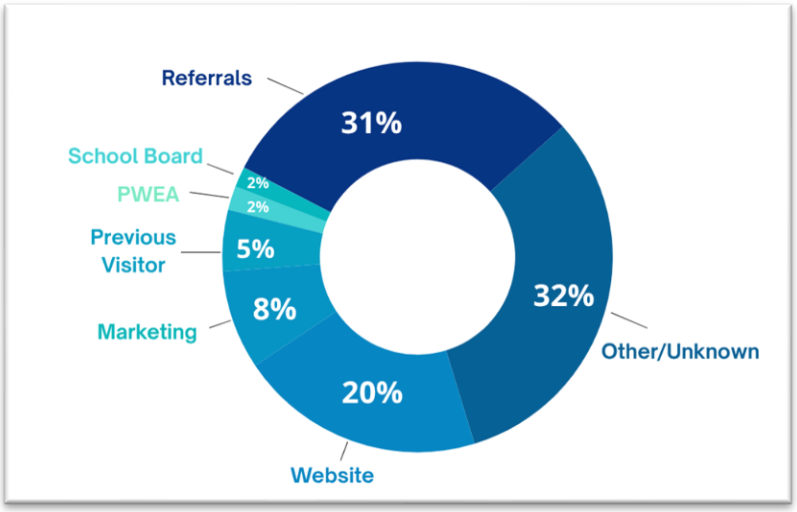
- **High School**
  8 visitors raised concerns with this level



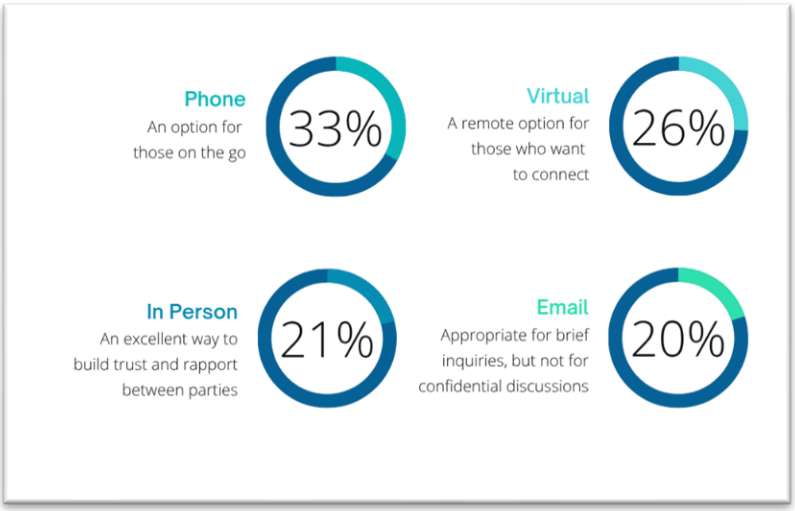
How Did the Visitor Contact the Office



How Did the Visitor Learn About the Office



How Did the Ombuds Consult with the Visitor



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.

Category 10 **Educational Partners**[4]
Questions, concerns, issues, or inquiries arising between educational partners (e.g., teacher-parent, teacher-student, principal-parent, etc.)

[4] Category 10 was established to improve the classification of concerns from PWCS educational partners.

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	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025-2026
1. Compensation & Benefits	7	9	9	17	13
2. Evaluative Relationships	248	704	446	865	484
3. Peer and Colleague Relationships	51	102	71	72	142
4. Career Progression and Development	25	42	94	92	65
5. Legal, Regulatory, Financial, and Compliance	17	29	35	33	40
6. Safety, Health, and Physical Environment	31	62	72	135	123
7. Services/Administrative Issues	133	204	301	161	145
8. Organizational, Strategic, and Mission Related	56	189	147	110	136
9. Values, Ethics, and Standards	22	29	23	5	3
10. Educational Partners				293	315
Totals	590	1370	1198	1783	1466

