grade 10

ready, set learn

how to
VOTE

A resource for teachers about municipal
elections in Toronto.

TORONTO

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Introduction

The City of Toronto provides an enormous variety of vital services to its residents, for the efficient and reliable functioning of our great city. Every four years, electors across the city go to the voting places to decide what direction their government should take over the subsequent years.

In 2010, the City of Toronto partnered with the Civic Education Network to provide this resource to teachers across the city. Within its pages you will find a variety of information, resources and lessons which can be immediately used in your classroom. The goal of this resource is to give teachers what they need to encourage today's youth to better understand municipal government and become involved and engaged with the election process. Municipal elections happen every four years in Ontario. Voting day in a regular election is the fourth Monday in October.

This guide is meant for you, the teacher. It speaks to you and helps you understand the workings of City Council. The lessons presented in the guide are suggestions and possible directions that you could take your class to harness the teaching opportunity that the municipal elections provide. Most lessons also include ideas for enrichment and assignments for your students. Feel free to alter and adjust each lesson and assignment for your own classroom environment. The overall goal is the same for you as it is for us, to help develop young people who see the value of the democratic process and want to come together to make a better city for themselves and others.

Your feedback is important to us! We hope you will take the time to fill out the **Teacher Evaluation Forms** on page 51. Your feedback and thoughts will help us improve this resource and ensure that it a useful tool for teachers. You can send completed Teacher Evaluation Forms to **elections@toronto.ca**.

Part A

Municipal Government and Elections

WHY MUNICIPAL GOVERNMENT?

The government of the City of Toronto provides services to an area composed of 630 square km and 2.8 million people. It encompasses the former municipalities of Etobicoke, York, North York, East York, Scarborough and Toronto.

Toronto Community Councils

The services that the City of Toronto provides are vital to the everyday functioning of the city and touch upon every resident's life multiple times a day. Youth are especially affected by city services. Though they often do not pay property tax directly, their lives are surrounded daily by services such as the TTC, the police, and most importantly, school. It is important to remember that the October elections will also see the election of Trustees for the four School Boards in Toronto. These people are the ones we, as a society, task with the job of maintaining our school system and setting its policies.

In order to understand the importance of municipal government, we should look at the areas of responsibility for each level of government:

Federal	Provincial	Municipal
Trade	Natural resources	Water &Sewage
Post office	Environment	Waste collection
Census	Highways	Public transit
Copyright	Health	Land use planning
National Defence	Property and civil rights	Libraries
Employment insurance	Education	Ambulances
Money and banking	Labour	Animal control
Criminal law	Social services	Parks and recreation
Citizenship		Summer camps
Foreign affairs		Community Centres
		Welfare delivery
		Child care
		Building permits
		Police & Firefighting
		Local roads

What you will notice from the list above, is that most day to day services are provided by municipal governments. These are the services which protect us and enrich our lives and our city. Without these services, our lives would be very different. This is what makes municipal government so important.

Municipal government is also the most accessible level of government. The politicians who are elected to City Council do not carry party affiliations, ensuring their independence and the opportunity to listen to anyone who comes through their door. They are free from towing any party line, unlike their provincial and federal counterparts. Often, all it takes is an email or phone call to raise an issue of concern or get some service from the city. In fact, any resident is welcome to come and talk at committee meetings, or attend City Council meetings and participate in the governing of our city. Even the city's meeting facilities are made available to the public. Local community groups regularly hold evening meetings in the same facilities that City Council uses.

The Toronto Archives offer a Municipal Education program that provide fun and interactive opportunities for students to learn about their city, its politics and its past, while gaining knowledge that complements curriculum topics including civics, social studies, history, geography and literature. Fnd out more by visiting www.toronto.ca/archives to find a topic that suits your needs and age group. You may also book tours of the Toronto Archives by calling 416-392-5561 or emailing archives@toronto.ca.

One important thing to understand is that all municipal governments in Ontario are 'creatures of the province', meaning they are created by the provincial government, and get their powers and responsibilities from the province. This fact became abundantly clear when the old cities which made up the Municipality of Metropolitan Toronto were merged by the provincial government into the new City of Toronto. In Ontario, municipalities are governed by the Municipal Act, 2001 which governs what municipalities may or may not do. The City of Toronto is unique in that it is governed by the City of Toronto Act, 2006, which is a separate provincial statute giving Toronto unique powers. This concept is important to understand, but not too vital for your students, who are much more concerned with what the city does for them and how they can affect it.

1

Lesson #1

Description

Municipal Government is the level of government in Canada which has the greatest influence on everyone's day to day life. It is also the most accessible with the best opportunities for citizens to directly engage with the way they are governed. The purpose of this lesson is to allow students to understand the purpose of municipal government and its effect on their lives.

Method

1. **Introduce the concept of municipal government. The map of Toronto may be shown at this point, explaining that the geographic area is governed by a single Mayor and Council. Get the students to identify the current Mayor, the Ward the school is in and the relevant Councillor.**

2. **What are some areas that municipal government is responsible for? Use this opportunity to review the responsibilities of other levels of government. Use the handout (in the Appendix) to generate a list of responsibilities.**

3. **Have all students write out, in chronological order, their day, from the smallest things (brushing your teeth) to the larger events. Identify which level of government is responsible for the various parts of their day (e.g. The City provides the water to brush their teeth)**

4. **Ask questions and generate discussion on the importance of these responsibilities. Draw comparisons between the three levels of government in the chart.**

5. **At the bottom of the page, brainstorm some issues students feel are important. If they were Mayor, what would they change about the city? What would they add, remove, alter, etc?**

Enrichment Activities

• Visit City Hall and the Council Chambers, or watch a Council meeting in session. Contact 311 to set this up. Also contact your local Councillor (see Toronto.ca) to arrange for him or her to meet the class at City Hall.

• Have your local Councillor visit the class. You can get contact information from Toronto.ca or arrange a visit through the Civics Education Network (civicsnetwork.ca) during Integration Week.

• Go through the Blue Pages of a phone book and consider who to call for various issues which you may run into.

INTRODUCTION TO CITY COUNCIL

The City of Toronto is divided into forty-four geographic areas, called Wards. Each Ward is identified by a number and a name, for example Ward 22 is also known as St. Paul's. Each Ward is represented by a single politician, called a Councillor. In addition to these forty-four Councillors, the Mayor is elected across the entire city. The result is a City Council of forty-five members, of which only the Mayor is chosen by every elector of the city. The job of the Councillors is to represent the needs of their particular Wards or neighbourhoods while taking into account the interests of the city as a whole.

The role of the Mayor is to:
 • Act as chief executive officer of the municipality

 • Be responsible for Council meetings

 • Provide leadership to Council

 • Represent the municipality at official functions

 • Carry out duties of the Head of Council

The role of Councillor is to:
 • Approve the annual operating and capital budgets.

 • Deliberate and establish policies and by-laws in order to implement Council's decisions

 • Consult with the constituents they represent

 • Respond to resident inquiries ensuring all sides of an issue are considered in the decision making process

 • Serve on committees of Council

 • Take on voluntary roles with other community organizations.

The role of the School Board Trustee is to:
 • Approve the annual operating and capital board budgets

 • Deliberate and establish policies as authorized by the Education Act

 • Monitor implementation of Ministry of Education and Board policy and programs

 • Consult, represent and advocate for the constituents in their Ward

The current (2013) salary of the Mayor is $184,666 and a City Councillor is $109,652. School Board Trustee salaries vary between Boards with a range from $7,000 and $26,000.

The diagram below lays out the structure of the city government in Toronto. Each municipality in Ontario is unique in its structure, so this diagram only represents the City of Toronto

At the pinnacle of Toronto's government is City Council. It is the ultimate decision making body in the entire system, and it is only here that decisions may be put into law, with the exception of some minor decision-making authority that has been delegated to community councils. Consisting of all members of Council, City Council passes bylaws in all areas of concern for the municipality. Since there is such a large volume of work, Council has created a variety of committees which vet proposals, study initiatives and hear from the public through deputations, before the proposals reach full Council. These committees are vital to the workings of the city and each contains only a subset of Councillors.

Community Councils

There are four community Councils made up of members of Council who were elected in those neighbourhoods. They consider planning and neighbourhood matters for their part of the city. (For example, traffic plans, parking, exceptions to certain bylaws) Community Councils report to City Council but have final decision-making powers on certain items, such has sign and fence by-law exemptions and appointments to local boards.

Executive Committee

The mandate of the Executive Committee is to monitor and make recommendations on the priorities, plans, and the financial integrity of the City, along with managing international and intergovernmental relations. The Executive Committee's primary focus is strategic planning for the city, which helps to set priorities for Council. The committee is made up of the Mayor, Deputy Mayor, Chairs of the Standing Committees and four other members.

Three other committees report to the Executive Committee. These are: the Budget Committee, which is responsible for the fiscal management of the city; the Employee and Labour Relations Committee, which manages all issues related to city's employees; and the Affordable Housing Committee, which makes recommendations on building, maintaining and developing affordable housing options.

Community Development and Recreation Committee

The focus of this committee is social cohesion, with a mandate to monitor, and make recommendations to strengthen services to communities and neighbourhoods.

Economic Development Committee

The economy is the mandate of the Economic Development Committee. Its job is to find ways to strengthen our economy and investment climate.

Public Works and Infrastructure Committee

This committee's job is to monitor all forms of infrastructure in the city, including roads, sewers, water treatment, and make recommendations on Toronto's infrastructure needs.

Parks and Environment Committee

The goal of this committee is to protect the natural environment in Toronto. Its recommendations protect our natural heritage and improve our park system.

Planning and Growth Management Committee

The Planning and Growth Management Committee monitors and makes recommendations on the urban form. Its focus is on planning and growth, ensuring that new development is beneficial to the City of Toronto.

Licensing and Standards Committee

Consumer safety and protection is the focus of this committee. It makes recommendations on the licensing of businesses and the enforcement of property standards.

Government Management Committee

The Government Management Committee has an administrative role, monitoring the assets and resources of the City.

