

Community Music Schools of Toronto

What We Heard Report

**Community Consultation for the New
Music School in Jane and Finch**

December 19, 2022



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1.0 Introduction

1.1 About the Project

History in Jane & Finch

In 2008, The Community Music Schools of Toronto (CMST) expanded from Regent Park to Jane and Finch by offering after-school lessons in three schools. It evolved into Saturday programs and delivering classes at a local college. CMST is currently located within Promoting Education and Community Health (PEACH) at 127 Eddystone Avenue. Program delivery and the potential scale of service were constrained by the need to operate out of several locations.

Current Goal

CMST is currently moving towards building a permanent home at 1785 Finch Avenue West, next to York Woods Library. Working with City staff, the Toronto Public Library, and community partners, CMST is exploring the project in greater detail, seeking vital input, and gaining necessary planning approvals to bring the new music school life.

The new CMST facility will be built on the same property as the York Woods Library, with a separate entrance and will not be accessible through the library building. It is a central location in the neighbourhood, with public transit access, close to green space and near several high-rise communities. The goal is to build an asset in the Jane and Finch community and double the number of students

participating, so that more young people can thrive through high quality music education.

Consultation Process

The CMST project is currently in the process of refining the Site Plan Application of the development and Toronto City Council has endorsed the building of the new permanent music school. To ensure that the Jane and Finch community can fully benefit from the new music school, CMST acknowledges the significance and worth of engaging the public throughout the project and therefore invites community members to actively participate in the process from an early stage..

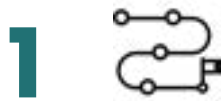
Community Music Schools of Toronto contracted PROCESS, a research, planning and engagement studio, to design and execute the community engagement plan. PROCESS employed a creative, equitable and community-driven approach to collecting feedback from key stakeholders in the Jane and Finch



Figure 1: The latest design of the new music school (in November of 2022, subject to change).

1.2 About the Report

This report provides an overview of what we heard from community and stakeholder consultation for the forthcoming CMST music school. This phase of engagement took place from July to December 2022.



1 SET UP + DISCOVERY

Set the stage and begin our research to define the engagement plan.

- Desk Research
- Stakeholder Mapping
- Consultation Plan



2 ENGAGEMENT

Strategic engagement to connect with stakeholders and Jane and Finch community members.

- Community Animators
- Virtual Community Meeting
- Pop-up Engagement
- Survey



3 REPORTING

Analyze data collected and report on what we heard to inform the site plan application.

- What We Heard Report

Figure 2: Engagement work plan.

In this phase of engagement, the project team engaged 166 community members and 21 partners and representatives from local organizations. Through our engagement tactics, 43 youth (ages 18 and under) were engaged to share their ideas and perspectives on the new CMST music school at Jane and Finch. See [Section 2.2](#) for more details on who we

Engagement Tactics	Number of Participants
Community Animators	94
Virtual Community Meeting	30
Pop-up Engagement	20
Survey	22

Figure 3: Breakdown of participants engaged through each engagement tactic.

2.0 How We Engaged

2.1 Engagement Design

Community Music Schools of Toronto were interested in hearing the ideas and opinions of Jane and Finch community members, to ensure that the new music school is reflective and responsive to the needs of the Jane and Finch neighbourhood. The project team wanted a community-led approach, that included people who often do not participate in public consultation. As such, the community engagement plan comprised different channels to reach Jane and Finch community members: creating a team of Community Animators, a virtual community meeting, an in-person pop-up engagement at PEACH and an online survey.

The engagement objectives include:

- Building awareness and excitement around the new music school
- Building relationships with new community partners
- Collecting community input to inform the site development
- Gaining community support and meaningful participation in the development of the project

Key questions were used to elicit feedback for the vision of the music school, Jane and Finch community needs, partnership and collaboration ideas and school design. These key questions were:

1. What does Community Music Schools of Toronto mean to you? Any connection? Any stories?
2. What are your hopes for a youth focused music school in Jane and Finch?
3. How could this arts and culture space serve local community members and organizations?
4. Thinking about the community's history, what could CMST do to make the site responsive to the community?
5. How would you like to see us collaborate with the community and/or the library?
6. Are there any suggested local artists or organizations we could engage to best reflect the community?
7. What would success look like for partnerships?
8. How could we design the building to make the school more representative of the Jane and Finch community?

2.1.1 Community Animators

The objective of the Animator Role is to support the delivery of an equitable, community-driven and deliberative engagement process on behalf of the Community Music Schools of Toronto. In this paid role, Community Animators were selected for their passionate involvement in the Jane and Finch community.

The role of Community Animators was to:

- Advise the project team by bringing community perspectives through their lived experience
- Lead engagement outside of structured meetings, including 1-on-1 interviews with Jane and Finch community members
- Engage Jane and Finch stakeholders by adopting approaches that align with their preferences and needs.
- Report on community opinions, ambitions and preferences to the project team
- Generate awareness and dialogue about the new music school with those in their social and professional networks

The Community Animator team was comprised of IBPOC community members who are deeply involved in their community in a variety of ways:

- An artist and community mentor who runs a leadership and mentorship program for Indigenous youth
- A youth and CMST graduate who is now employed with CMST
- A frequent volunteer at many Jane and Finch organizations and programs, and a parent whose children were enrolled in CMST programs
- The leader of a parents' association at a local school and the founder of an organization that empowers women through self-love

Community Animators initiated engagements and collected feedback from various stakeholders in the Jane and Finch community. See [Appendix A](#) for more details of Community

2.1.2 Virtual Community Meeting

The community meeting was held over Zoom on Tuesday, November 8, 2022. It was intended for Jane and Finch residents, volunteers and employees from local and relevant organizations. The purpose was to inform community members of the new music school and the development process and arts and culture context surrounding it, and to elicit feedback through breakout group discussions.

See [Appendix B](#) for more details of Community Animator results.



Figure 4: A CMST student was inspired by J-Rebel, founder of Concrete Warriors and multi-talented artist who played ambient tunes at the November 28 pop-up engagement.

2.1.3 Pop-up Engagement

To compliment the formatted nature of the community meeting, the pop-up engagement was designed to offer a casual and interactive opportunity for community members to speak directly to the architects and the rest of the project team. Participants could drop in at any time and learn about the projects or get their questions answered.

On Monday, November 28, the pop-up engagement was set up in a board room at PEACH. The purpose of this engagement was to collect feedback on the school design

Discussion topics included:

- new school vision,
- community needs,
- future partnership and collaborations

As such, the pop-up engagement offered creative means for Jane and Finch community members to share feedback.

See [Appendix C](#) for more details about the pop-up engagement.

2.1.4 Survey

Recognizing that not all community members were available to attend meetings or pop-ups, an online survey was launched to collect feedback from community members asynchronously. The survey was circulated to key stakeholders and local organizations to disseminate to their networks.

See [Appendix D](#) for the survey design and see [Appendix E](#) for survey results and responses.

2.2 Who We Engaged

During this phase of engagement, we engaged 166 community members from the Jane and Finch community. The project team and Community Animators engaged with people of all ages, including children, youth and parents and guardians. Throughout this process, we have engaged at least 43 youth (ages 18 and under) from Jane and Finch. Participants offered rich qualitative data that will inform the design and programming of the new CMST school. Community members were passionate about participating and contributing to the development process, and to future collaboration opportunities at the school.

Stakeholders engaged:

- CMST graduates
- CMST parents and guardians
- CMST students
- CMST faculty
- Community leaders
- Jane and Finch artists (songwriters, rappers, visual artists, writers, dancers, actors)
- Jane and Finch youth (18 and under)
- Jane and Finch parents and guardians
- Music educators

Partners and local organizations engaged:

- Black Creek Community Farm
- Catholic School Parent Council of St. Charles Garnier Catholic School
- Concrete Warriors
- Councillor Anthony Perruzza's office
- MPP Tom Rakocevic's office
- MP Judy A. Sgro's office
- CultureLink Bike Hub
- ForKICKS
- Jane and Finch Initiative Community Advisory Committee
- Jane/Finch Community and Family Centre
- Jane and Finch Toronto Strong Neighbourhoods Strategy (TSNS) Resident Engagement Planning Table
- Jane Street Speaks
- Lovely Women Rising
- Matías de Dovitiis, the elected TDSB Trustee for Humber River – Black Creek (Ward 4)
- New Tradition Music
- North York Arts
- PEACH
- The Robinsons Crew
- Toronto Community Housing Corporation
- Wheel It Studios



Figure 5: Two young community members discussing the rendering of the new music school.



Figure 6: Community members and the project team at the November 28 pop-up engagement.

3.0 What We Heard

Overall, participants reacted positively and were excited to learn about the new music school. Jane and Finch community members are passionate and open about the project, sharing ideas about how the school can best serve the neighbourhood. Many participants were appreciative of CMST's current programs and offered aspirations for how the new music school can consider ideas to be more inclusive, while centering community at its core. The key takeaways across all engagement activities are categorized into themes in this section.

“The CMST has been a blessing for me. Through the art of music I met many wonderful folks and had many wonderful moments. CMST has been a wonderful experience. It teaches togetherness through music and helps kids grow through learning music. It’s not just your average music school but it’s also a place where any student who wishes to learn something in music can go to.”

– Survey respondent

3.1 Vision for the Music School

Jane and Finch community members envision the new music school as a safe and accessible space to all in the community.

- Community members expressed the significance of music and other extracurricular activities in creating a secure environment for youth after school.
- The space should be accessible, including wheelchair-accessibility and accommodating those whose primary language is not English.
- Respondents recognize that CMST currently accepts students from outside of Jane and Finch and hope that while local students are prioritized, students from other areas can continue to enroll in CMST programs.
- See diversity represented in the music school, with opportunities to learn a broad range of instruments and exhibitions showcasing music from different cultures.
- Concerns were raised regarding the presence of police in the facility, and participants cautioned against it to ensure community members' safety

“Accessibility in multiple ways including design of space (accommodations) and access to space when no music program is occurring.”

– Pop-up participant

“Involve youth in music classes with instruments from different countries and play all different types of music.”

– Survey respondent

“Incorporation of Indigenous Elders and Knowledge Keepers, smudging space, artists in residence, ablution stations and meditation room.”

– Pop-up participant

“I hope the CMST continues doing the things it excels at which is building a community and a safe space for kids to thrive through music.”

– Survey respondent

“I hope that more families in the Jane-Finch area will be involved. It is my dream that sometime in the future, the school would be well known both nationally and internationally for the quality of music and the graduates produced.”

– Survey respondent

“It’s important for the community to see the material benefits of the music school and its programs too. Are you employing people from within the community? Are people able to see the products of the programs? Does the community have access to the space to develop their own projects too.”

– Music educator and community worker from Community Animator

– Music educator and community worker from Community Animator conversations
“Ensuring no partnering with police. To provide spaces where this is made part of their own internal and public policy.”

– Pop-up participant

“Don’t just regurgitate the Western art music that has been taught in the past 30 years. Making sure the curriculum is relevant to youth in the community.”

– Music educator and community worker from Community Animator conversations

Respondents were interested in educational opportunities beyond the classroom.

Some community members were interested in repurposing the waiting area into a space that encourages inspiration and education. They imagine rotating displays that showcase music from cultures around the world, which could help folks in the community feel seen and represented. They suggested that connecting CMST music classes to future career ideas inspires youth to see the possibilities of their future. Youth participants in our engagements have expressed a practical need for community service hours and work experience, and hoped that CMST might offer ways for them to get involved.

“Providing coaching/mentoring to the kids and by extension their families.”

– Survey respondent

“Opportunity for creative growth, self-confidence and possible career paths.”

– Survey respondent

“By showcasing all the different areas or departments that come together to make the school function. If kids can see what possible careers they can follow. Thus allowing kids to explore their strengths.”

– Survey respondent

“Having a music library, different types of music and local Jane and Finch musical history. It could be digital as well to reach more youth.”

– From Community Animator conversations

“More trips outside of the area – so kids can see what else is outside of their neighbourhood. Maybe trips to Niagara Falls, do obstacle courses and activities. Those are standout memories for kids growing up. When you travel, it’s inspirational, even if it’s just in another part of the city or to another province.”

– Youth from Community Animator conversations



Figure 7: A project team member speaking to a young Jane and Finch community member about his thoughts on the new music school.

3.2 Community Needs

Music education teaches important skills to youth in the community.

Stakeholders and community members engaged agree that music education opens up new opportunities for youth in equity-deserving neighbourhoods, such as Jane and Finch. Many participants see the new music school as the development of an important asset for youth in the community. Participants have shared that CMST is perceived as a welcoming and teen-friendly space for all youth, regardless of their sociodemographic background. Respondents spoke of the continued need for safe, affordable and transit accessible programs for youth in the community. Thanks to their positive experience with CMST, graduates that we spoke to were interested in staying involved with CMST, through volunteering or employment opportunities.

“It would be great to have the music school so close. It would give the young people of Jane and Finch something constructive to focus on. Some of them are very talented in music or the arts as a whole but because there are so few opportunities and financial hardships, they never get a chance.”

– Survey respondent

“The hook for developing a sense of community among the students, is to have a variety of ensembles.”

– Meeting participant

“Community Music Schools of Toronto (CMST) to me is a great channel of opportunities that is fostering students to develop extracurricular skills in the areas of music and art which are transferable to other facets of life. Such skills would be of future beneficial to them, their families and the community at large later in the future.”

– Survey respondent

“This program means a lot to me and holds a special place in my heart. When you asked to describe the program in three words, I couldn’t pick. There’s diversity, support, freedom and love. I can’t wait to see the school go international one day.”

– CMST graduate

“Extracurriculars that are offered through this arts and culture space shift the focus from engaging in questionable affairs to empowered engagement in the community.”

– Survey respondent

“As someone who’s gone through the program, I want to concur with everyone. The convenience of having a music program in the neighbourhood, it can’t be stated how significant it is for people.”

– CMST graduate

“Walking into the school, I want to see it packed! My hope is that a lot of kids are drawn to it and it’s a home to them, like it could be another family and an escape.”

– Multidisciplinary artist from Community Animator conversations

Jane and Finch community members expressed a need for adult music education in the neighbourhood. Residents of Jane and Finch understand the transformative power of music.