Top Categories
2025 - 2026

33%
Evaluative Relationships



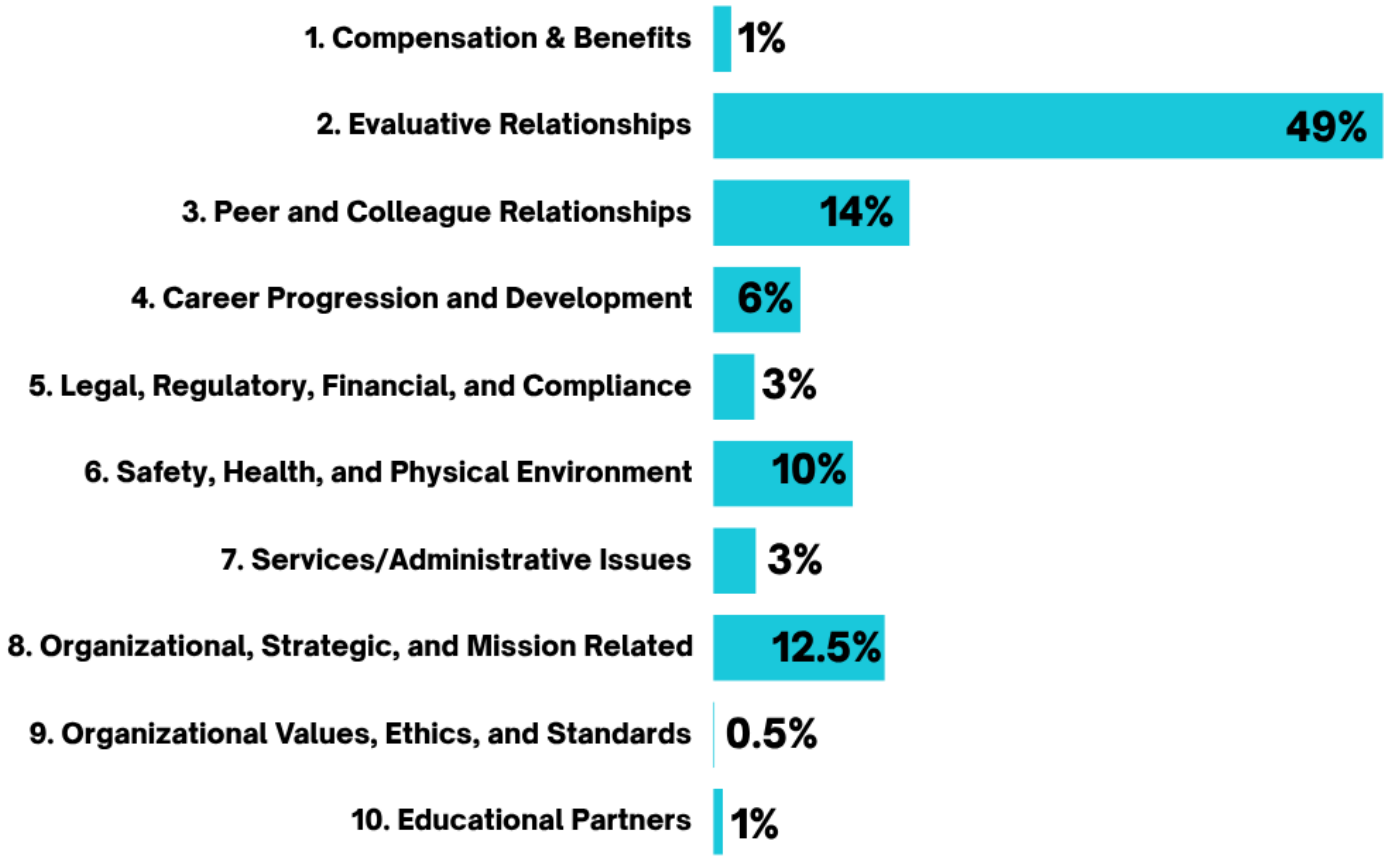
22%
Educational Partners



10%
Services/Administrative Issues

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

2.e Communication

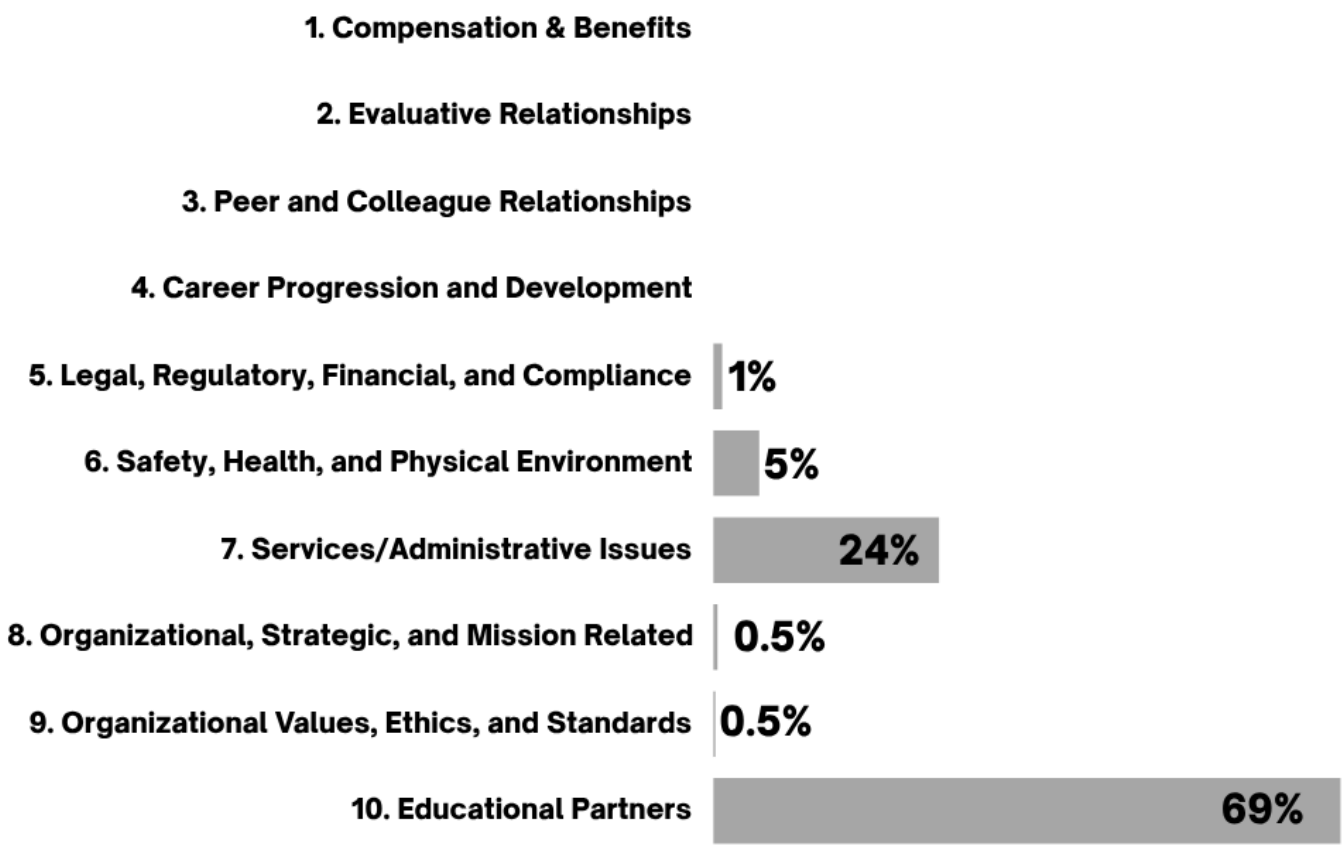
Questions, issues, or concerns regarding the quality and/or quantity of communication

2.o Supervisory Effectiveness

Questions, issues, or concerns regarding the management of department or classroom, failure to address issues

Concerns Expressed by Parent/Guardian Visitors

Category 10 *Educational Partners* 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

