

The People vs. Public Agencies

A Lesson Plan for Social Studies 11

Overview

Students learn about the role and responsibilities of the Office of the Ombudsman by watching a series of video vignettes. By discussing and completing mock complaint forms, they explore the kinds of grievances that are dealt with by the Office of the Ombudsman and analyse the process by which complaints against public agencies are made and resolved.

Curriculum Match

Social Studies, British Columbia, Grade 11

It is expected that students will:

- communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences (Skills and Processes I)
- demonstrate the ability to think critically, including the ability to:
 - define an issue or problem
 - develop hypotheses and supporting arguments (Skills and Processes I)
- develop and express appropriate responses to issues or problems (Skills and Processes I)
- demonstrate skills associated with active citizenship, including the ability to:
 - collaborate and consult with others
 - respect and promote respect for the contributions of other team members
 - interact confidently (Skills and Processes II)
- assess the role of values, ethics, and beliefs in decision making (Skills and Processes II)
- demonstrate awareness of how to access the various levels of government in Canada (Legal Issues)

Suggested Time

1-2 hours

Materials and Resources

The following resources are used in this lesson:

- ◆ video: [Fairness for BC](#) a 15-minute video describing the role and responsibilities of the Ombudsman and two specific cases recently resolved by the Ombudsman's Office
- ◆ student resources:
 - [The Jurisdiction of the Ombudsman's Office](#)
 - [The Ombudsman's Office—Discussion Questions](#)
 - [Office of the Ombudsman Complaint Form](#)
 - ["Be the Ombudsman!" A Role-Play Activity](#)
- ◆ teacher resources:
 - [Complaints Against Public Agencies](#)
 - [The Ombudsman's Office—Discussion Questions Answer Key](#)
 - [The People vs. Public Agencies Assessment Scoring Guide](#)

Preparation

- ◆ Preview the video in order to familiarize yourself with the information and scenarios depicted and to prepare for any questions that might arise in the course of the lesson.
- ◆ Print single copies of the following teacher resources to be used in the course of the lesson:
 - [Complaints Against Public Agencies](#)
 - [The Ombudsman's Office—Discussion Questions Answer Key](#)
- ◆ Print copies of following handouts and worksheets to distribute to the students:
 - [The Jurisdiction of the Ombudsman's Office](#)
 - [The Ombudsman's Office—Discussion Questions](#)
 - ["Be the Ombudsman!" A Role-Play Activity](#) (print up one copy per group of 3 to 4 students)
 - [Office of the Ombudsman Complaint Form](#)
- ◆ You may also want to review recent newspapers or news websites to choose a recent story about an individual or group of individuals with a recent grievance with a public agency, in case the students are not aware of any.

Procedure

1. Introduce the topic by engaging students in a brief class discussion about a case that's recently been in the news involving an individual or group of individuals who have a grievance with a public agency.
2. Explain to students that when an individual has a serious grievance with a public agency, he or she can lodge a complaint with the Office of the Ombudsman. Ask students if they have ever heard of the Office of the Ombudsman, and what they know about it. Discuss briefly.
3. Have students watch the first video vignette, which provides a general description of the role and responsibilities of the Ombudsman's Office. After the vignette has finished, pause the video and engage students in a brief discussion. Referring to the cases listed on the teacher resource: [Complaints Against Public Agencies](#), have students identify which disputes can or cannot be investigated by the Ombudsman. When finished, distribute copies of the student resource: [The Jurisdiction of the Ombudsman's Office](#).
4. Play the second vignette. Pause the video after the dispute has been described but before the resolution has been mentioned. Briefly discuss the dispute. Ask students to describe what they think a fair and reasonable solution to the dispute would be.
5. Play the end of second vignette then discuss briefly. Ask students to compare their idea of a fair and reasonable solution to the Ombudsman's decision on the case.
6. Organize students into small discussion groups of three to five people. Play the third vignette, pausing the video after the dispute has been clearly described but before the resolution has been mentioned. Distribute [The Ombudsman's Office—Discussion Questions](#). Have students work together to answer the discussion questions and record their answers on the handout.
7. Watch the end of the vignette and have groups briefly discuss how their decision compared to that of the Ombudsman. Bring the class together for a quick debrief. You may want to refer to [The Ombudsman's Office—Discussion Questions Answer Key](#) during the discussion.