Throughout our engagement activities, there were questions about the potential for offering music classes to adults. Parents in particular were interested in learning how to play a musical instrument. CMST previously offered drop-in classes that were open to all ages, which could be accommodated in the larger space of the new music school. Community members indicated they want to see diverse music genres (e.g. hip hop, rock, salsa, non-Eurocentric music, musical theatre) and cultures represented in the music education programs and events at CMST. They also expressed a desire to see the continued offering of intergenerational music-making

programs.

“What is the possibility of adding classes for parents? Some of us would love to learn.”

– Community meeting participant

“The CMST has been known to host children as its main students, but what if a section was set up with limited space for adults who wanted to have a go at learning about music as well?”

– Survey respondent

“Want to see more resources in terms of funding, grants and practical skills training.”

– Music educator and community worker from Community Animator conversations

“A creative environment and energy, where people can learn and be inspired from folks of all ages. You could be out here grinding, sixteen years old and have a mixtape out! It’s definitely inspirational to be around that type of people.”

– Multidisciplinary artist from Community Animator conversations

The Jane and Finch community is rich with talent and stories, but awareness and documentation is an issue.

Community members want the new school to amplify little known success stories that youth might not be aware of, without mentors or knowledge keepers from the community. Learning about homegrown talent, their experiences and their journey can inspire youth and adults alike. There was interest in collecting and preserving the history of Jane and Finch for future generations, including learning about the pre-settler, Indigenous history of the area. Some participants also expressed the idea of memorializing and passing on stories of community members that have passed away.

“Opportunities to make beats, digital arts, DJing, rapping, even dance.”

– Youth from Community Animator conversations

“Jane and Finch and northwest Toronto generally don’t have many schools for the arts. We need something similar for youth coming up in this neighbourhood.”

– Music educator and community worker from Community Animator conversations

“Paying tribute and memorializing the stories of those who have fallen. Helps preserve history.”

– Youth from Community Animator conversations

“History about Jane and Finch, where the name comes from, the urban development (how housing was designed) and Indigenous history.”

– Youth from Community Animator conversations



Figure 8: Jane and Finch community members discussing the new CMST school at the pop-up

3.3 Partnerships and Collaboration

The new music school could inspire students to reimagine their future.

Despite hearing that the development is a music school, community members expressed interest in other arts and culture programs. There were suggestions for education in the fields of dance, voice acting, musical theatre and film production. It was suggested that the new music school could provide mentorship opportunities for students to learn from local artists and organizations that specialize in those areas, and show the potential outcomes of their CMST classes and the possibilities of various career trajectories.

“Instructors that ‘look’ like participants.”

– Pop-up participant

“Community ownership. Having the mentality of building with the community and having Jane and Finch folks run it.”

– Multidisciplinary artist from Community Animator conversations

“Offer the space for creatives, partnering with local artists for training and showcasing work, bolstering the already grown art scene in JF [Jane Finch], early exposure to musical theatre, and music industries.”

– Survey respondent

“It would serve the local community by enlarging the scope of instruments presently being taught, adding other elements such as musical theatre and drama.”

– Survey respondent

“Rotating exhibitions of different artists to share their visions, instead of a permanent art feature.”

– Survey respondent

“For some youth it might be hard to imagine life outside of that area. It’s hard to hope or dream, because you’re hearing gunshots at night or you’re dealing with a brother or cousin who’s in that kind of lifestyle and they’re making money off of that. But maybe music could be a different avenue of making money. There are different ways, maybe they can write grants, put on their own showcase and maybe have their own record label. When they’re young, we need to inspire youth to see things other than what they’re used to.”

– Multidisciplinary artist from Community Animator conversations

Jane and Finch residents want to see greater impact on the community and are keen to see collaborations between existing organizations and programs.

Participants in the community meeting suggested outreach to music clubs, teachers and guidance counsellors at local schools to promote CMST's vision of quality music education. They identified a gap in performance and music practice spaces at Jane and Finch, pointing out that aspiring artists need opportunities to showcase their craft. They envision the new CMST music school as a venue for events, to host performances for local schools and drop-in community programs.

Participants were community-minded and passionate about local organizations working together, sharing knowledge, and pooling and leveraging existing resources. Community members are adamant that the priority is the impact on youth and reaching as many young people as possible. They point to multiple youth-focused organizations in the community and express that additional collaboration will only amplify the benefits to the entire community.

Suggestions for partnerships and collaboration include:

- Artists from the neighbourhood, such as Devorn Friday and The Robinsons Crew
- Africentric Alternative School
- Black Creek Community Centre
- Casa Maiz
- Concrete Warriors
- CMST alumni
- CultureLink
- Definitely Dance
- Downsview Park
- Driftwood Community Centre
- Falstaff Community Centre
- Firgrove Learning & Innovation Community Centre (FLICC)
- Jane and Finch Boys and Girls Club
- Jane and Finch Community Hub and Centre for the Arts
- Jane and Finch Action Against Poverty (JFAAP)
- Jane and Finch EarlyON Child and Family Centre
- Local Indigenous community
- Local guidance counsellors
- Local music teachers
- Local schools
- Mobile Recording Studio
- Oakdale Community Centre
- Parent councils at local schools
- Programs for seniors
- Jane and Finch Boys and Girls Club
- Jane and Finch Community and Family Centre
- Success Beyond Limits
- The Spot
- Think Twice
- Toronto Community Housing Corporation
- Toronto District School Board
- Unity Charity
- Universities and colleges with art programs
- VIBE Arts
- YMCA
- York Woods Library

- Youth Association for Academics, Athletics, and Character Education (YAACE)

Community members proposed public events to promote CMST and its programs. Suggestions for further community engagement include:

- Pop-up at schools
- Pop-up at Jane and Finch Mall
- Pop-up at youth-led events
- Artist residency programs
- Barbecue co-hosted by multiple organizations
- Events that support cultural exchange
- Inspirational guest speakers
- Jam sessions
- Open mic
- Support music clubs and events at local schools
- Workshops with artists from within Jane and Finch and from other neighbourhoods in Toronto

“One way to bridge that gap is to support individual music clubs at local schools, in any way CMST can – it could be loaning instruments, offering space for performances.”

– CMST graduate

“Reaching out to senior groups for daytime programs.”

– Pop-up participant

“Successful partnerships mean co-designing culturally-relevant pedagogy, such as using hip hop as a teaching and learning tool.”

– From Community Animator conversations

“I’m even more excited now to hear all of these voices that I recognize!”

– Community meeting participant

“Success in partnerships looks like collaborations where everyone is learning from each other, information and resources are being shared, where participants are seeing the benefits of the collaboration, where the Jane and Finch artist community is centred when partnerships take place.”

– Music educator and community

3.4 School Design

Jane Finch community members believe spaces should be flexible and have multiple purposes.

Participants suggested that the waiting area can be reimagined as a space for inspiration and productivity. We heard from many community members that they take public transit to commute to work, school and extracurricular lessons. Sometimes they need to carry all of their personal belongings to them when they come to CMST. Having some shelving or storage solution can help free up some space in the waiting area.

While waiting for classes to start or finish, parents or guardians also have been known to do work. Youth reported that they are keen to be productive during the idle time before or after class, to do their homework, to colour, or to do other educational activities. Participants suggested this could be a separate room, a dedicated quiet space or an outdoors seating area. Free Wi-fi, ample power outlets and modular furniture throughout the building can make any space conducive for work.

Participants strongly supported the concept of the outdoor stage. Folks saw the potential for an alternative space for classes in the summer, and additional seating for doing homework and waiting for pick up or drop off.

“While we are waiting for our lessons in the waiting room, we can still continue to colour.”

– CMST student

“A stable, transit accessible location is important. Some students have to take public transit on their own.”

– Parents from Community Animator conversations

“Maybe a separate room where people can chill and maybe finish homework and talk with each other.”

– CMST student

“Love the outdoor space.”

– CMST student

“Good place to have fun/chill.”

– CMST student

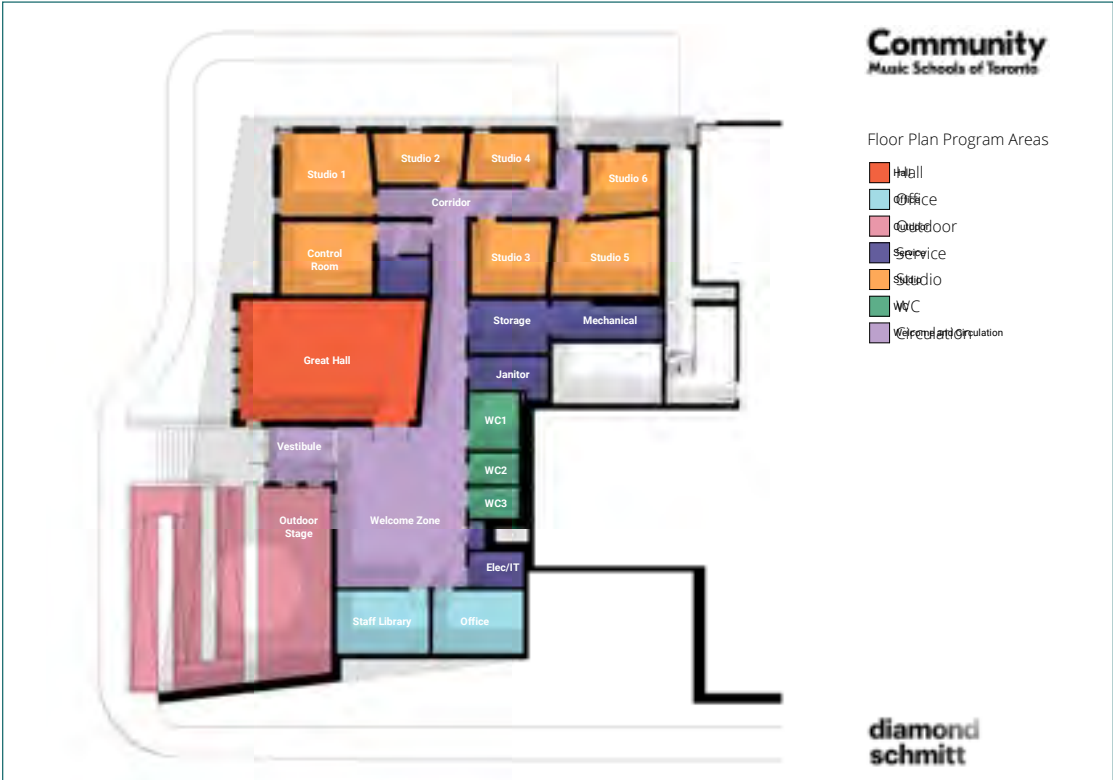


Figure 9: The proposed floor plan and program areas for the new CMST music school.



Figure 10: Rendering of the exterior of the music school.



Figure 11: Rendering of the interior of one of the studios.

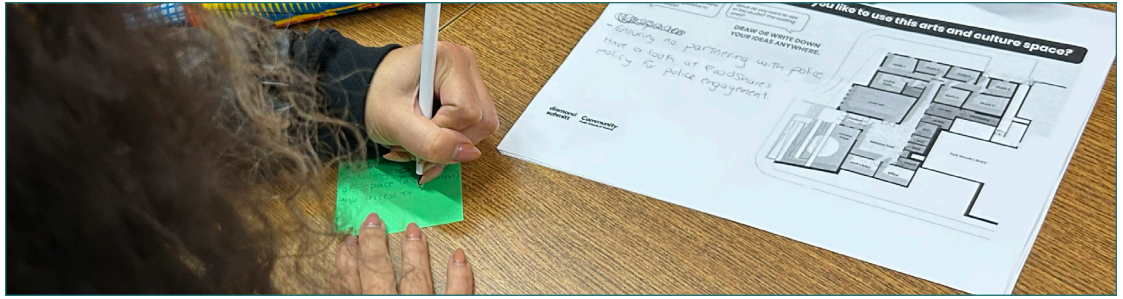


Figure 12: A Jane and Finch community member commenting on the school design.

Jane Finch residents want to see their vibrant, creative community reflected in the design of the school.

Jane Finch community members want to see themselves reflected in the space and suggested this might be an opportunity to collaborate with creatives in the community. There were suggestions for interactive art projects that invite members of the community to participate. One participant did point to the need to consider neurodivergent folks, suggesting that murals or artworks that are too bright or large might be overwhelming for some.

“Paintings around the school that represent music from different cultures.”

– Pop-up participant

“Visually quieter on the inside for kids who get overstimulated (by colour for example).”

– Pop-up participant

“Yes! Murals by local artists outside. But murals are not the only form of art. Sculptures, paintings, quilts etc. include restoring and repurposing items for decor to teach people that not everything should be thrown out and end up in landfills.”

– Survey respondent

“Forward thinking as the area is undergoing changes all over. Shape and design that reflects multiculturalism, hire local artists and talent, and hire locally for construction and design work.”

– Survey respondent

“Focus on Indigenous art and music, awareness of our history/land.”

– Pop-up participant

“Murals, a welcoming reception area, a cafe/place to eat indoors, places to congregate (for family members, folks before/after classes/shows. Community boards. Photo walls with grad pics/pics from past events for people to see themselves.”

– Survey respondent

“You need to be honest and open about your intention about learning the history of Indigenous people and music, and how that has an influence on music today. Land acknowledgements are great, but they only go so far and put us in the past, it doesn’t recognize Indigenous people in the present. How do you actively make them a part of the music school? Bringing the elders in, bringing in knowledge keepers who can teach songs, traditions and teachings.”

– Youth from Community Animator conversations

3.5 Next Phases

Ongoing Consultation with Local Youth

The project team should consider consulting with more local youth, perhaps partnering with other local organizations that support youth. Through our engagement we have reached at least 43 youth, but their ongoing participation will build a sense of stewardship for the space and shape the service that CMST provides to youth in this often-underserved neighbourhood. Residents suggested being present, supporting and contributing to youth-led events is a way of reaching out and gaining buy-in from youth at Jane and Finch.

“I would like to see pictures around the walls inside by some students and maybe other people in the community.”

– CMST student

“Be more teen friendly by having staff understand and relate to us.”

– CMST student

“Including things that pertain to youth, for example a video game club, maybe a computer lab, etc.”

– CMST student

“Success in partnerships could look like [CMST] folks coming to where youth-led organizations are throwing events. It’s impactful for grassroots organizations to have that support and to work together.”

– Artist and founder of grassroots arts organization from Community Animator conversations

“Regular engagement and feedback sessions to evaluate work/lessons that are provided and an annual self-checkup for the CMST in the form of a School Improvement Plan.”