10.e Customer Service/Communication

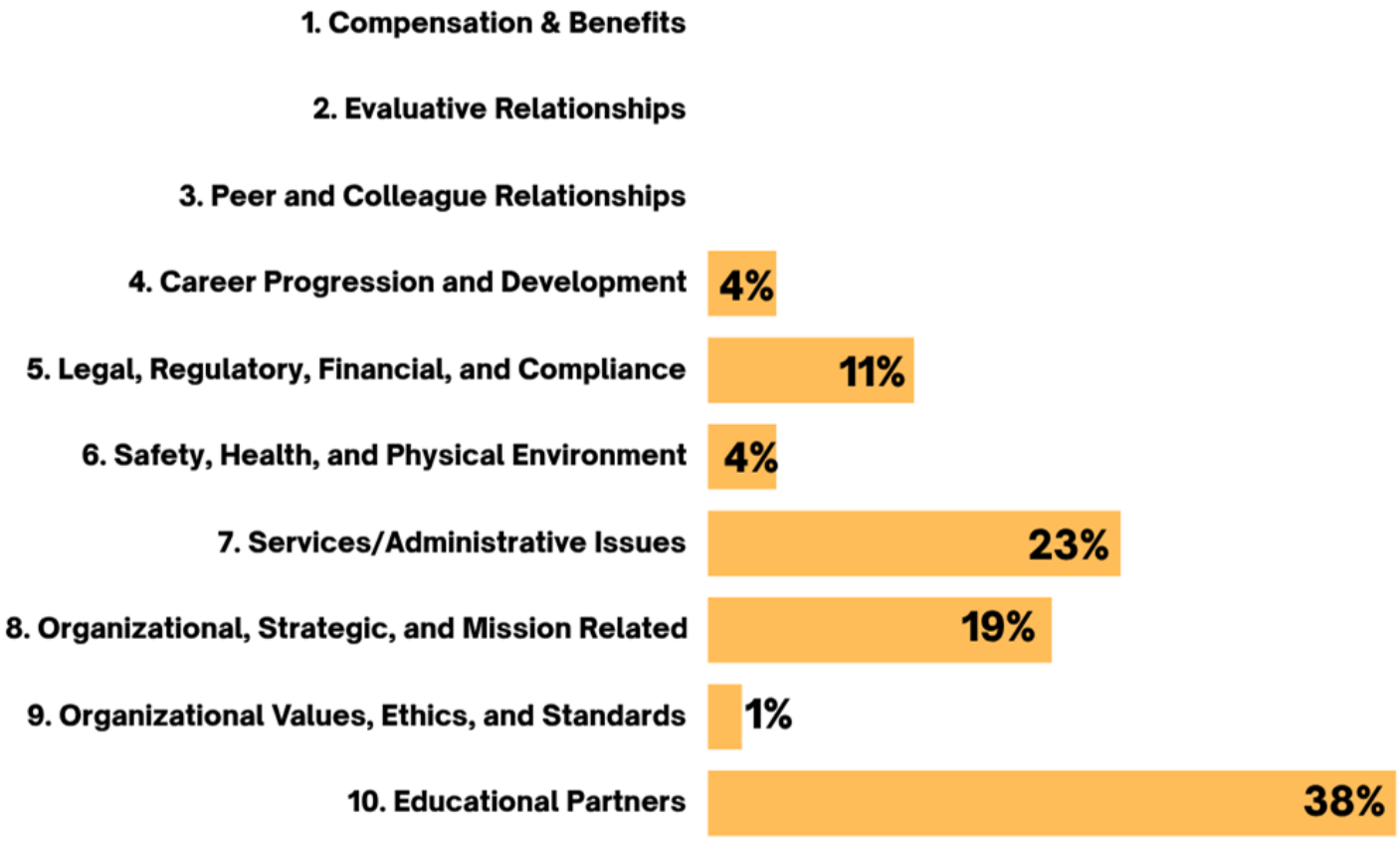
Questions, issues, or concerns regarding the quality and/or quantity of customer service/communication

10.h Equity of Treatment

Questions, issues, or concerns regarding favoritism, one or more individuals receive preferential treatment

Concerns Expressed by Community Visitors

Category 10 *Educational Partners* 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-Category

