

TRUTH AND RECONCILIATION ACTION PLAN

**COMMUNITY MUSIC SCHOOLS OF TORONTO
TORONTO, ONTARIO**

September, 2024

In Gratitude

The development of this Truth and Reconciliation Action Plan would not have been possible without the contributions of Community Music Schools of Toronto (CMST)'s faculty, staff, and Board of Directors. We also thank the Wandering Spirit School for its input, and Allan Clarke & Associates for guiding our discussion and putting our words and intentions to paper.

In particular, we thank the members of the CMST Truth and Reconciliation Action Plan Working Group, all of whom contributed their time and wisdom to the development of this plan:

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- Allan Clarke

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COMMUNITY MUSIC SCHOOLS OF TORONTO TRUTH AND RECONCILIATION ACTION PLAN

LAND ACKNOWLEDGEMENT

Community Music Schools of Toronto (CMST) acknowledges that the land upon which we live and work is the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat people. This land continues to be home to many diverse First Nations, Inuit and Métis peoples.

For generations, this land has been governed and inhabited by Indigenous Peoples practicing traditional ways of doing, knowing, and being. We are grateful to have the opportunity to be present on this territory.

MESSAGE FROM CMST LEADERSHIP

We are so pleased to present the Community Music School of Toronto's first Truth and Reconciliation Action Plan. Our decision to develop this plan is an acknowledgement of our commitment to reconciliation.

CMST is privileged to welcome a broad diversity of students to our Jane and Finch and Regent Park campuses. Since 2016, we have played a supporting role at Wandering Spirit School. We are dedicated to serving the needs to our community, and to providing safe, welcoming spaces to students from all backgrounds.

Through the implementation of the actions set out in this document, we will respond to the specific interests and needs of our Indigenous students. We will take both symbolic and practical steps toward ensuring that Indigenous people are welcomed and supported in our learning environment, and that they have access to the same opportunities available to our non-Indigenous students.

This is only the first step. Our Truth and Reconciliation Action Plan is a living document. It will inform our work in the long term, and will be adapted as we progress in our reconciliation journey.

Martin Abel
Chair
CMST Board of Directors

As a music educator and a grateful inhabitant of Indigenous land, I feel a deep responsibility, as both an individual and as a leader, to take meaningful and concrete actions toward reconciliation. Part of this journey began for me when I took a course in 2016, *Truth & Reconciliation in Music Education* with Dr. Lori Dolloff at the University of Toronto. The course linked our field of study to the calls to action in the TRC Report (2015). Soon after, I began quietly implementing elements from this course into my work at CMST. A reminder of the power of education at all levels, that it always leads to long-lasting change. Nearly ten years later, we have made significant strides, and I am no longer doing this work quietly, but in lockstep with my incredible CMST family, from students, staff and faculty, through to our Board of Directors.

This work includes acknowledging the colonial roots and practices upon which music school curricula have been based and committing to actions that will see us continue to address the inequities faced by Indigenous people in gaining access to musical education. We shall continue to do our part to spark meaningful change in doing what we do best – building community through music.

This Truth and Reconciliation Action Plan is a public acknowledgement and commitment on behalf of CMST, our faculty, and our Board. In implementing this plan, we commit to reconciliation in every aspect of the work that we do. I want to thank my fellow colleagues at the school, our Board of Directors, our TRC Working Group, Allan Clarke & Associates for their staunch support in getting us to this pivotal moment of putting a plan to paper.

We offer our Truth and Reconciliation Action Plan up to others who may want to build their own path toward a more equitable and just community for all. We are excited to begin.

Richard Marsella, Ph.D
Executive Director
CMST

CMST STATEMENT OF COMMITMENT

Community Music Schools of Toronto is committed to making meaningful change toward reconciliation with Indigenous peoples. We are aware of the history of colonial policies designed to assimilate Indigenous peoples. We also acknowledge the lasting legacy of these policies, and recognize that many of them prevail to this day.

Music functions as a powerful tool to reflect various culture and belief systems, with an immediacy that language often cannot express. In Canada, the dominance of Western musical structures has systematically led to the loss of Indigenous culture, and the ongoing exclusion of First Nations, Inuit, and Métis Peoples. Teaching, performing, and evaluating music within these systems continues to perpetuate the problematic structures of colonialism. Community Music Schools of Toronto is committed to reaffirming its relationship with Indigenous peoples in Tkaronto by breaking these cycles.