– Survey respondent



Figure 13: A Jane and Finch youth sharing his perspective on the new CMST

The new music school, music by cognizant of the history and issues affecting the Jane and Finch community, in order to be a positive contributor to its future.

The new school can offer economic development opportunities, by hiring staff from Jane and Finch, implementing a policy that mitigates over-policing and continuing to engage local youth who often feel disenfranchised from the planning process. Youth in the community need to feel safe in this new space. Jane and Finch community members spoke optimistically about how the new music school could offer community building opportunities and be a positive addition to the community. They hope to see their multi-talented and multicultural neighbourhood reflected in the space, from the instructors to the programming offered, to performances and artwork by local artists.

“Ensuring no partnering with police. To provide spaces where this is made part of their own internal and public policy.”

– Pop-up participant

“In a community that deals with post-traumatic stress from systemic racism and violence, school can operate as a place of healing, for music and art therapy.”

– From Community Animator conversations

“Not accepting volunteering requests from any armed securitization forces. Jane and Finch is an immigrant community where some people have negative or traumatic experiences with police in their community.”

– From Community Animator conversations

“No police presence on site or affiliate partner organizations.”

– Pop-up participant

Considerations for Economic Development

The larger space of the new school can accommodate opportunities for capacity building, from an economic development perspective. CMST aims to hire local music educators in the neighbourhoods that they serve. When CMST staff expressed the challenge in finding long-term local music teachers at Jane and Finch, there were suggestions of creating a circular model through a music teaching or teaching assistant program. Because of their positive experience with CMST, program graduates have expressed a strong interest in opportunities to stay involved with and support CMST. Program graduates would be ideal candidates for a training program, which could also upskill local talent who may not have conventional music qualifications. This sustainable model builds capacity, solves an internal staffing issue, retains talent and nurtures the next generation of musicians in the Jane and Finch community.

“Jane and Finch has created a lot of stars, but there’s no roadmap to guide folks to become successful artists. There’s no instructions or blueprint. We need to create a structure to help [youth] develop skills and to expose them to other types of music.”

– Artist and founder of grassroots arts organization from Community Animator conversations

“There are people who run programs in Jane and Finch, who don’t have a vested interest in Jane and Finch and don’t understand the nuances and complexities. The makeup of the organization should reflect the community, hiring people who have that knowledge.”

– From Community Animator conversations

“Something to be aware of is that Jane and Finch is facing gentrification. There’s a risk for a lot of the culture to be displaced. As an arts and culture organization, it’s important to be able to respond to that. TO make sure you create a culturally relevant curriculum, recognizing artists that have come out of Jane and Finch, of the cultures represented in Jane and Finch, current artists that are doing work in the community.”

– Music educator and community worker from Community Animator conversations



Figure 14: Project team members looking over responses from the community.

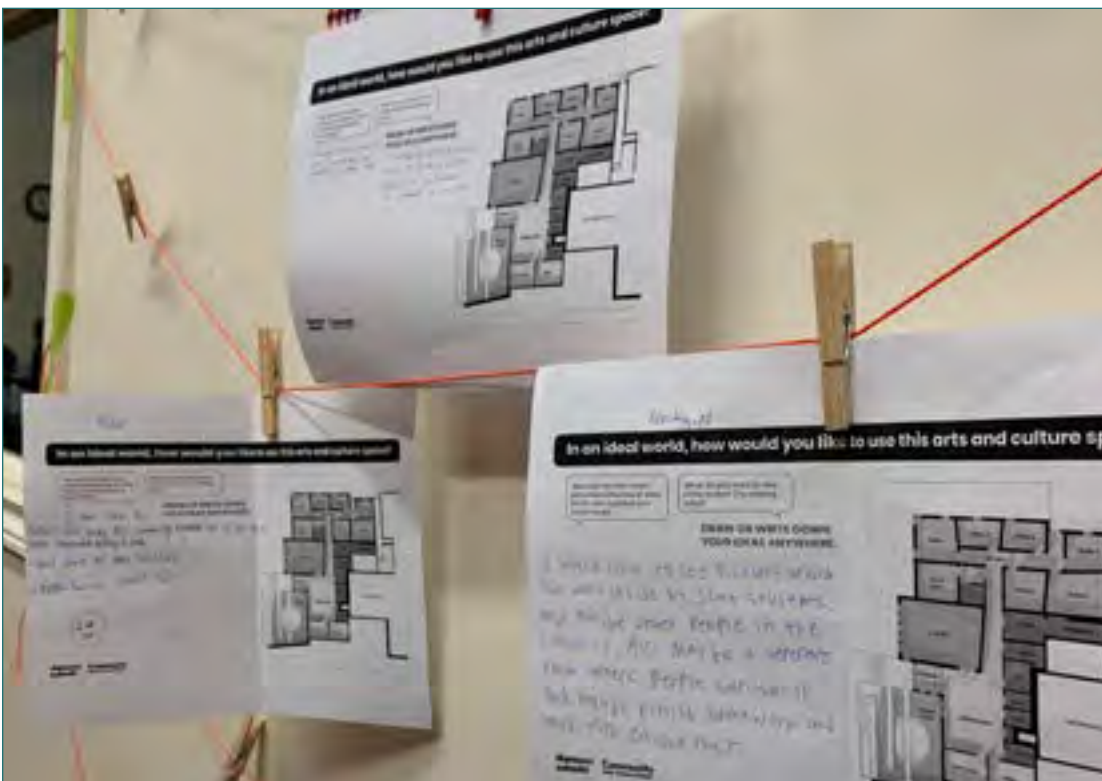


Figure 15: Suggestions, and new ideas for the new CMST facility, written by Jane and Finch community

Appendix A:

Community Animators Engagement Summary



Community Animators – Engagement Overview

Date:	October to early December 2022
Community Animators:	4
Number of Stakeholders:	94 community members engaged At least 43 youth engaged
Stakeholders engaged:	<ul style="list-style-type: none">• CMST graduates• CMST parents and guardians• CMST students• CMST faculty• Community leaders• Emerging Jane and Finch artists –rappers, visual artists, writers, dancers• Established Jane and Finch artists – songwriters, rappers, dancers, actors• Jane and Finch youth (18 and under)• Jane and Finch parents and guardians• Music educators

Engagement Tactics

Discussion questions:

1. What does Community Music Schools of Toronto mean to you? Any connection? Any stories?
2. What are your hopes for a youth focused music school in Jane and Finch?
3. How could this arts and culture space serve local community members and organizations?
4. Thinking about the community's history, what could CMST do to make the site responsive to the community?
5. How would you like to see us collaborate with the community and/or the library?
6. Are there any suggested local artists or organizations we could engage to best reflect the community?
7. What would success look like for partnerships?
8. How could we design the building to make the school more representative of the Jane and Finch community?

Community Animators were given materials to help them engage with the community and a document of frequently-asked-questions (FAQs) as a reference tool for answering questions about CMST and the development project. Community Animators were encouraged to customize and to adapt the engagement materials that work for their audience. One Animator suggested using graphics, as social media platforms were their main channel for reaching and engaging youth. They said Instagram stories and posts were what they used the most. One Animator conducted interviews with key stakeholders through Zoom. Another Animator found it easier to engage in with folks in-person, through casual conversations as they are actively out in the community and familiar with a lot of stakeholders. Animators also made phone calls and engaged folks through WhatsApp. Another Animator printed out worksheets and distributed those to students, parents and graduates that they know through CMST. They understood that their audience may need more time to respond thoughtfully and initiated these worksheets so that folks could submit their answers the next time they were at PEACH.

What We Heard

Community Animators reported that stakeholders that they spoke to were enthusiastic about the new music school. Jane and Finch community members were strongly in favour of the idea of a new music school in the neighbourhood. They expressed a need in the community for more arts and culture spaces, especially those that deliver programs from children and youth.

Key Takeaways

Spaces that are practical for transit-using children and parents.

Many participants depend on public transit regularly and have personal belongings that travel with them all day. Some storage solutions, such as cubbies or hooks on the wall, would significantly improve the experience in the waiting area. There were suggestions for a quiet room where students can do homework and their parents/guardians can also be productive while waiting for classes to start or finish.

The new music school must be cognizant of the history and issues affecting the Jane and Finch community, in order to be a positive contributor to its future.

The new school can offer economic development opportunities, by hiring staff from Jane and Finch, implementing a policy that mitigates over-policing and continuing to engage local youth who often feel disenfranchised from the planning process. Youth in the community need to feel safe in this new space. Jane and Finch community members spoke optimistically about how the new music school could offer community building opportunities and be a positive addition to the community. They hope to see their multi-talented and multicultural neighbourhood reflected in the space, from the instructors to the programming offered, to performances and artwork by local artists.

Feedback from the Community

Below is a consolidated list of comments and responses collected by Community Animators. Some short answers were notes written by Community Animators to summarize their conversations. **Answers in orange** represent input from Jane and Finch youth.

General	General
Can recruit students at Jane and Finch Mall.	Loves CMST. Thinks it's so fun.
The community is changing a lot, with the LRT coming through. A lot of people feel like they may be displaced.	Likes the school, children as well. Likes area. Enjoys that child gets to express himself and relax after classes.
People have been removed from the planning process for so long, there is a level of apathy and disengagement.	Want to have kids learn music because she is currently new to the neighbourhood. Very proud to see my son interact/participate in class.
Adopting a police engagement policy. Thinking about not inviting police to events to keep youth feeling safe.	Love the school! Family members also attended. The first time I came here I got to play with instruments. I had a great time.
Provide training for staff and others on how to engage with police when they come onsite, like asking them to leave.	
Resources are fragmented in the Jane and Finch community.	
PEACH is where I got to learn about engineering, making beats. That's where I made my first CD and met great like-minded people.	
There is so much love in Jane and Finch. People often only see the stigma tied to the neighbourhood.	
Helps youth express themselves in different ways, vocally or through instruments. It helps build their confidence. It's another facet of therapy for youth.	

Vision for the New School
Make sure that our vision is equitably balanced within this planning process, especially when it comes to Jane and Finch and marginalized communities, things are often planned for you.
To be able to play classical instruments.
Serve the community in terms of the community's issues and its history.
Artists being able to put on shows and special events and inviting people from outside the Community to participate, because a lot of youth struggle with the stigma of saying this is where they're from.
Ongoing consultation with youth, even after the school is opened, for accountability purposes.
Not accepting volunteering requests from any armed forces. Jane and Finch is an immigrant community where some people have negative or traumatic experiences with police or war in their country.
In a community that deals with post-traumatic stress from systemic racism and violence, school can operate as a place of healing, for music and art therapy.
There are people who run programs in Jane and Finch, who don't have a vested interest in Jane and Finch and don't understand the nuances and complexities. The makeup of the organization should reflect the community, hiring people who have that knowledge.
Preserving music history of Jane and Finch.
Opportunities to make beats, digital arts, DJing, rapping, even dance.
Parent night – for parents to learn music.
A space that is open and accessible to the community, not just to students.
Suggestions for art programming – students can draw or do origami while they wait.
Priority should be making sure that kids are happy. The space should mainly be for them.
Help youth tap into their musical potential.

Vision for the New School
Want more youth to be aware and learn about these opportunities on how to learn to play musical instruments. Those opportunities were scarce when I was growing up.
Would hope for the school to be accessible and more promoted. People say that Jane and Finch is overtly funded and overtly programmed, but we're a poor neighbourhood. The problem is we are rich in resources, people just don't know about them. It's about more promotion and if all of these JF organizations and agencies work together, it would help spread the word and pool resources.
Community ownership. Having the mentality of building with the community and having Jane and Finch folks run it.
More trips outside of the area – so kids can see what else is outside of their neighbourhood. Maybe trips to Niagara Falls, do obstacle courses and activities. Those are standout memories for kids growing up. When you travel, it's inspirational, even if it's just in another part of the city or to another province.
Cultural exchanges.
Workshops from industry artists, both from and outside of the Jane and Finch community.
A lot of successful producers and artists come from the community, a lot of people don't know. There's just no publicity.
It's important for the community to see the material benefits of the music school and its programs too. Are you employing people from within the community? Are people able to see the products of the programs? Does the community have access to the space to develop their own projects too?
Success in partnerships looks like collaborations where everyone is learning from each other, information and resources are being shared, where participants are seeing the benefits of the collaboration, where the Jane and Finch artist community is centred when partnerships take place.
Walking into the school, I want to see it packed! My hope is that a lot of kids are drawn to it and it's a home to them, like it could be another family and an escape.

Vision for the New School
A space to be around like-minded folks who want to be around music.
Mentorship from people who have experience, can teach you something from the business and show you what is possible.
A creative environment and energy, where people can learn and be inspired from folks of all ages. You could be out here grinding, sixteen years old and have a mixtape out! It's definitely inspirational to be around that type of people."
A showcase of all of the diverse talent in Jane and Finch, for folks who might be interested in salsa, rock and different genres of music as well.
Teach about local talent. Not everyone can be Drake, The Weeknd or Justin Bieber, but it doesn't mean that their contributions aren't just as important. Some folks stay in the community. When it comes to getting big, there's a sense of loss and disconnect in the community. Sometimes they rap about the hood, but they don't come back.
The funding needs to be continuous. There are a lot of programs that start off strong and the funding decreases and engagement goes down.
This is not only a space for art. It's a place where people can call home.
Transparency in governance. The community needs to understand why programs are shut down.
After time, the participants will become the leaders in the community, and it will pass from generation to generation. It will erase the stigma of what's going on and show that Jane and Finch are a community of love. The music school should be invested in the community.
It should be accessible to everyone, not just folks who are musically inclined. Not every school is resourced for music education. Maybe playing music makes some youth feel better. Music speaks differently to different people, in terms of mixing and mastering, music theory and they can become more well-rounded musicians through this kind of school.
Be able to have opportunities for students. A place students can hang out and gain skills at the same time. Give to the community.