10.e Customer Service/Communication

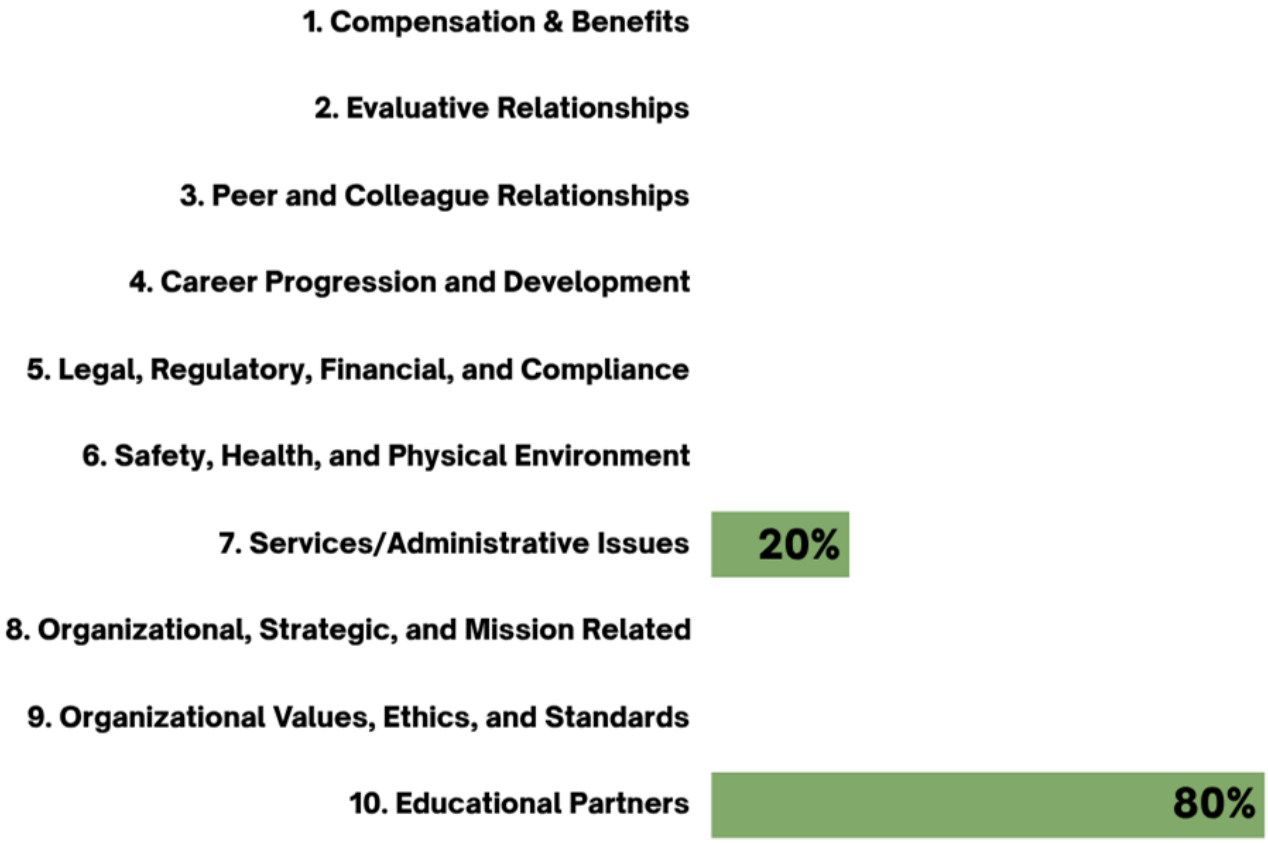
Questions, issues, or concerns regarding quality and/or quantity of customer service/communication

10.m Special Education

Questions, issues, or concerns regarding special education matters such as IEPs, 504 plans, etc

Concerns Expressed by Student Visitors

Category 10 *Educational Partners* is the highest category of concerns expressed by Student visitors. For a more detailed explanation of this data, see Appendix B.



Most Often Expressed Sub-Categories

10.a Academics

Questions, issues, or concerns regarding academics, classes, curriculum, etc

10.h Equity of Treatment

Questions, issues, or concerns regarding favoritism, one or more individuals receive preferential treatment