8. Distribute copies of the handout [“Be the Ombudsman!” A Role-Play Activity](#) to student groups. One member takes the role of complainant, another takes the role of a public agency, and the remaining one or two members act as the Ombudsman. The complainant presents his or her complaint to the Ombudsman in a set amount of time. Then the public agency presents his or her case. The Ombudsman is allowed to ask the two parties questions then arrives at a decision he or she thinks is a fair resolution to the dispute. Students then switch roles and work through another case, repeating until everyone has had a chance to play all three roles.
9. Distribute copies of the [Office of the Ombudsman Complaint Form](#). Inform students that they are responsible for creating a mock complaint that involves the kind of dispute investigated by the Office of the Ombudsman. Remind students of what kinds of cases the Office of the Ombudsman does and does not investigate.
10. Have students complete and submit their complaint forms. Choose a few mock complaints to use as the basis for a debriefing discussion. Read the mock complaints you’ve chosen and have students determine whether or not they describe cases that should be investigated by the Office of the Ombudsman. Ask students to comment on how they think the complaint might be resolved.

Assessment

While students are working in groups, monitor their progress to ensure that they are collaborating well and demonstrating respect for each other. Collect their complaint forms as well as the responses to the discussion questions on [The Ombudsman’s Office—Discussion Questions](#). Use [The People vs. Public Agencies Assessment Scoring Guide](#) to assess their knowledge, skills, attitudes, and abilities.

Adaptations

- ◆ If teaching this lesson to ESL students: while previewing the video, you may want to create a vocabulary list of words that may be challenging to students. Introduce these words to the students before showing them the video. You may want to show the video twice to students, once to ensure understanding of the terms being used and again to consider the cases being discussed.
- ◆ If pressed for time: you may want to omit having students play the “Be the Ombudsman! Role-Play Activity” and have them proceed straight to completing their mock complaint forms after watching the video.
- ◆ If you are aware of a case in which a local citizen of your community has registered a complaint with the Ombudsman’s Office, you may want to have students focus on that case in procedures six and seven instead of having students discuss the third vignette in the video.

Extensions

- ◆ Have students visit the [Office of the Ombudsman website](#) and choose a case from one of the office’s annual reports for further study. Students may want to write a report of their own about the case and explain why they agree or disagree with the Ombudsman’s resolution. You may want to have students present their reports to the class.

- ◆ If your school has a student ombudsman, invite him or her to speak to your class about the role and responsibilities of his or her office.
- ◆ Have students nominate one of their classmates to be the official class ombudsman. Encourage students to present the ombudsman with any complaints they may have about the conduct of their fellow classmates, the way the class is run or marks they've received on assignments. Link this activity to the school's Code of Conduct.

Student and Teacher Resources

student resource

The Jurisdiction of the Ombudsman's Office

The Ombudsman receives inquiries and complaints from citizens about the practices and services provided by public agencies. In the course of dealing with a complaint, the Ombudsman can conduct investigations to determine whether a public agency has acted unfairly. Based on the findings of the investigation, the Ombudsman can make recommendations to the public agency on how to resolve the case in a fair and equitable manner.

Who can the Ombudsman investigate?

The Ombudsman has jurisdiction over a wide range of public agencies, including:

- ◆ provincial government ministries, such as the Ministry of Human Resources or the Ministry of Children and Family Development
- ◆ crown corporations such as ICBC and BC Hydro
- ◆ government boards such as WCB and the BC Human Rights Tribunal
- ◆ hospitals, regional and local health agencies, and health-related government agencies such as the Medical Services Plan and Pharmacare
- ◆ schools and school districts
- ◆ universities and colleges
- ◆ municipal and regional governments
- ◆ self-regulating professions such as the Law Society and the College of Physicians and Surgeons.

Who can the Ombudsman not investigate?

The Ombudsman does not have jurisdiction to investigate certain complaints. Some examples are listed below:

- ◆ banks
- ◆ consumer inquiries
- ◆ courts
- ◆ doctors
- ◆ employment issues involving private companies
- ◆ federal programs
- ◆ home and property insurance
- ◆
- ◆ lawyers
- ◆ municipal police
- ◆ private life and health insurance
- ◆ private schools
- ◆ the RCMP.

student resource

Ombudsman's Office—Discussion Questions

1. Who had the complaint in this case? What was their complaint?
2. Who was first notified of the complaint? What was their answer?
3. Why was the Ombudsman's Office called?
4. Why were the investigators at the Ombudsman's Office concerned about this complaint? Why did they decide to pursue it further?
5. How do you think this situation should be resolved?
6. How does your group's resolution compare to the actual resolution of this case? Do you think the resolution was fair and equitable for all parties involved?

student resource

“Be the Ombudsman!” A Role-Play Activity

How to Conduct this Activity

- ◆ Organize yourselves into groups of 3-5 people.
- ◆ Take the three versions of the case studies (complainant’s position, public agency’s position, and ombudsman’s decision) and cut the paper along the identified lines. Try not to read the cases as you’re cutting the paper.
- ◆ Place the case study roles **face down** in three piles on the desk. Make sure that all the complainant’s positions are in one pile, the public agency positions are in another pile, and the Ombudsman’s decisions are in a third. Also make sure that the order of the case studies is the same, so that case study #1 is at the top of all piles, followed by case study #2, #3, and #4. Case study #5 should be at the bottom of the pile.
- ◆ For each case, one player will be the complainant. Another player will represent the public agency against whom the complaint is being made. The remaining one or two players will act as the Ombudsman.
- ◆ The complainant and the player representing the public agency should pick up the slips of paper explaining their position for the first case. The Ombudsman must leave the slip of paper explaining the Ombudsman’s decision **face down** for the time being.
- ◆ The complainant begins the activity by stating his or her case to the Ombudsman in a given amount of time (two to five minutes works best). When time is up, the public agency will be given the same amount of time to respond to the complaint and justify his or her position.
Note: all cases are based on actual complaints investigated by the Ombudsman’s Office.
- ◆ The Ombudsman will listen to both sides of the case. He or she is allowed to ask the complainant and the public agency representative questions within the same given time limit. When time is up, the Ombudsman must provide the two parties with a resolution that is fair and equitable.
- ◆ After the Ombudsman has offered a resolution, he or she is allowed to turn over the slip of paper with the Ombudsman’s decision on it and read the decision. Group members should take a few moments to compare their classmate’s resolution to the problem with the actual resolution provided by the Ombudsman Office.
- ◆ Proceed with case two, with players switching roles. Continue through the cases until every player has had a chance to act out all three roles.

COMPLAINANT ROLES

CASE ONE: THE COMPLAINANT'S STORY

You are a first-year college student studying hairdressing at a local college. You are relying on student loans to help you pay your tuition and living expenses. Student loans are disbursed in two lump sum payments. One arrives in September and one in January. However, your college requires you to pay your full tuition at the beginning of the school year in September. You have received the first half of your student loan but it isn't enough to pay for the full tuition. You've talked to people at the registrar's office on several occasions and have asked them to allow you to pay your tuition in installments. But they have refused, saying that school policy states that students in your program must pay all the tuition up front.

Last year, you enrolled in the same program but had to drop out early in the year because a so-called friend of yours stole all the money from your bank account, including the student loan money you'd been awarded. After a police investigation, the Ministry of Advanced Education agreed to issue you another student loan for this year, despite your outstanding debt.

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CASE TWO: THE COMPLAINANT'S STORY

You are a high school student who was recently accused of doing illegal drugs on school property. You were at a school dance when a teacher drew you aside. Without explaining why, the teacher began to ask you a series of probing questions regarding your behaviour. Then, after you demanded to know what the problem was, the teacher accused you of being on drugs. You protested that you were not on drugs, but the teacher continued to pursue the matter suggesting you could face suspension or expulsion. You finally managed to convince the teacher that you were not on drugs, and were allowed to return to your friends. Still, you feel like you were bullied and unfairly treated during the situation, and that the teacher in question should be made to answer for it.

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CASE THREE: THE COMPLAINANT'S STORY

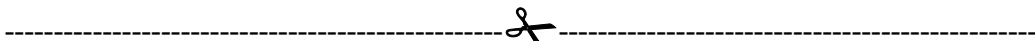
You are a high school student in grade eleven. You are also the teenaged parent of a two-year-old child. For several years, you have been in foster care. Now your mother has agreed to accept you into her home and take care of you and the baby. Your mother has a very low-paying job, so she doesn't have much money. The government has agreed to provide her with income assistance to take care of you. But because you are the legal caretaker and provider for your child, your mother has been denied any income assistance to help pay the expenses for your child. The Ministry of Human Resources told you that in order for your mother to receive benefits to help provide for the needs of your child, she would have to become the child's legal guardian. You would have to give up custody of your child to your mother. This strikes you as very harsh and unfair. You know you'll be able to provide for your child once you finish school and get a job. It doesn't seem right that you should have to give up all legal rights to your child just because you don't have the financial income to take care of the child now.

CASE FOUR: THE COMPLAINANT’S STORY

You are a member of a group of adults who, as children, belonged to families that were part of a religious sect. The members of this religious sect didn’t like what was being taught in public schools and didn’t believe children should legally be compelled to attend public or private school. You and the other children in the sect were kept away from school and taught only the beliefs of your families’ religion.

In keeping you from school, your families were breaking the law. The government warned them several times to allow you to go to public school, but they refused. That’s why the government seized you from your families and put you into an institutionalized setting. While in the institution, the workers and teachers there tried to convince you that the beliefs of your families’ religious sect were wrong. They tried to force you to learn and do things your parents had told you were wrong. When you wouldn’t do what you were told, you were physically and psychologically punished. The place was overcrowded and dirty, and you were fed nutritionally inadequate meals. Often you were fed nothing but potatoes. You were forced to stay there for six years. Your families weren’t allowed to visit very often and when they did come they had to stand on the other side of a chain link fence that you and the other children were forced to build around the institution.

Now that you’re all in your forties and fifties, you think the government committed a crime by removing you from your families in this way. You feel you were deprived of your families’ love, nurturance, and guidance. In the institution, you suffered physical and psychological maltreatment, loss of privacy and loss of civil liberties. You think the government should pay for what was done to you so many years ago.



CASE FIVE: THE COMPLAINANT’S STORY

You are a trapper who makes his living trapping fur-bearing animals and selling their pelts. Two years ago, you shot a cougar that had been stealing animals from your traps and jeopardizing your livelihood. At the time, you were unaware that an amendment to the *Wildlife Act* required all cougar hides to be presented to wildlife officers for inspection and tagging. Instead, you sold the cougar’s hide to someone for \$150. That person took the hide to a taxidermist and had it stuffed.

Recently, wildlife officers seized the stuffed cougar from the person, claiming it was illegally owned because it had never been properly inspected and tagged. The person was very angry and demanded that you give back the \$150 he had paid for the hide. You gave him back the money, but thought it was unfair, since you weren’t aware of the amendment to the *Wildlife Act* when you killed the cougar. You think the government should reimburse you for the loss of \$150.

PUBLIC AGENCY ROLES

CASE ONE: THE COLLEGE OFFICIAL'S STORY

It is your school's policy that all students enrolled in hairdressing training must pay their complete tuition up front. This is because hairdressing is not a course that's subsidized by government. In order to pay instructor wages, provide equipment, etc., the college must take in enough money in tuition and other course fees to cover the costs of the program. This ensures that the college won't be left with debt if students drop out of the course or fail to pay the total amount they owe to the school.

In addition, this student doesn't have a great track record when it comes to student loans. Last year, the student had to drop out of the program because an acquaintance supposedly stole all the money out of the student's bank account. You know there was a police investigation into the matter, and the student was cleared of any wrongdoing, but still, you wonder if the student can be trusted.



CASE TWO: THE TEACHER'S STORY

You are a high school teacher who volunteered to act as chaperon during the last school dance. During the dance, you and other teachers observed one of the students and suspected him or her of being under the influence of an illegal substance. School staff had witnessed this student exhibiting odd and rebellious behaviour before and suspected that he or she had done drugs on school property on a number of previous occasions. You drew the student away from a crowd of friends then proceeded to ask him/her some probing questions regarding his/her behaviour. The student responded in a sullen and hostile fashion. Your school does not have a well-defined policy for how to deal with such situations so you weren't sure how to proceed. You told the student that she/he faced suspension and possible expulsion. The student's lucid responses from this point persuaded you that the staff's suspicions were wrong, and that the student was most likely not under the influence of an illegal substance. You let the student return to his/her friends.



CASE THREE: THE REPRESENTATIVE FROM THE MINISTRY'S STORY

The rules of your ministry state that income assistance for child care can only be given to the child's legal guardian. Recently a woman contacted your ministry, hoping to receive income assistance to help her take care of her child. The mother works at a low-paying job and can't support her child on her own. The child is a high school student in grade 11 and the teenaged parent of a two-year-old baby. The teenager has been in foster care for several years but wants to return home to live with her mother. Your ministry has agreed to pay the mother income assistance to help her take care of her teenaged child. However, because she is not the legal guardian of her two-year-old grandchild, your ministry can't pay her any income assistance to help her provide for the needs of the grandchild. The only way she can receive additional income assistance for the grandchild is to become the toddler's legal guardian. The baby's parent would have to give up full custody of the child and yield it to the baby's grandmother. You feel badly about it, but rules are rules.

CASE FOUR: THE REPRESENTATIVE OF GOVERNMENT'S STORY

You are a member of provincial government. Several decades ago, the provincial government decided to seize a group of children from their families and place them in an institutionalized setting because their families belonged to a religious sect and wouldn't let them go to school. At the time, it was illegal for children to be denied proper schooling, just as it is now. The government warned the sect on several occasions that the children must be sent to school, but the families didn't listen. Finally, the government sent in the Superintendent of Child Welfare who removed the children from the care of their families and placed them in an educational institution, where they were kept for six years. Conditions at the institution weren't very good. The place was overcrowded and dirty, and the children were fed nutritionally inadequate meals. Still, this happened more than thirty years ago. You don't see why the present government should have to pay for a mistake committed by a previous government such a long time ago.



CASE FIVE: THE WILDLIFE OFFICER'S STORY

Recently, you became aware that a member in your community was in illegal possession of a stuffed cougar. The hide of the cougar had never been presented for inspection and tagging after the animal had been killed. You went to the person's house and seized the stuffed cougar. The person was very angry. He claimed that he had bought it off a trapper and had no idea that it was an illegal hide. You talked to the trapper, who claimed to be unaware that an amendment to the *Wildlife Act* required all cougar hides to be presented to wildlife officers for inspection and tagging. However, that amendment had been on the books for several years. You believe that the trapper, as a person who makes a living by hunting wild animals, has a professional obligation to keep informed of changes to the *Wildlife Act*, especially changes as old as the amendment in question. You think he forfeited all right to the hide by not following proper procedure after killing it.

THE OMBUDSMAN'S DECISIONS

CASE ONE: THE OMBUDSMAN'S DECISION

After talking to the student and the college, the Ombudsman managed to persuade the college to make an exception to its policy and accept the student's promise to pay the tuition in two installments. The student was allowed to continue in the program.

CASE TWO: THE OMBUDSMAN'S DECISION

Because the school did not have a well-defined policy for how to deal with such situations, the teacher was left without any guidelines on how to proceed. The Ombudsman determined that the school district must engage in a comprehensive process to develop a policy to guide administrators and teachers when a student is suspected of being involved in substance abuse and to establish the consequences for doing so.

CASE THREE: THE OMBUDSMAN'S DECISION

The Ombudsman concluded that forcing a teenaged parent to give up his/her child seemed excessively harsh. He talked to the Benefits Coordinator at the Ministry of Human Resources and got her to agree to look into the case and to see if there was some way to allow the grandmother to receive the income assistance benefits for the baby so that the baby and teenaged parent could both be taken care of by the grandmother while the teenager finished high school.

CASE FOUR: THE OMBUDSMAN'S DECISION

After investigating the case thoroughly, the Ombudsman's Office concluded that the actions, decisions, and omissions of the government caused irreplaceable loss to the children by removing them from parents, alienating them from family and community life, and forcing them to live in an institutional setting. The children suffered from a loss of love, nurturance, guidance and childhood; physical and psychological maltreatment; loss of privacy, dignity, self-respect and individuality; and loss of civil liberties.

The Ombudsman recommended that government acknowledge that it was wrong in the manner in which it apprehended and confined the children; that it explain to the adult survivors why they were apprehended and confined; and that government make an unconditional, clear and public apology to the complainants on behalf of the government, in the Legislative Assembly, for the means by which they were apprehended and for their confinement. The Ombudsman also advised the government to consult with the survivors about an appropriate form of compensation to make up for the suffering they had endured as children.

CASE FIVE: THE OMBUDSMAN'S DECISION

In the course of the investigation, the Ombudsman discovered that the amendment to the *Wildlife Act* requiring all cougar hides to be inspected and tagged was several years old. He told the trapper that, as a person who makes a living by hunting wild animals, he has a professional obligation to keep informed of changes to the *Wildlife Act*, especially changes as old as the amendment in question. By not following proper procedure after killing the cougar, the trapper forfeited all right to its hide.

teacher resource

Complaints Against Public Agencies

Ask students to consider the following cases and identify the ones that fall under the jurisdiction of the Ombudsman's Office. Note: you may want to tell students that the five complaints that do fall under the jurisdiction of the Ombudsman's Office are real cases that were investigated and resolved by the Ombudsman.

- ◆ An individual has a complaint against the Workers Compensation Board because her monthly disability cheque is for a much smaller amount than she'd been told it would be. **(YES)**
- ◆ A group of parents are concerned because they don't think their district school board is doing enough to combat bullying in local schools. **(YES)**
- ◆ An individual has a complaint against her bank because a teller mistakenly put a hold on her account, causing several cheques to bounce. Now that individual has to pay a penalty for each of the bounced cheques. **(NO. *Complaints about banks may be directed to the Canadian Banking Ombudsman*)**
- ◆ An elderly woman hasn't received her medical services bill. She has called the Ministry of Health Services several times but hasn't received any satisfactory answers as to why the bill hasn't yet arrived. She's worried that her coverage will be cancelled if she doesn't pay the bill, but she can't pay the bill because it hasn't been sent to her yet. **(YES)**
- ◆ A woman has a complaint against her family doctor because he bandaged her son's broken finger so tight the bandages cut into the swollen finger and caused it to become seriously infected. The infection was more damaging and painful than the original broken bone. **(NO. *Complaints about doctors may be directed to the College of Physicians and Surgeons.*)**
- ◆ A laid-off employee has a complaint against a former employer, a restaurant, because the employer refuses to pay them their holiday pay. **(NO. *For complaints about employment issues contact the Employment Standards Branch.*)**
- ◆ A prisoner is wrongly kept in jail because a court official committed an error in reporting the judge's decision to have the prisoner released. **(YES)**
- ◆ A person has a complaint against the RCMP because she was issued a ticket for not coming to a complete stop at a stop sign. She insists the policewoman was mistaken and that she did come to a complete stop. **(NO. *Complaints about the RCMP may be directed to the Commission for Public Complaints against the RCMP. She also has the option of seeking legal redress through the courts.*)**
- ◆ A person suffering from epilepsy who was visiting BC from Alberta was not allowed to bring his seizure-assist dog on a BC Transit bus because the dog was not properly registered in BC. **(YES)**

The Ombudsman's Office—Discussion Questions Answer Key

1. *Who had the complaint in this case? What was their complaint?*

Susan and Barry Monroe had the complaint. They live on Westham Island and work the evening shift at the airport. One night when Susan was returning home at midnight she arrived at the bridge and discovered that construction workers were doing night work on the bridge. The construction company hadn't put up any signs announcing that the construction would take place. The workers put some planks down so Susan could cross. But they told her they wouldn't be able to do that for her every night. Then she had to leave her car on the other side of the bridge and walk more than two kilometers to her house in the middle of the night. And she knew she was going to have to deal with the same problem night after night until the construction job was finished.

2. *Who was first notified of the complaint? What was their answer?*

Barry Monroe called the construction company the next morning to complain about the situation. They said there was nothing they could do about it. They suggested that on following nights, Susan should leave her car on one side of the bridge and walk home. That meant she would have to walk two and a half kilometers in the middle of the night.

3. *Why was the Ombudsman's Office called?*

Barry Monroe realized the contractor was hired by the Ministry of Transportation, which falls under the jurisdiction of the Ombudsman's Office.

4. *Why were the investigators at the Ombudsman's Office concerned about this complaint? Why did they decide to pursue it further?*

They were concerned that actions taken by the Ministry of Transportation (hiring the contractor, not ensuring that adequate warning was given about the construction) was jeopardizing Susan Monroe's safety. They thought the Ministry should take responsibility for its actions and do something to ensure that Susan Monroe would arrive home safely each night.

5. *How do you think this situation should be resolved?*

Answers will vary.

6. *What do you think about the resolution of this case? Was it fair and equitable for the parties involved?*

Answers will vary.

teacher resource

The People vs. Public Agencies Assessment Scoring Guide

Goals				
The student was able to:	1 does not meet expectations	2 meets expectations	3 fully meets expectations	4 exceeds expectations
communicate effectively in written language	Writing is difficult to understand, includes little relevant information, and contains many errors that interfere with meaning.	Writing is somewhat comprehensible, includes some relevant information, but contains errors that interfere with meaning.	Writing is generally comprehensible, includes all relevant information, with a few minor errors.	Writing clearly conveys meaning, expands on all relevant information and contains no obvious errors.
define a problem	The student is unable to provide an accurate account of the complaint in the video and includes many errors.	The student provides a somewhat accurate account of the complaint but includes some errors.	The student provides a mostly accurate account of the complaint and is able to write a generally realistic mock complaint.	The student accurately recounts the complaint in the video and is able to write an extremely realistic mock complaint.
express an appropriate response to the problem	Mock complaint is unrealistic and demonstrates weak understanding of the role of the Ombudsman's Office. Resolutions are very problematic.	Mock complaint is somewhat realistic but demonstrates some lack of understanding. Resolutions to the complaints are somewhat problematic.	Resolutions to the complaints are fair and equitable and demonstrate solid understanding of the Ombudsman's Office.	Resolutions to the complaints are fair and equitable and demonstrate comprehensive understanding of the Ombudsman's Office.
demonstrate skills of active citizenship	Student is a disruptive influence in class and group discussions, does not listen to others, and shows marked disrespect for the contributions of others.	Student is shy with other classmates, says little, and shows signs of not listening to the contributions of others.	Student interacts well with classmates, listens to their ideas, and shows respect for their contributions.	Student interacts confidently with classmates, offers own ideas, encourages others to contribute ideas, and shows respect for their contributions.
assess the fairness and equitability of resolutions made by Ombudsman and others	Student does not provide an accurate assessment of the fairness of the resolutions. Work contains significant errors and omissions.	Student provides an assessment of the fairness of the resolutions that includes some relevant information but also contains some significant errors or omissions.	Student provides a reasonably detailed assessment of the fairness of the resolutions and supports the assessment with arguments that include relevant information.	Student provides a very detailed assessment of the fairness of the resolutions and supports the assessment with arguments that expand on relevant information.
demonstrate awareness of how to access public agencies	In mock complaint, student demonstrates little or no understanding of how to access a public agency.	In mock complaint, student demonstrates some understanding of how to access a public agency, but includes some errors or misconceptions.	In mock complaint, student demonstrates mostly accurate knowledge of how to access a public agency that demonstrates careful thought on the matter.	In mock complaint, student demonstrates detailed and accurate knowledge of how to access a public agency that indicates independent research on the subject.

Final Score: _____ / 24