Using the 94 Calls to Action of the Truth and Reconciliation Commission as our guide, we will work with families in our community on a path towards truth and reconciliation. Our goal for reconciliation is to listen to the lived experiences of Indigenous partners, and respond by providing a safe space for us to learn and grow together. We hope that First Nations, Inuit, and Métis Peoples will continue to see Community Music Schools of Toronto as a place that respects cultures, while supporting personal goals, health and well-being.

We will continue to support First Nations, Inuit, and Métis Peoples in Tkaronto in their pursuit of music education opportunities within our community that nurture both creative and social growth. Community Music Schools of Toronto acknowledges that as educators, we must adopt new ways of teaching, learning equally from our students in their journeys. We will work more closely with Indigenous knowledge-keepers to ensure that we provide music instruction, mentoring, and employment in a way that respects the specific interests of Indigenous youth. Community Music Schools of Toronto will strive to provide a learning experience that allows for the musical embodiment of Indigenous cultures, languages, and spirits.

Community Music Schools of Toronto is committed to reconciliation in every aspect of the work that we do, every day, every meeting, every lesson, every note. We will listen and walk alongside Indigenous Peoples to help achieve this goal.

CANADA'S CALL TO ACTION

The Truth and Reconciliation Commission

“Reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country. For that to happen, there has to be awareness of the past, acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour.”

The Final Report of the Truth and Reconciliation Commission.

Despite the promise of the early treaties upon which the relationship between Canada and Indigenous peoples was based, Indigenous people have been subject to colonial policies and practices designed to disenfranchise, assimilate and eradicate them. These actions taken throughout the years have created systematic barriers and the effects from colonial policies are still ongoing.

In 2008, the Truth and Reconciliation Commission was created to document the effects of residential schools on Indigenous peoples. In 2015, it released its final report.

The Final Report of the Truth and Reconciliation Commission included 94 Calls to Action directed to governments, churches, organizations and all Canadians. These Calls to Action aim to address the harms of the residential school system by achieving reconciliation between Indigenous and non-Indigenous Canadians. According to the Truth and Reconciliation Commission, reconciliation will not happen until there is “...awareness of the past, acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour.” The Truth and Reconciliation Commission’s Calls to Action are sweeping, and propose actions in areas such as child welfare, education, health, justice, and culture

All Canadians have a role to play in achieving reconciliation.

In partnership with Indigenous communities, individuals and organizations are taking action by examining their practices and attitudes, and by removing barriers that their activities present to Indigenous people. In adopting a commitment to reconciliation, organizations can review their activities, and implement policies and programs that are culturally relevant and responsive. They can educate themselves to understand and respect Indigenous culture.

Through open, transparent, and collaborative relationships with their Indigenous partners, all Canadians can contribute to reconciliation with First Nations, Inuit and Métis peoples.

COMMUNITY MUSIC SCHOOLS OF TORONTO

Who We Are

Established in 1999, Community Music Schools of Toronto (CMST) offers music education for children and youth between the ages of 4 and 18. The school operates two campuses, one in Regent Park and one in Jane and Finch. The school currently has an enrollment of over 700 students.

CMST's mission is to allow Toronto youth facing financial and other barriers to thrive through high quality music education.

CMST provides a full range of music education, from composition and song writing to performance to production. The school serves the general population in Toronto, but operates in communities that have a high degree of racial diversity, including Indigenous peoples.

MUSIC EDUCATION AND COLONIALISM

Through the Residential School System, the *Indian Act*, and other policies and actions that sought to assimilate Indigenous Peoples, Canada has made a deliberate effort to suppress Indigenous cultural expression. The Truth and Reconciliation Commission states that education is an important instrument in righting this wrong and accordingly, a key to reconciliation.

In the TRC Final Report, Calls to Action 62 through 65 deal specifically with education, calling upon the federal, provincial, and territorial governments to support schools in adopting curricula that integrate Indigenous content, knowledge and teaching methods. Since the release of the report, provincial and territorial governments have worked to include Indigenous content and ways of knowing in their K–12 curricula. As well, postsecondary teacher training programs have also worked towards decolonization by including Indigenous content and knowledge in their curricula.