Vision for the New School
We're living in the time of truth and reconciliation. Music can serve as a way of teaching and connecting people. That's what hip hop does.
You need to be honest and open about your intention about learning the history of Indigenous people and music, and how that has an influence on music today. Land acknowledgements are great, but they only go so far and put us in the past, it doesn't recognize Indigenous people in the present. How do you actively make them a part of the music school? Bringing the elders in, bringing in knowledge keepers who can teach songs, traditions and teachings.
Hopes for students to gain experience and to have more opportunities for youth in communities.
To let kids be creative. Awards from school each year progress growth.
Be able to have opportunities for students. A place students can hang out and gain skills at the same time. Give to the community.
To let kids be creative. Awards from school each year progress growth.
To be careful and spread kindness.
Education. A second home to students. Safety. A place where students can express themselves. Welcomed. To have great opportunities for youth. Included. Accessible for youth. Diversity. Learn socialization skills.
Have more outreach at schools, libraries, community events, and malls. Reach out to other local communities around Jane and Finch (Jane and Sheppard, Chalkfarm, Falstaff and much more). The program can serve kids by making it accessible to all, not only for children. Have a recording studio open to the community. Allowing people in the community to borrow instruments. Hold events at the building (e.g. Karaoke night, potluck, team obstacle courses, and rewards for students)
Fun and chill. CMST lets students learn music without feeling pressured and leave with joy.

Vision for the New School
Hopes that it helps kids. Hopes that the school will shine a light in the community. Hopes it's not a false opportunity. Open doors for children. More students attend.
Making the building accessible to kids. Have more programs involved in the school like swimming, sports, all forms of art, and much more programs. We believe that the more programs that are available for kids, the more it will help them find a positive outlet and not turn to destructive outlets as a result. Volunteering for youth in the summer or during lessons.

Community Needs
A stable, transit accessible location is important. Some students have to take public transit on their own.
If they're not playing music, youth can be involved in other types of activities like visual arts, dance and even sports.
The performance hall can be used as a dance floor.
Son had gone through a mentorship program but didn't see any tangible and meaningful benefits from it.
Parents apply for the City of Toronto's Parks and Recreation programs, but spots can be limited and in high demand. It's nice to know CMST is an option.
Some community members don't speak much English and face a language barrier. Sometimes they don't know what programs are available in the community.
Community politics in terms of safety. Making sure it's a safe space, not just from "gang violence" but also from over policing.
To access grants, how to start their own initiatives and groups. Also heard a real emphasis on youth-led, programming for youth leadership.
People don't feel comfortable about the school being next to the York Woods library, there are negative associations with the library. Folks feel neglected by the library, so a lot of young people don't go there.

Community Needs
Sports, it could be outdoors.
Drama and musical theatre.
Drop-in music recording studio. They could collaborate with PEACH to work with signed participants and help them create tangible work.
The school could leverage existing efforts and revitalize existing facilities. If they could support local organizations and events by providing a venue. For Jane Street Speaks, they don't need a space every day and don't want to take the event outside of the hood because it defeats the purpose. It helps to have a central location in the Jane and Finch community, at the beginning or end of the month, somewhere folks know about and go to.
Could draw in folks from beyond the area around the Jane and Finch intersection.
Jane and Finch has created a lot of stars, but there's no roadmap to guide folks to become successful artists. There's no instructions or blueprint. We need to create a structure to help them develop skills and to expose them to other types of music.
For young artists, it's becoming a fight for presence in the community. You need to start some controversy, be loud, look believable and ride on street credibility. Sometimes kids are developing these crews to speak on their negative experiences in the hood, because visually that's what's expected. You need to hope, within that time, you don't get shot, get arrested or go to jail so that you can be successful enough to afford security. Some people get caught up in the street credibility and they never leave. We need to understand that artists are storytellers.
Jane and Finch has an infamous reputation. It's important to hear the narratives and to remember that not all youth are involved in hood politics, and we need to promote hip hop and art that's created and not use the hood experience as a crutch.
Mentorship for youth, that can help address some neighbourhood politics.
Want to see more resources in terms of funding, grants and practical skills training.

Community Needs
History about Jane and Finch, where the name comes from, the urban development (how housing was designed) and Indigenous history.
Paying tribute and memorializing the stories of those who have fallen. Helps preserve history.
Spoken word.
Songwriting classes.
Movie and documentary nights.
It's important to have a physical space to create opportunities for the arts in Jane and Finch.
Jane and Finch and northwest Toronto generally doesn't have many schools for the arts. We need something similar for youth coming up in this neighbourhood.
Need a venue in the neighbourhood. From a lot of people I've spoken to, it's not very accessible to youth and to artists.
Needs to function as a place to create a network and a space for artists to advocate for themselves. That is missing.
As an arts educator, having space with the proper equipment to hold workshops and bring in schools, or having rooms where I can teach private or group classes.
A space for artist residency. Similar to the Artist in the Library program through the Toronto Arts Council, where I've set up all the instruments that I work with, and people come in and observe what I do and participate.
Don't just regurgitate the Western art music that has been taught in the past 30 years. Making sure the curriculum is relevant to youth in the community.
Something to be aware of is that Jane and Finch is facing gentrification. There's a risk for a lot of the culture to be displaced. As an arts and culture organization, it's important to be able to respond to that. TO make sure you create a culturally relevant curriculum, recognizing artists that have come out of Jane and Finch, of the cultures represented in Jane and Finch, current artists that are doing work in the community.
Programming that is inclusive of young people with invisible and visible disabilities.

Community Needs
Get some familiar faces in there. Hire a lot of people of colour and make it multicultural, it will make more people feel at home.
For some youth it might be hard to imagine life outside of that area. It's hard to hope or dream, because you're hearing gunshots at night or you're dealing with a brother or cousin who's in that kind of lifestyle and they're making money off of that. But maybe music could be a different avenue of making money. There are different ways, maybe they can write grants, put on their own showcase and maybe have their own record label. When they're young, we need to inspire youth to see things other than what they're used to.
We could broaden what people talk about. Let's write about anything that can get brain juices flowing. It's just gun violence and autotune, is that representative of Toronto? How can we show more of what Jane and Finch has to offer? How can we steer the youth from indulging and following the crowds to rap about gun violence? Let's write a love song, a song about your mom, a song about your favourite snack, what you like to do on the weekend. Look at Chance the Rapper doing incredible things and music that's fresh.
Sishais, Tracey Kayy, Kibra, Ruben Esguerra. Arts organizations outside of Jane and Finch, like Vibe Arts, Unity Charity.
Staff need to care and be understanding of personal situations. Students might miss a class and students might go through something. It needs to be a warm and welcoming space.
Fees to book a recording studio are not cheap.
Mixing education and entertainment is the best way to engage with people. When you do things artistically everyone is accepted as one.
Building connections with folks who are serious about music. Making a quality project, a quality song and making sure it is creatively satisfactory.
Accessibility is something that I always have to inquire about, and I shouldn't have to. It should be commonplace for doors to be wide enough, to have accessible bathrooms and ramps. I've been to studios and venues that have 100 stairs and I had to go down the block to go to the bathroom. I miss out on learning or discussions.

Community Needs
This arts and culture space can serve local community members by making them feel better. Music heals the soul.
CMST already does give back to the community
Good for children. Keeps kids away from technology. Get to socialize/ make friends.
Give opportunities to people who have come out of a bad situation. Internship. Volunteering youth and students at school.
CMST providing the opportunity itself has made a difference.
Counseling services/having someone to talk to. Therapeutic art. Give back to the community (food banks, volunteering).
Opening the school will be the best thing that's the first step. Help kids in the community have positive outlets.
Have more outreach.
CMST to give homework.
Doing partnerships with the community and organizations in the area. Donate instruments to the communities.
Have food banks. Expand lessons to older age groups. Listen to community concerns and needs.
Having events where people from the community can volunteer. Food banks for families who struggle during the holiday. Make the library exclusive to the community.
To have the school hold recitals for kids during the holiday season. Want them to learn. Want them to socialize and create bonds.
Performer for group homes and nursing homes. Allow kids with impaired hearing to attend classes.
Being open minded to having the community share their concerns.
More outreach (at schools, community centers, and malls). To have different creative outlets (art, music, dance, photography). It will be more beneficial to organizations to have more exclusive rather than inclusive forms of art. Safe space for all communities.

Community Needs
Offer incentives for those who are in the community.
By having free music lessons to those who aren't financially stable in the community.

Partnerships and Collaboration
The Spot, Jane and Finch EarlyON Child and Family Centre, Black Creek Community Centre, Parent Councils.
Connecting with the local artists in the area.
Mobile studios and Ruben Esguerra and alumni from the program.
Nathan Baya of Jane Street Speaks and PEACH.
Concrete Warriors
Successful partnerships mean co-designing culturally relevant pedagogy, such as using hip hop as a teaching and learning tool.
Successful partnerships need core funding. Often, initiatives get funded for a couple of years and the funding priorities shift to another issue. Regardless of the political landscape, there should always be long term sustainable funding for programs.
Economic development, hire folks from the community who are already doing the work and can share best practices.
Intergenerational modelling and approaches. Whatever is cultivated and knowledge that is built up, we should promote intergenerational knowledge sharing.
Toronto Community Housing Corporation – they would be knowledgeable about what's going on in the community.
Organizations that help newcomers and immigrants.
Through hip hop and music, Jane Street Speaks has connections and can help connect with youth in the community.
Free recording and help local artists that they can monetize.

Partnerships and Collaboration
Sponsor curated shows and provide paid opportunities to local artists.
We need a community timeline or project plan, so folks know what's going on in the community. A lot of organizations are working towards the same thing, supporting and building capacity for Jane and Finch youth. Working together collaboratively could lead to greater impact.
Work with the Jane and Finch Mall to run ads or to have interactive activities that bring the community together.
Creating more open platforms to speak their truth, we can see what the community truly needs.
Nipsey Hussle created Vector90, a coworking space to accommodate folks. That's a start. I get why they don't do it. Sometimes folks look at what music is coming out of Jane and Finch; they only focus on what's mainstream. Sometimes they think of the content as "negative" so they're leaving us behind. Recording studios are shutting down constantly in the community. Young kids are scrambling for content and writing aspirational and imaginative lyrics about cars and shooting folks. came down to PEACH to shut it down.
Mentorship from old heads, more experienced folks who can impart wisdom and advice. People are more willing to change when they're presented with another option, instead of telling them not to do something.
If the library is what it used to be, there was a dance studio downstairs, you could have djembe, and facilitate workshops. Dancing is cool, but it's important to explore your mind too.
Having a music library, different types of music and local Jane and Finch musical history. It could be digital as well to reach more youth.
Black Creek Community Centre, Driftwood Community Centre, Oakdale Community Centre, Jane and Finch Mall, PEACH, The Spot at Yorkgate Mall. Black Creek Community Farm would be great so youth can connect with nature, and it helps with mental health.
Workshops, like intergenerational discussions, and events, like jams and artists showcases, at the library.

Partnerships and Collaboration
Success in partnerships could look like [CMST] folks coming to where youth-led organizations are throwing events. It's impactful for grassroots organizations to have that support and to work together.
A small gallery with art installations.
Success Beyond Limits, The Remix Project, local rappers (e.g. Duvy, Friye, C4), beat makers (e.g. Savilion, FJ), bringing alumni back to speak to students and using homegrown talent.
Partnering with music companies (e.g. Sony, Warner Music, OVO). They could be interns and learn how artist development works and the business side of music, artists management, marketing and promotions.
Other community music organizations in Toronto.
Concrete Warriors, Wheel It Studios, MCs who are doing conscious music, hip hop.
Collaboration is a huge part. Other organizations have arts programs. Through the local unions that represent workers in different social services organizations, CUPE Local 4772. A lot of them could put you in touch with the various arts-related programs and schools.
Definitely want to see the community come together, it would get the most people involved.
Boys and Girls Club, they had a studio downstairs at one of their locations. Palisades Media Arts Academy, which is no longer active. York University and other universities, have students or faculty to come down and talk to CMST students.
Collaboration with artists from other communities too and not be restricted by geographical boundaries.
Sports, support for mental health in different ways.
If there are more spaces, there are more opportunities to collaborate and it just builds and builds.
Steven "Heavy" Salguero, Eduardo Ramon, NO Man's Land (theatre group), Beny Esguerra, The Spot, programs York Woods Library. It could be a BBQ that brings all the organizations together.

Partnerships and Collaboration
Open mics, barbecues, different themes for events supporting different music genres, celebrating different cultures. Have posters of biographies of people who have done music and gained notoriety through their community work. It's not just a music school, there's a history of artists that come from your community, and it can tell people that you can do it too.
Ruben Esguerra, Savilion, Rezmade, Nathan Baya.
There needs to be demonstrated effects of the programs. Partnerships can be province-wide or even nationwide. Politicians, the CBC, and other people would want to fund these programs when they see the impact of these kinds of music programs.
Art, Music, and Dance
Not too sure about collaborating with the library.
Maybe collaborate with the gyms in the area (Planet Fitness and Fit4Less). Community center that has indoor skating.
Have the library give out music books to kids in the communities.
Boys and Girls Club, PEACH, Jane and Finch Community and Family Centre, Falstaff Community Centre, Jane and Sheppard Library, Downsview Park.
Having pop up outreaches.
YMCA, Boys and Girls Club – all of the communities in the area.

School Design
Make sure the space encapsulates Jane and Finch in the architecture.
Museum with musical instruments.
Storage areas, maybe cubbies for coats or umbrellas.
More spatial awareness, the space now isn't large enough.

School Design
Faculty want a space to wind down in between classes.
In the waiting area, the parents want a TV to watch the news.
Some parents ask for a private room to do work. They're feeling frustrated with the space now.
A lot of folks come by public transit. There are parents who come in with 4 kids and they have to carry a lot of things.
A recording studio that everyone can have access to and can book.
A mural that shows unity and diversity.
Graduates are excited for the new features in the new space.
Graduates who are artists would like to come back and participate.
A bigger stage and auditorium, space for acting, live shows and open mics. If we could have more spaces like that, it lets people be free and to pour out their heart and soul creatively. It could also be a space for folks to sit down and listen to public speakers or run a workshop. It's for anyone who has a message or a story to tell.
A computer lab.
Wants the building to be blue. The style of art should be like anime.
Area for wet boots. Cubby for students to store their belongings. Mats for winter.
Want to see the kids partake in designing the schools. Museum of instruments from all over the world or allow the kids research the instruments then add information about them. Outside seating area. Nice seating area with large windows. Plants. Moving walls. Cheer for the school.
Gym, outside space, basketball, playground, A/C, murals, swimming pool, educational signage.
Not too many stairs. Not too big. Make more classrooms/studios. Clean washrooms. Nursing office. More drawings on the walls. Not too much white or yellow. Bigger clocks. Vending machines.