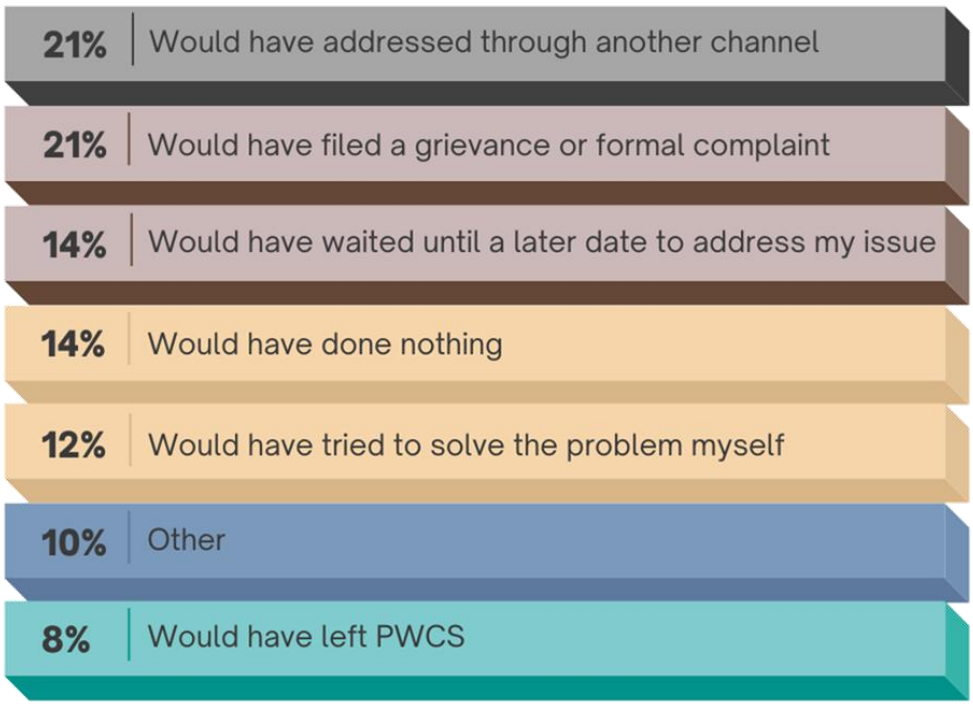
Post-Visit Feedback

The Ombuds Office sends a post-visit survey as an opportunity for visitors to provide feedback to the office. As received, the feedback and survey data will be used for the office's continuous improvement. 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.

The response rate for this year was **12%**. The feedback was overwhelmingly positive, with **90%** of the respondents stating they would refer others to the office and another **90%** 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 following chart 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.



Outreach

Mrs. Bookstein increased awareness and visibility of the Ombuds Office through strategic, division-wide outreach. Mrs. Bookstein expanded outreach through targeted engagement with staff, parents, students, PTOs, and PTAs, increasing understanding of Ombuds services. Throughout the year, Mrs. Bookstein specifically met with the following groups to explain the office's role and services provided:

- Career and Technical Education Advisory Council
- Gifted Education Advisory Committee
- School Health Advisory Board
- Special Education Advisory Committee
- Superintendent's Advisory Council on Equity
- Superintendent's Advisory Council on Instruction
- Superintendent's Advisory Council on Sustainability
- Superintendent's Multilingual Advisory Council
- Student Senate
- Student Voice Committee for Colgan

Mrs. Bookstein designed and delivered two high-impact professional development courses for all staff. For the Elevate Excellence in Education Conference, she presented "From Conflict to Connection: Rebuilding Trust that Lasts", and for the Classified Professional Development Conference, "Conflict Unlocked: Navigate the Storm with the Ombuds as Your Compass."

Mrs. Bookstein continues to serve in a leadership capacity for 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, Mrs. Bookstein provides leadership, guidance, and support for their programs.

Professional Development

Mrs. Bookstein prioritized continuous learning through advanced training in various conflict management subjects such as working with high conflict personalities, understanding how the nervous system affects how individuals deal with conflict, navigating confidentiality as an Ombuds. Mrs. Bookstein became a certified workplace mediator through Eckerd College's Mediation Training Institute.

Mrs. Bookstein is now certified to deliver the Conflict Dynamics Profile (CDP) Assessment tool. The CDP measures conflict behaviors and helps individuals and teams understand how they respond to conflict, what triggers can escalate conflict, and how to manage conflict more effectively.

Contact Information

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

Feel free to contact the Ombuds 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 Ombuds 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



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)

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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)
- 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)

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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)

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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)

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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)

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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)

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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)

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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)

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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)

Category 10 was created by the PWCS Office of the Ombuds to improve the classification of concerns from educational partners and is not associated with the IOA.

10. Educational Partners
Questions, concerns, issues, or inquiries arising between educational partners (e.g., teacher-parent, teacher-student, principal-parent, etc.)

10.a **Academics** (academics, classes, curriculum, etc.)
10.b **Athletics** (athletics or extracurricular activities)
10.c **Attendance** (attendance, absences, truancy, etc.)
10.d **Bullying/Harassment/Discrimination** (abusive, threatening, coercive behaviors and/or discriminatory practices based on race, gender, nationality, sexual orientation)
10.e **Customer Service/Communication** (quality and/or quantity of customer service/communication)
10.f **Discipline** (impact of disciplinary decisions)
10.g **Enrollment/Residency** (enrollment, transfers, residency, etc.)
10.h **Equity of Treatment** (favoritism, one or more individuals receive preferential treatment)
10.i **Fear of Retaliations Against Student** (punitive behaviors for previous actions, or comments)
10.j **Grading** (grading, assessments, etc.)
10.k **Leadership Effectiveness** (management of department, classroom, or building; failure to address issues)
10.l **School Environment/Climate** (prevailing behaviors, norms, or attitudes within a department or building)
10.m **Special Education** (special education matters such as IEPs, 504 plans, etc.)
10.n **Technology** (technology, equipment, etc.)
10.o **Transportation** (transportation related matters)
10.p **Other** (any other educational partner questions, issues, or concerns not described by the above sub-categories)

Appendix B – Data Tables

(All Visitors)

		2021	2022	2023	2024	2025
1	**COMPENSATION & BENEFITS**					
1.a	Compensation	2	4	3	11	10
1.b	Payroll	1	0	0	1	0
1.c	Benefits	3	5	3	3	2
1.d	Retirement, Pension	1	0	0	0	0
1.e	Other	0	0	3	2	1
	Subtotal	7	9	9	17	13
2	**EVALUATIVE RELATIONSHIPS**					
2.a	Priorities, Values, Beliefs	0	34	33	59	46
2.b	Respect/Treatment	44	86	55	90	58
2.c	Trust/Integrity	27	70	35	87	53
2.d	Reputation	12	25	24	52	23
2.e	Communication	29	93	60	97	70
2.f	Bullying, Mobbing	7	6	2	29	6
2.g	Diversity-Related	10	13	17	27	6
2.h	Retaliation	31	36	7	27	9
2.i	Physical Violence	1	0	0	0	0
2.j	Assignments/Schedules	18	44	26	55	23
2.k	Feedback	7	59	42	65	23
2.l	Consultation	1	1	6	15	3
2.m	Performance Appraisal/Grading	9	23	16	37	24
2.n	Departmental Climate	17	65	31	76	46
2.o	Supervisory Effectiveness	17	94	56	96	71
2.p	Insubordination	0	1	2	8	1
2.q	Discipline	7	7	6	5	3
2.r	Equity of Treatment	11	47	26	39	19
2.s	Other	0	0	2	1	0
	Subtotal	248	704	446	865	484
3	**PEER AND COLLEAGUE RELATIONSHIPS**					
3.a	Priorities, Values, Beliefs	2	10	10	12	23
3.b	Respect/Treatment	11	23	16	15	29
3.c	Trust/Integrity	9	21	13	12	30
3.d	Reputation	2	12	9	6	14
3.e	Communication	12	22	15	15	31
3.f	Bullying, Mobbing	7	5	0	5	3
3.g	Diversity-Related	0	3	3	2	9
3.h	Retaliation	7	4	1	1	1
3.i	Physical Violence	1	2	1	2	1
3.j	Other	0	0	3	2	1
	Subtotal	51	102	71	72	142

		2021	2022	2023	2024	2025
4	**CAREER PROGRESSION AND DEVELOPMENT**					
4.a	Job Application/Selection and Recruitment Processes	5	4	7	3	5
4.b	Job Classification and Description	1	1	4	4	5
4.c	Involuntary Transfer/Change of Assignment	2	5	9	5	5
4.d	Tenure/Position Security/Ambiguity	3	7	18	26	12
4.e	Career Progression	6	6	17	26	16
4.f	Rotation and Duration of Assignment	1	2	2	2	0
4.g	Resignation	2	11	11	17	12
4.h	Termination/Non-Renewal	3	1	3	4	4
4.i	Re-employment of Former or Retired Staff	1	0	0	0	0
4.j	Position Elimination	0	1	1	1	2
4.k	Career Development, Coaching, Mentoring	1	4	10	3	2
4.l	Other	0	0	12	1	2
	Subtotal	25	42	94	92	65
5	**LEGAL, REGULATORY, FINANCIAL AND COMPLIANCE**					
5.a	Criminal Activity	1	0	7	2	1
5.b	Business and Financial Practices	1	5	1	3	6
5.c	Harassment	1	3	5	3	3
5.d	Discrimination	7	12	8	4	8
5.e	Disability, Temporary or Permanent, Reasonable Accommodation	5	6	6	4	9
5.f	Accessibility	0	0	2	0	0
5.g	Intellectual Property Rights	0	0	0	0	0
5.h	Privacy and Security of Information	0	0	1	2	0
5.i	Property Damage	0	0	0	0	1
5.j	Other	2	3	5	15	12
	Subtotal	17	29	35	33	40
6	**SAFETY, HEALTH, AND PHYSICAL ENVIRONMENT**					
6.a	Safety	13	20	23	25	35
6.b	Physical Working/Living Conditions	2	6	11	6	3
6.c	Ergonomics	3	0	1	0	0
6.d	Cleanliness	0	0	0	1	1
6.e	Security	1	4	6	12	3
6.f	Telework/Flexplace	7	1	0	0	2
6.g	Safety Equipment	0	0	0	0	1
6.h	Environmental Policies	0	0	0	0	1
6.i	Work-Related Stress and Work-Life Balance	5	31	31	91	76
6.j	Other	0	0	0	0	1
	Subtotal	31	62	72	135	123

		2021	2022	2023	2024	2025
7	**SERVICES/ADMINISTRATIVE ISSUES**					
7.a	Quality of Services	27	39	55	19	16
7.b	Responsiveness/Timeliness	18	32	37	26	22
7.c	Administrative Decisions and Interpretation/Application of Rules	43	57	65	53	44
7.d	Behavior of Service Provider(s)	29	59	77	60	62
7.e	Other	0	9	53	2	1
7.f	Athletics	6	1	1	0	0
7.g	Fear of Retaliation Against Student	10	7	13	1	0
	Subtotal	133	204	301	161	145
8	**ORGANIZATIONAL, STRATEGIC, AND MISSION RELATED**					
8.a	Strategic and Mission-Related/Strategic and Technical Management	1	33	28	25	36
8.b	Leadership and Management	17	44	33	26	38
8.c	Use of Positional Power/Authority	15	8	7	5	5
8.d	Communication	8	34	26	11	10
8.e	Restructuring and Relocation	0	1	4	3	0
8.f	Organizational Climate	12	49	33	31	44
8.g	Change Management	2	12	10	6	1
8.h	Priority Setting and/or Funding	0	4	1	1	0
8.i	Data, Methodology, Interpretation of Results	0	0	0	0	0
8.j	Interdepartment/Interorganization Work/Territory	1	4	2	2	0
8.k	Other	0	0	3	0	2
	Subtotal	56	189	147	110	136
9	**VALUES, ETHICS, AND STANDARDS**					
9.a	Standards of Conduct	1	10	2	2	1
9.b	Values and Culture	11	18	21	3	2
9.c	Scientific Conduct/Integrity	0	1	0	0	0
9.d	Policies and Procedures NOT Covered in Broad Categories 1 thru 8	10	0	0	0	0
9.e	Other	0	0	0	0	0
	Subtotal	22	29	23	5	3
10	**EDUCATIONAL PARTNERS**					
10.a	Academics				20	19
10.b	Athletics				5	5
10.c	Attendance				18	11
10.d	Bullying/Harassment/Discrimination				22	23
10.e	Customer Service/Communication				34	43
10.f	Discipline				23	20
10.g	Enrollment/Residency				14	5
10.h	Equity of Treatment				32	42
10.i	Fear of Retaliations Against Student				17	20

		2021	2022	2023	2024	2025
10	**EDUCATIONAL PARTNERS**					
10.j	Grading				3	9
10.k	Leadership Effectiveness				36	39
10.l	School Environment/Climate				28	33
10.m	Special Education				18	14
10.n	Technology				2	0
10.o	Transportation				3	13
10.p	Other				18	19
	Subtotal				293	315
	Totals[5]	590	1370	1198	1783	1466

[5] Annual reports will include data for only the last five years. For any prior year data, please consult the Office of the Ombuds website.

Appendix C – Visitor Feedback