Much attention has been paid to decolonization in the context of music. According to the Coalition for Music Education's 2021 report *Everything is Connected: A Landscape for Music Education in Canada*, there are two key challenges in delivering a decolonized music education: First, music teacher training tends to exist within a larger music conservatory model and a long-standing tradition of Eurocentric Western classical music training and performance practice. Second, Indigenous ways of knowing and being assume that music education is not a separate curricular subject to be studied, but rather is part of the whole being in all aspects of life and culture. According to the report "... this Indigenous epistemology of music is often overlooked by music educators, who unconsciously teach Indigenous music through the lens of their Western musical standards and training". (*Everything is Connected*, page 23)

Thus, teaching, performing, and evaluating music within traditional standardized Western systems, perpetuates colonial structures and leads to the loss of Indigenous culture and the ongoing exclusion of First Nations, Inuit, and Métis people.

Indigenous scholars and educators have considered how Western knowledges can be “bridged” with Indigenous teaching philosophies. Such an approach would allow for the removal of learning from a Western hierarchal model where the teacher, as the source of knowledge, passes information on to students. Marie Battiste suggests, for example, that a child-centric teaching method is necessary, where the teacher-student relationship is more of a journey that builds musical practice into the child’s emotional and social development.

Rather than entrenching colonial patterns, a de-colonized approach to learning would allow the Indigenous child to grow as an individual rather than internalizing oppressive and dehumanizing value systems. A de-colonized approach would affirm Indigenous ways of learning and being, celebrate Indigenous cultures, and center a capacity for spontaneous musical expression within a child’s broader social, mental, and emotional well-being.

WHERE ARE WE NOW

CMST has already taken important steps to deliver its curriculum in a way that steps outside of the Western model, and that strives to be inclusive of its diverse community of students and teachers.

CMST faculty are guided by CMST’s Social Curriculum (2021). Informed by distinctly Indigenous theories related to teaching and learning, the Social Curriculum is a framework for delivering a musical education which, in considering music as a single element in the broader social development of a child, is outside of the didactic structure of an exclusively Western musical pedagogy. CMST faculty, guided by the Social Curriculum, strive to “check their Western ideologies at the door”. Teaching is collaborative and student-centred. Above all, the student-teacher relationship is driven by trust and a mutual appreciation of the power of music.

In 2021, CMST adopted an Anti-Racism, Anti-Oppression Action Plan (ARAO), whose 5 pillars formalize CSMT’s commitment to maintain safe, inclusive learning spaces that are free of racism, oppression, homophobia, and intolerance of any kind.

CMST recognizes that while there is some overlap with the objectives of the ARAO, the specific interests of an Indigenous client base will need to be addressed outside of its broader parameters. The ARAO represents an important base, however, upon which to build a set of actions that respond to the needs of Indigenous students, and CMST has already adopted a number of practices in this regard.

The following are aspects of CMST's current programming that respond to the specific interests of Indigenous community members, and that foster a space that is welcoming to Indigenous people and ways of being:

- CMST's Social Curriculum, introduced in 2021, draws heavily on an Indigenous approach to teaching that focuses on a non-hierarchical relationship privileging the child's role in defining a knowledge exchange. CMST faculty use this framework to guide their teaching methods, and to structure their annual lesson plans;
- CMST strives to employ Indigenous teachers and performers to deliver lessons in traditional Indigenous musical practice (such as hand-drumming) within its regular curriculum. CMST aims to work with Council Fire, a local Indigenous cultural centre, to deliver appropriate content in this regard;
- Since 2016, CMST has maintained a relationship with the Wandering Spirit School. Wandering Spirit is an Indigenous-run school that offers a general education, incorporating Indigenous knowledge, content and worldviews, to approximately 200 Indigenous students from kindergarten through high school. CMST faculty deliver music training at the school, within the context of Wandering Spirit's full academic curriculum;
- CMST's ARAO Action Plan, launched in 2021, includes a public acknowledgement of the systemic barriers facing Indigenous youth. The ARAO pledges to address the TRC Calls to Action through the adoption of a Truth and Reconciliation Action Plan;
- In 2023, CMST established a Working Group to develop a Truth and Reconciliation Action Plan. This group is made up of staff, faculty, and Board members, including Indigenous people. This group will become a permanent implementation group going forward, and will oversee implementation, monitoring, and reporting in regards to the Truth and Reconciliation Action Plan.

OUR VALUES

In adopting this Truth and Reconciliation Action Plan, Community Music Schools of Toronto makes the following commitment:

CMST acknowledges that as educators, we must adopt new ways of teaching, learning equally from our students in their journeys. We will work more closely with Indigenous knowledge-keepers to ensure that we provide music instruction, mentoring, and employment in a way that respects the specific interests of Indigenous youth. CMST will strive to provide a learning experience that allows for the musical embodiment of Indigenous cultures, languages, and spirits.