School Design

Community to help create the artistic designs. A memorial honoring youth who have lost their lives in the communities. Plants. Game room. Have all types of flags to show diversity. Waiting area for parents. A quiet room. Murals should showcase communities and people in the community coming together. Showcase love and equality.

Would love to participate in designing and creating the murals. Also to have kids participate in designing and creating the murals. Mural designs can be a reflection of CMST.

Lounge area to do homework. Allow people in the community to add a painting or art piece to make them feel included in the CMST community. A tall building. Have artist ideas submitted by community members. Murals that reflect the community. Memorial that reflects the lives lost in the community. LGBTQIA2+ flag.

Appendix B:

Virtual Community Meeting Summary



Virtual Community Meeting Overview

Date: Tuesday, November 8, 2022

Time: 5:00 - 7:00 pm

Location: Public Zoom Meeting

Attendees:

Community Music Schools of Toronto

Richard Marsella, Executive Director

Vanessa Chase, Jane and Finch Program Manager

Diamond Schmitt Architects

Jennifer Mallard, Principal

Amy Norris, Project Architect

New Commons Development

Sunna Zubair, Development Manager

PROCESS

Nadia Galati, Principal

Casey Hinton, Senior Strategist

Helene Kwong, Strategist

Participants: 30 participants

Purpose: The purpose of this public community meeting was to introduce Jane and Finch residents and other stakeholders to the project, and to invite feedback on the vision, local needs and potential opportunities to collaborate with local organizations and artists.

Description: The meeting began with an introduction of Community Music Schools of Toronto and their history in Jane and Finch. An overview of the project was presented, along with some background information about the development process and the cultural context at Jane and Finch. The components that were up for discussion:

- Vision for the new school
- Community needs
- Partnerships and collaboration

(CONTINUED)
Description:

Participants were separated into two breakout groups to allow for more time to voice their opinions, ideas and answers to the discussion questions.

Some time was reserved at the end of the meeting for Denelle Carvalho, from Jane and Finch Community and Family Centre, to promote a grant funding information workshop for local artists at Yorkgate Mall.

What We Heard

Discussion questions:

1. What does Community Music Schools of Toronto mean to you? Any connection? Any stories?
2. What are your hopes for a youth focused music school in Jane and Finch?
3. How could this arts and culture space serve local community members and organizations?
4. Thinking about the community's history, what could CMST do to make the site responsive to the community?
5. How would you like to see us collaborate with the community and/or the library?
6. Are there any suggested local artists or organizations we could engage to best reflect the community?
7. What would success look like for partnerships?
8. How could we design the building to make the school more representative of the Jane and Finch community?

A lot of gratitude for the role that CMST has already played and what is already being offered. We heard about the positive impact that CMST has already had over the years in the Jane and Finch community. Participants expressed a lot of community care and a desire to contribute to the project, which was evident as some parents called into the meeting from PEACH, with the sounds of steelpan lessons in the background. There was a lot of enthusiasm and support for the idea of a permanent CMST home in the neighbourhood. There was additional excitement in the meeting when participants recognized the voices of other folks who are active in the Jane and Finch community.

Key Takeaways

Jane and Finch community members hope to see innovative music education.

Participants were interested in what new technology would be incorporated into the school. There was excitement and questions about the recording studio. Participants wanted to see a larger variety of instruments, suggested the clarinet, trumpet and harp. Parents at the community meeting also expressed wanting to learn how to play music too. Jane and Finch community members suggested other forms of art programming in the new music school, such as voice acting and dance.

Participants are excited to stay involved in this project.

We heard from CMST parents who suggest the idea for a parent council, to stay connected and involved with the project. There were graduates of the CMST program who had gone on to study music and who expressed the profound impact that CMST had on their lives and their desire to give back and stay involved. Jane and Finch community members suggested local organizations that CMST can partner with, such as Black Creek Community Farm and Just BGRAPHIC, and some participants offered to facilitate those connections. Meeting participants also shared outreach tactics for recruiting more youth directly from schools. The vast majority of participants shared positive experiences with CMST and wanted more of their community to access those

experiences and opportunities too.

CMST can build on their existing mentorship efforts to train a new cohort of local music educators.

When CMST staff expressed a challenge in finding long-term local music teachers, there were suggestions of creating their own solution with a music teaching or teaching assistant program. It could be a method of inviting CMST graduates back or to upskill local talent who may not have conventional qualifications. This creates a sustainable model and a capacity building opportunity in the Jane and Finch

Questions and Comments

Below is a consolidated list of comments, questions and responses from the project team, from the community meeting on November 8, 2022.

Question/Comment	Project team response
General	
Wanted to thank you for this great info. We live really close to the library. This is great!	
Thank you all of you for these programs!	
Thank you everyone. I am excited to work with all of you! Have a good night	
It's a great project. Looking forward to a new generation of kids coming through here. Very excited about this. Just encouraging people to chime in and say their piece to shape the project.	Thank you for bringing in council support.
Previously worked with Regent Park School of Music. They kindly listened to what I had to say, and the idea was collaborative. Two years later, we ended up having the music programs up in Jane and Finch, securing instruments and rooms in schools to operate the programs. Because of our partnerships and working together, high schools, fundraising became involved. I know graduates who are still in contact with them today. Richard and his team were phenomenal. It's quite remarkable. It's well worth putting the time and effort into working together to do what you need to do. If it means multiple locations, the more it is accessible to kids who need it.	Thank you so much for sharing your history and connection, and the impacts that CMST has had.
Commenting about utilizing the space. I was very excited when I heard that we'll be getting our own space! My kids were 3 and 4 and they're still in the program now, they're in high school. The hardest part was moving them around after school. Now it's so exciting! I'm so excited to be involved and was telling other people about it and they're also really excited about this new school. We can't wait to see how we collaborate with the community and to see the physical building.	Thank you, this is such wonderful energy. Thank you so much for your support and years of being actively involved with CMST. Your experience and local knowledge will no doubt enhance the future of this space.

Question/Comment	Project team response
<p>What does Community Music Schools of Toronto mean to you? Any connection? Any stories?</p>	
<p>I work with CMST. Something I've noticed is new families with children who never took any music lessons. I'm really excited to see these children grow through the programs and I'm excited to see what that does for the community, in the long-term. Some CMST graduates have gotten scholarships or pursued music-related courses in university. That's exciting to me, to see the long-term impact. hang around, they read, they chat with us. The space that we are in has become a community hub for families. I can see where it's going and it's exciting.</p>	<p>Thank you. Can you speak to the families, what does this mean to them?</p>
<p>I've heard from families that they are very excited that this is available and accessible to them. There are options! They may have 3-4 children of all different ages and they can all take different classes at CMST.</p>	<p>Thank you for sharing.</p>
<p>I'm a researcher and musician at York U who partners with CMST. Curious to hear from everyone else here, curious what JF residents want in terms of opportunities. I think CMST can have a more robust variety of ensembles, there's no orchestra or band. Because there aren't enough students that play woodwind, brass or percussion, space limitations and others, this is not a comment on what the CMST team is doing at the site. I do think this opportunity to have a permanent location can hopefully open up opportunities for a band rehearsal or a weekly time to get together. From my personal experience, the reason I became a professional musician is because I had those community ensembles. The hook for developing a sense of community among the students, is to have a variety of ensembles.</p>	<p>That's the idea, to go in that direction. The architects are in this meeting. We're planning on a large rehearsal space for community ensembles.</p>
<p>I understand the concern about things not lasting for the long-term. I started a music program, but my downfall was getting committed music teachers. It was a free program. People are always excited to get their kids into music programs. When it's not situated right here in the community, a lot of kids don't want to travel far.</p>	<p>I'm so excited to reconnect with you. Please reach out, I'll put my email in the chat.</p> <p>This resonates with us too, especially post-pandemic, to retaining great teachers who are in it for the long haul. That speaks to what was previously mentioned about longevity in the community. We don't want too much turnover. Our teachers believe in the program and we're building on this continuously. We have a growing number of teachers, and we are always looking to connect and engage in a meaningful way with local music educators. That's an important part of our model and part of our work around anti-black racism and anti-oppression.</p>

Question/Comment	Project team response
What does Community Music Schools of Toronto mean to you? Any connection? Any stories?	
Being from a low-income family, it's hard to find music programs and sometimes it's due to circumstances. It's great to have accessible and affordable programs that are close to home. I think it's amazing that this is happening in the Jane and Finch community.	Thank you for sharing the impact on your family and on you. If you want, please reach out to Makda's email in the chat, please reach out to see if we have openings, if you are interested.
I'm even more excited now to hear all of these voices that I recognize! I'm even more excited to know these community leaders are involved in it now! My kids are so excited. They had to audition to get into arts schools and we had a hard time looking for support.	That's beautiful. We want to have your kids and their voice in shaping what this new school looks like.
We should start a parent council at CMST.	How can we best support community needs so you feel ownership of the space. Because this space belongs to you. This is why we want to hear from you!
Will the new space be wheelchair accessible? Will the bathrooms be accessible too?	It will be fully accessible by AODA standards.
That's something we want to push forwards, what it means for our faculty and students to understand fully.	
My two kids are enrolled at CMST and they love it. As a parent, I like having the program near the library, it's closer for me and more accessible.	Thank you for sharing.
When I think of music schools, I think of what I see on TV. I'm thinking of kids who grew up with music and grow up and go to art schools. My son is in the CMST program, I'm new to the program and new to the area. I appreciate what you're doing. I've moved from the Niagara region and don't think there were programs like this. I appreciate what you're doing.	<p>So thrilled to hear your son is in the program!</p> <p>The foundation of what we do is to support youth to reach the goals that they want. There are students who take an academic approach and want to study for the Royal Conservatory of Music exams. For other students, that's not their vibe. They may choose another instrument or another way of learning and playing, and we want to support them where they are at. We want the connection, joy, skill and social development that comes with music. The experience is really tailored around what the young person wants. We give students the voice and choice to decide what they want that journey to look for them. We want to give them the tools and opportunities to reach those goals. We pay for RCM exams, help arrange them with the parents, we help them</p>

Question/Comment	Project team response
<p>What does Community Music Schools of Toronto mean to you? Any connection? Any stories?</p>	<p>and support their learning. But the trajectory is different for all kids. If it's just for fun and wellbeing, that's great. We also have a variety of teachers.</p>
<p>We are really grateful for the opportunity and the privilege for our children to enjoy while growing skills. We joined in 2016 and it's been a journey.</p>	<p>Thank you for sharing with us.</p>
<p>I will be happy to champion the process of learning about this information. Not everyone has access to the same information.</p>	<p>One thing we've learned is when we have a champion at a school, that's where we see an uptick of students. We did a day where we registered students on-site. That model was really successful. Yes, let's connect and get the word out to parents. Maybe the name was a turnoff for folks in the beginning.</p>
<p>Work at YouthREX, supporting a project at CMST. I was wondering, what is CMST's relationship with the school boards? And if there were opportunities to work with school music classes, as they have a wide range of instruments and CMST can bring the expertise. It could also be working with guidance counsellors on the academic and career side. The challenge of bringing music teachers to the community, if there is an opportunity to explore music teaching programs and that could be a way of including adults and to build capacity in the community. Or if there are teaching assistant roles to create a sustainable model.</p>	<p>Those are really great suggestions around capacity building and creating that cycle.</p> <p>With school boards, we had explored that idea. There is a lot of bureaucracy, and it was not a good fit at the time. As an afterschool program, we wanted to supplement their music education, not be the only thing they're doing. Definitely something worth exploring in the future.</p> <p>I really like that mentoring piece. We're doing that informally right now, but I would really like to formalize that and to learn about more best practices in the field.</p>
<p>This program means a lot to me and holds a special place in my heart. When you asked to describe the program in three words, I couldn't pick. There's diversity, support, freedom and love. I can't wait to see the school go international one day.</p>	<p>It points to the power of music and the power of CMST as a great launching pad. Community building tool. They're lucky to have you as an ambassador and champion.</p>
<p>Vision What are your hopes for a youth focused music school in Jane and Finch?</p>	
<p>When I think "music school," I'm thinking of instruments and things like that. Want to ask if we're talking about all manners of music - singing, dance.</p>	<p>We offer one-on-one lessons (including voice), ensemble (large group classes), choirs, beat making. We offer Musical Beginnings, an early childhood music exploration class. We look at music in a</p>

Question/Comment	Project team response
<p>Vision What are your hopes for a youth focused music school in Jane and Finch?</p>	<p>lot of different ways. It's not set in stone. We have a curriculum and model that we follow, but we're open to ideas and collaboration. We did a project with the Carswell Chair. We had a partnership with York U and for a research project, we've partnered with the Toronto Chinese Orchestra, where students were learning traditional Chinese instruments. We've done a video workshop through the Media department at York U, where students learned to score videos.</p> <p>We have programs for ages 4 to 18. It's not genre specific.</p>
<p>Speaking as a parent, access to music is essential to a child's growth. This is an amazing opportunity to build with the community. CMST has a good relationship with the community already. It's important the vision of the new school includes the collective of different Jane and Finch histories and stories. It's a long-term relationship with the community.</p>	<p>Thank you so much.</p>
<p>Was involved with CMST through their after-school music programs and volunteered with them. As someone who's gone through the program, I want to concur with everyone. The convenience of having a music program in the neighbourhood, it can't be stated how significant it is for people. One of the best ways to grow the school is to support very individual music programs. For example, at Westview we had a big music program, but I was surprised how many were not involved with CMST. One way to bridge that gap is to support individual music clubs at local schools, in any way CMST can – it could be loaning instruments, offering space for performances.</p>	<p>We're thrilled to see you here!</p>
<p>Can you speak about what's involved in getting that space ready? There are technological aspects involved in the migration process.</p>	<p>That's the exciting part. We're interested in having mobile studios in every room and having it all linked up with a patch bay. We're talking about it with our architects who are on the call with us tonight. We've been talking to Drake's management, the Justice Fund about getting involved and how modern music is made. We're talking about a sounds library with the Kingsway Music Library. We don't want to build a music studio from the old way of making music. We want teaching studios that are diverse, mobile and adaptable.</p>