In addition to these committees, there are a number of agencies, boards and commissions which oversee the business of the city. Some major ones chaired or co-chaired by members of Council are the Police Services Board, which provides civilian oversight for the Toronto Police Service, and the Toronto Transit Commission, which provides public transit services. The Board of Health has thirteen members made up of six Councillors, six citizen representatives and an elected School Board representative. It monitors and maintains programs to ensure the health of the residents of the City. Many of these programs are preventative in nature.

Making Decisions

Decisions made by Council go through a process just like any other government. Ideas come from the public, city staff, the Mayor or individual Councillors. Once the idea is developed by city staff, and a staff report is written and delivered, it is put before one of the various committees to be reviewed and receive public input. Here the idea may be recommended, amended or rejected. Sometimes it is sent back to city staff for changes. If it is recommended, it is sent to City Council for final approval. Council may approve, reject or even refer the idea back to a committee. Direct public input is not permitted at full Council meetings, only at the committee stage.

DECISION-MAKING PROCESS

Mayor/Council Priorities

New/Emerging Program & Service Needs

Ongoing Program & Service Needs

Policy Development

Referral → Consideration by a Committee of City Council

Referral → Consideration by Community Council

Consideration by City Council

Implementation of adopted items

Public Input
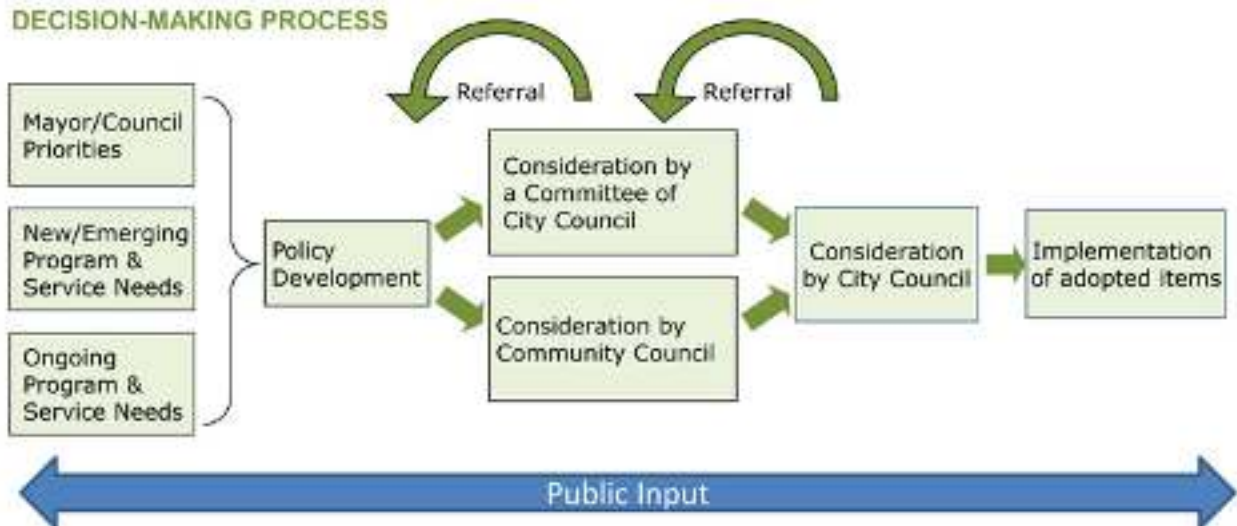
The above two diagrams (council structure and making decisions) are available as handouts or overheads in the Appendix.

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Lesson #2

Description

Toronto City Council is made up of a complex, interconnected set of bodies designed to provide a transparent system of governance for residents of Toronto. To understand, and interact with Council, one needs to understand where they can 'plug in' to the system in an effective manner. This lesson is designed to explain the various components of Council.

Method

1. **Explain that Toronto City Council is not a single body, but rather a collection of numerous organizations (agencies, boards, commissions and committees) designed to provide a fair system of democracy which is accessible to all citizens of Toronto.**

2. **Why is this relevant to them? Municipal government touches their lives more than any other and they have the ability to make a difference. Knowing how to access government will give than a chance to change the things they care about.**

3. **Explain how the city is divided into 44 Wards and illustrate this with the Ward map provided. Each Ward is represented by one politician, called a Councillor. The electors within the Ward select their Councillor. The Mayor is chosen by electors across the entire City of Toronto and represents the city as a whole.**

4. **Council and committees are made up of these Councillors and the Mayor.**

5. **The handout – Council Structure – can be used as a handout or overhead to help visualize the government. (found in the Appendix)**

6. **Explain that City Council is where final decisions are made (with some minor exceptions for community councils). Proposals come to City Council from the committees.**

7. **It is at committees where people can talk to council members, and encourage them to adopt changes they feel are important.**

8. **Using Toronto.ca as the primary resource, have students both individually or in small groups, research one component of Council and complete their section of the chart 'Sections of Council'. For the last column, students can brainstorm sample issues the section would deal with.**

9. **Several approaches may be taken here:**

   a. Jigsaw: redistribute the groups so that each group has one 'expert' who did the research and share the research.

   b. Present: have each group write their findings on a piece of chart paper, and share their work with the rest of the class in a short presentation

10. **Ensure that every student has a completed chart with the various components of Council.**

Enrichment Activities

- Attend a committee meeting as a class and give a deputation. (be sure to check committee schedules and agendas on Toronto.ca)

- Choose an issue as a class and write letters to a Councillor about the issue.

Writing a Deputation or Letter

Council works best when it hears from the residents of Toronto. The major ways that people can get their voice heard are through letters, phone calls, emails and deputations. Deputations are presentations given by residents, to committees of Council when they are considering an issue.

Pick one of the issues below to either write a letter or make a deputation to the appropriate agency, board, commission or committee of council. The letter should be directed to your Councillor (make sure you know who this is!) and the deputation should be addressed to the correct committee (look this up).

Your letter should be no more than one page, single spaced, and your deputation should be no longer than two minutes. (Real deputations may last up to five minutes.)

The Issues

- Your local library branch is closing

- Council is considering 24hr subway

- A local park is getting a off-leash area

- Your neighbourhood doesn't have a local community centre

- Cars on your street move way too fast

- Local gangs are selling drugs

- An 80 story condo is being proposed

- A movie is being filmed in your area restricting road use for two weeks

Speaking to a Committee

If you want to make your views known about a matter being considered by a committee of Council, you can arrange to speak at a meeting. This is referred to as giving a deputation.

Well before the committee meets, contact the committee secretary in the City Clerk's Office who is responsible for the committee you want to appear before. Tell the committee secretary that you want to speak on a particular issue on the agenda.

These points will help you prepare:
- Speakers are usually heard at the beginning of committee meetings.

- Committees may decide to hear speakers at specific times during their meeting.

- Each speaker is limited to five minutes to give as many people as possible the opportunity to speak.

- Members of the committee may ask you questions.

- A written submission may be given to the committee secretary when you appear, but it is not necessary. Written comments may also be given or sent without speaking to the committee.

- If an organization wishes to address a committee, one person should be chosen to represent the group.

- Translation services are available and can be arranged in advance.

- The City Clerk's Office will let you know when Council makes a decision on the issue.

Tips for Making a Great Deputation
- Make your deputation as personal as possible. Explain how the proposed cuts or changes will affect you, your family and your community.

- If you are a user of a service that is at risk, explain what benefits you have gained from that service, what help a centre or agency gave you, and how the community would suffer if the program were gone.

- Deputations that use statistics to help make a point are good, but only use a few and be prepared to back up the statistic if asked by a Councillor.

- Practice reading or saying it out loud beforehand. Time it to be sure you are under the time limit! If you are close to the time, you will feel the pressure to rush. Better to keep it short.

- Anticipate some questions you may be asked and prepare answers.

- Thank the committee for allowing you to come before them.

- Introduce yourself and your organization – keep it brief.

- Clearly state the issue you are addressing and tell them why it is important.

- Give examples of the problem and/or solution.

- Tell them what you want them to do and when.

Advice on Writing an Effective Letter

1. Keep it BRIEF

   a. Start with your strongest point. No need for rambling introductions to the issue.

   b. Shorter letters are more impactful and easier to remember.

   c. Limit yourself to one topic because adding topics dilutes the effectiveness of your pitch.

   d. Keep a positive, friendly tone. Confrontational attitudes will only hurt your cause.

2. **Use FORMATTING to emphasize important points.**

   a. You want your letter to be easily scan-able for the main points and takeaways.

   b. Bullets are fine but don't use too many in a letter. (You can use lots of "How to" lists.)

   c. Bold and underlining are good to use. So is color if you can afford it.

   d. Avoid italics as they are harder to read.

   e. Use ALL CAPS sparingly as it can be interpreted as shouting (in written form).

3. **BE SPECIFIC in your supporting details.**

   a. Use statistics, facts, quotes, names, etc., to back up your claims.

   b. Look into the history of the issue and see what has been done before. Was it successful? Use this information to support your idea of how to solve the problem or why some other proposal will not work.

4. **Use EPIC to help you organize your letter:**

   a. Engage: Engage the politician with a strong fact, arresting image, or startling statement of your issue. You are trying to grab the politician's attention

   b. Propose: Make a specific proposal regarding a piece of legislation or action they can take to improve the status quo regarding your issue. You want it to be absolutely clear what you are advocating.

   c. Illustrate: Illustrate how the proposal would work and why it's important. Give a few details or examples to make it concrete. This fleshes out your solution and gives reasons why it's a good idea.

   d. Call to action: Call on the politician to take a specific action. This ends your letter with a request which they will remember.

5. FINISH strong

    a. Ask for action. Be specific and pointed about what it is you want them to do. This is why you are talking to them in the first place.

    b. Thank them for their time and for listening to you.

    c. Give them your contact info for future reference.

6. DRAFT, EDIT, REWRITE

    a. Improper grammar, incorrect spelling, and poor style can hurt your chances of making an effective argument.

    b. Always ask one or two people you trust to review your letter for these points.

    c. Come back an hour later and reread it yourself. Then rewrite it.

    d. Never submit a first draft. Ever. No exceptions. No kidding.

7. FOLLOW UP with a short, personalized thank you note.

    a. This is especially important if they respond to you in writing.

    b. Include your 'ask' in the thank you note.

    c. This keeps your issue and your ask fresh in their mind.

    d. It shows them you are a respectful organization worthy of respect in turn

Notes:

- You may receive a form letter in response. This is normal. Don't be offended by it. If you want a personalized response, try to get a meeting with the politician.

- Threats are absolutely out of order. Not only will you alienate the politician you are trying to convince to support your issue it may also earn you a visit from law enforcement.

- BE NICE! I said this before, but it is worth repeating. You are trying to convince someone who doesn't support you to change sides and risk their reputation and position to further your personal agenda. Confrontation may look good on the 6 o'clock news, but it will not bring you any closer to achieving your goal.

YOUR COMMUNITY

In provincial and federal politics, it often seems that local issues, personalities and politics don't really matter. Every once in a while an independent candidate wins, but this is a rare event in Canadian politics. Rather, winning politicians carry the standard of a political party and are voted in based on that association and the national or provincial leader. Furthermore, provincial and federal ridings are often quite large; some of them are physically larger than the country of France. How then, can the senior levels of government adequately serve their local communities? Municipal governments fill the void that the senior levels leave.

Local communities are the cornerstone of local politics. Toronto wards are smaller than federal and provincial ridings and politicians run on the strength of their own names, rather than the names of their parties or leaders. Knowledge of their local communities is vital. The needs of their neighbours are paramount. If the candidate wins, he or she will be deeply involved in almost everything that happens in their Ward from new developments, to negotiating disputes between residents and businesses, to implementing dog parks. Local issues, personalities and politics matter and the politicians are much more locally accessible in municipal government.

Students can see themselves in local issues much better than national and international ones. They can affect change locally and see the results of their efforts. They can interact locally and get results. It is much more difficult to be as effective at higher levels, and often student efforts result in nothing but raising money for a charity. You will find that your students understand their local community in ways that you never imagined. However, they often fail to make the links between what they know and the larger political picture. This lesson brings out what your students know about their communities and links it to the political system and elections. It points out how an understanding of your community matters.

Two handouts are included in the Appendix. The first one is a map of the forty-four Wards that make up City Council. Each Ward is designed to be about half the size of a provincial riding, of which there are 22.5 (one riding crosses over into Pickering) and are drawn in a way as to try and keep neighbourhoods together. Further, each Ward elects a single Councillor to City Council, to represent their community. However, even though Ward lines try to avoid splitting natural communities, they are not in themselves the lowest level of community. The second handout is a map of the neighbourhoods in Toronto. These are often smaller than the Wards, but more faithfully represent the natural boundaries in the city. It is important to understand that the lines on these two maps work together to help Council serve the residents of Toronto.

3

Lesson #3

Description

As an election looms, the local nature of municipal politics becomes vitally important. Councillors are elected on their name and what they bring to their Ward, rather than affiliation to a political party. Therefore, the nature of the community and its issues are vitally important during election time. This lesson will help your students better understand their community in the context of the larger City of Toronto through photographs and statistics.

Method

1. Before starting this lesson, ensure that:

   a. The students understand what a Ward is and that they often encompass more than one neighbourhood or community.

   b. You know which Ward the school is located in. To double check this, go to http://app.toronto.ca/Wards/jsp/Wards.jsp and enter an address. Maps of the Ward and Ward profiles are also available here. Look up the school's Ward and understand the information available here.

   c. You can also find neighbourhood profiles there, which are smaller geographically then Wards.

2. Have each student carry a camera or a camera phone with them for a couple of days, or whatever fits in your schedule. Most students will already have camera capabilities in their phones, or own something, but for those students who don't, disposable cameras could be provided.

3. Students are to take pictures of any of the following:

   a. Places they go to.

   b. Places of interest in their community.

   c. Places they feel are important in their community.

   d. Issues or problems in their community (e.g. Empty houses, development, crime areas, etc)

   e. Anything else they feel is important in their community to its positive or negative functioning.

4. These pictures could be delivered in several ways:

   a. Uploaded to a common website

   b. Placed in a Flickr group (see flickr.com) or similar

   c. Emailed to a single person or the teacher and then loaded onto a USB drive

   d. Printed out and delivered

5. Once the pictures are delivered, several things can be done with them as a class:

   a. Placed geographically on a map either digitally or physically in the classroom

   b. Displayed via a projected slideshow

   c. Placed around the classroom, hung on the walls, etc.

6. As you view the photos with the students, talk about each one. Why was the photo taken? What does it tell us about the community? Is there an issue? What is it and why? Etc.

7. This lesson assumes you use the community the school is located in, but this may be adjusted if the students are from neighbouring Wards, so that you do a presentation for each Ward separately.

8. Using the statistics found on Toronto.ca to enrich the understanding the photos are bringing into the classroom, develop a complete picture of the community including, but not limited to:

   a. Geographic location

   b. Ethno-cultural makeup

   c. Socioeconomic situation

   d. Services (community centers, police, fire, etc)

   e. Predominate housing stock and development.

   f. Neighbourhoods within the Ward

   g. Differences across the Ward

   h. Transit (TTC, roads, bicycle infrastructure)

   i. Local issues the community faces

Enrichment:

- With an understanding of their community, compare it to other areas of Toronto using the profiles found at http://app.toronto.ca/Wards/jsp/Wards.jsp and/or personal experiences and knowledge. What is unique about their community? What differences and similarities are there with the rest of the city? How may this impact how this neighbourhood is represented by its Councillor?

- Research community organizations and resources available and talk about them and why they are vital components of the community. (E.g. Legal defence clinics, community advocacy groups, health clinics, social services, charities, etc)

- Invite a guest speaker from a community organization to talk about the community and efforts to make changes for the better.

- As a class, visit a community organization, community center, etc.

What Would You Change?

If you were elected Councillor for your neighbourhood and were given the power to make one change, what would it be? Whatever change you make must be within the authority of the municipal government, but you do have the ultimate power to do as you wish within these bounds. You get only one change, but it may affect multiple areas of your community. For example, you could install bike lanes on every street, or build one community centre.

Explain what you would change, why you have chosen this issue, and how you think it would impact your community for the better, in one of the following ways:

1. **A written paper of two pages in length.**
2. **A PowerPoint presentation.**
3. **A Poster**
4. **A radio ad or interview.**
5. **A television ad or YouTube video.**

Evaluation Checklist

	Yes	Some-what	Not at all
Issue Choice			
Issue chosen is within the role of City Council			
Issue chosen is impactful and well chosen			
Content			
Explains why your issue was chosen.			
Talks to the importance of your choice.			
Explains how it will impact the community			
Creativity			
Shows effort and thought			
Shows creativity and uniqueness			

THE ELECTION PROCESS

Municipal elections in Toronto are similar to elections for the provincial and federal government. The major difference is the lack of political parties in municipal elections in Ontario. Candidates are forbidden from accepting money from a political party or representing a political party during the election. This does not, however, forbid them from being a member of a political party at the provincial or federal level. Each level of government has its own set of legislation and laws that govern how elections are run. Municipalities in Ontario are conducted in accordance to the Municipal Elections Act, 1996.

Elections are based on the first-past-the-post system of vote counting, which is the same as other elections in Canada. After a candidate is nominated, by submitting their paperwork at City Hall, they may begin raising money and campaigning through door-to-door canvassing, advertising, lawn signs, media appearances, community meetings and all-candidates meetings. Because of the relatively low cost of elections municipally, television ads are rare.   Much of the campaigning is personal in nature, door-to-door and handing out pamphlets on the street. Candidates for Mayor rely more on the media and news reports than local Councillor candidates do, since they must speak to the entire city rather than a much smaller Ward.

Ahead of voting day, the Municipal Property Assessment Corporation (MPAC) is responsible for preparing the preliminary list of electors for each municipality. Toronto Elections receives this preliminary list from MPAC and creates and posts the voters' list on September 1st. It is important for voters to check and see if they are on the voters' list and they can do that by calling Toronto Elections after that date. Being on the voters' list ensures that electors receive their voter information cards which are mailed out early October telling them where and when to vote.

When electors go to the voting places on Election Day, they will be given a ballot with three offices on it. They will have the option to vote for their local Councillor in their ward, the local School Board Trustee of the School Board that they support and the Mayor. Every elector in the city will have the same options for Mayor, but only electors living in a ward will see the Councillor choices and Trustee choices for their ward.

To vote, simply:

- Give your identification to an election official who will cross your name off the voters' list and give you a ballot and a secrecy folder.

- Go behind a voting screen

- Mark your ballot by connecting the head and tail of the arrow pointing to the candidate of your choice

- Place your marked ballot in the secrecy folder

- Go the official who will insert your ballot into the vote tabulator (vote counting equipment)

- Your vote is then recorded and counted

- All vote totals are stored in the tabulator until the voting location closes at which time a results tape will be produced by the vote tabulator.

4

Lesson #4

Description

In October of 2018 the electors of the City of Toronto will choose a new Council to represent them for the following four years. The purpose of this lesson is to explain this process in the abstract – how do we do it and why?   Later lessons will look at the current election.

Method

1. **Explain to the class the process for election.**

   a. People who want to run for Council fill out the paperwork and declare themselves as candidates. They may run for:

      i. Councillor in one Ward.

      ii. Mayor across the entire city.

   b. All candidates mount a campaign, including door-to-door knocking, advertising, media appearances, handing out literature, going to community meetings, all-candidates meetings, etc.

   c. At the end of the campaign, electors vote for:

      i. Their local Councillor (1 vote)

      ii. The Mayor (1 vote)

   d. The candidate in each Ward with the most votes wins the election and becomes the Councillor for that ward. There is only one Councillor per ward.

   e. The Mayoral candidate with the most votes across the city wins and becomes Mayor.

2. **Discuss the pros and cons of this election process.**

3. **Ask students to discuss with their family if they are on the voters' list, and how they can get on the list.**

4. **A blank municipal ballot is available in the Appendix.**

Enrichment Activities

- A mock election project is included in this manual in Part B for your use.

- Part C of this manual includes information on school trustees, who are also elected at the same time, in different wards.

- Look at www.betterballots.to for a discussion on how the election process could be different.

WHO ARE THE CANDIDATES?

As has been mentioned before, municipal candidates do not have party affiliations. They come from a wide range of backgrounds with one common goal in mind – serving the residents of Toronto and improving the city we all live in. The process of becoming a candidate is quite simple. Nomination papers may be filed on any day in the year of the regular election that is before nomination day, at a time when the clerk's office is open. The paper needs to be signed by the person running for office and a Commissioner of Oaths. There is a $200 filing fee for Mayoralty candidates and a $100 filing fee for Councillor and for school Trustee candidates. Anyone may run in the election as long as they are:

- A Canadian citizen;

- At least 18 years of age;

- A resident of Toronto; or

- Do not live in Toronto, but own or lease property in the City (or their spouse)

- Eligible to vote; and

- Not disqualified to hold office by any legislation.

There is no need to live in the Ward that you run in, if you are running for Councillor. However, as a school Trustee candidate, you must live within your area of jurisdiction. Note that School Board wards areas of jurisdiction are different from the City's wards boundaries. (See Part C for more information on the wards). It is also important to know that unless you reside in the School Board district, you may not vote for Trustee.

Once a candidate has filed their nomination papers he or she may begin raising money for the position they have been nominated for.

5

Lesson #5

Description

Candidates in municipal elections run independently of any political party. There are often a variety of candidates in every Ward vying for your vote. This lesson seeks to explore the candidates running in the current election.

Method

1. **Explain how a person becomes a candidate in a municipal election.**

2. **Together, go to www.toronto.ca/elections to find out who the candidates are in each Ward.**

3. **Starting with Wards that are relevant to the students (the school's or students' Ward(s)), divide out the candidates.**

4. **Brainstorm as a class some things that we would like to know about the candidates. When doing this, consider some of the issues that the community faces as the class has previously discussed.**

5. **Individually or in small groups, research the candidates and collect at least one news article about the candidate. Try to figure out the candidate's perspective on the important issues in the community.**

6. **Assign the assignment: Election News (this assignment can be used in one of two ways – an article about the Ward, or an article profiling a candidate). Sample newspaper articles should be provided.**

Enrichment Activities

• Have students develop a questionnaire for the candidates. Submit this questionnaire via email to the candidates and talk about the results

• Get a copy of City Idol from www.cityidol.to, which chronicles the City Idol competition, a volunteer-run grassroots project from 2006 to include more voices in the municipal election. Show this to the class and discuss its purpose, effects and ideas. Perhaps run your own City Idol in the classroom.

• Examine the news, collect articles and discuss issues in class.

Election News

During elections, newspapers will profile the races in Wards or perhaps individual candidates. In this assignment your job is to profile a candidate in your assigned Ward. In preparation for the assignment, find out as much information you can about the candidate. Some excellent sources of information include newspapers, the candidate's website, flyers and even conversations or emails with the candidate.

The final newspaper article should be between 500 and 800 words and be formatted as a newspaper article. This means it should:

• Include an attention-getting headline

• Include a By-Line (your name)

• Be written in a style similar to newspaper articles (see examples provided)

• Be as unbiased as possible, but at the same time provide interesting information about the candidate, his or her personal life and their political opinions

• Delve into the local issues in the riding and the candidate's take on them.

• Allow the reader to get to know the candidate personally.

• Includes at least one picture of the candidates, the Ward etc.

6
PARTICIPATING IN AN ELECTION
Lesson #6

Description

An election does not have to be a one-way process. Citizens can make their voices heard throughout the process in a variety of ways. This lesson introduces some of those ways to the students and encourages them to get involved.

Method

1. **Ask about the purpose of elections. Most students will say that it is to pick a winner. But press further. Kim Campbell, the first female Prime Minister of Canada, famously said that elections are not the time to discuss policy. Is this true? Isn't the purpose of an election, above all else, to hold a collective discussion about the direction of your city?**

2. **Discuss ways in which citizens, including the students, can be involved in the election. Brainstorm on the board, looking for answers like:**

    a. Attend an all-candidates meeting

    b. Talk with the candidate on the street

    c. Door-knock or work for a candidate

    d. Make your voice heard through an activist organization

    e. Discuss with your peers and parents the issues

    f. Make others aware of your position and have them press the candidates as well

3. **Discuss what these are. For example, explain what is an all-candidates meeting?**

4. **Discuss as a class what makes a good question to ask a candidate if they came to your door or you were at an all-candidates meeting with a Q&A session.**

5. **Have the students in pairs write down several questions they would ask candidates.**

6. **Encourage them to take those questions to an all-candidates meeting. To find out the timing for the meetings, check the websites of the candidates in your Ward, or contact them via e-mail or phone.**

7. **There are several options at this point to consider:**

    a. Create some literature (flyers, posters, etc), as an assignment, for a current or made-up candidate.

    b. Ask a reporter to come in to teach the students the best ways to ask questions. The Toronto Star provides reporters as part of a speakers program free of charge.

    c. Organize an all-candidates meeting for the school.

    d. Invite a candidate in to speak to the class. (often all that's needed is a simple phone call or email)

    e. Spend some time, as a class, working with candidates or activist organizations. Better check to make sure this is acceptable.

    f. Conduct an info-fair for your school on the issues in the campaign and where the candidates stand.

Organizing an All-Candidates Meeting

Organizing an all-candidates meeting is not very difficult. The key is to prepare as early as possible. The next election is in October 2018 and the closer the election gets the busier the candidates will be. If you can get confirmation of their attendance early, then the details for the day itself can be worked out later with the students.

To contact a candidate, look up the candidates in your Ward at www.toronto.ca/elections and then contact them either with the information provided or through their website. The original nomination papers are also available for inspection at the city clerk's office. You may have to do a web search to find their site, if they have not authorized the release of the information on the city's site. The best way to contact them is by email with a follow-up phone call in a few days. Simply ask them if they would participate in an all-candidates debate at your school for the benefit of the students. Many candidates would be more than willing to do so.

Once you have the confirmation of the candidates, here are some things to consider, many of which could be handled by students as part of an assignment. A project like this is an excellent skill building and leadership exercise.

- Location – school auditorium or gymnasium is perhaps the best location

- Timing – lunch is great, but even better would be a voluntary assembly

- Food – if it takes place at lunch, some free food is a great incentive to get students there

- Water – make sure that the candidates are given water

- Tables and Chairs – each candidate needs a chair, but they can share tables

- Podium – candidates can speak from their seat or a central podium

- Sound – microphones are important, one at the podium or one at each seat

- Moderator – someone to ask questions and keep order

- Advertising – students could prepare and distribute flyer and posters ahead of time.

- Format – one where each candidate answers a posed question in order is best. Debate can be difficult to control.

- Questions – have the students brainstorm questions ahead of time. If you are taking questions from the floor, have several prepared ahead of time to kick things off.

- Thank-You – candidates do not really require a gift, but a memento may be a nice thing to provide.

Election Info-Fair

An election is being held and it's important that everyone is informed. As a class, we are going to hold an info-fair to inform the rest of the school community about the important issues which need addressing during the election. Each group of students will be assigned one topic. Your job is then to produce a display board addressing the issue and answering the relevant questions. All of the display boards will then be put on display for the info fair, and the class will be available to discuss the displays with other students.

Available topics include:

- **A local issue that has been identified by the class or a candidate**
    - What is the issue? Describe it.
    - Why is this issue important for the community and for you?
    - What do the various sides on the issue say?
    - How do the various candidates address the issue?
- **A candidate running for city Council.**
    - Who is he/she? Provide a short biography.
    - Why is he/she running for Council?
    - What has he/she done in the past? What experience does he/she have?
    - Where does he/she stand on the issues?
- **A candidate running for Mayor.**
    - Who is he/she? Provide a short biography.
    - Why is he/she running for Council?
    - What has he/she done in the past? What experience does he/she have?
    - Where does he/she stand on the issues?

Evaluation

All required content is present.

0   1   2   3   4

Content is complete and accurate, painting a complete picture of the candidate.

0   1   2   3   4   5   6   7   8   9   10

Content is displayed in a neat and eye catching manner.

0   1   2   3   4   5   6

When asked questions, students can answer in a direct and informed manner.

0   1   2   3   4

ELECTION DAY AND AFTERMATH

The fourth Monday in October is municipal Election Day in Ontario. All municipal Councils and School Boards across the province come up for election in October every four years. By this point, your students should have a very strong grasp of the people and issues involved. Therefore, it's time to consider the results. Here are several suggestions on how to do this:

- Ask the students to watch the results on television, or record them and show the results broadcast in class the next day. Discuss your local riding, the mayoralty race, the speeches and/or the coverage itself.

- The results will be available shortly after the election, at first through the broadcasters. Copy the mayor and/or local Councillor the results to a handout, a PowerPoint or an overhead. Spend some time with the students discussing the numbers. With what percentage did the successful candidate win by?

- With some research, you can find out the political leanings of the winning candidates. Your students can also be tasked with this job as an assignment. Then place the winning candidates on the political spectrum. In this way you can develop an image of the new council. Are they left or right leaning? Apply this information to a ward map of the city so that you can draw conclusions concerning the city's neighbourhoods and their political choices.

- Lay out the platforms of the top three vote-getting candidates for mayor. Place the major points of each platform on a handout. Then as a class, discuss the platforms and come to some conclusions about why the winning candidate was successful over the competitors.
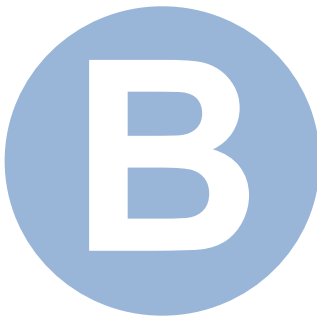
Your feedback is important to us! We hope you will take the time to fill out the **Teacher Evaluation Form** on page 51 and send it to **elections@toronto.ca**.
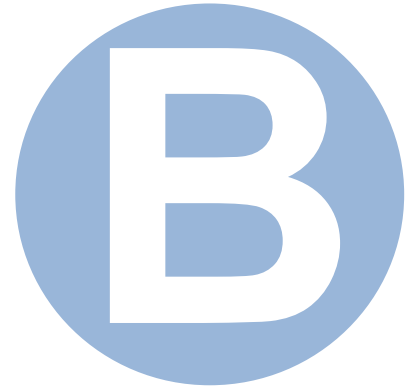
Part B

Mock Election Project

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B INTRODUCTION

It has been said that the best way to understand and learn about democracy is to participate in it. Since most students are not of age to vote, mock elections have been used to teach the fundamentals of elections. Two possible models for this exist:

The first model is the one used by Student Vote. Under this model, the students pay attention to the election which is occurring in their own backyard. They learn about the candidates and the issues and then cast their ballots based on the real candidates. The advantage of this model is that the students interact with the real system that is going on around them. They learn about the real people involved and this knowledge is directly applicable to future elections. This proposal also fits well with the rest of this manual.

The second model is more complex, but allows students to become part of the process. In this model students take the roles as candidates, and conduct an election within the confines of their classroom and school. This allows them to more fully understand all components of the system and learn about it by doing.

We are going to detail a plan for the creation of a project under the second model. We've made this choice because the first model can be easily adapted if you prefer that model. Furthermore, the model can be adapted in many ways, for example, instead of having every student run in the election, some students could be assigned as reporters or non-governmental organizations (NGOs) or businesses in the ridings.

Not everything has been fully detailed in this project, as it will inevitably have to be tailored to your particular classroom. However, there is enough detail here to give you a running start. We recommend that you limit the number of available Wards, that way a short series of debates can be conducted, one for each Ward, with a number of candidates in each Ward. A good rule of thumb is that you should have around five candidates per race, including one Mayoral race.

MOCK MUNICIPAL ELECTIONS

The following is a mock municipal election project. It is not complete and should be altered to fit your situation. For example, the number of students in your class will greatly alter the way this is delivered. Furthermore, a decision to run this over multiple classes will change things as well. The main points are provided below and it should be quite easy for you to implement the program in your situation. Necessary forms, rubrics and a blank ballot are included in the Appendix.

Part 1: The Candidates

There are two important roles that you can fill in this election. The first is that of candidate for Councillor, School Board Trustee or Mayor. The second is that of campaign manager. Every student will take on one of these roles. So your first job is to partner up: candidate-manager. Your teacher will provide the list of possible Wards that you can run in as a candidate. Choose one of these offices, depending on what your teacher has offered. Once you have made this decision, fill out the nomination form and submit it to your teacher. (Note that the Campaign Manager should enter his or her information in the section titled 'Filing' as the agent of the candidate. This is not an official way of doing things, but helpful for this exercise.) This will officially register you as a candidate in the election.

Once you have done this, meet together as a team and do two things: Research your Ward, its residents and issues within the Ward. The newspapers, the internet and Toronto.ca are all excellent sources of information for this purpose. Develop a platform for the candidate. What will he or she run on? What will they promise? What would they do if the voters choose them?

Both of these should be handed in as a completed report of no more than five pages in length. To divide the work, the campaign manager can do the ward research and the candidate can develop the platform.

Part 2: The Campaign

In real elections this is the grind – up to ten months of day to day work trying to meet, greet and convince your constituents to vote for you. Normally, this takes the form of canvassing door-to-door, greeting your constituents on the street, attending community events, getting your name into the media and conducting debates.

For this campaign, you will be expected to do the following:

1. **Prepare a pamphlet to be distributed to the class. This pamphlet should outline the candidate's platform in detail, provide a picture of the candidate and generally introduce him or her to their community. It should also include information about how to vote in the coming election.**

2. **Create a poster advertising the candidate. The poster should, through images and a few key words, express the central goals or focus of your campaign. It should concisely answer the question: why should I vote for you?**

3. **Participate in an all candidates meeting.**

Part 3: The Election

On Election Day, you will be handed mock ballots, similar in form to the real municipal ballots. To complete the ballot, fill in the arrow, connecting the head and tail, next to the candidate of your choice. You may only vote for one candidate per office.

Part 4: The Aftermath

Once the ballots are cast and counted, winners will be declared. Now it is time to consider why the results turned out the way they did. Hold a class discussion about the results. Ask why each of the students voted the way that they did. Also, ask the various candidates to talk about why they chose certain positions. Below are some reflection questions which could be used as part of the discussion or even given as a written assignment:

1. **Why did you vote for the candidate that you did? What factors influenced your vote?**

2. **What are some similarities and differences between this simulation and a real municipal election?**

3. **Was the 'all candidates meeting' a useful exercise? Why or why not?**

4. **What do you think it would be like to actually run in a municipal election?**

5. **Do you believe that politicians and candidates listen to youth? What could be done to make the youth voice more prevalent?**

The All Candidates Meeting

As part of the election process, candidates will be expected to participate in an all candidates meeting. This is an opportunity for the candidates to distinguish themselves from their competitors. It is also a chance for the candidates to show how well they speak in front of an audience.

The process for the meeting will be as follows:

1. **Your teacher will prepare set of questions for the candidates and the campaign manager will prepare written answers to the questions, to be handed in the day of the meeting.**

2. **The candidate will prepare an opening statement of no more than two minutes in length. A written copy of the statement will be handed in on the day of the meeting. The opening statement should introduce you as a candidate and touch on the major points of your campaign.**

3. **On the day of the meeting, each candidate will be introduced by the teacher, and they will take seats at the front of the room. Then, in a random order, each candidate will be given two minutes to present their opening statements.**

4. **After the opening statements, the teacher will read out the first question. Each candidate will be given one minute to answer the question. Then there will be a period of three minutes for the candidates to respond to each other's answers. Afterwards the next question will be asked and the same process will commence, until all of the questions are answered.**

5. **At this point, questions may be taken from the floor of the meeting.**
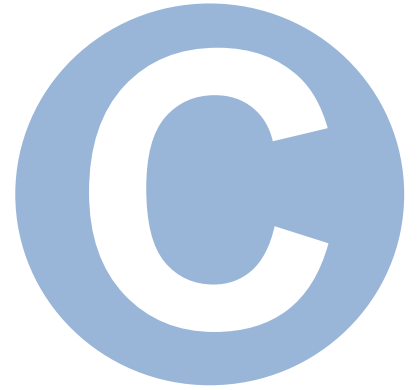
Part C

C

School Boards

SCHOOL BOARDS AND TRUSTEES

An Important Part of Municipal Elections

There are four school boards in the boundaries of the City of Toronto. They are:

- Toronto District School Board

- Toronto Catholic District School Board

- Conseil scolaire Viamonde (French Public)

- Conseil scolaire de district catholique Centre-Sud (French Catholic)

Each of four boards is governed by a Board of Trustees. These trustees are elected in individual wards across Toronto at the same time as City Council is selected. Trustees are elected in individual wards. There is no equivalent to the Mayor in school board elections. Rather the elected Trustees choose amongst themselves, after the election, who will be Chair.

The role of the School Board Trustee is to:

- Approve the annual operating and capital board budgets

- Deliberate and establish policies as authorized by the Education Act

- Monitor implementation of Ministry of Education and Board policy and programs

- Consult, represent and advocate for the constituents in their Ward

- From time to time, act as a court to oversee disciplinary cases.

When electors go to the voting places, they designate themselves as supporters of one of the four boards. This is the board for which they are eligible for voting for the Trustee.

As the Trustees are elected at the same time as City Council and since they have such a direct impact on the students' day to day lives, it may prove beneficial to focus on these campaigns rather than the council races. Admittedly Trustee races tend to be lower profile, but candidate websites are still available and nomination lists are retrievable through the City of Toronto. Any of the activities in this manual may also be done with the Trustee races instead. Please note that the School Board wards are not the same as the City Council wards and do not match. They are not even the same across School Boards. In fact, the wards are made up of combinations of the city wards. (See the chart below.)

To provide some context, below are some short profiles of the school boards in Toronto

Toronto District School Board

472 elementary schools
116 secondary schools
5 adult education schools
170,000+ elementary students
75,000+ high school students
12,000+ adult students
Annual budget: $3 Billion
22 Trustees in 22 Wards

Toronto Catholic District School Board

168 elementary schools
31 secondary schools
2 Arts Schools
1 Student Success and Adult Learning Centre
93,000+ students
Annual budget: $1.2 Billion
12 Trustees in 12 Wards

Conseil scolaire Viamonde (French Public)

35 elementary schools
14 high schools
11,300+ students
Annual budget: $181 Million
12 Trustees in 12 Wards, only 3 elected from within the City of Toronto (This board covers a larger area than just the City of Toronto)

Conseil scolaire de district catholique Centre-Sud (French Catholic)

47 elementary schools
10 secondary schools
16,500+ students
Annual budget: $220.7 Million
12 + 2 Student Trustees only 2 elected from within the City of Toronto (This board covers a larger area than just the City of Toronto)

School Board Wards

Toronto District School Board		
Ward No.		
1	City Wards 1 & 2	Etobicoke North
2	City Wards 3 & 4	Etobicoke Centre
3	City Wards 5 & 6	Etobicoke-Lakeshore
4	City Wards 7 & 8	York West
5	City Wards 9 & 10	York Centre
6	City Wards 11 & 12	York South-Weston
7	City Wards 13 & 14	Parkdale-High Park
8	City Wards 15 & 16	Eglinton-Lawrence
9	City Wards 17 & 18	Davenport
10	City Wards 19 & 20	Trinity Spadina
11	City Wards 21 & 22	St. Paul's
12	City Wards 23 & 24	Willowdale
13	City Wards 25 & 26	Don Valley West
14	City Wards 27 & 28	Toronto Centre-Rosedale
15	City Wards 29 & 30	Toronto-Danforth
16	City Wards 31 & 32	Beaches-East York
17	City Wards 33 & 34	Don Valley East
18	City Wards 35 & 36	Scarborough Southwest
19	City Wards 37 & 38	Scarborough Centre
20	City Wards 39 & 40	Scarborough-Agincourt
21	City Wards 41 & 42	Scarborough-Rouge River
22	City Wards 43 & 44	Scarborough East

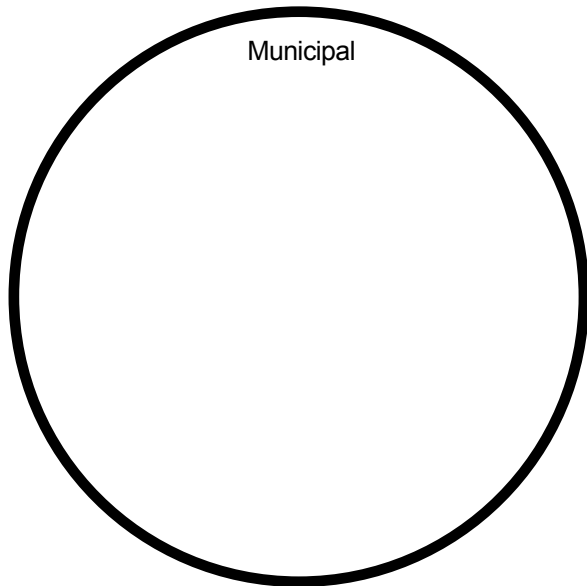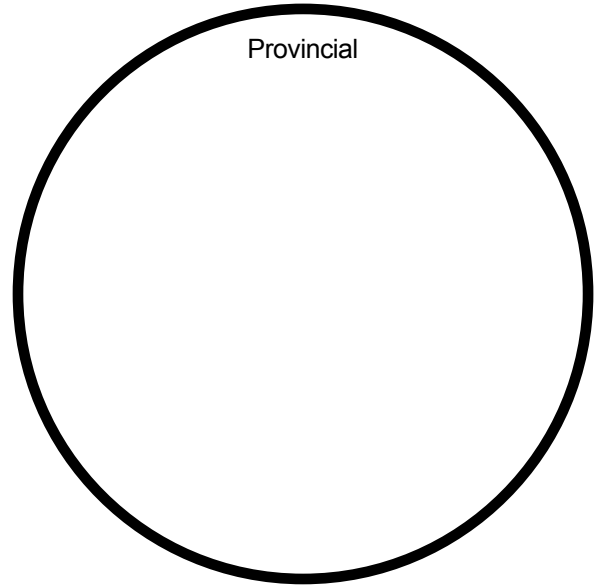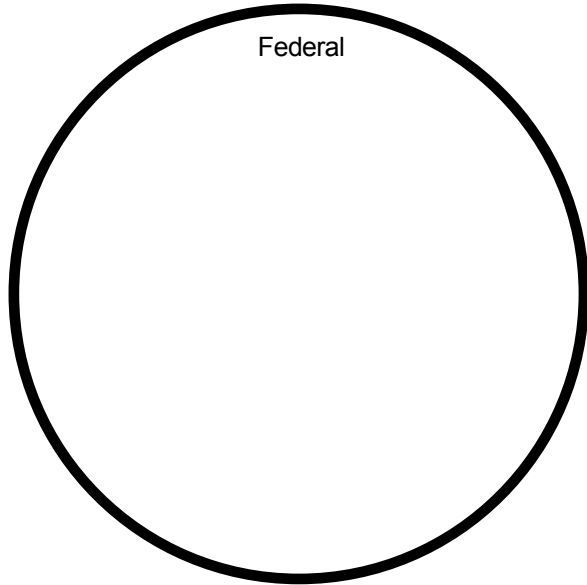| Toronto Catholic District School Board	
1	City Wards 1, 2 & 4
2	City Wards 3, 5 & 6
3	City Wards 7 & 12
4	City Wards 8, 9 & 10
5	City Wards 15, 16, 23 & 25
6	City Wards 11 & 17
7	City Wards 24, 37, 39 & 40
8	City Wards 41, 42 & 44
9	City Wards 19, 20, 21, 22, 27 & 28
10	City Wards 13, 14 & 18
11	City Wards 26, 29, 30, 31, 32, 33 & 34
12	City Wards 35, 36, 38 & 43

Conseil scolaire Viamonde	
2	City Wards 8, 9, 10, 12, 15, 16, 23, 24 25, 26, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44
3	City Wards 20, 21, 22, 27, 28, 29, 30, 31 & 32
4	City Wards 1, 2, 3, 4, 5, 6, 7, 11, 13, 14, 17, 18 & 19

Conseil scolaire de district catholique Centre-Sud	
3	City Wards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 27 & 28
4	City Wards 24, 25, 26, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43 & 44

Appendix

Lesson #1:
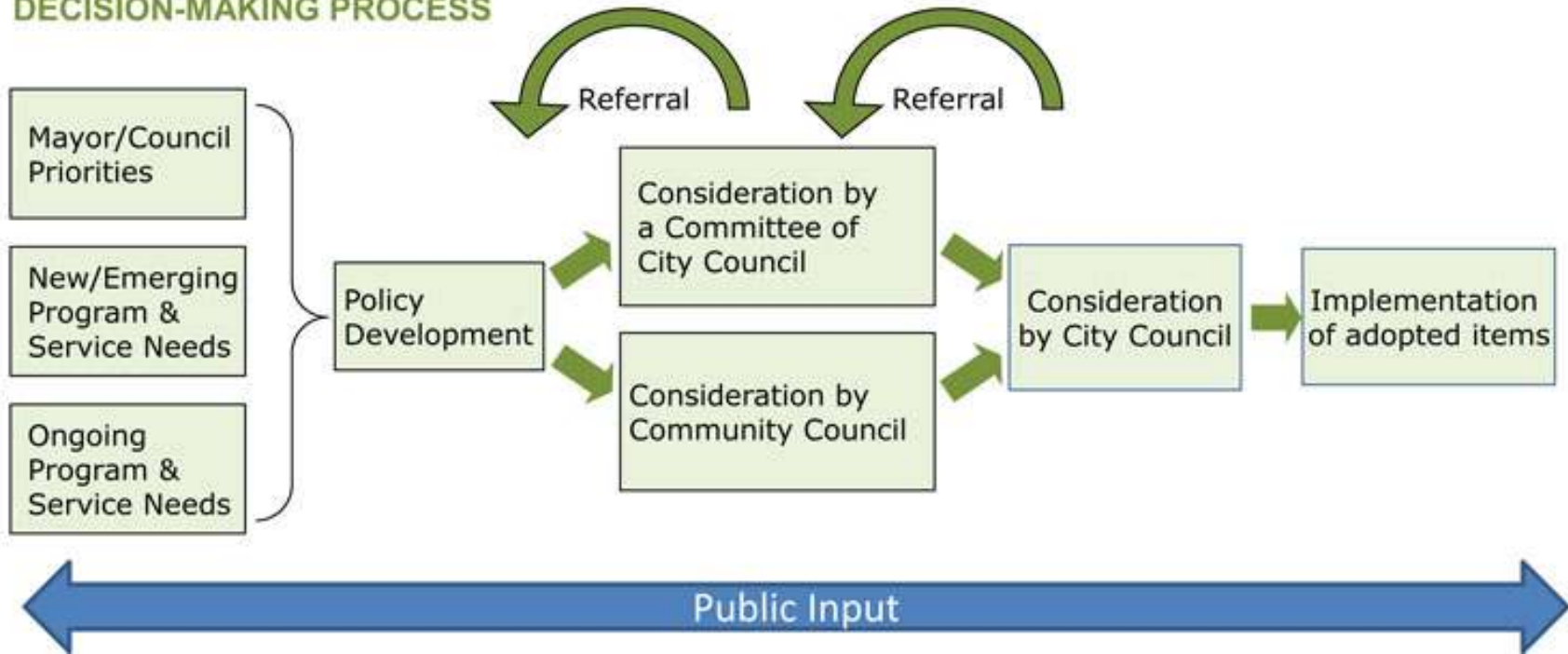# Responsibilities of Governments in Canada

Federal

Provincial

Municipal

Municipal Issues YOU
feel Are important

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The City of Toronto Council Structure

City Council

Audit — Civic Appointments

Board of Health — Striking

Executive Committee
- Budget
- Employee & Labour Relations
- Affordable Housing

These Committees report to Executive Committee.

Standing Policy Committees
- Community Development & Recreation
- Planning & Growth Management
- Economic Development
- Parks & Environment
- Public Works & Infrastructure
- Licensing & Standards
- Government Management

These Committees report to City Council and the Chairs sit on the Executive Committee.

Community Councils
- Etobicoke York
- North York
- Scarborough
- Toronto & East York

These Committees report to City Council for some matters and have decision-making authority for some matters.

The City of Toronto Council Structure

Lesson #2: Agencies, Boards, Commissions and Committees of Council

Title	Focus	Members	Sample Issues
Community Council			
Executive Committee			
Parks and Environment			
Development and Recreation			
Transit Commission			
Pedestrian Committee			

Writing a Deputation or Letter Evaluation Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
Form – is the structure of the letter or deputation good?	The work is extremely well structured, and logically laid out.	The work is well structured, and logically laid out.	The work suffers some errors in structure which interferes with the ability to understand the argument.	The work suffers from multiple errors in structure which interferes greatly with the ability to understand the argument.
Content – level of research and knowledge displayed	The work displays a high level of knowledge about the subject matter including evidence of research and statistics.	The work displays an excellent level of knowledge about the subject matter with some evidence of research and statistics.	The work displays only a moderate level of knowledge about the subject matter with very little evidence of research.	The work displays a minimal level of knowledge about the subject matter with no evidence of research.
Persuasive – how effective the letter or deputation is at persuading people	The work is exceptionally persuasive, including personal anecdotes and a very well laid out argument.	The work is very persuasive and includes some personal anecdotes and a decently laid out argument.	The work is only moderately persuasive and does not include personal anecdotes and/or the argument is not well laid out.	The work is not very persuasive and fails to include any personal anecdotes. The arguments are not laid out in any logical fashion.

Comments

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Your Community: City of Toronto Wards

Toronto Wards
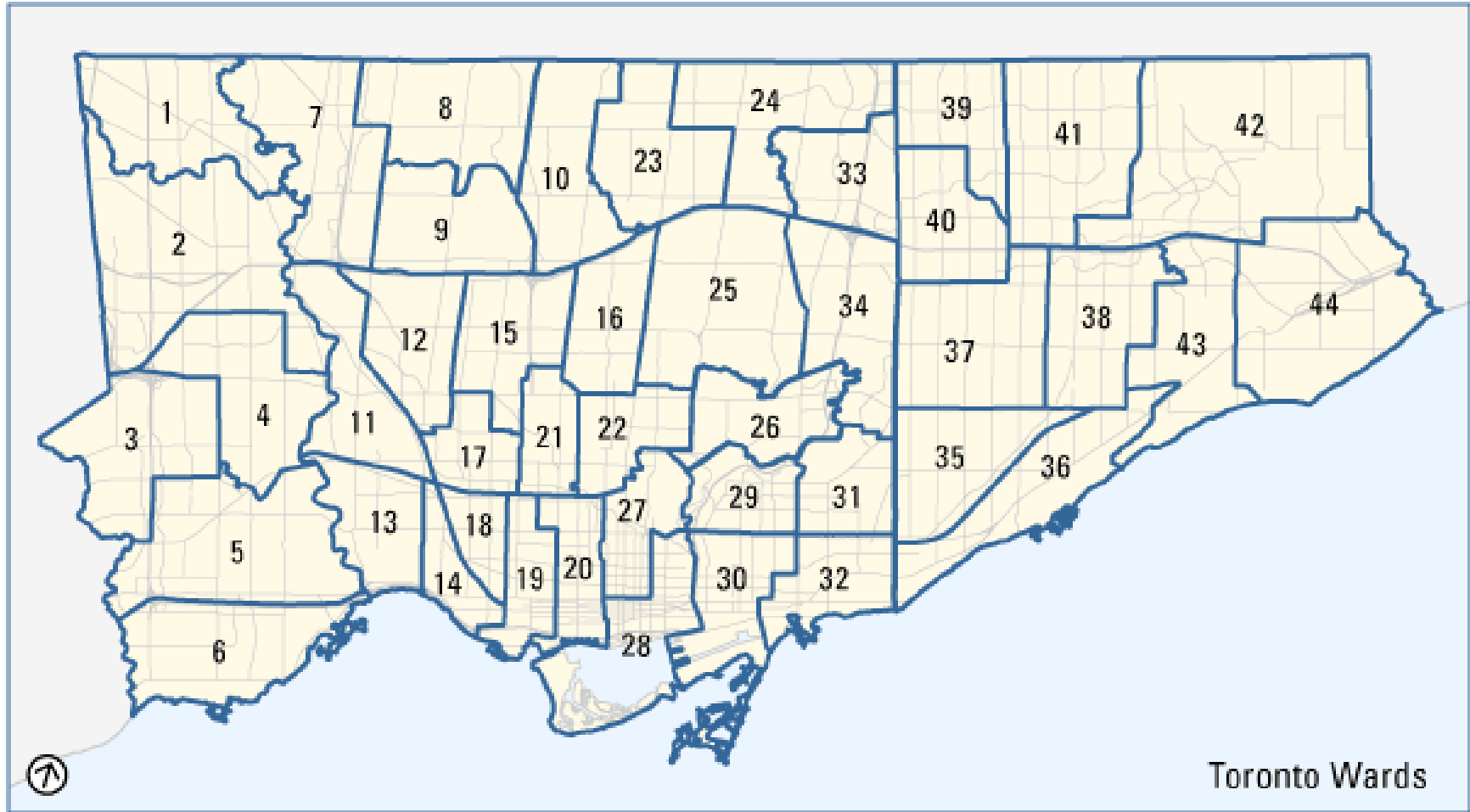
Your Community: City of Toronto Neighbourhoods
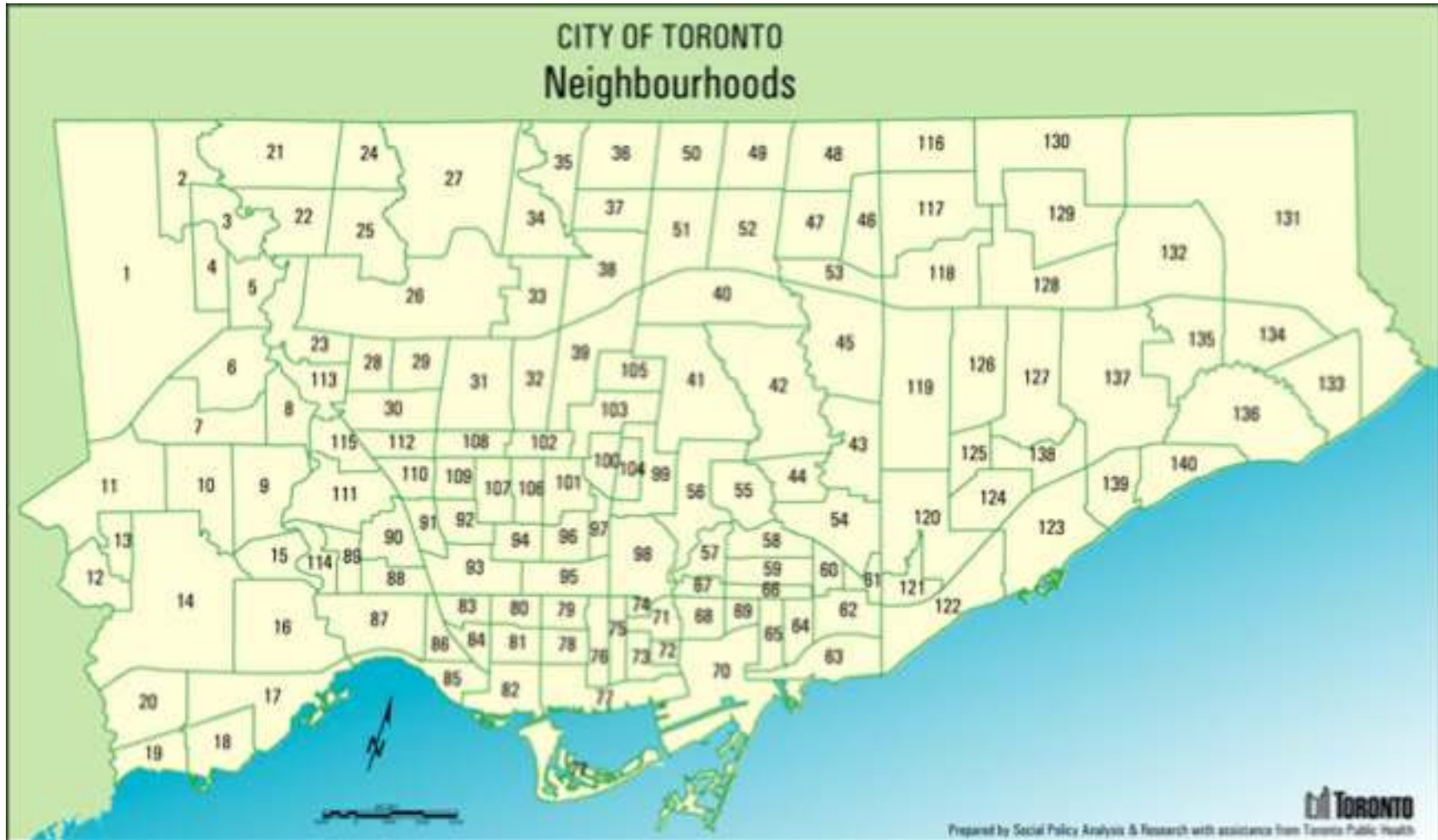
Your Community: City of Toronto Neighbourhoods

1	West Humber-Clairville
2	Mount Olive-Silverstone-Jamestown
3	Thistletown-Beaumond Heights
4	Rexdale-Kipling
5	Elms-Old Rexdale
6	Kingsview Village-The Westway
7	Willowridge-Martingrove-Richview
8	Humber Heights-Westmount
9	Edenbridge-Humber Valley
10	Princess-Rosethorn
11	Eringate-Centennial-West Deane
12	Markland Wood
13	Etobicoke West Mall
14	Islington-City Centre West
15	Kingsway South
16	Stonegate-Queensway
17	Mimico
18	New Toronto
19	Long Branch
20	Alderwood
21	Humber Summit
22	Humbermede
23	Pelmo Park-Humberlea
24	Black Creek
25	Glenfield-Jane Heights
26	Downsview-Roding-CFB
27	York University Heights
28	Rustic
29	Maple Leaf
30	Brookhaven-Amesbury
31	Yorkdale-Glen Park
32	Englemount-Lawrence
33	Clanton Park
34	Bathurst Manor
35	Westminster-Branson

36	Newtonbrook West
37	Willowdale West
38	Lansing-Westgate
39	Bedford Park-Nortown
40	St.Andrew-Windfields
41	Bridle Path-Sunnybrook-York Mills
42	Banbury-Don Mills
43	Victoria Village
44	Flemingdon Park
45	Parkwoods-Donalda
46	Pleasant View
47	Don Valley Village
48	Hillcrest Village
49	Bayview Woods-Steeles
50	Newtonbrook East
51	Willowdale East
52	Bayview Village
53	Henry Farm
54	O'Connor-Parkview
55	Thorncliffe Park
56	Leaside-Bennington
57	Broadview North
58	Old East York
59	Danforth Village - East York
60	Woodbine-Lumsden
61	Crescent Town
62	East End-Danforth
63	The Beaches
64	Woodbine Corridor
65	Greenwood-Coxwell
66	Danforth Village - Toronto
67	Playter Estates-Danforth
68	North Riverdale
69	Blake-Jones
70	South Riverdale

71	Cabbagetown-South St. James Town		106	Humewood-Cedarvale
72	Regent Park		107	Oakwood-Vaughan
73	Moss Park		108	Briar Hill-Belgravia
74	North St. James Town		109	Caledonia-Fairbank
75	Church-Yonge Corridor		110	Keelesdale-Eglinton West
76	Bay Street Corridor		111	Rockcliffe-Smythe
77	Waterfront Communities-The Island		112	Beechborough-Greenbrook
78	Kensington-Chinatown		113	Weston
79	University		114	Lambton Baby Point
80	Palmerston-Little Italy		115	Mount Dennis
81	Trinity-Bellwoods		116	Steeles
82	Niagara		117	L'Amoreaux
83	Dufferin Grove		118	Tam O'Shanter-Sullivan
84	Little Portugal		119	Wexford/Maryvale
85	South Parkdale		120	Clairlea-Birchmount
86	Roncesvalles		121	Oakridge
87	High Park-Swansea		122	Birchcliffe-Cliffside
88	High Park North		123	Cliffcrest
89	Runnymede-Bloor West Village		124	Kennedy Park
90	Junction Area		125	Ionview
91	Weston-Pellam Park		126	Dorset Park
92	Corso Italia-Davenport		127	Bendale
93	Dovercourt-Wallace Emerson-Junction		128	Agincourt South-Malvern West
94	Wychwood		129	Agincourt North
95	Annex		130	Milliken
96	Casa Loma		131	Rouge
97	Yonge-St.Clair		132	Malvern
98	Rosedale-Moore Park		133	Centennial Scarborough
99	Mount Pleasant East		134	Highland Creek
100	Yonge-Eglinton		135	Morningside
101	Forest Hill South		136	West Hill
102	Forest Hill North		137	Woburn
103	Lawrence Park South		138	Eglinton East
104	Mount Pleasant West		139	Scarborough Village
105	Lawrence Park North		140	Guildwood

Municipal Ballot
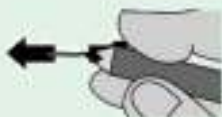
Election News Evaluation Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
Article Purpose	The article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	The article establishes a purpose in the lead paragraph and demonstrates an understanding of the topic.	The article has a purpose in the lead paragraph, but it is difficult to determine. The writer has a vague understanding of the topic.	The reader cannot determine the purpose of the article and the writer does not demonstrate an understanding of the topic.
Article – Supporting Details (10 minimum)	The details in the article are clear, effective, and vivid.	The details in the article are clear and pertinent.	The details in the article are somewhat clear and pertinent.	The article is lacking in clear and pertinent details.
Layout	Columns are neatly typed in the "justified" type style. There are adequate and consistent "gutters" between all columns. A glance at the newspaper makes you think "professional."	Columns are neatly typed. There are adequate and consistent "gutters" between all columns. A glance at the newspaper makes you think "fairly professional."	Columns are typed. There are adequate "gutters" between most columns. This newspaper is easy to read, but looks somewhat unprofessional.	Columns are not neatly typed and/ or "gutters" are not adequate, so newspaper is somewhat difficult to read.
Headline	Article has a headline that captures the reader's attention and accurately describes the content.	Article has a headline that accurately describes the content.	Article has a headline that fails to accurately describe the content	Article does not have a headline.
Picture	Graphics are exceptional, well-cropped and are clearly related to the article they accompany.	Graphics are interesting and are clearly related to the article they accompany.	Graphics are somewhat related to the article they accompany.	Graphics are not clearly related to the article.
Spelling and Proofreading	No spelling errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than one spelling error remains after one or more people (in addition to the typist) read and correct the newspaper.	No more than three spelling errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling errors remain in the final copy of the newspaper.

Mock Municipal Election Evaluation Rubrics

Rubric 1: Ward Research and Platform

Criteria	Level 4	Level 3	Level 2	Level 1
Comprehensive	The research is very comprehensive.	Research is somewhat comprehensive.	Research is excellent but is missing some key information.	Research is missing a lot of key information.
Understanding	Report demonstrates an excellent understanding of the ward and its residents.	Report demonstrates a good understanding of the ward and its residents.	Report demonstrates a sufficient understanding of the ward and its residents.	Report fails to demonstrate a sufficient understanding of the ward and its residents.
Platform	The platform is complete, realistic and very creative.	The platform is complete and realistic.	The platform is complete, but may not be very realistic.	The platform is incomplete and not very realistic.

Rubric 2: Campaign Material

Criteria	Level 4	Level 3	Level 2	Level 1
Communication	The materials communicate the candidate's message exceptionally well.	The materials communicate the candidate's message well.	The materials communicate the candidate's message with limited ability.	The materials fail to communicate the candidate's message very well.
Design	The materials look great and are exceptionally well designed.	The materials look very good and are well designed.	The materials look good, but the design may be improved.	Design elements are lacking or the existing design elements obscure the message.
Creativity	The materials are very creatively presented.	The materials are creatively presented.	The materials are presented in a way which lacks substantial creativity.	The materials lack any creativity or effort.

Rubric 3: All-Candidates Meeting

Criteria	Level 4	Level 3	Level 2	Level 1
Opening Statement	The opening statement is a full two minutes in length and effectively covers the platform.	The opening statement is less than two minutes and covers the platform.	The opening is less than one minute and/or fails to talk about the platform.	The opening is very short and fails to talk about the platform that the candidate is presenting.
Questions	Effectively answers the questions in a complete and interesting way.	Effectively answers the questions in a complete way.	Answers the question in an adequate manner.	Struggles to answer the questions in a presentable way.
Communication	Very effective, engaging, interesting and strong vocalizations.	Effective, engaging, interesting and strong vocalizations.	Somewhat effective, engaging and interesting vocalizations.	Weak voice and ineffective communication of materials.

Nomination Paper

Toronto

A Nomination Paper must be filed in person by the nominee or their agent to Election Services:
- City Hall, 100 Queen Street West, 1st floor, North
- 89 Northline Road

It is the responsibility of the nominee to file a complete and accurate Nomination Paper.

Nominee Information

Name as it is to appear on the ballot paper: (subject to the agreement of the City Clerk)

Last name   First name

Nominated for the office of: (check one)

☐ Mayor

☐ Councillor

☐ Trustee, Toronto District School Board

☐ Trustee, Toronto Catholic District School Board

☐ Conseiller, Conseil scolaire Viamonde

☐ Conseiller, Conseil scolaire de district catholique Centre-Sud

Ward

Corresponding City Wards (trustee nominees only)

Qualifying address in Toronto or qualifying address within school board jurisdiction
(s. 17 of the MEA, s. 219(1) of the Education Act)

Street address	Unit	City	Postal code

Mailing address (if different from qualifying address)	Unit	City	Postal code

Home phone	Business phone	Cell phone	Fax

Email

Agent Appointment

Last name	First name	Phone

Declaration of Qualification

I, _____, the nominee mentioned in this Nomination Paper, declare that I am presently legally qualified, or would be presently legally qualified if I were not a member of the Legislative Assembly of Ontario or the Senate or House of Commons of Canada, to be elected and to hold the office for which I am nominated and I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath. If applicable, I have appointed the above named agent to file this Nomination Paper on my behalf.

Declared before me

at the_____ of _____

in the _____ of _____

this _____ day of _____ , 20___

Signature of Nominee

Signature of Clerk or Commissioner, etc.

Filing

Date filed (yyyy-mm-dd)	Time filed	Nominee or Agent initial	Signature of Clerk or Designate

Certification by City Clerk or Designate

I, the undersigned clerk of this municipality, do hereby certify that I have examined the Nomination Paper of the aforesaid nominee filed with me and am satisfied that the nominee is qualified to be nominated and that the nomination complies with the Act.

Signature of Clerk	Date (yyyy-mm-dd)

311 toronto at your service

Acknowledgement of Qualifications

I acknowledge that:

1. I am presently legally qualified to be elected and to hold the office shown on this Nomination Paper pursuant to the *Municipal Elections Act, 1996* (MEA), *Municipal Conflict of Interest Act,* and as applicable, the *City of Toronto Act, 2006* (COTA) or the *Education Act.*

2. I am a Canadian citizen, at least eighteen years of age, and I reside in the:
   - City of Toronto or am the owner or tenant of land in the City of Toronto or the spouse of such owner or tenant (MEA, s. 17(2)(a)); or
   - area of jurisdiction of the school board and I am qualified under the *Education Act* to vote for members of the school board to which I am seeking office. (*Education Act*, s. 219(1))

3. I am qualified to vote at the municipal election as provided for under s. 17(2) of the MEA*.*

4. I am not:
   - a member of the Legislative Assembly of Ontario or of the Senate or House of Commons of Canada (COTA, s. 203(1)3) or, if I am such a person, I will provide proof of my resignation in a form satisfactory to the Clerk of the City of Toronto (Clerk) prior to 2 p.m. on nomination day (s. 29(1.1) of the MEA)
   - a public servant within the meaning of the *Public Service of Ontario Act, 2006*, or if I am a such a person, I have and will continue to follow the relevant provisions of Part V of such *Act* (COTA, s. 203(1)4)
   - a person who is serving a sentence of imprisonment in a penal or correctional institution (MEA, s. 17(3)1)
   - ineligible from being elected or holding office by reason of failing to file a financial statement (MEA, s. 80(1))
   - prohibited from voting in a municipal election because of conviction of a corrupt practice (MEA, s. 90)
   - ineligible from holding office because of conviction of a corrupt practice under the MEA or of an offence under the *Criminal Code* (Canada) in connection with an act or omission that relates to a municipal election (MEA, s. 91(1))
   - a Federal employee within the meaning of the *Public Service Employment Act*, or if I am a such a person, I have and will continue to follow the relevant provisions of Part 7 of such *Act*

5. If filing a nomination for council, in addition to paragraph 4, I am not:
   - an employee of the City of Toronto (COTA, s. 203(1)1). If I am such a person, I am on an unpaid leave of absence (MEA, s. 30)
   - a judge of any court (COTA, s. 203(1)2)

6. If filing a nomination paper for school board trustee, in addition to paragraph 4, I am not:
   - an employee of any district school board or school authority or if I am such a person, I am on an unpaid leave of absence (*Education Act*, s. 219(5)1)
   - a clerk or treasurer or deputy-clerk of any municipality within the area of jurisdiction of the school board or if I am such a person, I am on an unpaid leave of absence (*Education Act*, s. 219(5)2)

Signature of Nominee	Date (yyyy-mm-dd)

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Educator's Feedback Form

Please Fax to: 416-395-1300
Email to: elections@toronto.ca

Educators Profile:

Grade Level: _____

Institution or Organization at: ☐School   ☐ Community   ☐ Other: _____

I am a: ☐ Teacher   ☐ ESL Educator   ☐ Outreach Worker   ☐ Other: _____

Teacher's Manual Review:

1. How did you become aware of this resource?

☐ Teachers Association

☐ City of Toronto Website

☐ Online promotion: ☐ Email Alert   ☐ Facebook and/or   ☐ Twitter

☐ School board

☐ Civic Education Network

☐ Colleague

☐ Other: _____

2. Did you find this resource helpful? What did you like about it?   _____
_____
_____
_____

3. What would you suggest about that we improve in this resource? _____
_____
_____
_____

4. Are there any other subject areas related to municipal elections that would like us to add?
_____
_____
_____

5. Would you recommend this resource to another colleague?   ☐ **Yes**   ☐ **No**

If you would like to provide more feedback about this resource or others available on our website www.toronto.ca/elections, please email elections@toronto.ca.

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