Statement of Commitment to Reconciliation Community Music Schools of Toronto

In order to support this commitment, our Truth and Reconciliation Action Plan is guided by the following three values:

RESPECT

Community Music Schools of Toronto is respectful of Indigenous peoples, their histories, their rights, and their cultures.

We acknowledge the diversity within the Indigenous community. We are committed to learning about their languages, practices, traditions, and experiences.

We are committed to ensuring that this knowledge informs our actions.

INCLUSION

Community Music Schools of Toronto is committed to working in collaboration with Indigenous partners in the design and delivery of our programs.

We strive to ensure that Indigenous perspective is reflected in our teaching methods and our learning environment.

OPPORTUNITY

Community Music Schools of Toronto recognizes that Western styles of teaching and learning play a role in suppressing Indigenous cultures. We are committed to ensuring that our Indigenous students have opportunities to learn and grow outside of these Western teaching paradigms.

We will provide learning spaces that are safe and welcoming to Indigenous students and their communities.

We will provide teaching in a way that responds to Indigenous students' needs and interests.

OUR TRUTH AND RECONCILIATION ACTION PLAN

The CMST Truth and Reconciliation Action Plan is a framework for our organisation to build respectful relationships with Indigenous peoples, and to contribute to the work of reconciliation.

Our Truth and Reconciliation Action Plan articulates values that will guide our relationship with Indigenous people: Respect, Inclusion, and Opportunity.

Our Truth and Reconciliation Action Plan identifies tangible actions, clear deliverables, a plan to evaluate our progress, and a requirement that we remain accountable for our results.

The development of our Truth and Reconciliation Action Plan was driven by a working group made up of CMST staff, faculty, and board members. This working group is now tasked with the ongoing implementation, monitoring, evaluation, and maintenance of our Truth and Reconciliation Action Plan.

This Truth and Reconciliation Action Plan will guide CMST in taking respectful, appropriate, and effective actions to support the specific needs of the First Nation, Inuit, and Métis members of our community.

Our plan, its governance structure, and its timeline are set out on the following pages.

COMMUNITY MUSIC SCHOOLS OF TORONTO TRUTH AND RECONCILIATION ACTION PLAN

RESPECT

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We are committed to ensuring that this knowledge informs our actions.

ACTION	DELIVERABLE	TIMELINE
<p>Increase understanding, value, and recognition of Indigenous identities, cultures, histories, knowledge and rights</p>	<p>Make training and educational opportunities available and accessible for every member of the CMST team and Board of Directors.</p> <p>Continued use of CMST Talks to showcase Indigenous speakers and performers</p> <p>Share information with all staff through internal communication channels for consistent and updated access to resources and learning opportunities.</p> <p>Annual use of the Kairos Blanket Exercise or similar experiential learning tools</p> <p>Provision of learning tools for faculty that promote decolonization (literature, videos, external workshops)</p>	<p>Basic learning, such as access to online courses, is currently encouraged.</p> <p>Beginning in 2025, an annual experiential learning event, such as the Kairos Blanket Exercise, will be hosted for staff, faculty, and students.</p>
<p>Promote positive race relations through anti-discrimination strategies</p>	<p>Continued implementation of the CMST Anti-Racism and Anti-Oppression Action Plan</p> <p>Integration of regular mandatory Anti-Oppression/Anti-Racism training into the corporate training plan.</p>	<p>Ongoing</p> <p>CMST launched its ARAO Action Plan in 2021</p>
<p>Bring the CMST Community together annually to recognize the National Day of Truth and Reconciliation (NDTR)</p>	<p>Annual recognition of NDTR through an all-staff meeting and learning event.</p> <p>Host events for staff, students, and their extended communities to support the recognition and intent of NDTR and National</p>	<p>Ongoing</p> <p>CMST has designated NDTR as a day for staff time off, reflection, and action since 2021.</p>