Question/Comment	Project team response
<p>Vision What are your hopes for a youth focused music school in Jane and Finch?</p>	
<p>I was interested in how I can help out and support with the expertise that I have. CMST means a lot to me personally. As someone who loves music, it meant a lot to me. Having a dedicated spot where someone can make a beat or electronic music or any sound that they want. I'm excited to see where we go from here on.</p>	<p>We haven't heard from you because you've been busy, but we're so excited to see you here!</p>
<p>Does CMST do voice acting classes too? Because if you're going to offer a recording studio, it seems like something to go with it.</p>	<p>We are a music school. How we bring other arts into it is up for grabs. We're open to new opportunities for students to learn new skills. We had an idea of partnering with the engineering department at York U. Music, writing, acting and using your voice are all connected. Thank you for your suggestions.</p>
<p>Community Needs How could this arts and culture space serve local community members and organizations? Thinking about the community's history, what could CMST do to make the site responsive to the community? Partnerships/Collaborations</p>	
<p>Can we consider transportation in case of unacceptability or when parents can't, due to other obligations, to drop off?</p>	<p>Thank you for the suggestion! Yes, transportation is an important consideration for access.</p>
<p>There could be partnerships with schools that have specialized creative arts programs where kids need to audition to get into. If there are students who can't get into it but are musically inclined, CMST could support students in that process. Those programs are opening up now to Black and Indigenous students without the requirement of auditioning as a means to break down barriers. Once the school is more situated, the partnerships will come to you. The community will see that you are there to benefit the community and want to stay long-term. Get some great staff who know how to work with children, especially children in marginalized areas. Also, looking at other programs as well, in addition to music. I'm a child and youth worker and one of the founders of PEACH. I grew up and worked in the community but have moved out of it. Thank you for allowing my kids to be included. I like the fact that you're not excluding areas, letting kids can come from anywhere as long as they're willing to come. Please keep that open for as long as you can, while keeping local kids prioritized. Also look into existing local organizations who run creative programs, such as Just BGRAPHIC, they have awesome dance and creative programs. I'm a source and can definitely connect to you. I really appreciate and would like to continue to be Inclusive to children with disabilities.</p>	<p>Thank you, that was amazing! We are now located in PEACH and this is indicative on how it really is all connected. I appreciate the first suggestion of helping students prepare for auditions for secondary and post-secondary schools.</p>

Question/Comment	Project team response
<p>Community Needs How could this arts and culture space serve local community members and organizations? Thinking about the community’s history, what could CMST do to make the site responsive to the community? Partnerships/Collaborations</p>	
<p>Doing youth engagement for the Jane and Finch Initiative, one thing that we’re hearing is that the students who are checked into programming find it easier to learn about other programming happening. But when they’re not checked in, it’s harder to break that barrier. Some programs do pop-ups in schools and get directly into schools to reach students who don’t have exposure to arts and music programs.</p>	<p>Those are really great points. Thinking about ways to network between different organizations. That’s a super important insight. Thank you!</p>
<p>What is the possibility of adding classes for parents? Some of us would love to learn.</p>	<p>We are a youth-focused organization. We have offered some intergenerational programs. I’m interested in hearing ideas for how to get adults more involved. We had a community steel pan drop-in class, where grandmothers came in with their grandkids and it was free! It’s gone well but the challenge here is space. If you’re a parent, we try to get tickets for a show for the parents to access those opportunities too. We’ve thought about having more drop-in times, like beat making, and having teachers there to support. We don’t want to be too prescriptive, to come regularly, and have heard that model wouldn’t be as successful.</p>
<p>Is it possible to book out a recording studio?</p>	<p>Part of the design of the new building is to have a recording studio. A couple of our classes do talk about recording, usually for older students and we give them all they need to record in their homes.</p>
<p>Partnerships and Collaboration How would you like to see us collaborate with the community and/or the library? Are there any suggested local artists or organizations we could engage to best reflect the community? What would success look like for partnerships?</p>	
<p>Concerns given the history of arts programs, especially at York Woods. There were improvements in the basement, there were computers locked in the closets. There were some issues on the side of the community. It was clear that the library system wasn’t accommodating and flexible enough to the community, so they just shut them out. It’s a question of governance. I know when you’re dealing with music at a higher level, you need to bring in the experts. How will the community put their stamp on it? And how can we make it last because the last program didn’t?</p>	<p>Great point. We’re certainly being mindful of that as we navigate part of tonight’s and what future discussions will be about. Our board of directors is mindful of this. We’ve been doing this work for over 15 years in Jane and Finch, we see this as an extension of that. Before we moved into Daniels Spectrum 10 years ago, we were on a similar path in a rowhouse in Regent Park. It goes</p>

Question/Comment	Project team response
<p>Partnerships and Collaboration How would you like to see us collaborate with the community and/or the library? Are there any suggested local artists or organizations we could engage to best reflect the community? What would success look like for partnerships?</p>	<p>back to what I've said about building trust. We don't want to build a building and will get left empty and inaccessible. We're here tonight to talk about how to move towards reaching more students through music lessons. I hope that answers your question. You're not the first to mention that history.</p>
<p>I think you've got a difficult job in that, and I hope it turns out well, for everybody. Looking to the future, we're working on a Jane and Finch Arts Hub on Metrolinx land. If you're putting a lot of capital into the library system, it seems like you're excluding putting capital into the hub, where you'll fit in very well.</p>	<p>We're well aware of that development and want to be a part of those conversations. I think the two could really complement each other. It is looking to the future; we're looking at opportunities to collaborate. I think it's going to take a multitude of arts and culture buildings to play off of each other. We're not looking to do this in a silo, we're looking to collaborate with partners in the hub, partners in the library. There are a lot of tenants in the hub and we're looking to work with each other. It's figuring out ways of complementing each other as different agencies doing work in the same neighbourhood, that's what we're excited about the most.</p>
<p>From Toronto Public Library and is conscious that this is a consultation for CMST. I'm excited to hear comments and the vision. We're launching a musical instrument lending library at York Woods. You will have access to it for free. We have an early literacy centre with a musical theme and there could be opportunities with the theatre spaces in the library too. I'll leave my email in the chat if anyone wants to reach out.</p>	<p>Thank you for being here with us.</p>
<p>Hoping we could explore a partnership and opportunity to connect with Black Creek Community Farm. There could be trips to the farm or performances done at the farm festival, opportunities for kids to highlight their various talents.</p>	<p>As soon as we changed our name to "Community Music Schools of Toronto" it seemed like a world just opened up. So glad that folks are coming forward and building these connections. I think our name was a bit of a barrier for some folks. We're interested in seeing creative partnerships like this! People may not see it as a natural fit but we're excited to see things coming together like that.</p>

Question/Comment	Project team response
<p>Partnerships and Collaboration How would you like to see us collaborate with the community and/or the library? Are there any suggested local artists or organizations we could engage to best reflect the community? What would success look like for partnerships?</p>	
<p>In terms of collaboration, there are some local artists that can be involved. When we had the open mic, some students would perform. If we have a local artist come on, it can add some flavour and inspiration to those events. There could be events to meet with professional musicians. CMST could look at companies who could be donors. It could have a musical museum where you could have artefacts from different countries, showcasing what instruments can be used for. It could be interesting for students to research. For the JF community, we could have more instruments introduced, like the trumpet, clarinet or harp. I believe this school will do very well.</p>	<p>Thank you for the praise. Members of the community are important in building these spaces. Some great suggestions about partnerships and sponsorships to bring new donors, and to raise the profile of the school. I love the idea of this musical museum; it seems an interesting piece of the vision to expand it.</p> <p>We have been limited by our spaces. We've been trying to find a local strings teacher. We would have to invite teachers from outside the neighbourhood. A challenge we are facing is engaging local musicians to be music teachers. We want to keep building up. We offer more programs at Regent Park because of the location, and more time slots.</p>
<p>In 2023, we're looking to re-engage with folks from the planning table who were part of the 2020 Toronto Strong Neighbourhood Strategy. This will only lead to more support, more engagement for this and other projects. Since folks are getting connected, I'll throw my email in the chat too since we're all getting reconnecting.</p>	<p>Thank you for that and for talking about ways to get involved with the community.</p>

Appendix C:

Pop-up Engagement Summary



Pop-Up Overview

Date: Monday, November 28, 2022

Time: 5:00 - 7:00 pm

Location: PEACH, 127 Eddystone Avenue

Attendees: **Community Music Schools of Toronto**
Richard Marsella, Executive Director
Vanessa Chase, Jane and Finch Program Manager

Diamond Schmitt Architects
Jennifer Mallard, Principal
Amy Norris, Project Architect

PROCESS

Joanna Delos Reyes, Planner/Strategist
Stephanie Stanov, Strategist

Participants: Engaged with 20 community members

Purpose: The purpose of the pop-up engagement was to inform community members of project updates and to invite feedback on the building design and the community's hopes and desires for the new music school. The pop-up creates excitement and awareness about the future music school, engages and encourages community involvement in the development process, and furthers the project team's understanding of local needs and how CMST can respond to them.

Description: The pop-up engagement was set up to be an informal means of engaging with members of the local community, near the site of the development. This was an opportunity for the community to speak directly to the architecture team. There were multiple methods for community members to express their opinions on the following components:

- Vision for the new Music School
- Community Needs
- Partnerships and Collaboration
- School Design

How We Engaged

Discussion questions:

1. What do you think of the school design, so far? What do you want to see in the studio; the parent waiting area; indoor/outdoor mural? (E.g., what features, technology or design elements are needed?)
2. In an ideal world, how would you like to use this arts & culture space?
3. How can the new music school be reflective of Jane and Finch, and responsive to local needs?
4. What do you think is missing for youth in Jane and Finch? How can we make sure youth feel at home here?
5. Who should CMST partner with, in the community? How can CMST collaborate with local artists?

On November 28, 2022, the project team hosted a pop-up engagement in a board room at PEACH. CMST currently delivers music classes at PEACH and the pop-up was an opportunity to engage CMST students, faculty, parents and guardians in between classes. Members of the community and local organizations were also invited to and informed of the event.

Upon the recommendation of Community Animators and requests from local organizations, social media graphics were created and disseminated to help raise awareness of the pop-up event and the project.

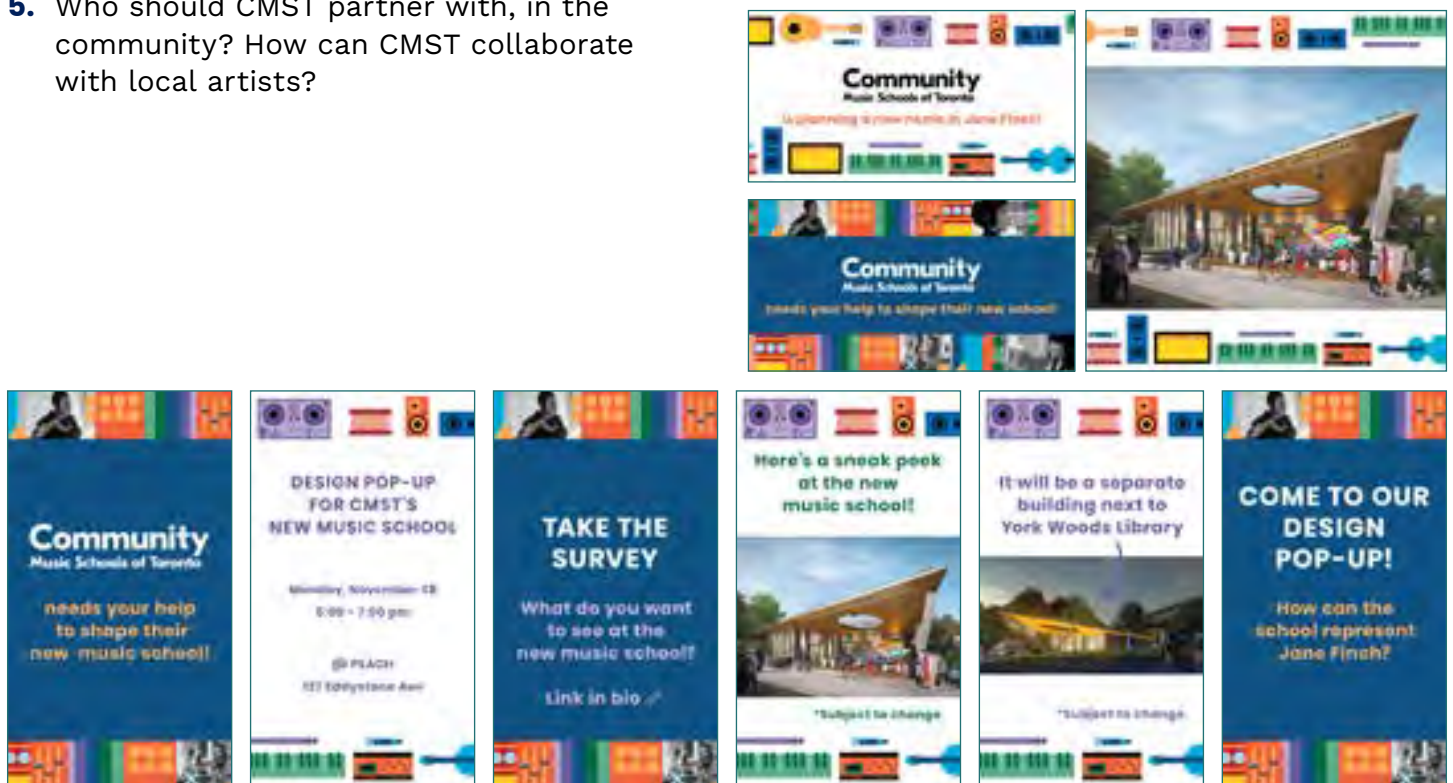


Figure 1: A sample of the social media graphics that were circulated to the Jane and Finch

There was a projection showing the renderings of proposed school design and the project components and sticky notes were available for folks to anonymously jot down their ideas.

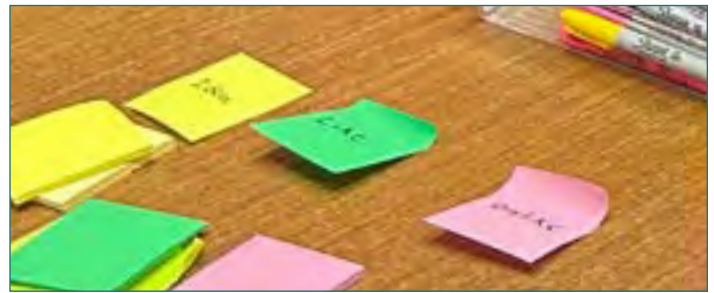


Figure 2: The projection on the back wall, where participants posted their ideas and opinions with colour-coded sticky notes (yellow for new ideas, green to show approval/likes and pink to represent dislikes/suggestions for improvement).

