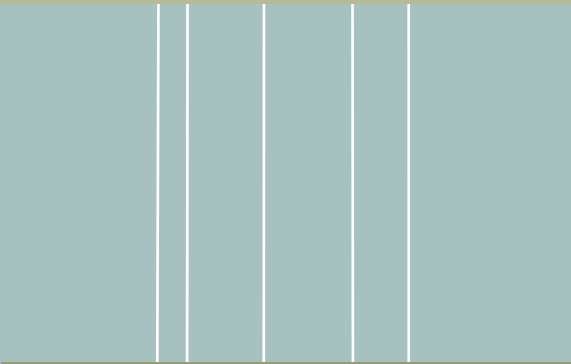


The Manitoba Teachers' Society

Annual Report

Sept. 2005–Aug. 2006



The
Manitoba
Teachers'
Society



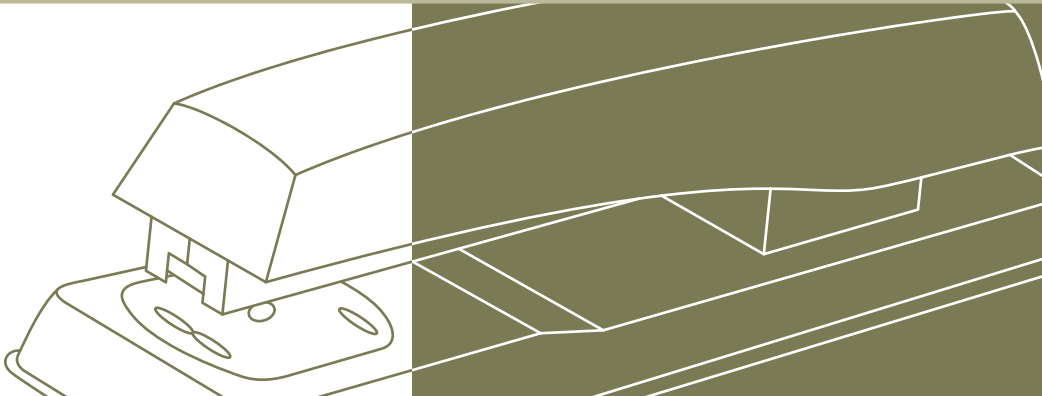
Table of contents

- Provincial Executive 3
- President's message 5
- General Secretary's message 6
- Services to teachers 9
- Protecting teachers 23
- Financial statements 26



Credits

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Provincial Executive

Back: Gerald Wylychenko; David Rondeau; Dave Nadjuch; Paul Olson.
Middle: Peter Wohlgemut; Pam Stinson; Bryan Harley; Kyle McKinstry; Adam Grabowski; Pat Hamm.
Front: Vice President Pat Isaak; President Brian Ardern; Karen Wiebe.



A message from Brian Ardern, President

This coming AGM marks the end of my tenure as president. It's a job that can be stressful, extraordinarily difficult and contentious. But I leave with only an overwhelming feeling of gratitude.

My greatest pleasure over the years has been visiting schools and meeting teachers. Our organization has done good work over the last few years, and the chance to talk about that, and the work that we still need to do, was something I relished.

The opportunity to represent the teachers of this province is the greatest honour I will ever receive. I have been conscious of it every single day and my greatest fear has always been of saying or doing something that would embarrass the teachers and profession I hold so dearly.

I've also had the opportunity to work with some wonderful people. Vice President Pat Isaak is one of the most competent and hard-working people I have ever met, and while we did not agree in every instance, her understanding and insights

into the issues facing teachers have been invaluable. She's done an outstanding job.

Our staff is also a great asset. From our management team down, the people who work here are capable, skilled, and accomplish great things when focused on the needs of our members. There is a number of individual staff I would like to mention, but I'm sure they know who they are and how much I appreciate the efforts they've made on my behalf.

I also want to thank the various Provincial Executives I've been part of. I have tremendous respect for the people who volunteer their time and energy to 'sit on the sharp point.' The work of Provincial Executive is demanding and complex, and the men and women who do it seldom get the credit they deserve.

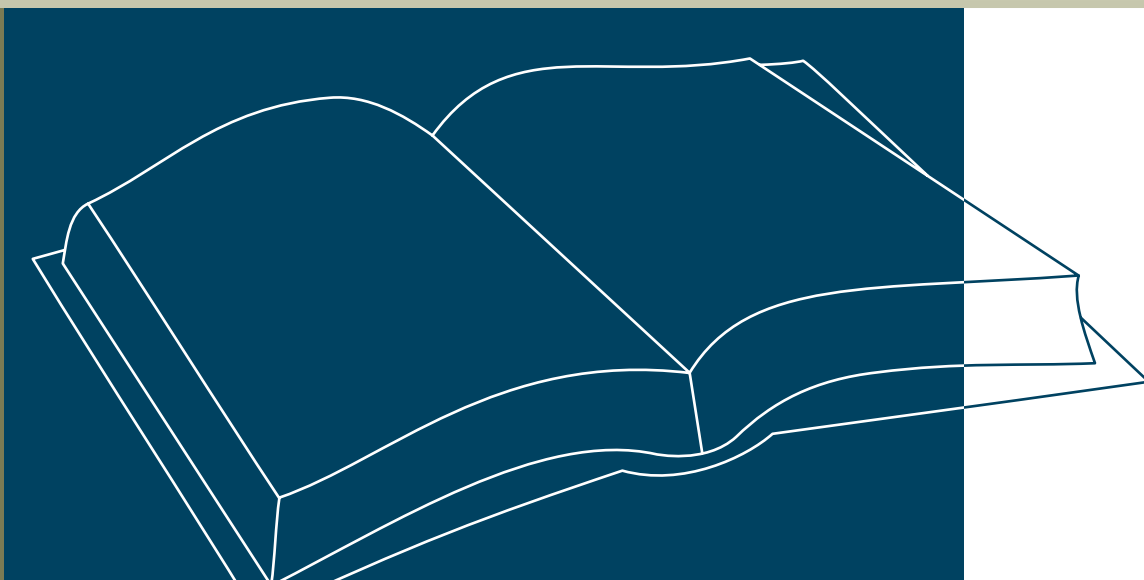
My tenure as MTS President has been an honour, thanks to everyone who made it possible.

Brian Ardern



**Brian Ardern,
MTS President**

“...in nearly every corner and community of Manitoba you'll find our members.”



A message from

Judy Bradley, General Secretary

This report outlines the scope of the work that MTS does for Manitoba's 15,000 public school teachers. We are so much more than a union. The Manitoba Teachers' Society's mission encompasses three responsibilities: safeguarding the welfare of teachers, the status of the teaching profession and the cause of public education.

We fulfill those responsibilities by providing assistance to local teachers' associations with the negotiation of economic and other benefits. The Manitoba Teachers' Society represents teachers on professional matters. And most of the time we're the only voice at government tables providing the teachers' perspective on issues that affect them and their students.

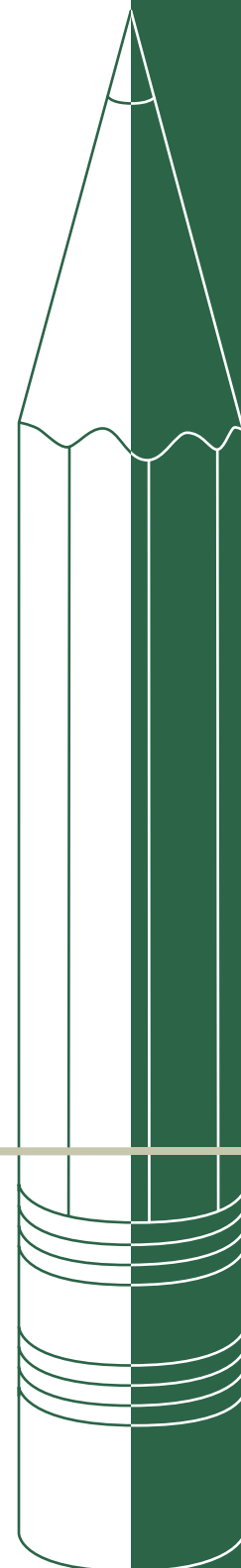
A teacher's contact with the Society can range from intense to none at all. Some members receive help on personnel matters; they've been in touch with the Educator Assistance Program, or

the Disability Benefits Plan Program; or they're participating in one of several MTS committees that advise the Provincial Executive on topics of concern to teachers. For others, their only contact may be attending one of the many seminars the Society offers.

Regardless of an individual's involvement, it is through combined efforts that the Society improves the working lives of teachers. I hope that this report will give you a better picture of the extensive work performed by and for members of The Manitoba Teachers' Society.



**Judy Bradley,
General Secretary**



More than a union, MTS also
promotes and protects
the status of teaching
and public education.



Services to teachers

Pensions

The teachers' pension plan remains a high priority for 15,000 active members, as well as the 10,000 retired teachers in Manitoba.

From 1984 to 1998 a full cost of living adjustment (COLA) was given annually to retired teachers. Unfortunately, except in 2002, the plan has not paid a full COLA in the last eight years.

In September 2005, teachers began paying an additional 1.1 per cent of their salary to the pension plan. It was the first time in 25 years that teachers' contributions had increased. As a result of that increase, money going to the pension adjustment account (PAA) to pay a COLA to retired teachers increased by nearly 20 per cent.

When the Pension Adjustment Account was created, the contribution level was never intended to fund a full COLA. However, legislation states that the PAA could pay a full COLA if the money was there. Consequently, by paying a full COLA in the past the PAA was borrowing money from the future.

The only source of revenue to pay for a COLA comes from the contributions of active teachers (matched by government) and investment returns. The Society is firm: the basic pension benefit will not be jeopardized to increase the cost of living

adjustment paid to retired teachers. Teachers have indicated a willingness to consider another contribution increase. However, a problem 25 years in the making will not be fixed quickly.

After examining the options, in July 2006 the Society forwarded a proposal to the Minister of Education, Citizenship and Youth to address the COLA issue.

Special needs legislation

The long-awaited regulations that give substance to the government's Appropriate Educational Programming legislation were put into



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effect in November 2005. The enactment of this legislation signals the culmination of a decade of work on the part of government and the Society. The issue of appropriate programming for special needs students is “where teachers live” every day in their classrooms. While there is cause for celebration given the progress that has been made, the Society will continue to be vigilant as the legislation is being implemented in Manitoba classrooms.

Professional issues

Teachers, at every stage of their career, attend MTS workshops to improve their professional skills. For those new to the profession, the beginning teacher workshops, held throughout the province, offer guidance on issues like classroom management, student assessment, working with special needs students and balancing teaching and a personal life.

Even teachers with 30 years of experience appreciate being brought up-to-date on special education and new assessment strategies at the Society’s mid-career workshops.

Teacher Action Cohorts facilitate workshops for school staffs and teachers’ associations in areas such as racism, homophobia, Aboriginal issues, school planning, leadership development and executive training.

Workshops for current and aspiring administrators focus on issues identified by participant feedback. These credit workshops cover issues such as the role of the principal in staff development, supervision and evaluation.

Thousands of teachers attend the coordinated Special Area Groups conferences. In addition, MTS assists SAGs with the preparation of their

newsletters and journals. Several SAGs also provide additional PD opportunities for their members throughout the school year.

Equality in Education chairs are supported in their work at the local level. Emphasis is on equity as the fundamental precept of unionism and democracy. Professional Development chairs are supported in their work at the local level through training, workshops and regional meetings. Emphasis is on attaining teacher autonomy and equity in the utilization of professional development resources. A model of teacher professional autonomy in PD is now being implemented.

The Society works with groups of teachers on Reflective Professional Practice Grants and the Equality in Education Grants. A total of 17 groups have been accepted and are doing action research on specific educational questions. The majority of the projects have received matching funds or more from their school or school division.

The Society also represents teachers and supports members who are the Society’s representatives at the government’s Advisory Committee on the Funding of Schools Program, Interorganizational Curriculum Advisory Committee and the Minister’s Teacher Education and Certification Committee. Support is also provided to teachers who are members of the Professional Development and Teacher Education and Certification Standing Committees.

The Professional Issues team has researched, participated in and made recommendations to the

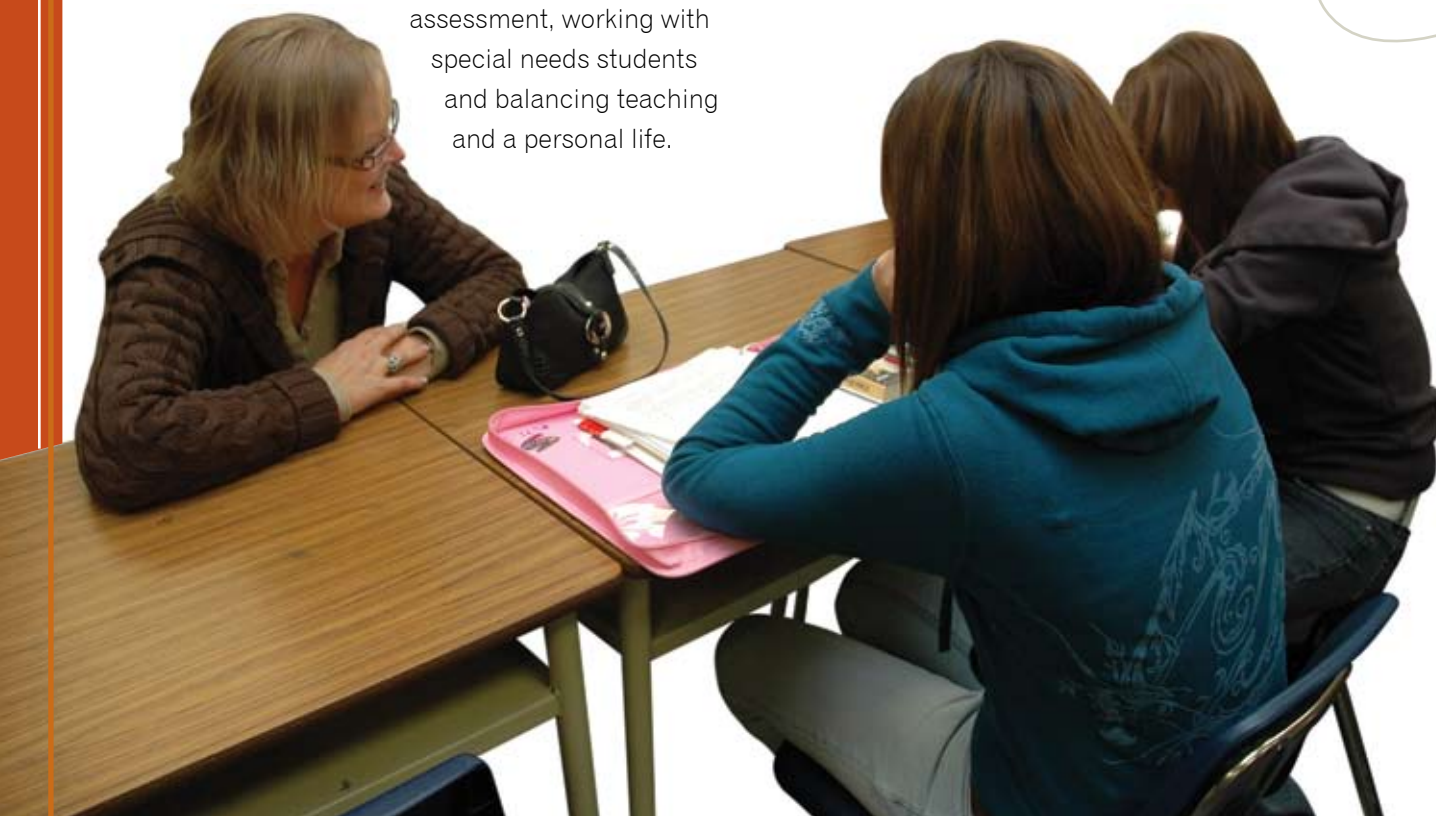


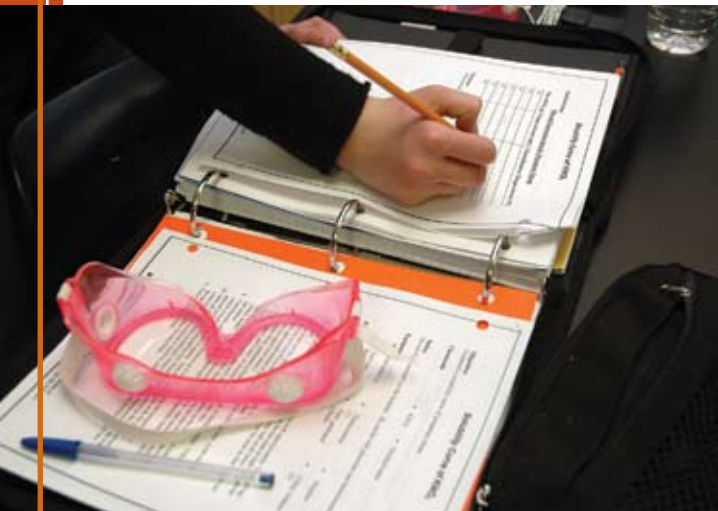
department of education on many professional matters including the new middle years’ assessment, standards tests, special needs funding, physical education credits, technical vocational education and teacher education and certification.

The Society also makes presentations at the faculties of education to teacher candidates on issues such as the Society’s structure and services, teacher contracts and due process.

Teacher Action Cohorts

Teacher Action Cohorts facilitate workshops for school staffs and teachers’ associations in areas such as racism, homophobia, leadership development and executive training. There has been a significant increase in requests for TAC deployments over the number received last year. The greater number of requests continues to be school planning and “Talking About Teacher Organizations.” The number of requests for facilitated discussions on Aboriginal issues is rising significantly.





Disability Benefits Plan

The Society self-insures a long-term disability plan for MTS members, other school division staff and MTS employees. Through active claims management, the Plan assists members through periods of disability providing financial security at a reasonable cost to the premium paying members. The Plan is overseen by a governance board made up of seven teachers elected to staggered 3-year terms by Provincial Council.

The Governance Board reviewed and revised its four long-term goals or ends policies last year, and reported performance against these goals to both Presidents' Council and AGM.

This year, surveyed claimants continued to report high levels of satisfaction with the Plan and with access to and the responsiveness of Plan staff.

The Early Intervention Program and the Wellness Initiatives are on-going prevention efforts by the Plan intended to improve the working conditions of members and thereby reduce claims. In 2005–2006, the Early Intervention Program served about 130 clients, helping these members who were still working, but struggling medically, vocationally or personally.

The Wellness Program, a collaborative initiative with associations and divisional administration, carried out one wellness project in 2005–2006 with the Pembina Trails School Division and completed the four southwestern divisions' projects.

Claims experience drives the finances of the Plan. Although it saw a small decline in claims last year, the Plan experienced a growth of 5.9 per cent in claims this year which will challenge the deficit recovery plan. The investment portfolio produced 8.8 per cent in earnings, just under the nine per cent benchmark and well over the 6.25 per cent discount rate requirement. The board is committed to fulfilling its recovery plan to settle the deficit, so in the end, members will see reduced premiums and a more stable Plan.

The board is grateful for the confidence Provincial Council has shown in it and for the advice and support provided by Provincial Executive.

Personnel and EAP services

One of the benefits of MTS membership is the one-on-one assistance teachers receive from Society staff. The cases that MTS staff officers



One of the benefits of MTS membership is the one-on-one assistance teachers receive from Society staff.



handle for teachers include certification problems, discipline and termination matters, maternity and parental leave issues, parental complaints and assaults on teachers.

Occasionally, personnel cases result in grievances or legal proceedings. When the matter arises out of a member's teaching duties, in addition to staff officer assistance, the Society engages legal services.

MTS also monitors the categories of cases handled by staff officers. Issues that reoccur may signal a trend that could affect the teaching population as a whole. When appropriate, this information is used to ask government to make changes that improve the working lives of teachers.

With offices located in Winnipeg and Brandon, the Society's Educator Assistance Program provides counselling services to members in English and French. Counsellors also travel to the North and to rural communities. In addition to one-on-one counselling sessions with teachers, the EAP meets with groups to

provide information on issues such as anxiety, sleep disorders and retirement decision-making.

CoSL

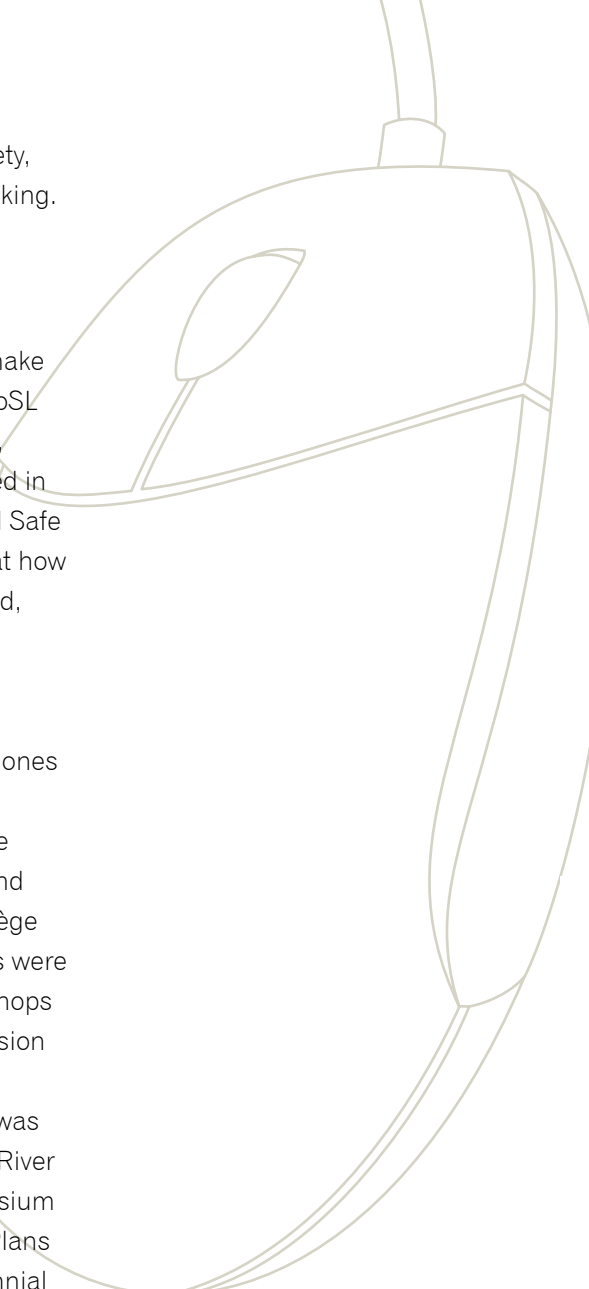
Faced with an increasing workload, the Council of School Leaders decided to make its position of chairperson a full-time job. CoSL worked on a number of issues over the year, many of which continue. It has been involved in discussions on such items as the provincial Safe and Healthy Schools initiative and looking at how the use of school facilities can be maximized, beyond school hours.

ÉFM

The *Éducatrices et éducateurs francophones du Manitoba* held their annual fall conference in October 2005. The conference was again strongly attended by members and Faculty of Education students from the *Collège universitaire de Saint-Boniface*. Participants were able to attend a wide array of over 50 workshops and presentations dealing with both immersion and français programmes.

The 6th biennial Immersion Symposium was held at *Collège Pierre Elliott Trudeau* in the River East Transcona School Division. The symposium was attended by 690 immersion teachers. Plans are already underway to prepare the 7th biennial Immersion Symposium.

Following last year's study of the professional needs of members, ÉFM committees created



Séminaire de formation destiné au personnel enseignant débutant, a program for the induction of beginning teachers and Programme de jumelage, a mentorship program. Both programs were well-attended and will be offered next year.

The ÉFM AGM was held in April, 2006, at the Club Regent Casino. Close to 190 delegates and observers representing Immersion and Français schools from across the province were present to debate a number of issues and adopt a budget for the upcoming fiscal year.

Operations

The most significant change in operations was the return of the Disability Benefits Plan to the main location of The Manitoba Teachers' Society. The DBP moved into the building next door to McMaster House. Now called McMaster

Square, the building was earlier purchased by MTS to accommodate immediate and long-term space needs. The Society also rents space in the building to other tenants such as the Council of School Leaders and Winnipeg Teachers' Association.

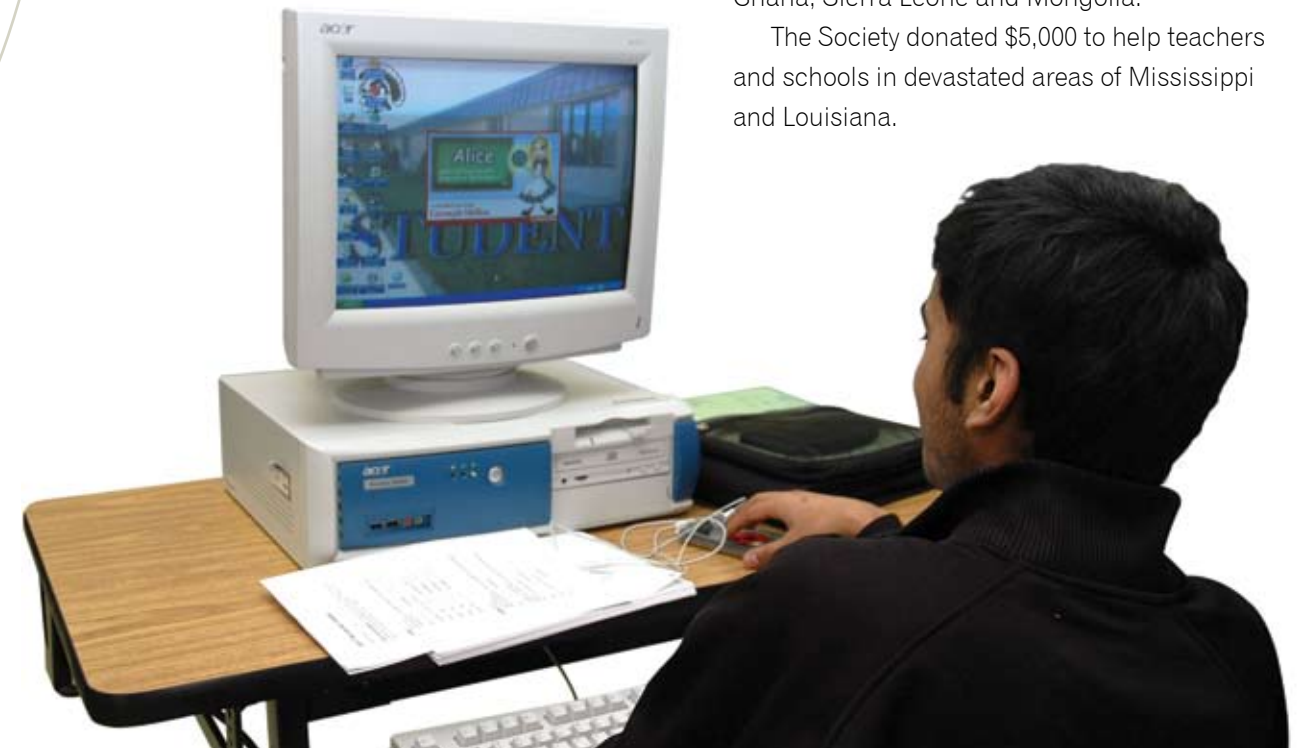
Renovations to the main MTS building were completed during the year. They became necessary after flooding the previous summer.

Lighting in the building was also upgraded, resulting in a nine per cent drop in electrical consumption.

International development

Four Manitoba teachers were selected to participate in Operation Overseas, a program in which teachers spend their summers helping colleagues in developing nations. In summer, 2006, Manitoba teachers went to Dominica, Ghana, Sierra Leone and Mongolia.

The Society donated \$5,000 to help teachers and schools in devastated areas of Mississippi and Louisiana.



“I would teach children music, physics, and philosophy; but most importantly music,
for in the patterns of music and all the arts are the keys of learning.” Plato





The donation followed a plea from Education International, which mounted a worldwide effort to help teachers, education workers and their families hit by Hurricane Katrina and subsequent flooding.

Membership fees to the Canadian Teachers' Federation also go to helping teachers in developing countries from creation of AIDS-awareness brochures in Africa to workshops on unionism in Southeast Asia.

Grants

MTS granted funds to a number of local associations to undertake projects in communications and professional development.

Seven Oaks Teachers' Association: Teachers in action

This community newspaper advertising campaign raised awareness about the diverse nature of teaching and the broad range of skills required to be a teacher.

Park West Teachers' Association: Teacher recognition project

This campaign highlighted the individual achievements of teachers and recognized both new and retiring teachers through ads in community papers.

Winnipeg Teachers' Association: WTA scholarship winner ads

Ads in a major daily newspaper promoted worthy recipients of Winnipeg Teachers' Association scholarships and demonstrated teachers' commitment to both schools and students.

Pine Creek Teachers' Association: Books for babies

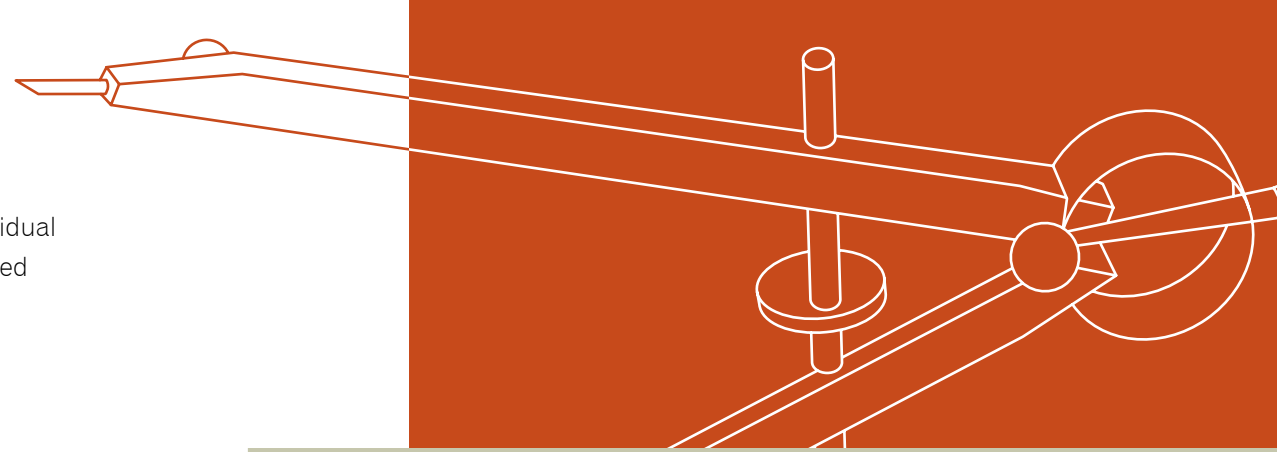
Pine Creek teachers distributed books to the local public health nurse to give to parents of newborns. These books were "step one" in the educational future of each child.

Pembina Trails Teachers' Association: Read with us

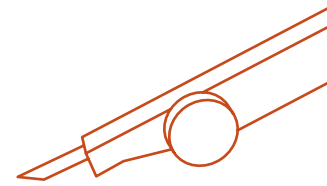
Pembina Trails teachers made book donations to each day care centre in their division. Each book contained a note encouraging children to read daily.

Turtle River Teachers' Association: Books for kids

Kindergarten teachers in Turtle River had recognized that not every child in the division owned books of their own. So, the association put a new book in the hands of every five-year-old in the division.



BEYS Code of Conduct:
Take care of each other
Learn together
Celebrate together



Beausejour Early Years School

Based on BEYS Code of Conduct (Take care of each other, Learn together, Celebrate together) staff and parents were surveyed to clearly identify values and important behaviors the school community believed to be important. The goal is to create a socially-responsible learning community at BEYS. Teaching of the identified values on a school-wide basis will be done over several years.

Bursaries

The Manitoba Teachers' Society provided five bursaries of \$2,400 each to undergraduate students enrolled at the faculties of education at The University of Winnipeg, University of Manitoba, Brandon University, Collège universitaire de Saint-Boniface and Red River College.

The Society also provided five bursaries of \$2,400 each to undergraduate aboriginal students of education enrolled at these same faculties.

Member engagement

Throughout the fall of the 2005–2006 school year, the MTS Provincial Executive held a number of evening chats with members. In all, the executive held 10 evening chats organized to give members a chance to speak directly with the Society's elected board members. Attendance at the meetings varied, but members felt the idea was worthwhile. Topics raised by teachers ranged from regular issues such as collective bargaining and class size to emerging issues such as war-affected children in the classroom and child poverty.

Publications & mbteach.org

The Manitoba Teachers' Society website, www.mbteach.org, attracted more than 260,000 visitors in the 2005–2006 year. Final figures for the year showed the site was visited by 260,341 people, an increase of 37 per cent over the previous year. The heaviest usage was seen in March when almost 30,000 visitors clicked onto the site.

Community relations

The MTS Young Humanitarian Awards saw another successful year with three individual students and two groups receiving honours. At the ninth awards ceremony, a Grade 4 student won for raising funds to buy a wheelchair for a friend hurt in an accident. Fifteen-year-old Charlie Menard was so touched by the story of a young boy with neurofibromatosis, she walked into the Minnedosa Credit Union to ask for a \$510 loan—and got it. Although Charlie had never met Seth Gregorash, within months she had designed, produced and marketed a button that raised over \$2,500 for him. Westwood Collegiate's Mark Hearson has volunteered with Hospice and Palliative Care Manitoba, his church and school. Last year, he raised funds for a World Vision project to "fill a farmyard with essential animals."

One group, Kids for Kids, started by Grade 8 students at Rosenort School launched a toy, school supply and baby-needs drive for victims of Hurricane Katrina. Within days, they filled a 22-foot trailer with donated items and raised \$10,000.

The other group, Friends of Samantha Jonasson, was honoured for raise funds to help friend Samantha who suffers from small vessel vasculitis of the brain. Sam returned to Shaftesbury ready to begin Grade 12 in September 2005, but she soon relapsed and could not continue. The work of Samantha's friends sparked a community fundraising effort that helped raise over \$22,000 to offset the costs associated with Sam's treatment.



MTS also had a presence, albeit brief, at the annual Teddy Bear's Picnic, much of which was cut short by heavy rains.

At the Christmas break, the Provincial Executive donated \$500 to help the Christmas Cheer Board. It also donated \$20,000 to help colleagues in British Columbia who were off the job for two weeks during a dispute with their provincial government.

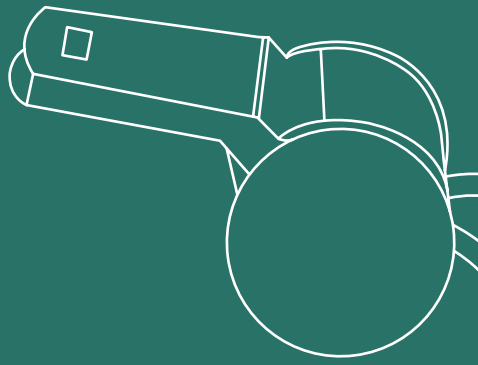
Partnerships with university faculties and Manitoba Education Citizenship and Youth

The Society meets with the following partners:

- Ad hoc university committee to review teachers' practicum
- Brandon University to review programs
- Brandon University Faculty Council
- Minister's Teacher Education and Certification Committee
- Manitoba Prior Learning and Assessment Network



Teachers have achieved
annual salary increases
(at end rates) of at least three per cent
for each year from 2002/03 to 2008/09.



Protecting teachers

Collective bargaining

Teachers have achieved annual salary increases (at end-rates) of at least three per cent for each year from 2002/03 to 2008/09. Eight associations have achieved salary scale increases above three per cent for some of the years between 2002/03 and 2007/08. One association (Brandon) achieved a salary scale increase above three per cent in arbitration.

All teachers associations have settled to at least the end of 2003/04. These are the collective agreement expiry dates by number of teachers' bargaining units:

- 37 out of 39 units are settled to at least the end of 2004/05
- 34 out of 38 units are settled to at least the end of 2005/06
- 26 out of 38 units are settled to at least the end of 2006/07
- 5 out of 38 units are settled to the end of 2007/08
- 1 out of 38 units is settled to the end of 2008/09

Five associations (Border Land, Louis Riel, Thompson, Western, and Winnipeg) have reached agreements that go beyond June 30, 2007.

Border Land, Thompson, Western, and Winnipeg have recently settled agreements ending as of June 30, 2008. Louis Riel recently reached a three-year agreement and is the first association to have settled 2008/09.

Parental leave salary top-up

In Louis Riel School Division, a male teacher requested parental leave top-up benefits to allow

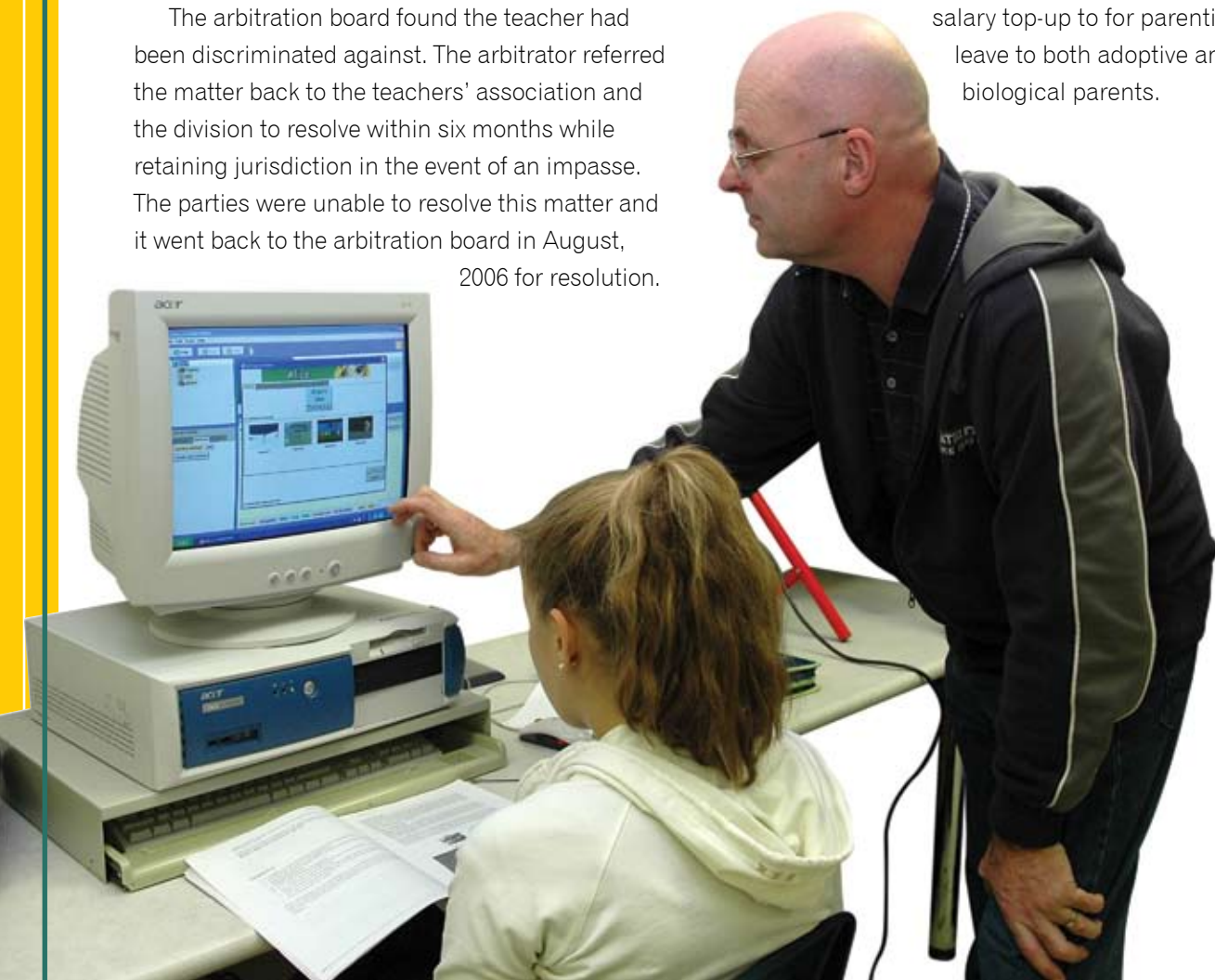


him to stay home for 10 weeks upon his wife's early return to work after their child was born. The division granted the parenting leave but refused to pay the top-up benefits because the collective agreement did not provide these benefits for biological fathers. The teacher grieved that he was being discriminated against on the basis of gender and family status because top-up benefits were available to adoptive fathers, but not biological fathers. The matter went to grievance arbitration for resolution.

The arbitration board found the teacher had been discriminated against. The arbitrator referred the matter back to the teachers' association and the division to resolve within six months while retaining jurisdiction in the event of an impasse. The parties were unable to resolve this matter and it went back to the arbitration board in August, 2006 for resolution.

In December 2006, the arbitration board issued a supplementary award which ordered that a clause be inserted in the collective agreement alongside the provisions for adoptive parents, providing up to 10 weeks of salary top-up for biological parents. This clause would exist for the life of the collective agreement and would entitle the male teacher to receive 10 weeks of salary top-up.

In negotiations between Louis Riel School Division and the teachers' association there is an agreement to now provide up to 10 weeks of salary top-up to for parenting leave to both adoptive and biological parents.



The Winnipeg Teachers' Association settled a two-year collective agreement and the parties have agreed to take the parental leave top-up clause to arbitration for resolution.

In addition to Louis Riel, there are three other collective agreements which provide salary top-up to adoptive and biological parents. Nearly every other teacher collective agreement in Manitoba provides salary top-up only to adoptive parents (one agreement provides top-up to adoptive and biological fathers, but not mothers). The Society takes the position that this is discriminatory and a violation of human rights legislation on the basis of family status.

Substitute teachers

A number of local teachers' associations have settled collective agreements where the employer voluntarily recognizes substitute teachers as members of the local bargaining unit and that certain terms and conditions of the collective agreement, beyond rates of pay, are applicable to substitute teachers.

The Society is attempting to deal with substitute teachers at the bargaining table through voluntary recognition by the employer and the negotiation of terms and conditions of the collective agreement that apply to substitutes. The parties in Seven Oaks, River East Transcona, Winnipeg, Border Land, and Louis Riel have reached new collective agreements that include an article defining the rates of pay, working



conditions, and rights for substitute teachers. The parties in Pembina Trails are endeavoring to determine which clauses in the existing collective agreement apply to substitute teachers. In Pine Creek, the local teachers' association is attempting to incorporate the existing substitute teachers' bargaining unit into the local bargaining unit for teachers.

Substitute teachers in Brandon were asked to sign cards to indicate their desire to be represented by the Society and the Brandon Teachers' Association. MTS and BTA subsequently made an application to the Manitoba Labour Board requesting the board to recognize substitute teachers as members of the existing BTA bargaining unit. The Brandon School Division has subsequently approached the Association to discuss a voluntary settlement of this matter.

Activity based costing

2005/2006

Governance (\$1,912,052 or 12.5%)

A provincial council of about 300 teachers representing our Local Associations meets at our three-day Annual General Meeting to make decisions on policies and budget. A provincial executive of 13 elected teachers sets directions for the Society. A president and vice-president, who in addition to performing the duties of the Provincial Executive, deal with the government, media, and other parties in working towards advancing the teaching profession. A three-member management team is responsible for implementing decisions of the Provincial Council and Provincial Executive.

CTF, international assistance (\$379,091 or 2.5%)

The Canadian Teachers' Federation is a national federation of teacher organizations in Canada that operates internationally, providing services, research, and networking opportunities for teacher organizations across the country.

The Society provides grants and assistance for projects overseas. Grants are provided primarily through CTF to assist teachers in developing countries.

Local associations, CoSL, ÉFM (\$501,216 or 3.3%)

The Society provides grants and financial assistance to associations for counseling programs, presidents' release-time, executive meetings, wellness projects, and hosting provincial sporting events.

A Council of School Leaders addresses issues of interest and concern to School Administrators. The CoSL operates from a fee collected by the Society from School Administrators. The Society also maintains a membership database for CoSL and provides an annual grant to CoSL.

The ÉFM is an agency of the Society that provides French language professional services to members. An executive of seven elected teachers deals with issues of interest and concern to French-speaking members.

Collective bargaining (\$1,245,289 or 8.2%)

A team of staff assists local associations requesting services and/or advice in preparing bargaining packages, bargaining meetings, mediation, arbitration and legal matters.

Personnel cases (\$1,524,714 or 10.0%)

A team of staff addresses personnel issues or problems that teachers face in their workplace. This includes meeting with teachers, representatives from local associations, representatives from school divisions, and other relevant parties. The Society provides legal representation to members as required.

Professional Issues (\$1,177,146 or 7.7%)

A team of staff provides training to Professional Development and Equality in Education Chairs of local associations and delivers workshops for administrators, beginning teachers, and first-year teachers. This team of staff also works with the Teacher Action Cohorts that delivers workshops to various local associations.

Special Area Groups (\$403,951 or 2.7%)

The Society processes membership fees on behalf of Special Area Groups, maintains a membership database and provides printing



and mailing services. In addition, Publications staff prepare, print, and mail many journals and newsletters and publish and distribute the SAG conference brochure.

French Language Services (\$231,554 or 1.5%)

Services in the French language are provided to teachers and associations with the assistance of Les Éducatrices et éducateurs francophones



du Manitoba, an agency of The Manitoba Teachers' Society, and by bilingual MTS staff.

Educators' Assistance Program (\$841,326 or 5.5%)

A team of counselors provides individual and family counseling, group therapy, and support group sessions. Over a three-year period, the program is being used by approximately 10 per cent of the membership resulting in an average of 2,700 visits per year.

Benefits (\$214,140 or 1.4%)

The Society helps members who must use any of the many health benefits enjoyed under collective agreements negotiated under the auspices of MTS. With some differences between local associations, these benefits include a dental plan, deferred salary leave, health insurance and life insurance.

Disability Benefits Plan (\$4,217,909 or 27.7%)

The Plan assists members through periods of disability to assure maximum rehabilitation both medically and vocationally. It assists members, when possible, to return to work, while providing the disabled member with financial security at a reasonable cost to the premium-paying member.

Communications/Publications (\$769,310 or 5.1%)

A team of staff annually publishes the Handbook and seven editions of *The Manitoba Teacher*, maintains the Society's website, responds to member's queries, and develops and implements advertising campaigns,

radio announcements, billboards, and posters. This staff also represents the Society at events such as the Summer Fair and the Teddy Bear's Picnic, assists the Young Humanitarian Awards Committee, administers the grants, donations, and bursary programs, prepares news releases, writes speeches, and takes media calls.

Education finance (\$160,007 or 1.1%)

Staff and the Education Finance Committee develop reports and positions on the funding of public schools in Manitoba and work with other groups, including the provincial government, to change funding policies.

Political action (\$374,782 or 2.5%)

A Public Affairs Facilitator assists the Society in dealing with government issues, responds to correspondence, prepares presentations and speeches, and develops and implements strategies for the Society.

Finance (\$401,272 or 2.6%)

A team of staff processes payments, deposits, and other financial transactions, performs bank reconciliations, prepares various reports, responds to queries, and assists with the audit of the financial affairs of the Society.

Facilities (\$875,310 or 5.7%)

A team of staff is responsible to clean, repair and maintain the facilities and grounds for McMaster House and McMaster Square, ensures for security of both buildings and its occupants, prepares rooms for meetings and events, and provides hospitality services.

Summary of financial position

	General funds	Restricted funds	Disability Benefits Plan	2006 total	2005 total
Assets					
Current assets	\$ 421,071	\$ 19,293	\$ 1,506,021	\$ 1,946,385	\$ 3,036,732
Investments	1,478,298	1,000,000	68,705,516	71,183,814	64,238,861
Capital assets	5,369,895	—	138,835	5,508,730	4,771,810
	\$ 7,269,264	\$ 1,019,293	\$ 70,350,372	\$ 78,638,929	\$ 72,047,403
Liabilities and net assets					
Current liabilities	\$ 1,893,961	\$ 19,293	\$ 1,139,249	\$ 3,052,503	\$ 2,396,607
Accumulated plan benefits	—	—	71,002,223	71,002,223	68,852,407
	1,893,961	19,293	72,141,472	74,054,726	71,249,014
Net assets	5,375,303	1,000,000	138,835	6,514,138	6,920,920
Deficiency of net assets to accumulated plan benefits	—	—	(1,929,935)	(1,929,935)	(6,122,531)
	5,375,303	1,000,000	(1,791,100)	4,584,203	798,389
	\$ 7,269,264	\$ 1,019,293	\$ 70,350,372	\$ 78,638,929	\$ 72,047,403

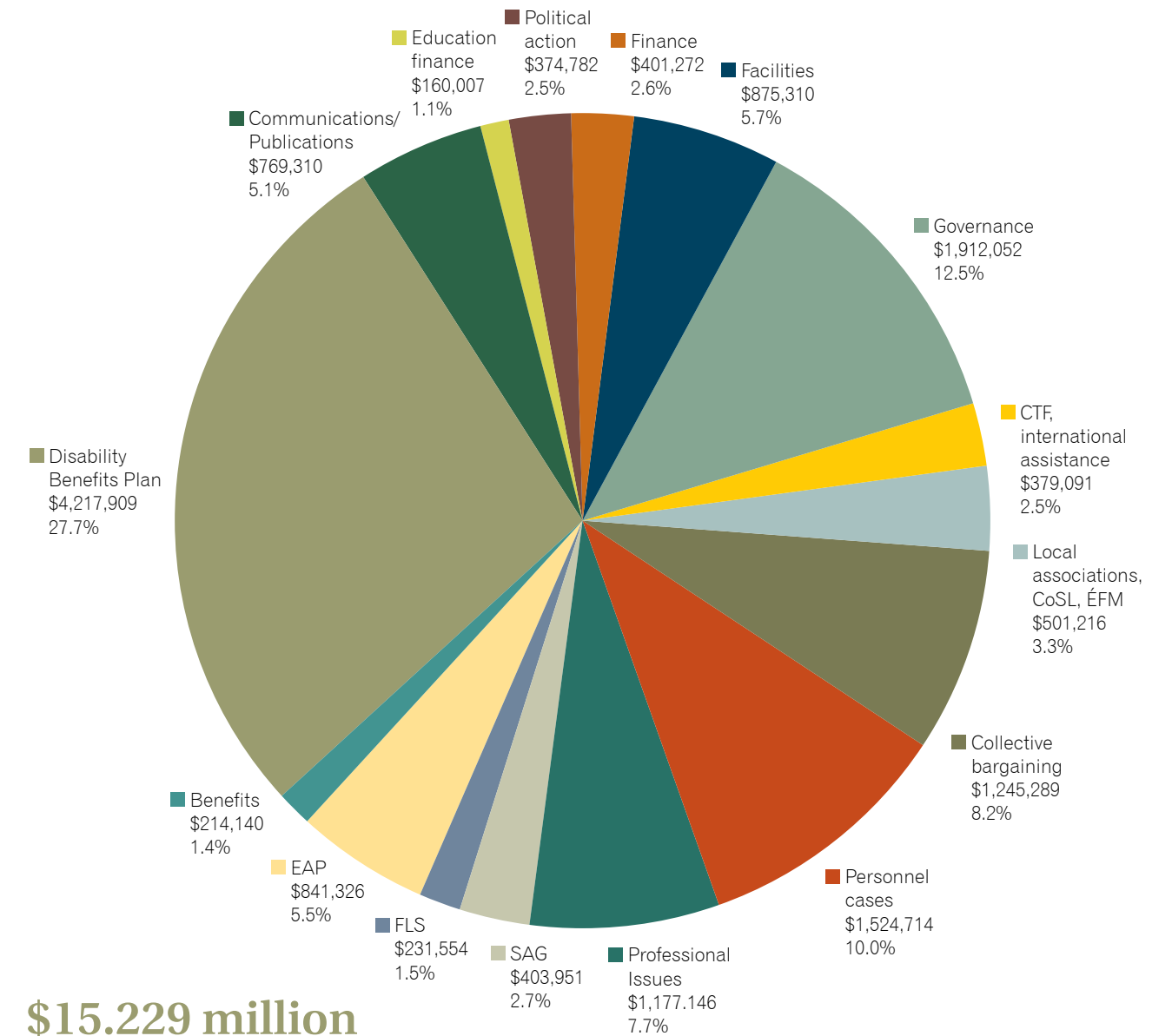
These highlights are a summary of the audited financial statements of the Society.

Summary of general and reserve fund operations

	MTS programs and operations	Reserve fund	Disability Benefits Plan	2006 total	2005 total
Revenue					
Membership fees and premiums	\$ 10,428,500	—	\$ 20,524,672	\$ 30,953,172	\$ 29,206,554
Investment income	36,867	22,689	5,583,709	5,643,265	9,003,728
ÉFM—Excess revenue over expenditures	11,963	—	—	11,963	12,918
Other revenue	131,341	—	(150,340)	(18,999)	(163,779)
	10,608,671	22,689	25,958,041	36,589,401	38,059,421
Expenditures					
Governance	1,528,461	—	94,202	1,622,663	1,468,668
Programs	1,396,851	—	1,795,765	3,192,616	2,819,267
Income replacement and retirement incentive options	—	—	15,420,928	15,420,928	15,002,873
Service	780,752	—	112,635	893,387	961,599
Personnel	5,636,012	—	1,296,431	6,932,443	6,830,260
General operating	1,506,845	—	1,081,116	2,587,961	2,470,028
CoSL— Deficiency of revenue over expenditures	3,773	—	—	3,773	14,651
	10,852,694	—	19,801,077	30,653,771	29,567,346
Excess (deficiency) of revenue over expenditures for the year before (increase) decrease in accumulated plan benefits	(244,023)	22,689	6,156,964	5,935,630	8,492,075
(Increase) decrease in accumulated plan benefits	—	—	(2,149,816)	(2,149,816)	(1,638,674)
Excess (deficiency) of revenue over expenditures for the year	\$ (244,023)	\$ 22,689	\$ 4,007,148	\$ 3,785,814	\$ 6,853,401

These highlights are a summary of the audited financial statements of the Society.

Activity based costing (corporate entity)—2005/2006



\$15.229 million
 Not including \$15.421 million of payments to members for income replacement and retirement incentive options.
 Note: Does not include CoSL amount of \$3,773 as per Summary of General & Reserve Fund Operations.