<p>in September of every year</p> <p>Recognize National Indigenous Peoples Day in June of every year</p>	<p>Indigenous Peoples Day and build on learnings from year to year</p> <p>NDTR is statutory holiday for all CMST staff. Staff are reminded of the importance that NDTR be used as a day for reflection and action toward reconciliation.</p>	<p>CMST will continue to recognize days of importance to Indigenous peoples through a range of communications and events.</p>
<p>Observe cultural protocols and offer land acknowledgements that are meaningful and that recognize the role that formal music education has played in the suppression of Indigenous cultures</p>	<p>Written land acknowledgements in physical and virtual CMST spaces (inside and outside our buildings, website, email signatures, etc.).</p> <p>Provide staff with information and tools to help them to confidently and informatively conduct land acknowledgements in their work.</p> <p>In collaboration with Indigenous partners, review opportunities to appropriately integrate Indigenous protocol in other aspects of CMST practice.</p>	<p>September 2024 and ongoing</p>
<p>Engagement of the CMST team in the delivery of the Truth and Reconciliation Action Plan</p>	<p>Formal mechanisms to share information on progress (newsletter, website, etc.).</p> <p>Tools for staff to support their participation in TRP outcomes</p> <p>Offer informal debriefing opportunities for staff as we move through this work.</p>	<p>September 2024 and ongoing</p> <p>Beginning with the launch of the TRP in 2024, CMST will use available channels to report on TRP outcomes.</p>
<p>Seek opportunities to join with the local Indigenous community in support of its positions and advocacy on broader issues of importance (land rights, environmental protection, etc)</p>	<p>CMST will identify opportunities, on a case-by-case basis, to speak out in support of the Indigenous community in public fora.</p> <p>This could include CMST representation at public events and messaging via social media channels.</p>	<p>September 2024 and ongoing</p>

INCLUSION

Community Music Schools of Toronto is committed to working in collaboration with Indigenous partners in the design and delivery of our programs.

We strive to ensure that Indigenous perspective is reflected in our teaching methods and our learning environment.

ACTION	DELIVERABLE	TIMELINE
Establish and strengthen mutually beneficial relationships with Indigenous partner organizations	Work in partnership with Indigenous organizations, performers, and scholars in both service delivery and program development.	Ongoing Going forward, CMST will work with existing partners (Council Fire, Wandering Spirit School) to expand its network.
Create an organizational culture that attracts and prioritizes greater diversity amongst staff and board to include Indigenous representation	Update HR and board policies to ensure recruitment of Indigenous peoples at every level of the organization.	New HR policies and practices in place by 2025.
Take a proactive approach to bringing Indigenous speakers, teachers, and performers into the learning environment	CMST faculty are encouraged to integrate Indigenous content to their lesson plans. A budget will be available to remunerate Indigenous guest speakers, teachers, and performers.	September 2024 and ongoing
Applicants for staff and faculty positions will be evaluated for their commitment to reconciliation	Standard interview protocol is developed that evaluates applicants' knowledge of Indigenous issues and views on how to forward reconciliation objectives	New HR policies and practices in place by 2025.
Seek ongoing advice from Indigenous partner organizations on the delivery of our Truth and	Build and maintain a roster of organizations with specialized expertise that can inform the delivery of elements of this plan.	Ongoing Going forward, CMST will work with existing partners

Community Music Schools of Toronto TRP
Draft dated September 1, 2024

Reconciliation Action Plan.		(Council Fire, Wandering Spirit School) to expand its network.
Promote reconciliation in the broader Toronto community through the sharing of our experience of developing and implementing a TRP	<p>While recognizing that we continue to learn throughout this work, share our work along with lessons learned, with other organizations in the Toronto community & beyond.</p> <p>Update the CMST website to include a page dedicated to our reconciliation objectives and plan</p>	September 2024 and ongoing
Engage members of the CMST student and faculty communities to inform the implementation of the TRP	Hold an engagement session to seek the input of CMST and Wandering Spirit School students and CMST teachers	May 2025
Communicate the principles set out in our plan broadly, report transparently on our results, and engage the community in reviewing our practices	Adopt a transparent approach to communicating and reviewing our TRP, and seek the support of the community in its ongoing review and maintenance.	First report on progress to be prepared in September 2025

OPPORTUNITY

Community Music Schools of Toronto recognizes that Western styles of teaching and learning play a role in suppressing Indigenous cultures. We are committed to ensuring that our Indigenous students have opportunities to learn and grow outside of these Western teaching paradigms.

Community Music Schools of Toronto will provide learning spaces that are safe and welcoming to Indigenous students and their communities.

We will provide teaching in a way that responds to Indigenous students' needs and interests.

ACTION	DELIVERABLE	TIMELINE
CMST faculty seeks to forward reconciliation objectives through their teaching practice	<p>Each year faculty members will identify ways to integrate the elements of this Truth and Reconciliation Action Plan into their lesson plans</p> <p>Faculty will be provided with tools to support their development of lesson plans (guidelines, examples, mentoring opportunities)</p>	<p>Ongoing</p> <p>By September 2025 new resources will be available to further assist faculty in their development of plans.</p>
CMST will support the Wandering Spirit School's capacity to host music teachers and provide musical education to Indigenous students	<p>CMST will continue to seek opportunities to support the Wandering Spirit School to increase its capacity through, for example, sharing classroom space and support in pursuing funding opportunities</p>	<p>September 2024 and ongoing</p>
CMST will work to decolonize its curricula and teaching methods	<p>Ongoing promotion of the principles of <i>Nurturing the Musicking Spirit</i> and CMST's Anti-Racism and Anti-Oppression Action Plan in the development of their learning plans.</p>	<p>Ongoing</p>
Introduce design features into CMST buildings that acknowledge Indigenous culture and support congregation and ceremony	<p>With input from Indigenous partners, CMST students, and CMST staff, incorporate artwork, land acknowledgement signage, and other physical design elements into CMST spaces.</p> <p>Ensure that congregation spaces permit for smudging and other ceremony.</p>	<p>September 2025</p>

Encourage the use of spaces, as desired or as necessary, to promote congregation with community, healing, and reconciliation	CMST space will be used to allow the broader community to join with CMST staff and students at times of celebration and / or healing. These sessions could include Indigenous-only ceremony or drumming sessions.	September 2024 and ongoing
Prioritize opportunities for Wandering Spirit School Students to bridge into CMST programming	CMST will ensure that students that have begun musical studies within the Wandering Spirit School (WSS) music curriculum can bridge smoothly into CMST programming. Care will be given to matching WSS students to teachers and programs that match their skills and aspirations.	September 2024 and ongoing

GOVERNANCE AND ACCOUNTABILITY

ACTION	DELIVERABLE	TIMELINE
Maintain a Truth and Reconciliation Action Plan Implementation Group to drive governance and accountability for the TRP	A permanent implementation group comprising CMST staff and Board representatives that is tasked with oversight, review, and reporting in relation to the TRP.	September 2024
Provide appropriate support for implementation of TRP commitments	<p>Define resource needs for TRP implementation.</p> <p>Monitor and support reporting and other commitments related to funding for TRP implementation.</p> <p>Engage CMST Management in TRP implementation.</p>	September 2024
Build accountability and transparency through reporting TRP achievements, challenges, and learnings both internally and externally	Define appropriate systems to monitor, evaluate and report on TRP commitments.	September 2024
Continue our reconciliation journey by reviewing and renewing our TRP every three years	<p>Review the TRP annually and post a report on CMST's website</p> <p>Every three years, conduct an evaluation of progress, including review and renewal of TRP commitments.</p>	September 2024 and ongoing
CMST will identify a dedicated staff position of "Reconciliation Steward" to support the implementation of this TRP	<p>CMST will assign a paid staff member with at least part-time duties related to the implementation of the TRP.</p> <p>These duties could be related to organizing training and events, and support to faculty in the development of lesson plans.</p>	September 2025

TIMELINE

COMMITMENT	TIMELINE	RESPONSIBILITY
Launch and publicise our Truth and Reconciliation Action Plan through internal and external channels	TRP posted on CMST website - Fall 2024	TRP Implementation Group CMST Management
Report publicly on progress	September 2025 and every September going forward	TRP Implementation Group
Internal communications to ensure engagement of all CMST staff and Board	Fall 2024 and ongoing	TRP Implementation Group CMST Management
Review and refresh the TRP every three years	September 2027	TRP Implementation Group
Integrate TRP commitments into CMST's corporate strategic plan	At next strategic plan renewal	CMST Board and Management
Monitor implementation	September 2024 and ongoing	TRP Implementation Group

JOIN US ON THE PATH

CMST's Truth and Reconciliation Action Plan will guide us through reconciliation practices and efforts both within our own organization and the broader community of teachers, performers, and students in Toronto.

While we view our adoption of this Truth and Reconciliation Action Plan as an important step for our organization, a greater achievement will be if others in the community join us in adopting Truth and Reconciliation Action Plans of their own.

For Canada to move forward, we must all take action to achieve reconciliation through the creation of a more equitable society built on respect for First Nation, Inuit, and Métis peoples. CMST is committed to doing our part. We hope that others will join us.