Another way for community members to give feedback was using the printouts. Printouts were designed with prompts and images, so folks have the freedom to draw, write and express themselves creatively. Printouts were then hung up in the hallway to showcase ideas and to inspire other participants or passersby at PEACH.

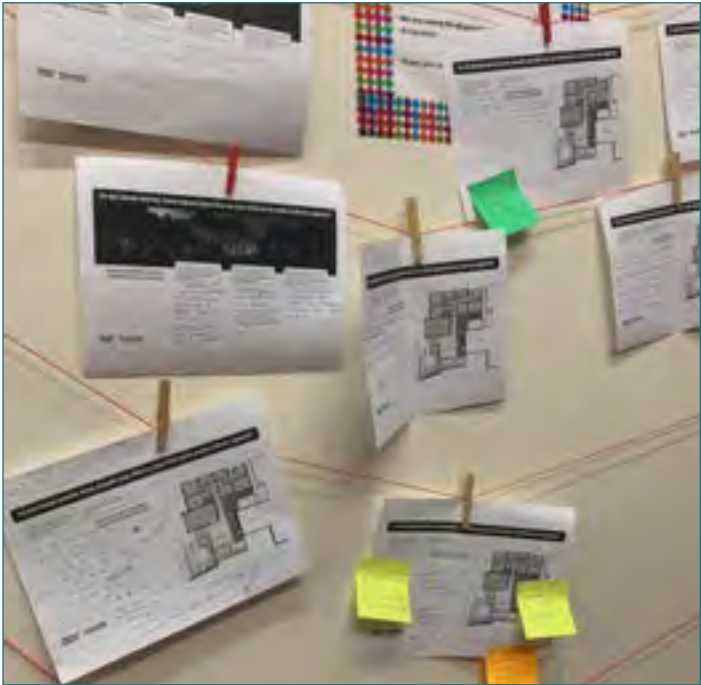


Figure 3: Printouts on display in the hallway.



Figure 4: Printout templates for Jane and Finch community members who would prefer to write or draw their ideas.

Most importantly, project team members from CMST, Diamond Schmitt Architects and PROCESS were engaging participants in conversations about the new music school, inviting input from CMST students, parents and guardians, and others from the Jane and Finch community.



Figure 5: J-Rebel provided an ambient soundtrack for the beginning and end of the pop-up engagement.

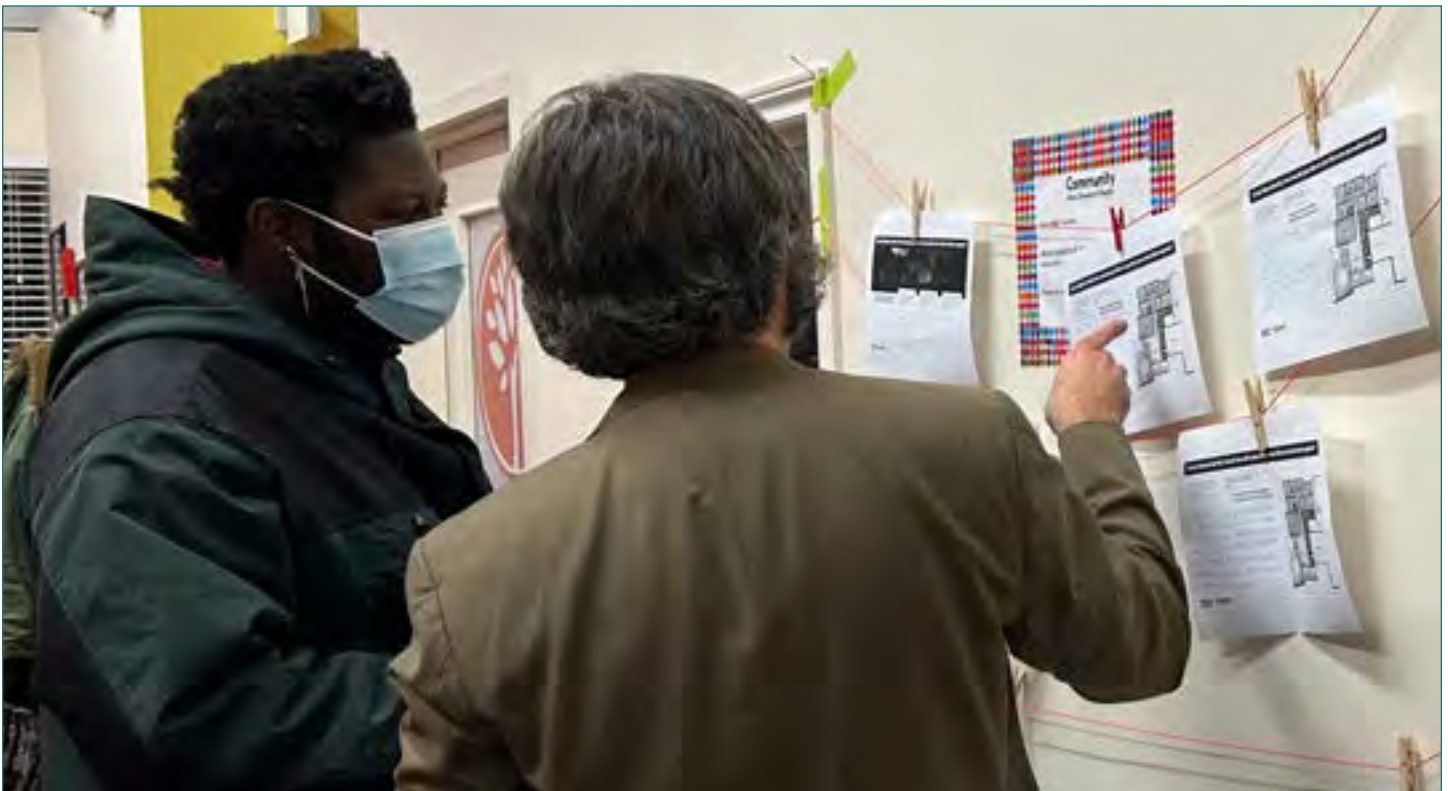


Figure 6: Project team members engaging folks of all ages.

Who We Engaged

The participants of this engagement were mainly CMST parents, guardians and students. The pop-up was positioned to catch the usual traffic of community members that use the space or parents and guardians who came to drop off or pick up students from various programs offered in the building. The project team engaged with people of all ages, including youth who are the primary beneficiaries of the new music school.

Members of the project team engaged passersby and asked them what they would like to have included in the new development. Twenty members of the public were engaged through the pop-up.



Figure 7: Images of community members at the pop-up engagement.

Key Takeaways

Youth pop-up participants want all youth to feel welcomed at the new music school.

Young pop-up participants envisioned the school as a place that brings people together, where youth can socialize, have fun and learn music. They expressed a need for teachers who are knowledgeable of diverse accessibility needs. There were suggestions to show images around the walls by students and others in the community. The new CMST school can be a venue for events, perhaps act as a venue for local schools and drop-in community programs. Youth participants also want to have access to try out different musical instruments.

Youth pop-up participants are pleased with the variety of programming spaces in the new music school.

In terms of the design of the school, youth approved of the outdoor stage and the option to play music outdoors in the summer. They like how the school design allows natural light to illuminate the classrooms. Youth in the community want to make the most of their time at CMST. Youth were keen to be productive during the idle time before or after class, to do their homework, to colour, or to do other educational activities. This could be a separate room or a dedicated quiet space.

Jane Finch community members believe spaces should be flexible and have multiple purposes.

Pop-up participants strongly supported the new outdoor stage. Folks saw the potential for an extended waiting area, outdoor music classes in the summer, seating for doing homework and to wait for pick up or drop off. Free Wi-fi, ample power outlets and modular furniture can make the space conducive for work.

In order to feel safe, pop-up participants do not want police in the new CMST space.

Jane Finch community members were outspoken about safety as a significant concern in the neighbourhood. Community members envision the new music school to have an explicit policy regarding police presence on the premises. CMST will need to take community-led and trauma-informed approaches to safety measures.

Residents see the potential in the new CMST music school to provide more than music education.

Pop-up participants suggest additional classes that they envision at the new school – other arts, coding, animation, sound engineering and dance.

Feedback from Youth

Below is a consolidated list of comments and responses collected from conversations, printouts and sticky notes at the pop-up engagement on November 28, 2022.

<p>Vision In an ideal world, how would you like to use this arts & culture space?</p>
I feel like this school will bring the community together as a lot of us were separated during Covid.
Good place to have fun/chill.
Events can also be held here.
Offer frequent drop-in events inviting the general public to come to the space.
Sometimes play outside in the summer.
<p>Reflection of the Community and Community Needs How can the new music school be reflective of Jane and Finch, and responsive to local needs?</p>
Making music education more accessible for students in the area.
Add lots of chairs.
I would like to see pictures around the walls inside by some students and maybe other people in the community.

<p>Needs of Youth in the Community What do you think is missing for youth in Jane and Finch? How can we make sure youth feel at home here?</p>
While we are waiting for our lessons in the waiting room, we can still continue to colour.
Maybe we can add some math worksheets, so we can at least review some math and suggest a special instrument that most people use and play. It is called the violin.
Dedicated teachers experienced in special needs.
Maybe a separate room where people can chill and maybe finish homework and talk with each other.
<p>Partnerships & Collaboration Who should CMST partner with, in the community? How can CMST collaborate with local artists?</p>
Collaborate with local libraries to create incentives to use the CMST space or for CMST students at the library. E.g. The library card gives you a pass to the yearly CMST performance.
Would like to see the space host events for the high schools in the area.
<p>School Design What do you think of the school design, so far? What do you want to see in the studio; the parent waiting area; indoor/outdoor mural? (E.g., what features, technology or design elements are needed?)</p>
See current projects happening.
List of upcoming events.
Access to instruments for students to try out.
<i>[Pointing to the Great Hall in the floor plan]</i> Performance hall?
<i>[Pointing to the Outdoor Stage]</i> Love the outdoor space.
Art on walls.
Private room – one-on-one lessons.
<i>[From a green sticky note – like/approval]</i> Natural light.
<i>[From a green sticky note – like/approval]</i> Outdoor stage.
<i>[From a green sticky note – like/approval]</i> Accessibility.

Feedback from Other Community Members

Below is a consolidated list of comments and responses collected from conversations, printouts and sticky notes at the pop-up engagement on November 28, 2022.

Vision In an ideal world, how would you like to use this arts & culture space?
Love the current programming line-up, maybe do a few one-off events exploring a genre or instrument that isn't popular in the community.
Special guests to give talks or demos to an older demographic of students.
Other arts – coding / animation.
Sound engineering components incorporated in program space.
Music school merch.
Space just to exist.
<i>[From a yellow sticky note – a new idea]</i> More diverse instruments – different cultures.
<i>[From a green sticky note – like/approval]</i> Accessibility in multiple ways including design of space (accommodations) and access to space when no music program is occurring.

Reflection of the Community and Community Needs How can the new music school be reflective of Jane and Finch, and responsive to local needs?
Low-cost programs.
Instructors that 'look' like participants.
Programs without 'limited' space.
Engagement directly with schools and existing groups and clubs, e.g., YAAACE + Boys and Girls Club.
Reaching out to senior groups for daytime programs.
<i>[From a yellow sticky note – a new idea]</i> Ensuring no partnering with police. To provide spaces where this is made part of their own internal and public policy.
<i>[From a yellow sticky note – a new idea]</i> Have a look at Foodshare's Policy for Police Engagement.
Wheelchair accessibility for all areas and from space to library if possible.
Newcomer programs – English classes, conversation circles.
Community accessibility – languages available.
<i>[From a yellow sticky note – a new idea]</i> Policing-free school organization – principles to music school, especially on social media.
Sign language and other accessibility features.
No police presence on site or affiliate partner organizations.
<i>[From a yellow sticky note – a new idea]</i> Incorporation of Indigenous Elders and Knowledge Keepers, smudging space, artists in residence, ablution stations and meditation room.
<i>[From a yellow sticky note – a new idea]</i> Music as healing (for example, Quantum Sound Therapy).

<p>Needs of Youth in the Community What do you think is missing for youth in Jane and Finch? How can we make sure youth feel at home here?</p>
<p><i>[From a green sticky note – like/approval]</i> Like to play outdoors in the summer.</p>
<p>Low-cost programs.</p>
<p>Instructors that 'look' like participants.</p>
<p>Programs without 'limited' space.</p>
<p>Other uses - lobby or rooms for youth programming - youth interested by exposure.</p>

<p>Partnerships & Collaboration Who should CMST partner with, in the community? How can CMST collaborate with local artists?</p>
<p>Cultural groups and associations. Celebrating the multiculturalism of the area and having cultural days.</p>
<p><i>[From a yellow sticky note – a new idea]</i> Library resources – instrument lending library and theatre.</p>
<p>Will there be an opportunity to use the library theatre?</p>
<p>Collaborate with local schools.</p>
<p>Homework help – Boys and Girls Club, FLICC <i>[Firgrove Learning & Innovation Community Centre]</i></p>
<p>Organizations – Success Beyond Limits, Jane and Finch Action Against Poverty, Wheel It mobile recording studio, Concrete Warriors</p>
<p>Alternative school at Keele and Sheppard <i>[Africentric Alternative School]</i> need instruments and are trying to set up a music dept.</p>

<p>School Design What do you think of the school design, so far? What do you want to see in the studio; the parent waiting area; indoor/outdoor mural? (E.g., what features, technology or design elements are needed?)</p>
<p>Wi-Fi.</p>
<p>Outlets.</p>
<p>Seating and tables (working while waiting!)</p>
<p><i>[Pointing to the southern and eastern walls]</i> Well lit!</p>
<p>Displays through the building.</p>
<p>Would wait outside in the summer.</p>
<p><i>[From a yellow sticky note – a new idea]</i> Visually quieter on the inside for kids who get overstimulated (by colour for example).</p>
<p><i>[From a yellow sticky note - a new idea]</i> Fun, not too clinical on the inside - for kids!</p>
<p>When the performance space is flat, it is hard to see what is going on.</p>
<p>Canadian artists on murals.</p>
<p>Paintings around the school that represent music from different cultures.</p>
<p>Big theatre / dance space.</p>
<p>Mini kitchen.</p>
<p>Digital screens.</p>
<p>Mural or stained glass that represents different people playing instruments</p>
<p>Images as unity.</p>
<p>Wood on the walls.</p>
<p>Carpet in different shades of blue.</p>
<p>Patterns on the windows.</p>
<p>Colours on the walls.</p>
<p>Artwork showing art by students.</p>
<p>Mural created by community.</p>
<p>Good lighting.</p>

School Design

What do you think of the school design, so far?
What do you want to see in the studio; the parent waiting area; indoor/outdoor mural? (E.g., what features, technology or design elements are needed?)

Stories of music represented as images around.

Soft flooring, i.e., not just concrete below

Storage – not like this image where instruments look 'precious' and like you can't handle them.
Neat, organised shelves, everything has its place.

Modular furniture.

Partitions.

Patio, benches to do homework.

Community board.

Local art.

Multicultural representation.

Focus on Indigenous art and music, awareness of our history/land.

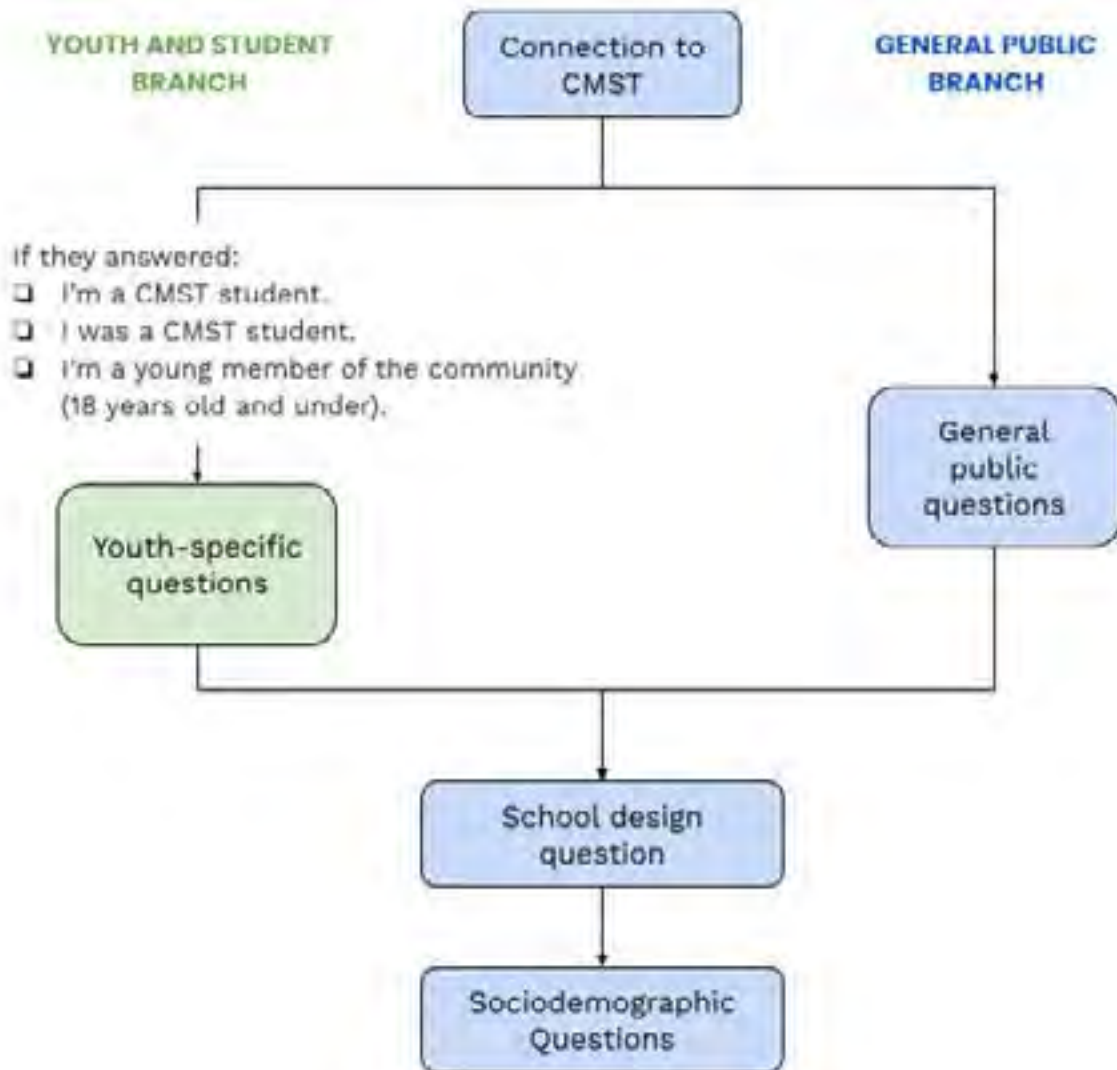
Appendix D:

Survey Questions



Survey Logic Flow

The Youth and Student branch contains only 3 questions and inquires about youths' perspective of their vision and their needs. Both branches will be presented with the school design and sociodemographic questions.



[TITLE] CMST's New Jane-Finch Music School

[SECTION 1] Intro

Community Music Schools of Toronto (CMST) began working in the Jane-Finch community 15 years ago by offering after-school lessons in three local schools. CMST is expanding again and would like to hear your input for their new music school, next to York Woods Library (at 1785 Finch Avenue West).

As a valued member of the community, we're hoping to understand your perspective and hopes for the role of the new music school. We're looking for your feedback on shaping:

- how community members can access the facility
- how the look and feel of the school can respond to the local context
- community partnerships and identifying opportunities to collaborate with local artists

About your participation

Your participation is voluntary and anonymous. Your responses will only be used for the purpose of this research project and will have no impact on your relationship with CMST. Any public reporting will be in aggregate only, with no personal identifying information. If quotes are used in the report, they will not be attributed and will contain non-identifiable information unless consent is provided.

The survey will be open to responses from November 8 to December 1, 2022.

We look forward to learning how the new music school can better serve the Jane and Finch community!

[SECTION 2] Connection to CMST

1. Which of the following do you identify with the most?

- I'm a CMST student. [\[go to SECTION 3\]](#)
- I was a CMST student. [\[go to SECTION 3\]](#)
- I'm a young member of the community (18 years old and under). [\[go to SECTION 3\]](#)
- I'm a CMST parent or guardian. [\[go to SECTION 4\]](#)
- I was a CMST parent or guardian [\[go to SECTION 4\]](#)
- I'm part of an arts and culture-related organization. [\[go to SECTION 4\]](#)
- I live in the Jane and Finch community. [\[go to SECTION 4\]](#)
- I work in the Jane and Finch community. [\[go to SECTION 4\]](#)
- I work and live in the Jane and Finch community. [\[go to SECTION 4\]](#)
- Other: _____ [\[go to SECTION 4\]](#)

[\[Default – go to SECTION 4\]](#)

YOUTH & STUDENT BRANCH

[SECTION 3] Vision for the new Music School

1. What do you want to see at our new music school at Jane and Finch?

Suggestions could be about programs, equipment, technology, how the community accesses the space, etc.

2. How can we make sure youth feel at home here?

3. What do you think is missing for youth in the community?

[Default – go to SECTION 8]

GENERAL PUBLIC BRANCH

[SECTION 4] Vision for the new Music School

1. What does Community Music Schools of Toronto mean to you? Please describe any connection or stories.

2. How do you see yourself being involved in the project?

3. What are your hopes and dreams for our music school at Jane and Finch?

[SECTION 5] Community Needs

4. How could this arts and culture space serve local community members and organizations?

5. What could we do to make sure the music school is responsive to the community?

[SECTION 6] Partnerships/ Collaboration

6. How would you like to see us collaborate with the community and/or the library?

7. Are there any suggested local artists or organizations we could engage to best reflect the community?

8. What would success look like for partnerships and collaboration?

- Expanded reach and connections in the community
- Increased access to materials and resources for students
- Increased access to materials and resources for the community
- Increased access to music performance opportunities
- Increased access to music education opportunities
- Increased opportunities to produce music that represents the Jane-Finch community
- Increased community building opportunities in the Jane-Finch community
- Other: _____

[SECTION 7] School Design

How could we design the building to make the school more representative of the Jane and Finch community?

For example: should we have murals painted by local artists? What should the murals celebrate? Are there designs in other local buildings that aren't welcoming?

DEMOGRAPHIC QUESTIONS

[SECTION 8] Tell us a bit about yourself.

These sociodemographic questions help us understand who this survey reached and whose feedback we may be missing. These questions are voluntary and you can skip or select 'Prefer not to answer' for any question. This is an anonymous survey and answers to these questions cannot identify a specific individual based on the responses provided.

Please indicate the first three digits of your postal code (e.g., M5A).

[SECTION 10]

Do you identify as Indigenous to Canada?

Indigenous people from Canada are those who self-identify as First Nations (status, non-status, treaty or non-treaty), Inuit, Métis, Aboriginal, Native or Indian.

- Yes - First Nations
- Yes - Inuit
- Yes - Métis
- No *[go to SECTION 10]*
- Prefer not to answer
- Other: _____

[Default – go to SECTION 9]

[SECTION 9]

Do you identify as Two-Spirit?

Note: Two-Spirit is a term some Indigenous people use to describe their identity and/or gender and/or sexual orientation.

- Yes
- No
- Prefer not to answer

Which racial background best describes you? Select all that apply.

People often describe themselves by their race or racial background. For example, some people consider themselves “Black”, “White” or “East Asian.”

- Black (examples: African, African Canadian, Caribbean)
- East Asian (examples: Chinese, Japanese, Korean)
- First Nations (status, non-status, treaty or non-treaty) Inuit or Métis
- Latin American (examples: Colombian, Cuban, Mexican, Peruvian)
- Middle Eastern (examples: Afghan, Iranian, Lebanese, Saudi Arabian, Syrian)
- South Asian (examples: Bangladeshi, Indian, Indian-Caribbean such as Guyanese, Pakistani, Sri Lankan)
- Southeast Asian (examples: Filipino, Malaysian, Singaporean, Thai, Vietnamese)
- White (examples: English, Greek, Italian, Portuguese, Russian, Slovakian)
- Prefer not to answer
- Other: _____

Do you identify as a person with a disability?

Disabilities, both visible and invisible, include physical, hearing, seeing, developmental, learning, or mental health conditions, chronic illnesses, and addictions. Disabilities may be from birth, caused by injury or accident, developed over time, or result from the combination of a person’s condition and barriers in society.

- Yes - visible
- Yes - invisible
- Yes - both visible and invisible
- No
- Prefer not to answer

How do you identify your gender? Select all that apply.

*Note that being cisgender means your gender identity matches the biological sex you were assigned at birth.

- Cisgender* Man
- Cisgender* Woman
- Two-spirit
- Transgender woman
- Transgender man
- Gender expansive (e.g., genderqueer, genderfluid, androgynous, non-binary)
- Not listed
- I don’t know
- Prefer not to answer
- Other: _____

Do you speak a first language other than English and/or French?

- Yes *[go to SECTION 11]*
- No *[go to SECTION 12]*

[Default – go to SECTION 11]

[SECTION 11]

What is your first language?

[SECTION 12]

What is your age?

- 18 and under *[go to SECTION 14]*
- 19 to 24 years
- 25 to 44 years
- 45 to 64 years
- 75 years and over
- Prefer not to answer

[Default – go to SECTION 13]

[SECTION 13]

What was your total household income before taxes last year?

- 0 - \$24,999
- \$25,000 - \$49,999
- \$50,000 - \$74,999
- \$75,000 - \$99,999
- \$100,000 - 149,999
- \$150,000 or more
- Don't know
- Prefer not to answer

[SECTION 14]

How did you find out about this survey? Select all that apply.

- CMST Community meeting
- Email from CMST team
- Word of mouth
- CMST website
- CMST social media
- Other: _____

[END]

Appendix E:

Survey Results



Survey Overview

Dates:	November 8 to December 5, 2022
Survey Duration:	7+ minutes
Location:	PEACH, 127 Eddystone Avenue
Respondents:	22
Platform:	Google Forms
Description:	The public survey invited feedback and input from the general public for CMST’s new music school at Jane and Finch. The objectives were to learn about community needs, and to learn what kind of role CMST might play in its new permanent home.

Overall Survey Demographics

The survey separates respondents into two segments: youth and students, and the general public. Both of the “youth and students” respondents happen to be CMST students.

%	#	Segment
9%	2	Youth and students
91%	20	General public

There were a total of 22 respondents who completed the survey on Google Forms, from November 8 to December 5, 2022. Most respondents reside around the Jane and Finch neighbourhood (68%). More than half of respondents were between the ages of 25 to 44 years old (55%) and 27% were aged 45 to 64.

While most respondents preferred not to disclose their racial background (23%), other respondents self-identified as white (18%), Black (18%), Latin American (15%), East Asian (5%), First Nations (5%), Middle Eastern (5%), South Asian (5%), Southeast Asian (5%) and West Indian (5%).

What We Heard

Some additional demographic breakdowns include:

- 9% of respondents reported having an invisible disability, and 5% of respondents have both a visible and an invisible disability.
- 41% of respondents identify as cisgender women, 27% identify as cisgender men and 5% self-identify as gender expansive
- While most respondents preferred not to disclose their total household income before taxes last year (40%), of the respondents who answered, a large majority had a high total household income before taxes last year.
 - ◊15% of respondents earned \$24,999 or less.
 - ◊15% of respondents earned \$25,000 to \$49,999
 - ◊15% of respondents earned \$50,000 to \$74,999.

In general, survey respondents provided very positive feedback on Community Schools of Music. All respondents are showing strong support for the expansion of CMST into its permanent home. Most survey respondents reported positive experiences with CMST and are thrilled that more children in the community will have access to music education.

Opinions of CMST Students

From the input of two CMST students, there is a desire for new technology, such as computers, video games and lessons that include media and coding. They are interested in ideas of racial diversity and multiculturalism and would like to see that reflected in interactive decorative projects, as well as in the selection of musical instruments taught at the school.

Vision for the New Music School

A large majority of survey respondents picture the new music school to be a continuation and amplification of CMST's current work. