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ANNUAL
REPORT

 THE
MANITOBA
TEACHERS'
SOCIETY

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Message from the President

Lillian Klausen

Setting the Course

This past year marked my first full year serving as President of The Manitoba Teachers' Society. While I have always taken pride in being a teacher, this role has given me a much broader perspective. It has been eye-opening, sometimes challenging, but always incredibly inspiring and invigorating.

I am continually reminded that this role is not about one voice, but about representing the collective voice of our members. It is work that I approach with humility, with respect, and with a deep commitment to stand up for educators across this province. I want you to know that I hear you, I value your experiences, and I remain fully committed to advocating on your behalf.

I have said it from day one, my priority is not to be in the office, but to be out in schools, in communities, and with you—listening, learning, and understanding your stories. I have spent my first year doing just that.

I have travelled to many parts of the province and have had the privilege of seeing firsthand the realities you face in your workplaces. Thank you to everyone who welcomed me into your schools or simply took the time to connect during a busy day.

Our province is large and diverse. I know that I have barely scratched the surface. The more I can see and hear, the more clearly we can make the connections needed to respond effectively and advocate strongly on your behalf.

This work depends on staying connected, and I look forward to continuing those conversations in the year ahead.

At the same time, this year has required strong and consistent advocacy. Our focus remains clear: adequate funding is essential to improving working conditions, strengthening schools and communities, and ensuring a sustainable and equitable public education system. These priorities are not abstract—they are grounded in the daily realities you are experiencing.

One issue that has become increasingly urgent is the rise of violence against teachers and school staff. Members across Manitoba have been clear that this is not an isolated issue, but a growing and systemic challenge. We know that educators are facing increasingly complex classrooms, with almost a decade of underfunding, student needs are not always matched by the resources and supports required.

No one should feel unsafe at work and the threat of violence or enduring violence should never be considered part of the job. A student's right to an education does not outweigh an educator's right to a workplace free from violence and harassment.

To effectively address violence in schools, there must be meaningful investment—appropriate staffing, access to student supports, training for

staff and a recognition that safe and supportive classrooms are foundational to learning.

The Manitoba Teachers' Society will continue to advocate strongly on this issue, bringing forward the voices and experiences of our members and pushing for meaningful, system-level change.

Equally important is accountability. The Manitoba Teachers' Society must always be accountable to its membership. Members must have a voice and must see themselves reflected in the work of their organization. That means continuing to be present, to listen, and to ensure that our decisions are informed by the lived experiences of educators across Manitoba.

All of the efforts we are making are directed toward a shared goal: better schools, better communities, better working conditions for teachers, and a stronger public education system.

This past year has been about building connections, strengthening our voice, and laying the foundation for the work ahead. It has been both a privilege and a profound responsibility to represent the more than 17,000 teachers across Manitoba. But we are just getting started. I am confident that together, with a strong leadership team and an engaged membership, we will continue moving forward, united in purpose and committed to strengthening the teaching profession and building a strong public education system benefits us all.



Message from the Executive Director

Arlyn Filewich

Turning Vision into Action

Every day, more than 17,000 MTS members across Manitoba support students, strengthen communities, and help build a more equitable future. The Manitoba Teachers' Society exists to protect and advance that work — through strong advocacy, meaningful member support, and a collective commitment to the protection of public education.

Over the past year, our work has been inspired by a simple but powerful vision: A Place Where Everyone Belongs. This vision speaks not only to the inclusive and supportive spaces educators strive to build in their classrooms and school communities, but also to the kind of union we are committed to building and strengthening together.

Turning that vision into action requires focus and shared priorities. Our efforts this year have been guided by the priorities outlined in The Society's strategic plan, which focus on strengthening trust and organizational capacity, deepening member engagement, and ensuring that MTS remains a credible and influential voice for teachers and public education in Manitoba.

A key focus has been strengthening the climate and culture within MTS itself. As a union that advocates for respectful and supportive workplaces in schools, it is essential

that we model those same values within our own organization. Over the past year, the management team has taken deliberate steps to strengthen psychological safety for staff by acting with accountability and transparency.

We have relied on staff expertise, actively sought their ideas and feedback, and encouraged them to use their knowledge to improve the work we do for the members we serve. The shift in culture has been transformational: staff are more engaged, collaborating openly, and contributing to solutions that strengthen The Society as a whole.

At the same time, the strategic plan calls on us to strengthen organizational capacity and sustainability. Responsible stewardship of member resources is central to this work. This year we initiated several internal reviews — including a communications audit (a first for the organization), extensive policy review and development, and workflow analysis — to ensure that our systems, structures, and processes support the work of advocacy and member service. These efforts help ensure that The Society's resources are directed where they have the greatest impact for members, in a fiscally responsible way.

This work also reflects our focus on strengthening governance, operations, and the long-term

sustainability of The Society. We have taken steps to improve governance structures and practices so that decision-making is clear, accountable, and efficient. For example, the Provincial Executive has focused on accomplishing all business within its meetings, additional accountability measures have been introduced, and resolutions have been brought forward to reorganize The Society's bylaws and policies to ensure greater alignment and clarity. Together, these efforts strengthen the foundation that allows MTS to operate as a cohesive, well-governed organization capable of delivering high-quality service to members.

At our core, MTS is a labour union, and our work must always reflect the values of solidarity, collective action, and member-driven leadership. Over the past year we have renewed our focus on these union principles. MTS has continued to strengthen its voice within the broader labour movement and within provincial discussions about education policy and the future of public education. Partners and government officials alike have noted The Society's growing presence and advocacy on behalf of Manitoba teachers.

Two significant areas of focus this year have been preparing for provincial bargaining and navigating the ever-changing teacher regulatory framework. Both represent important and evolving areas of work that require thoughtful

advocacy and strong representation to ensure that the professionalism, rights, and working conditions of teachers are protected.

Strengthening member engagement remains another central pillar of the strategic plan. Our union is strongest when members feel connected to our work and confident that their voices matter.

We have taken steps to rebuild trust and strengthen communication with members across the province. New initiatives, including working groups focused on equity-deserving educators, are creating additional pathways for participation and leadership within The Society. These efforts help ensure that MTS reflects the diversity of the membership it serves and that every educator sees a place for themselves within our union.

Internally, our work has also been strengthened through increased inter-departmental collaboration. Committees focused on teacher conduct, privatization, Internationally Educated Teachers, Artificial Intelligence and violence in schools are bringing together expertise from across the organization to address some of the most pressing issues facing educators today. These collaborative structures help ensure that

The Society can respond strategically, proactively, and effectively to emerging challenges.

Finally, the strategic plan highlights the importance of building strong relationships with partners and allies who share our commitment to public



Strengthening member engagement remains another central pillar of the strategic plan. Our union is strongest when members feel connected to our work and confident that their voices matter.

- Arlyn Filewich, Executive Director

education. Over the past year we have renewed dialogue with education stakeholders, labour organizations, and community partners. Even where perspectives differ, maintaining open and respectful communication strengthens the collective work of defending and advancing public education.

The work of building a strong, responsive, and member-driven union is ongoing. But this past year has demonstrated what is possible when we focus our efforts, align our work with our strategic priorities, and commit to working together.

Teachers know that meaningful change does not happen in isolation. It happens through solidarity, shared purpose, and the collective strength of members who believe in the value of their profession and the importance of a strong public education system.

The Manitoba Teachers' Society is strongest when it reflects that same spirit.

Together, we will continue to strengthen our union.

Together, we will continue to advocate for the rights and working conditions of teachers.

And together, we will continue to stand up for strong, inclusive, and adequately funded public education for every student in Manitoba.

All of us pulling in the same direction is how change happens.





WHO WE ARE

MTS at a Glance: Our Role, Our Mission, Our Goals

What We Do

The Manitoba Teachers' Society is the collective bargaining agent and professional development organization representing more than 17,000 public school teachers across the province.

Established in 1919, The Society supports local associations, delivers professional development opportunities, and lobbies government on legislation affecting public education, students, and teachers. MTS also offers a range of wellness services, including the Disability Benefits Plan and Kii.

Mission

The Society, as a union and professional organization, is dedicated to advancing and safeguarding the welfare of teachers, the status of the teaching profession and the cause of public education in Manitoba.

Society Goals

The goals of the Society are to:

- Promote the profession of teaching, high ethical standards within the profession, professional competence and the ongoing professional development of teachers.
- Engage in collective bargaining and other relevant negotiations to improve the economic benefits, professional rights, pension benefits and working conditions of teachers.
- Advocate for a strong, viable, and effective education system capable of accommodating the needs of Manitoba students and teachers.

- Provide its members with an organization that will give them an equal, effective and democratic opportunity to pursue their professional aspirations.
- Establish and administer insurance and benefits schemes and programs in accordance with the Constitution and Bylaws.
- Address broad societal issues that promote social justice, cooperation and understanding.

Meet the Provincial Executive

The Provincial Executive of The Manitoba Teachers' Society is the elected governing body that represents more than 17,000 public school educators across Manitoba.

It is composed of the president, vice-president, and 13 members-at-large elected from across the province.

Provincial executive members are elected annually at the MTS Provincial Council, where delegates from all local teacher associations come together to vote.



Lillian Klausen
President
River East Transcona Teachers' Association



Joel Swaan
Vice-President
Garden Valley Teachers' Association



Jeff Cieszecki
Seven Oaks Teachers' Association



Adam Grabowski
Park West Teachers' Association



Catherine Hart
Seven Oaks Teachers' Association

Members at Large



Nicole Bobick
Swan Valley Teachers' Association



Lindsay Brown
Seven Oaks Teachers' Association



Serena Klos
Sunrise Teachers' Association



Shawn Kozarchuk
Winnipeg Teachers' Association



Jason Oliver
River East Transcona Teachers' Association



Mervat Yehia
Thompson Teachers' Association



Desirée Pappel
Association des éducatrices et éducateurs franco-manitobains



Cathy Pleskach
Interlake Teachers' Association





Circle of Indigenous Elders bottom row pictured from left to right: Don Robinson, Connie West-Buck, Tagaaq (Maata) Evaluardjuk-Palmer, Virginia Birch, and Chickadee Richard
 Second row from left to right: Lindsay Brown (PX), Tobi Wilson, Judy Saunders-McKay, Amber Brown
 Top row from left to right: Circle of Indigenous Elders member, Mervin Mckay, Reid Bouvier, Réjean LaRoche (staff), and Tracy Vanstone (staff)

Circle of Indigenous Elders

For many years, Indigenous Elders and Knowledge Holders have contributed to the work of The Society through relationships built on trust, respect, and shared purpose. These collaborations, often informal and project-based, were made possible through connections fostered by individual members and Society staff. While meaningful, these engagements were not embedded within the formal structure of The Society.

Over time, a growing recognition emerged: to truly honour Indigenous perspectives and advance meaningful reconciliation, this guidance must be sustained, supported, and structurally integrated within The Society.

In the past decade, The Society has taken important steps towards this goal, guided by three key priorities:

1. Formally recognize the importance of, and need for, guidance from Elders and Knowledge Holders in decision-making and planning at The Society,
2. Establish an ongoing group within the formal structure of The Society, recognizing their role

in shaping the future of The Society and the public education system in Manitoba, and

3. Allocate appropriate resources so that Elders and Knowledge Holders can meet regularly and be compensated for their time, knowledge, and emotional labour that this ongoing work requires.

In 2022, members of the Indigenous Voice and Action Standing Committee brought this vision forward through a resolution for consideration at Provincial Council. This resolution called for the creation of a Circle of Indigenous Educators, Elders, and Knowledge Keepers, to help guide The Society's work.

Grounded in the Truth and Reconciliation Commission's Calls to Action, the resolution acknowledged the need for greater Indigenous representation and leadership within The Society. It also recognized the importance of examining existing structures through an anti-colonial and anti-oppressive lens. Establishing a Circle was identified as an act of humility and accountability, an opportunity to listen, learn, and be guided by those

whose knowledge systems and lived experiences are essential to shaping a more inclusive and responsive education system.

The resolution passed, marking a significant milestone in The Society's ongoing journey towards truth and reconciliation. A committee of seven members were appointed by the Provincial Executive to undertake the foundational work required to move forward in a respectful and culturally appropriate way.

Over the course of a year, this group engaged in a learning process that emphasized the importance of relationship building, reflection, and a commitment to proceeding "in a good way."

In spring 2026, this work came to fruition as six Elders and Knowledge Holders accepted an invitation to join The Society on this journey. The inaugural gathering of the Circle was held on March 27, 2026, marking the beginning of an ongoing relationship grounded in respect, guidance, sustainable action, and a commitment to ensuring Indigenous voices are present and valued in shaping the future of public education in Manitoba.



Pictured from left to right: Jonas Desrosiers, Sherry Jones (staff), Corinne Johnson, Luc Blanchette, Brahim Ould Baba (staff), Mervat Yehia, Jean-Louis Péhé, Mona-Élise Sévigny, Arianne Cloutier, Annick Bordeaux, Juhelle Boulet, and Ashley Carrière

Éducatrices et éducateurs francophones du Manitoba

The Éducatrices et éducateurs francophones du Manitoba (ÉFM) is the francophone agency of The Manitoba Teachers' Society, representing more than 2,200 members who teach in French or French Immersion and providing advocacy, professional development, and liaison services in support of French language education.

This past year, the Éducatrices et éducateurs francophones du Manitoba (ÉFM) has contributed the following:

- Held 15 regional meetings across Manitoba.
- Held its 52nd Annual Conference on MTS PD Day, which 521 participants attended.
- Held three Schools' Councils (*Conseils des écoles*), two in-person and one virtual.
- Supported seven (7) standing committees and one (1) ad-hoc committee.

- Distributed grant funds for professional development, public relations and Equity and Social Justice projects.
- Distributed grant funding through the Cultural Exchanges Program (*Programme d'échanges culturels*) and a Mentorship Program (*Programme de jumelage*).
- Hosted delegations and participants from other provincial francophone education associations during the Conférence des associations francophones d'éducation (*CAFÉ*).
- Organized a two-day workshop for beginning teachers (*Céleb 5*) in Spring.
- Held a few social events like a Funspiel (curling), a family activity in the Tente Rivière-Rouge at Festival du Voyageur and a cultural evening (*soirée culturelle*) before its AGM.

- Convened its 58th Annual General Meeting in April 2026.
- Organized its 5th virtual evening for ÉFM women members with the theme Celebration and Reconciliation.
- Organized a two-day Seminar for internationally trained teachers in May.
- Produced and edited three (3) issues of a professional journal (*Inform-Action*).
- Maintained collaborative partnerships with provincial institutions and groups supporting French language education like Bureau de l'éducation française (BEF), Université de Saint-Boniface, CPF-MB and SFM.
- Continued partnerships with national organisations in education like ACPI and CTF/FCE.



Pictured from left to right: Donna Johnston, Marc Kujanpaa, Brian Straub, Erin Mauws, Chris Hicks, and Leanna Doig

Council of School Leaders

The Council of School Leaders (COSL) advocates for and supports school principals, vice-principals, and aspiring school leaders by promoting strong educational leadership, professional growth, and collaboration with education partners across the province.

COSL has a provincial membership of approximately 1,150 school principals and vice-principals and addresses its mandate through the work of its leadership team, COSL Directors and regional contacts, MTS Provincial Executive, Provincial Council, MTS staff, COSL AGM delegates, and the Canadian Association of Principals.

Mandate Areas

COSL has four constituted mandate areas, each chaired by one member of its leadership team:

- Equity and Social Justice
- Governance
- Educational Leadership
- Principal Supports

The regular, day-to-day work of COSL is done primarily through the COSL chairperson.

Making Connections

COSL made a commitment for the Chair to reach out in person to members in their schools. At the time of writing, more than 15 schools from across the



There is nothing that can capture the essence of what our members are experiencing better than being in the spaces where they work and thrive.

- Chris Hicks, COSL Chairperson

province have been visited, with more to continue to the end of the school year.

“There is nothing that can capture the essence of what our members are experiencing better than being in the spaces where they work and thrive. It was an absolute pleasure to network in this manner

and take in how proud our members are to showcase the energy in their schools. I am so grateful to all and any who took me in and shared their places with me.”

Professional Learning

COSL offered a range of professional learning opportunities, including field led courses, conferences for current and aspiring school leaders, and a virtual learning series. These initiatives supported instructional leadership, inclusive school communities, and practical leadership skills through collaborative learning and real world applications.

Here’s a snapshot of some of the sessions:

- Leading Safe, Caring, and Inclusive Schools
- Creativity in Leadership
- AI and School Leadership: The Good, the Bad, and the Possible
- COSL Spring Conference for New and Aspiring School Leaders
- Virtual Learning Series (Principals and the Law, Feedback and Difficult Conversations, and Case Studies and Experiences in the Field)



OUR DIRECTION

The Strategic Plan: Pillars, Priorities & Progress

Over the next five years, The Manitoba Teachers' Society will focus its work through three interconnected Strategic Directions:

- 1. Building Trust, Culture, and Capacity
- 2. Strengthening Member-Centred Support
- 3. Enhancing Governance, Operations, and Overall Sustainability

Mission Statement

"The Society, as a union and professional organization, is dedicated to advancing and safeguarding the welfare of teachers, the status of the teaching profession and the cause of public education in Manitoba, and equity and social justice within the education system."

Values

Welfare of Teachers

MTS believes that the wellbeing of teachers is essential to a strong and effective education system.

MTS is committed to safeguarding teachers' health, rights, and professional integrity through robust union representation, accountable employer relationships, and fair collective bargaining. We champion equitable working conditions, fair compensation, and comprehensive benefits to ensure every teacher can thrive personally and professionally.

Professional Status

MTS honours and upholds the dignity, rights, autonomy, and professionalism of educators. As both a union and a professional organization, MTS advances fair and equitable working conditions while fostering continual growth through advocacy, mentorship, and lifelong learning. We value integrity, collaboration, and excellence in teaching as cornerstones of public education and as vital to the strength and unity of our collective voice.

Public Education

MTS promotes education in all its forms as a lifelong and collective process. We value safe, inclusive, and equitable learning environments that honour diversity, support teacher and student wellbeing, and uphold the right of all to access quality public education. We advocate for equitable and sustainable funding, Indigenous education, and the protection of public education as a public good.

Equity & Social Justice

MTS is committed to advancing equity and social justice in education and, where possible, the broader community. We actively oppose discrimination and work to address systemic inequities related to race, gender, disability, Indigeneity, sexual orientation, and equity-deserving groups. Through our advocacy, partnerships, and internal practices, we strive to model fairness, integrity, and accountability while promoting reconciliation, accessibility, and the human rights of all.

STRATEGIC DIRECTION 1: BUILD TRUST, CULTURE, AND CAPACITY

DESCRIPTION	This direction focuses on strengthening organizational trust, culture, and capacity by creating the conditions for healing, collaboration, and growth. It emphasizes building relationships, improving communication, and embedding MTS's values and equity principles across all aspects of the organization.
OUTCOME	By 2031, MTS is a resilient, high-functioning organization where staff, leadership, and members feel proud to belong. A culture of trust, respect, and equity is evident across all levels, and decisions are consistently guided by shared values and a shared purpose. The organization models wellbeing, inclusion, and accountability in all its internal and external relationships.

GOALS			
GOAL 1: Build a resilient workplace culture grounded in trust, clarity, and accountability.	GOAL 2: Support staff health, wellness, and professional growth.	GOAL 3: Embed equity, diversity, and inclusion (EDI) and Reconciliation principles throughout MTS's work.	GOAL 4: Operationalize organizational values and strengthen internal alignment.

STRATEGIC DIRECTION 2: MEMBER-CENTRED SUPPORT

DESCRIPTION	This direction focuses on deepening MTS's connection with its membership by strengthening support for members, professional growth, and advocacy rooted in equity and reconciliation. It emphasizes building MTS's capacity to serve members across all regions and communities, particularly those from equity-deserving groups, while reinforcing the Society's role as a trusted voice for public education.
OUTCOME	By 2031, MTS members report stronger representation and clearer access to the supports and resources they need to succeed. The Society demonstrates continued leadership in equitable advocacy, reconciliation, and professional support, working to ensure that teachers across Manitoba feel represented, protected, and valued in their workplaces.

GOALS			
GOAL 1: Address key teacher welfare and professional needs, including through Collective Bargaining.	GOAL 2: Strengthen MTS's advocacy and policy influence.	GOAL 3: Increase engagement and support for equity-deserving members and communities.	GOAL 4: Enhance member awareness, access, and connection to MTS services

STRATEGIC DIRECTION 3: STRENGTHEN GOVERNANCE, OPERATIONS, AND OVERALL SUSTAINABILITY

DESCRIPTION	This direction focuses on strengthening the systems, structures, and governance practices that support MTS's overall effectiveness and long-term sustainability. It emphasizes optimizing operations, improving accountability and information flow, and ensuring that MTS has the resources and infrastructure needed to deliver on its mission effectively and transparently.
OUTCOME	By 2031, MTS operates as a cohesive, well-governed organization with strong systems, effective processes, and a sustainable operational foundation. Governance is clear, transparent, and responsive, and internal operations are streamlined to enable high-quality service delivery and strategic agility.

GOALS			
GOAL 1: Enhance organizational sustainability and operational efficiency.	GOAL 2: Strengthen governance capacity, structure, and policy clarity.	GOAL 3: Improve communication and information flow across governance and operations.	GOAL 4: Build systems for continuous improvement and accountability.



Read our Strategic Plan

Our plan sets a clear and coordinated path for living our mission and values while fostering a resilient, thriving organizational culture.





MEET THE TEAM

The Manitoba Teachers' Society is Working for You

The Manitoba Teachers' Society is made up of dedicated departments working together to serve and advocate for more than 17,000 members across the province.

From professional learning and French language services to collective bargaining, personnel support, governance, finance, communications, and member benefits, each team plays a critical role in protecting members' rights, strengthening public education, and supporting educators in every aspect of their professional lives.

Our Professional and French Language Services team advances the profession through accessible, high-quality learning opportunities, while the Teacher Welfare department leads

collective bargaining and defends members' rights by holding employers accountable to collective agreements and labour laws.

Members are further supported through comprehensive services including health benefits, pension guidance, and the Disability Benefits Plan. Our Finance team ensures the responsible stewardship of member resources, grounded in transparency, accountability, and long-term sustainability.

The Communications and Contact Services team keeps members informed, engaged, and connected through timely information, publications, and responsive support.

Governance provides the democratic foundation of The Society, ensuring member voices shape decisions, while Facilities supports the day-to-day operations that make this work possible.

The following sections highlight each team and the important role they play in advancing and protecting the interests of MTS members.

MTS Governance

The Governance Department provides oversight and strategic support to provincial and local leadership structures.

This ranges from providing interpretation and advice on bylaws and governance practices to addressing Code of Professional Practice complaints.

The department also supports emerging issues, strategic priorities, and collaboration with external partners and working groups.



Andy Beardsall
IT Administrator



Lisa Bellemare
Executive Assistant



Léanne Laroche
Executive Assistant



Réjean LaRoche
Director
Labour Relations



Nadine Pinette
Labour & Research
Analyst



Arlyn Filewich
Executive Director



Sarah Gazan
Director
Professional Status



Saku Pinta
Labour & Research
Analyst (term)



Reed Smith
Economic Analyst



Sarah Vickery
Human Resources
Assistant



Christen Winning
Executive Assistant

Professional Status & French Language Services

The Manitoba Teachers' Society offers Professional Development opportunities through workshops and events organized by the Professional and French Language Services Department.

Whether in person or online, participants have the opportunity to explore and collaborate.

Our goal is to provide greater access to learning and to support the professional development of all MTS Members.



Priscille Chery
Administrative Assistant



Nicole Harmacy
Staff Officer (term)



Danielle Normandeau
Sr. Administrative Assistant



Simon Normandeau
Staff Officer



Brahim Ould Baba
Department Head



Sherry Jones
Staff Officer



Julie McClintock
Coordinator



Sylvie Ringuette
Staff Officer



Eric Sagenes
Staff Officer



Tracy Vanstone
Staff Officer



Sandy Welbergen
Staff Officer



Emily Zhou
Administrative Assistant

Teacher Welfare

The Teacher Welfare department engages in provincial collective bargaining and other relevant negotiations to improve the economic benefits, professional rights, pension benefits and working conditions of teachers.

The Society, as a union and professional organization, is dedicated to advancing and safeguarding the welfare of teachers, the status of the teaching profession and the cause of public education in Manitoba.



Judy Alderson
Administrative Assistant



Marie-France Baker
Coordinator



Sascha Epp
Staff Officer



Darren Hardy
Staff Officer



Tammy Hodgins-Rector
Staff Officer



Nicole Bernard
Administrative Assistant



Tim Breen
Staff Officer



Nicole Lavallee
Staff Officer



Marc Roy
Staff Officer



Tammy Tutkaluk
Staff Officer



Ashleigh Deeley Michaluk
Department Head



Brett Dow
Staff Officer



Kelli Wiebe
Staff Officer



Michelle Wolfe
Staff Officer



Andrea Zaroda
Staff Officer

Disability Benefits

The Disability Benefits department provides a range of wellness services including the Disability Benefits Plan, Group Benefits, Pension & Retirement and MTS Kii.

There are a number of health benefits provided by MTS alone or in conjunction with local associations.



Lisa Chernecki
Case Manager



Melody Gelo
Benefit Payments Assistant



Norine Hiebert
Case Manager



Robin Koswin
Benefit Payments Lead



Kim Lee
Case Manager



Mike Hutton
Case Manager



Dan Leclair
Case Manager



Esther Penner
Case Manager



Dan Swanton
Case Manager



Lisa Firth
Coordinator



Shauna Streich
Case Manager



Adelle Field Burton
Case Manager



Donna Holunga
Administrative Assistant



Stephanie Lacasse
Case Manager



Rita Serbin
Case Manager

Disability Benefits continued on pg. 36



Sarah Thé
Administrative Assistant



Dan Turner
Benefits Plans & Programs Officer



Karen Wurr
Department Head

Communications & Contact Services

The Communications team leads strategic communications and advocacy campaigns that elevate members' priorities and uphold teacher professionalism, support public education and create opportunities for collective action.

The Contact Services team is typically the first point of contact for members requiring assistance. This team provides timely, knowledgeable assistance, maintains accurate membership records and ensures access to essential services and information.



Lindsey Enns
Publications & Communications Advisor



Ray Job
Public Relations Facilitator



Matt Kehler
Graphic Designer



Jennifer Nasse
Coordinator



Krista Rutledge
Graphic Designer



Mireille Theriault
Administrative Assistant



Matea Tuhtar
Media Communications Specialist



Samantha Turenne
Department Head

Finance & Administrative Services

The finance department processes all financial transactions for the organization in accordance with Canadian Accounting Standards for Not-for-Profit Organizations, MTS Constitution, Bylaws and Policies.

Members rely on this department to ensure that member funds are allocated in a fiscally responsible manner.



Princess Alejandro
Finance & Payroll Assistant



Glenda Cantley
Administrative Assistant



Joanne Gauthier
Finance Services Lead



Christine Mitchell
Finance Clerk



Jackie Welwood
Head of Finance/
Controller

Facilities

The Facilities Department ensures the effective operation and upkeep of buildings and grounds.

They maintain a safe, functional environment through ongoing maintenance and supports organizational activities by preparing and setting up meeting rooms to meet the needs of staff and members.



David Johnston
Facilities Administrator



Kevin Lewis
Facilities Staff




Arnel Mallari
Facilities Staff



Professional Status & French Language Services

Department Profile

 Through collaborative networks, bilingual services, leadership development, and responsive school-based workshops, PFLS continues to create the conditions for meaningful, member-driven professional growth across Manitoba.

Our Role at MTS

The Professional & French Language Services (PFLS) Department leads The Society's work as a professional organization, guiding and elevating member-centred professional learning across Manitoba. As the central hub for professional growth, PFLS collaborates with educators, school divisions, post-secondary faculties, community partners, provincial agencies, and national organizations to strengthen teaching, advance leadership, and expand equitable learning opportunities for all members. Through this coordinated provincial and national engagement, PFLS ensures that Manitoba teachers benefit from high quality, connected, and forward looking professional learning that reflects both local needs and broader educational priorities.

Through workshops, Teacher-Led Learning Teams (TLLT), Special Area Groups of Educators (SAGE), Field-Led Courses, and school-based delivery, PFLS supports educators at every stage of their careers. The department reflects the dual role of the Society as both a union and a professional organization committed to public education excellence.

Our team liaises with the different education partners to represent the interest of teachers (Manitoba Education, the faculties of education,

school divisions and community organizations). We strive to create multiple entry points for members to find interest in contributing to the work of MTS.

PFLS also offers confidential mediation support to members navigating workplace conflict. Our trained mediators provide a safe, neutral space where all parties feel prepared and empowered to work toward positive, lasting solutions.

How PFLS Supports Members

- Customized school-site and virtual workshops tailored to local contexts.
- Teacher-Led Learning Teams (TLLT) facilitating peer-designed professional learning.
- Work with MTS and ÉFM committees.
- Provide Local Chairs training.
- Support to navigate certification and classification process.
- Support to Special Area Groups of Educators (SAGE) and coordination of MTS PD Day.
- Leadership development opportunities, including Field-Led Courses toward the Provincial Certificate in School Leadership.

- Truth & Reconciliation and equity-centred professional learning resources.
- Services en français to ensure bilingual access for francophone and French-immersion educators.
- Streamlined registration and booking systems to provide a clear access point for members.

2025–26 Foundations and Early Actions

- Centralized Professional Learning Services pages to create a single access point for PD.
- Coordinated SAGE planning around MTS PD Day to strengthen impact and reduce duplication.
- Expanded school-site delivery and virtual options for workshops to increase accessibility.
- Promoted clearer leadership certification pathways through Field-Led Courses.
- Embedded Truth & Reconciliation practices across offerings.
- Created workshops for Internationally Educated Teachers (IET), and for substitute teachers.



Sherry Jones

Colour of Courage Leadership Symposium

A symposium for racialized members

Organized by a dedicated team of Society staff, the Colour of Courage Leadership Symposium brings racialized members together to learn, share, and support one another. Now entering its third year, the symposium's impact reaches far beyond skill development.

"It's a space where you don't have to explain racism, there's a shared understanding in the room," said Eric Sagenes, Staff Officer, Professional and French Language Services. "You don't have to explain your identity. Everybody just gets it."

The two-day symposium hosted at The Society, builds on previous equity-focused programming and aims to create supportive spaces where educators can connect, share experiences, and explore leadership in a broader sense. It also joins educators and community members to explore agency, identity, and solidarity in the systems not designed with equity at their core. Through powerful keynotes, dynamic panels, and meaningful breakout sessions, this symposium invites participants to reflect, connect, and engage in courageous conversations.

"It allows people to take off their armour and be vulnerable and know that it's safe," said Sherry Jones, Staff Officer, Professional and French Language Services. "There's this sentiment of solidarity with other people who are facing the same thing."

Participants have said it creates a space that feels

safe, affirming, and welcoming where they don't have to explain their identities or justify their experiences. This sense of collective understanding helps inspire confidence and helps members see themselves and others as leaders.

"Students need to see themselves reflected in leadership, and right now, too often, they don't," Jones said. "This is one opportunity to address the barriers racialized members face in getting into leadership positions."

A key theme of this leadership symposium is that leadership is not limited to formal roles, but includes informal influence, mentorship and community building. The event focuses on both the barriers racialized members face in leadership and the joy, connection, and empowerment that come from shared experiences.

And the impact doesn't end when the event does. Colour of Courage has become an entry point for many racialized members into broader union engagement. By building relationships and trust, the event creates space for participants to explore new opportunities, whether through committees, working groups, or leadership roles.

"It's a learning opportunity, a networking opportunity, and a healing opportunity," said Jones. "This event naturally creates space for members to get involved."



Strengthening the Status Queer

A leadership symposium for & by queer people

What began as a member-driven recommendation has grown into a meaningful and expanding event that supports connection, learning, and leadership among 2STLGBQIA+ educators.

A few years ago, a committee exploring the experiences of 2STLGBQIA+ educators identified a critical gap: queer educators often face unique barriers when considering leadership roles. Among the committee's recommendations was a simple but impactful idea, create a dedicated annual event to explore leadership through this lens. And that recommendation soon became a reality.

Launched in 2022, Strengthening the Status Queer: A Leadership Symposium for and by Queer People, was designed not just as a single speaker event, but as a full-day experience where 2STLGBQIA+ educators could come together to learn, reflect, and connect. From the beginning, the event has centred around the challenges and opportunities queer educators face, while also offering practical and ready to use tools, research, and mentorship to support their leadership journeys.

"It's the only event of it's kind," added Eric Sagenes, Staff Officer, Professional and French Language Services. "It brings educators together to talk about the barriers they face, and its about giving them the tools to become leaders."

Initially inspired by a guest speaker in 2STLGBQIA+

leadership, the symposium quickly evolved into a full-day experience focused on skill building and community connection. Breakout sessions have explored a wide range of topics, including queer leadership, non-binary and trans leadership, psychologically safe workplaces, culturally responsive health literacy, improving LGBTQ2S+ inclusion in higher education, allyship, educational reform and building inclusive polices. The symposium also creates space for meaningful conversations and networking among participants.

"It helps members build networks within the sphere of leadership," added Sagenes.

The event, which is hosted at the RRC Polytech Exchange District Campus, also brings together partners from the University of Manitoba Faculty of Education, the University of Winnipeg, and Canada Research Chairs.

The symposium not only builds skills and community, but also confidence and a sense of belonging. Participants consistently highlight the value of seeing themselves reflected in leadership, often for the first time.

As the symposium continues to grow and evolve, it remains grounded in its original purpose: to create safer, more inclusive pathways into leadership for queer educators, and to ensure these voices are represented at every level.



Pictured from left to right: Jordan Laidlaw, Laura Skiba, Nicole Harmacy, Megan Appleton, Tammy Ortynski, Eric Sagenes (staff), Sheridan Vinci, Tracy Schneider, Raya Charrier, and Tanny Moffatt

The Teacher-Led Learning Team

Classroom-ready learning designed by teachers for teachers

TLLT plays a vital role in strengthening the profession by offering practical, classroom-ready learning designed by teachers, for teachers.

The team is made up of teachers and principals with strong teaching experience, expertise in adult learning facilitation, and representation from across Manitoba.

Since its launch in 2015, the program remains responsive to the evolving realities of Manitoba classrooms.

“Our workshops are all about strengthening the profession and supporting teachers in their daily practice,” said Eric Sagenes, Staff Officer, Professional and French Language Services, and TLLT coordinator. “It’s a great opportunity for teachers to learn practical strategies and skills developed by teachers, for teachers.”

Each year, thousands of participants engage in TLLT workshops. Delivered in flexible half and full day formats, workshops focus on equipping educators with tools they can apply immediately in their schools and classrooms. Workshop topics include everything from navigating difficult conversations to fostering trauma-sensitive classroom practices and more. Participant feedback consistently highlights the sessions are both practical and informative.

“Participants really value the chance to collaborate with educators from across the province and learn

perspectives beyond their own schools,” Sagenes added. “Every workshop we offer is grounded in the realities of today’s classrooms.”

Workshops are continuously reviewed and refined based on feedback from facilitators and members working in the field to ensure that content remains relevant and meaningful.

Beyond workshop delivery, TLLT also serves as a pathway for professional growth and leadership. Each spring, educators are invited to apply as facilitators, gaining valuable experience in collaboration, adult learning, and instructional leadership. Many former facilitators have gone on to take on broader leadership roles within schools, divisions, and the union, reflecting the program’s impact in building capacity across the profession. The program has also helped recruit members who were previously not engaged with The Society.

“It’s a different way of working with the union, connecting with others who care deeply about strengthening the profession.”

By creating space for educators to learn from one another and share diverse perspectives from across the province, TLLT fosters both professional excellence and a strong sense of community. It remains a powerful example of how educators, working together, can lead and strengthen their profession from within.



Teacher Welfare

Department Profile



Negotiations for the provincial collective agreements are underway and staff are focused on supporting the Provincial Bargaining Committee as we work towards improving working conditions for our members.

Our Role at MTS

The Teacher Welfare Department negotiates collective agreements on behalf of the more than 17,000 MTS members, working to strengthen working conditions, protect members' rights, and improve benefits.

The department also supports members in employment-related matters involving their employer, providing guidance and assistance when workplace issues arise.

In addition, Teacher Welfare assists members through the process of misconduct or competency complaints submitted to the Commissioner of Teacher Professional Conduct, ensuring they are supported and informed throughout the process.

How We Support Members

Members contact Teacher Welfare when they have questions about their employment or require advice and support in navigating workplace challenges. Our work includes:

- Providing advice, representation, and access to legal counsel when required.
- Assisting members in resolving employment-related matters with their employer.
- Filing grievances on behalf of members and supporting them through dispute resolution processes.

- Referring members to mediation services when appropriate.
- Offering guidance on matters such as maternity and parental leave, interpersonal conflict, and issues related to violence in schools.
- Assisting members with Respectful Workplace complaints.
- Applying expertise in labour law and legislation to support and advise members.
- Connecting members with appropriate supports related to benefits, including the Disability Benefits Plan and short- or long-term disability.
- Supporting members who may be facing employer discipline or who have been reported to the Commissioner of Teacher Professional Conduct.

Through this work, the Teacher Welfare Department ensures members have the support, advice, and representation they need to navigate workplace challenges.

Early Actions & Foundations

The TW department has been front and centre providing support for members as they move through the complaint process with the Commissioner of Teacher Professional Misconduct.

This process continues to be developed at the Commissioner level, resulting in ongoing changes. TW staff have been both proactive and responsive,

ensuring that member support is timely and fulsome.

The FERB intake system as well as a full complement of staff have been crucial additions to the department, ensuring faster response times to members.

Finally, negotiations for the provincial collective agreements are underway and staff are focused on supporting the Provincial Bargaining Committee as we work towards improving working conditions for our members.

Looking Ahead: Priorities for the Year Ahead

The anglophone and francophone collective agreements expire on June 30, 2026. The Provincial Bargaining Committee presented the opening package to members attending Provincial Bargaining Seminar 2 on March 13 and 14.

Letters to open negotiations at both the anglophone and francophone tables have been sent and negotiation dates will be coming.

Sandy Bay's collective agreement expires August 31, 2026, and negotiations are proceeding.

Teacher Welfare will continue to support members through the process of Competency and Conduct Complaints made to the Commissioner of Teacher Professional Conduct.



Tim Breen and Andrea Zaroda

Teacher Regulation Committee

Inter-Departmental Committee guiding Society's response to the regulatory landscape

As Manitoba's teacher regulation framework continues to evolve, The Society is taking proactive steps to ensure members are supported and informed. Central to this work is an internal Teacher Regulation Inter-Departmental Committee, established to guide The Society's response to the new regulatory landscape.

Chaired by Eric Sagenes, Staff Officer, Professional and French Language Services, the committee brings together staff from across the organization to assess operational, legal and member support implications, and to align The Society's work across all areas.

"The purpose of the committee was to think about what we need to be doing as an organization to adapt to this new reality," said Tim Breen, Staff Officer. "Teachers are now part of a more regulated profession than they've ever been before and that requires new processes and supports."

One of the committee's key priorities has been ensuring The Society is prepared to support members navigating the Teacher Professional Conduct process. This includes examining internal workflows, strengthening information resources and identifying areas where additional supports are needed.

As of January 2025, Manitoba teachers operate under a regulatory framework outlined in the

Education Administration Act s. 8.1 – Teacher Discipline. This regulated framework resulted in an office of the Commissioner of Teacher Professional Conduct as well as competence standards. Members of the public can report instances of alleged misconduct directly to the commissioner. As well, employers are obligated in certain circumstances to report to the commissioner.

Currently, dozens of Manitoba teachers are involved in the commissioner process at various stages. These cases often require significant time and coordination, particularly because the process is still relatively new and the procedures continue to evolve.

"There isn't a template we can simply follow," Breen added. "We're learning in real time and adapting as new situations arise."

To support this work, the committee has helped establish regular communication channels with the commissioner's office to address emerging issues, share feedback and improve processes as they develop. The Society also continues to monitor legislative developments along with new regulations and registry updates daily to ensure we can quickly respond to any changes that may affect members.

Another top priority has been improving access to information. The Society has updated its

website to provide clearer guidance on the process, including a graphic representation of the commissioner process, FAQs covering expanded teacher regulation and new competency standards for teachers, and additional resource links. A dedicated email address: regulation@mbteach.org has also been created for members who have questions about the process.

Equally important is ensuring that members understand the seriousness of the regulated framework, which includes a Teacher Registry that lists all teachers in Manitoba. The commissioner process also relates directly to a teacher's professional certificate and their ability to continue teaching.

"It's not just about a specific job or employer. In some cases, the outcome could affect someone's ability to teach anywhere in the province," Breen added.

Members navigating this process have access to a range of supports through The Society, including legal representation and mental health resources through Kii.

Education and awareness remain a major focus. Many teachers are still unfamiliar or unaware of the new framework. Society staff continue to deliver presentations to locals and divisions across the province to help ensure members understand

how the process works and where they can turn for support.

The Society's role in providing this support is to ensure a fair and thorough process.



The purpose of the committee was to think about what we need to be doing as an organization to adapt to this new reality. Teachers are now part of a more regulated profession than they've ever been before and that requires new processes and supports.

- Tim Breen, TW Staff Officer

"Teacher regulation is designed to protect the public," Breen added. "But The Society's role is to make sure members understand the process and have the support they need to navigate it."

Teacher Regulation FAQs

The Manitoba Teachers' Society has created the following documents to help better understand the Commissioner for Teacher Professional Conduct process and how it could impact you:

Graphic Representation of the Commissioner Process



Teacher Regulation FAQ



Understanding the New Competency Standards for Teachers FAQ





Tammy Hodgins-Rector

Addressing Violence in the Workplace Working Group

Educators facing increasing violence affecting daily work, sense of safety and well-being

In classrooms across Manitoba, educators work tirelessly to create safe, inclusive and supportive learning environments for their students. But alongside this important work, many educators are facing increasing instances of violence, affecting not only their daily work but also their sense of safety and well-being.

In response to a rise in calls about violence from members, The Society has established an Addressing Violence in the Workplace Working Group to better understand the issue and coordinate a strategic response and recommendations. The group brings together staff from several departments to examine trends, support members and explore ways The Society can help its members address violence in schools.

“We’re hearing from teachers that violence is on the rise,” said Tammy Hodgins-Rector, Teacher Welfare Staff Officer. “A few of us from different departments wanted to come together and strategize how to move forward and how we could better assist these members.”

The group works to address issues brought forward through membership feedback including physical safety and psychological safety for both staff and students, training as well as the reporting process. The group includes

members from a variety of teachers’ associations and Society staff. So far, meetings have revolved around discussing emerging trends, reviewing existing policies and initiatives, and opportunities to strengthen support for educators. The group is also exploring collaborative opportunities with external partners and other internal committees to ensure a coordinated approach to addressing workplace violence in Manitoba schools.

Data from The Society’s Teacher Welfare department also reflects this growing concern. In 2024, staff recorded 164 workplace safety and health-related calls from members. In 2025, that number increased to 233. By late April of this year, 93 calls had already been logged.

While these numbers provide some insight into the issue, they represent only a portion of what teachers may be experiencing.

“It’s important for us to keep in mind that these are just the members who contact The Society for help,” Hodgins-Rector added. “We know many others don’t call, or sometimes one teacher will call on behalf of several colleagues who are experiencing the same situation.”

These calls fall into several categories, including harassment, violence, workplace injury, accommodations and other workplace safety and health concerns. Among these, staff

say cases involving violence are particularly concerning. Most involve incidents where teachers experience physical aggression from students.

In some cases, the incidents are serious. Staff report seeing an increase in situations involving intentional harm, where educators are physically assaulted while simply carrying out their daily responsibilities.

“These types of situations are incredibly stressful for staff,” Hodgins-Rector said.

With a relatively small team of staff responding to these concerns, the volume of calls highlights both the scale of the issue and the importance of coordinated support. Another aspect of the committee’s work involves recent changes to Manitoba’s Workplace Safety and Health Act. Amendments introduced in 2025 now recognize psychological health and safety as part of workplace safety legislation. The changes mean that certain sectors, including education, will be required to conduct psychological health and safety assessments of their workplaces once supporting regulations are finalized.

For educators, this recognition is significant. It acknowledges that a safe workplace involves

not only physical safety, but also an environment where employees feel comfortable raising concerns and having honest conversations about their working conditions.



It’s important for us to keep in mind that these are just the members who contact The Society for help. We know many others don’t call, or sometimes one teacher will call on behalf of several colleagues who are experiencing the same situation.

- Tammy Hodgins-Rector, TW Staff Officer

The violence committee is examining how these legislative changes may affect teachers, while also working closely with other Society initiatives focused on psychological health and safety.

Ultimately, the goal is to ensure members have the information, support and resources they need when difficult situations arise.

Any teacher experiencing violence, harassment or other workplace concerns are encouraged to report the incident through their school division’s reporting system and reach out to their local association or The Society for support.

“We can help make sure the right steps are taken and connect members with the supports they need,” Hodgins-Rector added.

By working collaboratively across departments and listening closely to members, The Society is continuing to explore ways to address violence in schools while advocating for safer workplaces for all teachers.

Violent Incident Reporting

The Manitoba Teachers’ Society has created the following documents to help better understand violent incident reporting and investigations in the workplace:

Violent Incident Reporting and Investigations



Guiding Principles for Reporting



Workplace Safety and Health Act





First row from left to right: Bob Birch, Ashley McKague, Becky Pritchard, Lynn Nicol, Kirsten Carman, Troy Campbell, and Brett Dow (staff)
 Second row from left to right: Mike Urichuk, Andrea Zaroda (staff), Leanna Doig-Gray, Emilie Morier-Roy, Nicole Harmacy (staff), and Joel Boyce

Labour School

Year-long leadership development program focused on labour relations and union education

Every year, a group of Manitoba educators comes together to deepen their understanding of labour relations, leadership and the role of their union. Through The Society's Labour School, participants from across the province gain the knowledge and confidence to become more engaged members and leaders within the profession.

Labour School is a year-long leadership development program focused on labour relations and union education. Open to any public school educator in the province, the program is designed to introduce educators to aspects of union work that are rarely covered in other areas. While educators excel in the classroom, many have limited opportunities to understand how their union functions, the rights it upholds, or the leadership roles it offers. Labour School helps bridge that gap.

"It grew out of a recognized need to better support teachers in understanding their rights and collective power," said Andrea Zaroda, MTS staff officer.

Participants meet regularly throughout the year, typically beginning in August and concluding in April. Sessions are scheduled around the realities of the school year, avoiding particularly busy periods for educators. Each session

focuses on a different topic related to labour relations and leadership. Teachers explore subjects such as Canadian labour law, collective bargaining, workplace safety and health, management rights, social justice unionism, communications, and strategies for navigating difficult conversations in the workplace.

The goal is not only to build knowledge, but also to strengthen leadership skills and encourage a deeper understanding of how The Society supports its members and advocates for better learning and working conditions.

Cohorts typically include between 10 and 20 participants and are intentionally selected to include members from across the province. Educators at different stages of their careers from northern, rural and remote communities are encouraged to apply. Applicants submit a resume, cover letter and references before taking part in an interview process. The organizers behind Labour School emphasize that earlier union involvement is not required. In fact, they actively encourage teachers who have never been involved in union work to apply.

"One of the biggest misconceptions is that you need experience in the union to participate," Zaroda added. "But the program is actually

designed for people who want to learn more about what unions do and how they support teachers.”

A key component of Labour School is an annual project that invites participants to reflect on the future of their union. This helps guide their learning throughout the year and concludes with a presentation of their insights and recommendations to The Society’s leadership team. These presentations often highlight emerging issues, new perspectives, and opportunities for growth.

In many cases, the impact of Labour School extends far beyond the classroom. Participants have gone on to become local union leaders, provincial executive members and staff officers. For some, the experience provides the confidence to step forward into leadership roles they once thought were out of reach.

“It’s about helping people realize they already have the knowledge, and giving them the confidence to step forward,” said Ashleigh Deeley Michaluk, Teacher Welfare Department Head. “A lot of educators hold back because

they feel like they can’t check every box. This program helps change that.”



One of the biggest misconceptions is that you need experience in the union to participate. But the program is actually designed for people who want to learn more about what unions do and how they support teachers.

- Andrea Zaroda, TW Staff Officer

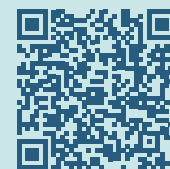
By equipping teachers with knowledge, connections and confidence, Labour School continues to strengthen leadership across the profession while building solidarity among educators throughout the province.

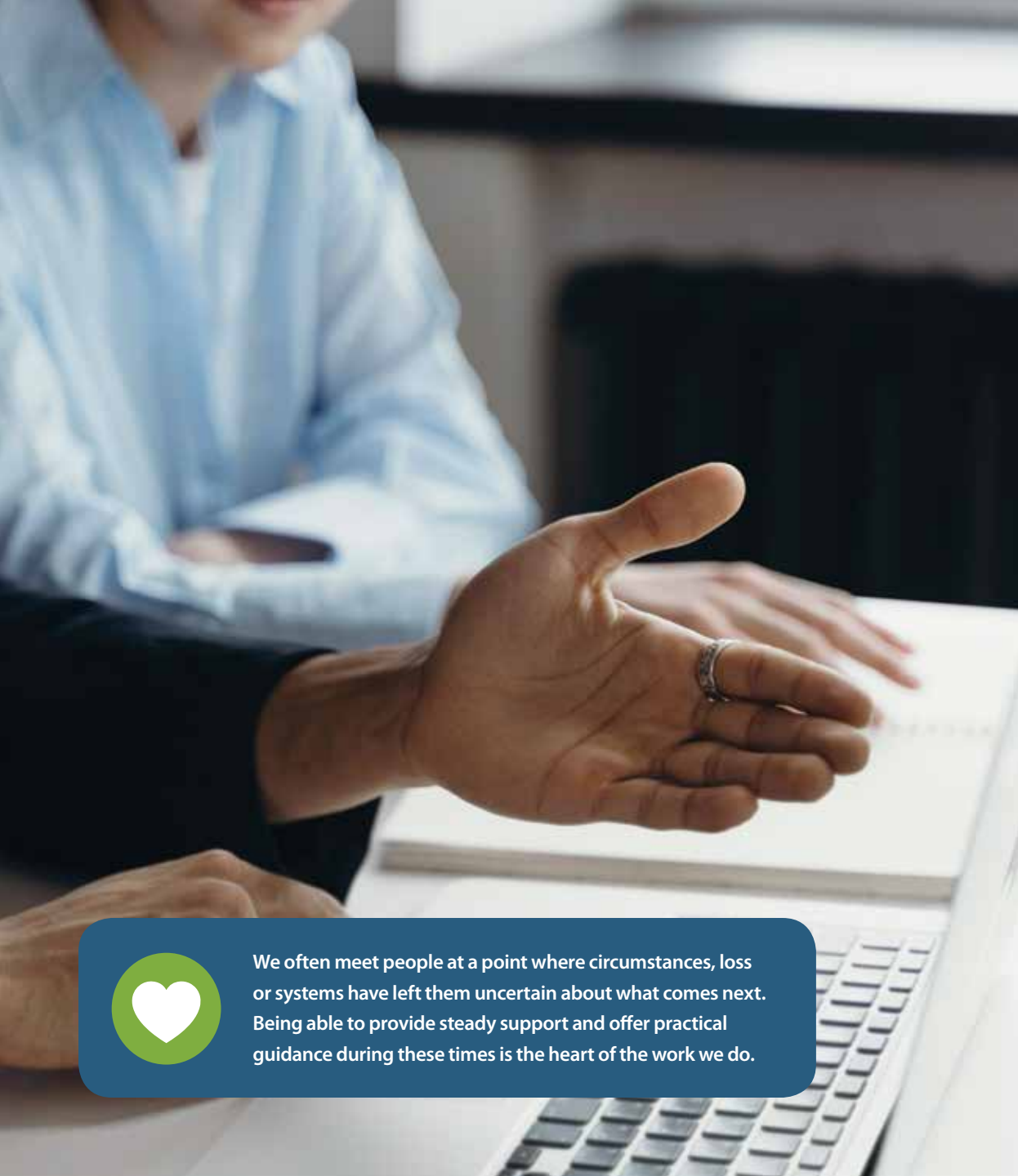
Criteria for Candidates

Who Should Apply?

- Active MTS members in good standing
- Members who have demonstrated leadership skills
- Individuals who are active in social and economic justice in their community
- Consideration is given to the appointment of people in such a manner as to reflect the diversity of Manitoba’s population. We encourage all qualified individuals to apply.
- Individuals who are new or newer to union work or are looking to build confidence in their role.


Apply for
Labour School





Disability Benefits Plan

Department Profile

 We often meet people at a point where circumstances, loss or systems have left them uncertain about what comes next. Being able to provide steady support and offer practical guidance during these times is the heart of the work we do.

Our Role at MTS

The MTS Disability Benefits Plan (DBP) is an insurance plan owned and operated by MTS that supports members when illness or injury interrupts their ability to work. The DBP provides short- and long-term disability benefits, rehabilitation support, and dedicated case management to help members focus on recovery and wherever possible, return to work.

Whether a member is still working and beginning to struggle, newly off work, or preparing to return, the DBP offers compassionate guidance throughout a complex system.

How We Support Members

- **Early Intervention:** providing help to members who are still at work but imminently at risk for prolonged sick leave.
- **Case Management:** offering individual guidance in rehabilitation planning, navigation of health care, workplace processes, and benefits.
- **Rehabilitation and Return to Work Services:** tailored medical and vocational supports, accommodations, and coordination with school leaders.

- **Income Replacement Benefits:** Monthly income replacement benefits through Short Term and Long Term Disability.
- **Educator Wellness:** supporting working groups and committees on school violence, member wellbeing, disability-related barriers, neurodiversity, and psychological health and safety.
- **Psychological Health and Safety in Schools:** supporting healthier schools by addressing workplace factors that contribute to stress, conflict, and disability.

Early Actions & Foundations

This past year, the DBP has been advancing its Psychological Health and Safety Program, which focuses on helping create healthier workplaces for members. This work has included activities such as surveys, educational workshops, and action planning sessions with school leaders.

The DBP is playing an active role to reduce barriers for members who identify as disabled, particularly in relation to their participation within MTS. We have been implementing recommendations aimed at improving access and participation in events as well as working towards the launch of an equity network for members who identify as disabled.

Our team has contributed its front line experience to working groups of the membership looking at the complex issues of member wellbeing and violence in schools. In addition, we delivered educational sessions on neurodiversity to build awareness and support more inclusive, understanding environments for neurodivergent members.

Our day-to-day priority continues to be the administration of the disability insurance plan and supporting members through their individual cases. We have begun improving online access to make information easier to find and enhance members' experience.

Pension and Group Benefits

Over the past year, we advanced and reaffirmed our work to protect and strengthen pension and group benefit programs for members. Our efforts through the Pension Task Force are focused on safeguarding the long term sustainability of the Pension Plan by ensuring both Account A (teacher contributions) and Account B (Province of Manitoba contributions) are fully funded.

In group benefits, we now have a provincialized Life, Health and Dental plan for teachers to

Disability Benefits Plan Dept. Profile continued on pg. 68



Karen Wurr and Shauna Streich

Psychological Health & Safety

Helping school divisions and school leaders build stronger, healthier workplace environments

A multi-year initiative focused on improving psychological health and safety in Manitoba schools is helping school divisions and school leaders build stronger, healthier workplace environments. Led by The Society's Disability Benefits Plan, the project aims to provide tools, guidance, and support to strengthen workplace well-being across the province.

"It started as a vision about how we could support leaders and give them tools to navigate the things nobody really talks about," said Shauna Streich, Case Manager, Disability Benefits Plan. "We thought if we gave leaders skills around mental health and conflict resolution, maybe that could affect how our claims went."

Over the past several years, the Disability Benefits Plan (DBP) has seen an increase in workplace-related mental health claims, many linked to interpersonal conflict in schools or divisions. In response, DBP launched a comprehensive effort to assess, improve, and sustain psychological health and safety among school staff through data collection, leadership engagement, targeted training, and ongoing support. A psychological health and safety pilot was launched with the Lord Selkirk School Division in September 2023 to test whether early, workplace-focused support could prevent issues from leading to sick leave or disability claims.

Using the Guarding Minds at Work survey, a national tool that measures psychological health and safety in workplaces, the division gathered anonymous feedback from staff to better understand workplace culture and identify areas for improvement. Focus groups and ongoing conversations helped leaders address concerns such as how staff feel supported when facing difficult parent interactions, how schools manage staff absences, and how colleagues are welcomed back after time away.

Several themes emerged from these conversations. Staff spoke about the importance of feeling comfortable raising concerns or sharing ideas with school leadership. They discussed the need for clearer processes when difficult situations arise, such as conflicts with parents or colleagues. They also highlighted challenges that occur when a colleague needs to take a leave of absence, including how workloads are redistributed and how teams support one another during those transition periods.

The project also included workshops, surveys, focus groups, school visits, leadership support, and action planning. DBP has since expanded this work to the Louis Riel School Division, where 17 schools have voluntarily joined the initiative, with additional divisions across the province expressing interest.

Although it is still early to measure long-term impacts, early feedback from staff has been encouraging.

“Psychological health and safety are really about whether people feel comfortable bringing forward ideas, concerns, and questions,” Streich said. “Staff are reporting that principals are more present and more open, and that it feels like a better work environment.”

The next phase of the project will focus on expanding the model and identifying ways to scale the work so it can be adapted for school divisions of various sizes across the province.

By helping school leaders develop the tools to support healthier workplaces, the project aims to strengthen not only the well-being of teachers and school leaders, but also the communities they serve.

“There is no psychological safety without physical safety,” Streich said. “This work is connected to everything else happening in schools today, from workplace violence to inclusion to overall school culture.”

A 40-page report on the project released in February 2026, prepared by Streich and Karen Wurr, Department Head DBP, provides several recommendations to improve psychological health and safety in schools.



There is no psychological safety without physical safety. This work is connected to everything else happening in schools today, from workplace violence to inclusion to overall school culture.

- Shauna Streich, DBP Case Manager

These recommendations aim to create psychologically safe and healthy school environments, improve staff wellbeing, reduce disability claims, and align with the mission of safeguarding the welfare of teachers.

Learn About the Project

The Psychological Health and Safety Report provides several recommendations that aim to create psychologically safe and healthy school environments, improve staff wellbeing, reduce disability claims, and align with the mission of safeguarding the welfare of teachers.

Psychological Health and Safety Report



improve consistency, efficiency, and access for members across divisions and locals.

Looking Ahead: Priorities for the Year Ahead

A key priority for next year is to build on the early work of the Psychological Health and Safety Project, including increased supports for school leaders as they navigate their role in creating healthier workplaces.

Next year, the DBP will undergo a complete upgrade to its claims system. This upgrade will help refine processes, improve access to information and strengthen communication with members.

Finally, we will continue our review of the *Plan Document* to ensure it is clear, modern, and aligned with the needs of today's members.

Consideration will be given to benefit enhancement, equity and transparency.

Communications & Contact Services

Department Profile

Our Role at MTS

The Communications and Contact Services (CCS) team ensures that members have access to timely MTS supports as well as works to strengthening their collective voice.

Contact Services is typically the first point of contact for members requiring assistance. This team provides timely, knowledgeable assistance, maintains accurate membership records and ensures access to essential services and information.

The communications team leads strategic communications and advocacy campaigns that elevate members' priorities and uphold teacher professionalism, support public education and create opportunities for collective action.

How We Support Members

CCS ensures that teachers' voices are heard, trusted, and celebrated—both by members and the public. We're not just responding to inquiries; we shape the conversation around public education in Manitoba.

• **Strategic Communications:** Craft messaging and campaigns that elevate teacher priorities, professional expertise, and public education issues.

• **Media Leadership:** Engage with media to position teachers as Manitoba's most trusted voices in education.

• **Advocacy & Action:** Plan rallies, coordinate public campaigns, and lead MTS Lobby Day at the legislature to advance teacher priorities like public education funding, class size and complexity, rise in violence and more.

• **Member Stories:** Highlight teacher voices through initiatives like *Teacher Feature* and multimedia content, celebrating classroom innovation and dedication.

Early Actions & Foundations

• **Strategic Reset:** Engaged LeBlanc & Co. Communications Inc. for a comprehensive communications audit, establishing a roadmap to sharpen messaging, increase public visibility, and align resources with impact.

• **Digital Transformation:** Launched a new website, developed fully in-house, modernizing security, performance, and user experience, making it the central hub for advocacy, professional resources, and member engagement.

• **Content & Publications:** Expanded multimedia content, launched Teacher Feature profiles, and developed the MB Teacher Bulletin e-newsletter to deliver timely updates. These initiatives strengthen member knowledge, engagement, and confidence in MTS.

• **Coordinated Advocacy:** Led province-wide campaigns, such as Working Conditions Are Learning Conditions, aligning communications with government relations priorities and elevating key issues like funding, rise of violence, recruitment, classroom complexity, and teacher autonomy.

Looking Ahead: Priorities for the Year Ahead

Looking ahead, CCS will continue to amplify teacher voices and build public support for public education. Key priorities include:

• **Public Awareness & Advocacy:** Launch campaigns that keep teacher priorities visible on the public agenda and ensure they remain central to government conversations.

• **Election & Bargaining Readiness:** Strategically position communications as Manitoba approaches school trustee elections, a provincial election, and upcoming teacher contract negotiations.



Coms Audit

Comprehensive communications audit assesses effectiveness, consistency, and strategic alignment of internal and external communications

The First of Many

MTS completed a comprehensive communications audit to assess the effectiveness, consistency, and strategic alignment of its internal and external communications. The audit reviewed communication channels, messaging, and tools to identify strengths, gaps, and opportunities to better serve members and raise the profile of public education in the public sphere.

Member engagement was a central focus of the process. Feedback was gathered through surveys, member polling data from past years, and other engagement opportunities.

What We are Doing Well

Overall, findings confirmed that MTS communications are well regarded. Respondents consistently described communications as professional, clear, inclusive, visually appealing, and consistent. The new website and logo were highlighted as notable strengths, and many members found communications concise and easy to navigate through effective use of headings and subject lines.

The audit also provided valuable insight into how members engage with MTS platforms. While awareness was highest for the MTS

website, *The Manitoba Teacher* magazine, and the email newsletter, familiarity with social media channels and newer platforms—such as the MTS podcast—was significantly lower. These findings point to opportunities to better align channels with member preferences and extend the reach of key messages.

What We Can Do Better

Members also voiced a strong desire for MTS to play a more visible public advocacy role. There was clear demand for substantive content that reflects everyday classroom realities and addresses broad concerns such as workload and class size, along with stronger media and social media engagement to elevate issues including burnout, school violence, and teacher shortages.

We Have Started the Work

1. We are shifting our digital content to better reflect and advocate for members, developing member centred videos, podcasts, and stories that elevate teachers' voices and bring classroom realities to the public.
2. We launched *Teacher Feature*, a bi monthly spotlight that highlights members and the innovative work happening in classrooms

and school communities. The digital series amplifies teachers' voices through social media and has received overwhelmingly positive feedback.

3. *The MB Teacher* will be relaunched in September 2026 as a more member-focused, union-forward publication. The magazine will include stronger content on teacher realities such as workload and violence in schools. Look for articles that explain clauses in the collective agreement and how the union is advocating on your behalf.
4. We will create media campaigns that reflect the realities of our membership and engage the public to build capacity, ensuring that public education is a priority for this government and all future governments.
5. Regular review cycles will now be built into communications planning to ensure we are constantly evolving to meet the needs of members and keeping the teaching profession on the public agenda.



The audit also provided valuable insight into how members engage with MTS platforms. While awareness was highest for the MTS website, *The Manitoba Teacher* magazine, and the email newsletter, familiarity with social media channels and newer platforms—such as the MTS podcast—was significantly lower

- Samantha Turenne, CCS Department Head



FALL 2024 | VOLUME 103 NUMBER 1

MBTEACHER

NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

JOURNEY OF AN INTERNATIONALLY EDUCATED TEACHER

TEACHERS RATIFY HISTORIC PROVINCIAL COLLECTIVE AGREEMENT

BOREAL BEAUTY OF THE ALBERT BEACH TRAIL

COUNTERING SELF-SACRIFICE CULTURE

**WORKING
CONDITIONS
ARE LEARNING
CONDITIONS.**

*Students pay the price for
underfunded public schools.*

Learn the facts at mbteach.org



**THE
MANITOBA
TEACHERS'
SOCIETY**

WP00370A

Working Conditions Are Learning Conditions

Campaign goal was to draw public attention to the real and far-reaching impact of years of inadequate funding

We started 2026 off with a province wide awareness campaign ahead of the provincial education funding announcement. The goal was to draw public attention to the real and far-reaching impact of years of inadequate funding. At its core, the campaign delivered a simple but powerful message: **working conditions are learning conditions.**

A coordinated, multi channel strategy ensured the message reached communities across Manitoba. Radio advertising aired in Dauphin, Thompson, Flin Flon, The Pas, and Winnipeg; print ads appeared in *La Liberté*; and 24 billboards were installed in both urban and rural locations.

All advertising directed audiences to the *Working Conditions Are Learning Conditions* webpage, which clearly connected funding shortfalls to classroom realities—declining real funding, fewer educational assistants and specialists, increasing student complexity, and heightened safety concerns in schools.

Educator voices were the heart of the campaign. Members were invited to share what underfunding looks like in their classrooms and workplaces, and what would make a meaningful difference for students. Nearly 200 educators responded directly, providing powerful, firsthand accounts that anchored the campaign

in lived experience and demonstrated the daily consequences of chronic underfunding in public education.



Members were invited to share what underfunding looks like in their classrooms and workplaces, and what would make a meaningful difference for students. Nearly 200 educators responded directly, providing powerful, firsthand accounts that anchored the campaign.

Overall, the campaign achieved strong province wide visibility and engagement, successfully positioning education funding as essential to improving both working and learning conditions at a critical moment ahead of the provincial announcement.



Information Technology

Department Profile

 In addition to sustaining current systems, we support smooth transitions as technologies are upgraded or replaced, and we identify and recommend new solutions that align with the Society's strategic direction.

Our Role at MTS

The IT department is committed to providing high-quality support for all existing systems and infrastructure, ensuring their ongoing stability and integrity. Our team works diligently to maintain reliable operations that enable the Society to achieve its goals and deliver effective services.

In addition to sustaining current systems, we support smooth transitions as technologies are upgraded or replaced, and we identify and recommend new solutions that align with The Society's strategic direction. The department also provides project management discipline and guidance to ensure that initiatives undertaken across the organization are delivered effectively and with strong governance.

How We Support Members

The IT Department provides service to members through:

- Creation and maintenance of IT systems that are available to members.
- Implementation of security infrastructure and staff training to help protect member information held by MTS.

- Presentations on relevant topics/systems at workshops/meetings.
- Maintenance of IT resources available in meeting spaces.

Early Actions & Foundations

We are in the process of implementing the following improvements:

- Deploying Zscaler Secure Access Service Edge (SASE) solution that will enhance remote access user experiences while providing more robust security.
- Started replacing password-based authentication with more secure, phishing resistant, authentication methods.
- Pilot testing e-paper based notetaking devices to increase staff efficiency.

Looking Ahead: Priorities for the Year Ahead

Key initiatives for the year ahead:

- Continued enhancements of the TW Case Management System (FERB).
- Continued enhancements of the MTS Membership System (UnionWare).

- Replacement of the current DBP Claims Management System.
- Expand staff use of phishing resistant authentication methods.
- Evaluate AI-driven threat detection tools for enhanced security analytics.
- Explore AI tools to streamline staff workflows and improve efficiency.



Finance

Department Profile



The finance department is currently working with an external consultant to review and update the internal finance policies, guidelines, workflows and prepare the workforce audit.

Our Role at MTS

The finance department processes all financial transactions for the organization in accordance with Canadian Accounting Standards for Not-for-Profit Organizations, MTS Constitution, Bylaws and Policies.

Members rely on this department to ensure that member funds are allocated in a fiscally responsible manner.

How We Support Members

The finance department supports members in the following ways:

- Processing expense reimbursements, grants and subsidies.
- Responding to financial inquiries from members, Local Associations and SAGE Groups.
- Providing Treasurer Workshop training.
- Providing regular financial reporting to Officers and Provincial Executive to aid in decision making and ensure funds are allocated according to the approved budget and in a fiscally responsible manner.

- Updating expense reimbursement rates for MTS members.
- Providing MTS internal finance policies for use by Local Associations and SAGE groups
- Preparing the annual budgets for approval by Officers, Provincial Executive and Provincial Council.
- Working with external auditors to prepare the year-end audited financial statements.

Early Actions & Foundations

The finance department is currently working with an external consultant to review and update the internal finance policies, guidelines, workflows and prepare the workforce audit.

The result is expected to improve efficiencies in the department and ensure the finance department has the appropriate resources to meet the needs of members, staff, Officers and Provincial Executive.

Looking Ahead: Priorities for the Year Ahead

Great Plains, the accounting system used by the finance department, will be sunset in 2029. Once it is sunset, we will no longer receive any maintenance updates or upgrades. In 2027, the finance department will begin researching and selecting a new accounting system and plan to transition and implement the new system prior to 2029.



ADVOCACY, ENGAGEMENT & CONNECTION

Standing Up for Public Education: MTS Lobby Day

The Provincial Executive of The Manitoba Teachers' Society (MTS) gathered at the Manitoba Legislature on Dec. 4, 2025 for an all-party lobby day focused on strengthening and protecting public education.

Key Issues to be Presented to MLAs

1. Restore Education Funding

Teachers urge the province to return to at least 65 per cent provincial funding, noting years of underfunding have strained classroom resources, supports, and services.

2. Protect Teacher-Led Literacy

MTS calls for literacy approaches designed by teachers, not vendor-driven screening tools, and for investments in reading specialists, smaller classes, and culturally responsive materials.

3. Address Rising School Violence

Educators report increased violence tied to unmet mental-health and behavioural needs, MTS is calling for more clinical services, behaviour teams, EAs, and counsellors.

4. Fix Class Size and Composition

Teachers stress that overcrowded, high-needs classrooms limit learning for all students. MTS urges strategic class composition planning to ensure every student has a fair chance to succeed.

5. Strengthen Recruitment and Retention

Teacher shortages persist. MTS calls for a modernized certification system and improved working conditions — planning time, supports, safety — to keep educators in the profession.

6. Stand Against Hate

Teachers urge MLAs to take a clear stance against hate targeting inclusive education and to support zero-tolerance policies, protections for educators, and support for book access and anti-censorship policies in libraries and classrooms.



Building Connection Through Conversation

Focus Groups

MTS held seven focus group sessions with more than 60 educators whose views at times are not fully captured in broader member engagement. That includes school leaders, substitute teachers (particularly those who are newcomer teachers), clinicians, francophone teachers, and educators who identify as First Nations, Métis or Inuit or People of colour.

Among the themes common to many in these groups:

- Educators increasingly described their jobs as overwhelming, largely because of the increase in students with complex needs. Educators often said they love their jobs, especially when kids have a breakthrough, but are deeply frustrated by student and family needs they struggle to meet, and they are worried about student readiness.
- Educators in each group struggled to get

enough time with clinicians, EAs and student supports outside of schools. And, the administrative workload continues to increase, while prep time decreases.

- Indigenous educators and those who identify as People of colour spoke candidly about the racism and micro-aggressions they face in their workplaces, from colleagues and parents. These are often subtle and tend to be endured rather than reported. These educators offered some clear ways MTS can better advocate for solutions to inequities in hiring and support, and some things that must change within the system.

We explored everything from workload to gaps in student supports to what might improve retention.

Member Polling Revamp

For the first time, the MTS member poll survey was distributed via email and open to all members,

allowing for a more robust sample size and the ability to pose more questions in a more creative way.

There were 3,370 responses to this year's poll, compared to 814 under the previous telephone method.

The survey took an average of 19 minutes to complete and was available in English and French – another first. To ensure accessibility, members who wished to complete the survey on paper or over the phone, could do so.

The polling results provide a high-level snapshot of the teaching profession and identify priority issues, which will inform more targeted follow-up research and engagement as needed.

This data also plays a crucial role in advancing government relations and advocacy.

The President's Tour

Listening, Connecting, Acting

Over the past year, MTS President Lillian Klausen connected with members and communities across Manitoba. Beginning in Portage la Prairie, she met with the Circle of Indigenous Elders, Knowledge Keepers and Educators.

She then embarked on two northern tours which included visits to schools in Thompson, The Pas, Swan River, Flin Flon, Cranberry Portage, and neighbouring communities.

Highlights included the Frontier Games at Hollow Water First Nation and the 60th anniversary celebration for the Winnipeg Teachers' Association.

These visits reflect an ongoing commitment to listening, learning, and strengthening support for members across the province.



Building Community & Capacity

Winter Gear for Pimicikamak Cree Nation Evacuees

On behalf of the province's 17,000+ public school teachers, MTS President Lillian Klausen delivered winter gear and essential clothing to evacuees from Pimicikamak Cree Nation in January 2026.

United Way Winnipeg Spirit of Collaboration Award

In fall 2025, The Society invited all schools across Winnipeg to take part in the launch of the first-ever joint Metro School Division United Way Winnipeg Campaign. MTS staff raised \$4,585.10 in support of the campaign, with 27 per cent of employees participating.



Residential School Petition

The Society is calling on Canadians to support its federal petition urging the Government of Canada to advance Bill C-254. Introduced by MP Leah Gazan, the bill would amend the Criminal Code of Canada to make it an offence to publicly promote hatred against Indigenous Peoples by denying, condoning, or downplaying the Indian Residential School system.

Why This Matters

Residential school denialism harms Survivors, communities, and the ongoing work of reconciliation. This petition calls on the Government of Canada to:

- Address anti-Indigenous hate and residential school denialism
- Support Survivor-led initiatives
- Invest in public education about the history and impacts of residential schools

Why This Matters
Residential school denialism harms Survivors, the ongoing work of reconciliation. This petition calls on the Government of Canada to:

- Address anti-Indigenous hate and residential school denialism
- Support Survivor-led initiatives
- Invest in public education about the history and impacts of residential schools

Take Action Today

- ✓ Sign the petition
- ✓ Share it with friends and colleagues
- ✓ Help amplify the voices of Survivors

SIGN AND SHARE THE PETITION X

www.parliament.ca/petitions/en/Petitions/Details/Petition-e-7791

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SIGN AND SHARE THE PETITION X

STAND AGAINST RESIDENTIAL SCHOOL DENIALISM

The Manitoba Teachers' Society is calling on Canadians to support its federal petition urging the Government of Canada to advance Bill C-254.

Introduced by MP Leah Gazan, the bill would amend the *Criminal Code of Canada* to make it an offence to publicly promote hatred against Indigenous Peoples by denying, condoning, or downplaying the Indian Residential School system.

SCAN THE QR CODE TO SIGN THE PETITION and help support truth, reconciliation, and ongoing education.

PETITION CLOSING JULY 2, 2026

THE MANITOBA TEACHERS' SOCIETY



FINANCIAL REPORT

FINANCIAL HIGHLIGHTS FOR THE YEAR ENDED AUGUST 31, 2025 | SUMMARY OF FINANCIAL POSITION

	GENERAL FUNDS	RESERVE FUND	DISABILITY BENEF. PLAN	2025 TOTAL	2024 TOTAL
ASSETS					
CURRENT ASSETS	\$ 6,061,884	\$ –	\$ 8,626,317	\$ 14,688,201	\$ 13,277,812
INVESTMENTS	5,631,532	1,809,581	181,867,225	189,308,339	179,976,356
CAPITAL ASSETS	3,582,127	–	7,465	3,589,592	3,895,872
	\$ 15,275,543	\$ 1,809,581	\$ 190,501,007	\$ 207,586,132	\$ 197,150,040
LIABILITIES & NET ASSETS					
CURRENT LIABILITIES	\$ 5,827,094	\$ –	\$ 1,641,779	\$ 7,468,873	\$ 8,024,723
ACCUMULATED BENEFIT PLANS	–	–	97,063,000	97,063,000	104,406,000
TOTAL LIABILITIES	5,827,094	–	98,704,779	104,531,873	112,430,723
NET ASSETS	9,448,456	1,809,581	7,465	11,265,502	10,033,970
EXCESS OF NET ASSETS TO ACCUMULATED PLAN BENEFITS	–	–	91,788,763	91,788,763	74,685,347
TOTAL NET ASSETS	9,448,456	1,809,581	91,796,228	103,054,265	84,719,317
	\$ 15,275,550	\$ 1,809,581	\$ 190,501,007	\$ 207,586,138	\$ 197,150,040

FINANCIAL HIGHLIGHTS FOR THE YEAR ENDED AUGUST 31, 2025 | SUMMARY OF GENERAL & DISABILITY PLANS OPERATIONS

	MTS PROGRAMS AND OPERATIONS	RESERVE FUND	DISABILITY BENEFITS PLANS	2025 TOTAL	2024 TOTAL
REVENUE					
MEMBERSHIP FEES & PREMIUMS	\$ 19,884,942	\$ –	\$ 28,525,876	\$ 48,410,818	\$ 47,976,511
INVESTMENT INCOME	463,253	114,331	11,104,073	11,681,657	16,354,176
OTHER REVENUE	63,285	–	–	63,285	64,847
	\$ 20,411,480	\$ 114,331	\$ 39,629,949	\$ 60,155,760	\$ 64,395,534
EXPENDITURES					
GOVERNANCE	\$ 3,262,582	\$ –	\$ 22,318	\$ 3,284,900	\$ 2,978,012
PROGRAMS	2,693,078	–	2,209,468	4,902,546	5,535,895
INCOME REPLACEMENT	–	–	23,453,208	23,453,208	25,130,485
PERSONNEL	9,074,313	–	3,663,494	12,737,807	12,052,316
GENERAL OPERATING	4,477,303	–	526,864	5,004,167	4,348,817
	\$ 19,507,276	\$ –	\$ 29,875,352	\$ 49,382,628	\$ 50,045,525

RELATED ACTIVITIES

COSL, NET	\$ 109,723	\$ –	\$ –	\$ 109,723	\$ (29,157)
ÉFM, NET	23,703	–	–	23,703	(23,706)
BRADLEY SQUARE, NET	114,331	–	–	114,331	82,908
	\$ 247,757	\$ –	\$ –	\$ 247,757	\$ 30,045
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES FOR THE YEAR BEFORE CHANGE IN ACCUMULATED PLAN BENEFITS	1,123,020	114,331	9,754,597	10,991,948	14,380,054
DECREASE (INCREASE) IN ACCUMULATED PLAN BENEFITS	–	–	7,343,000	7,343,000	(3,803,000)
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES FOR THE YEAR	\$ 1,123,020	\$ 114,331	\$ 17,097,597	\$ 18,334,948	\$ 10,577,054

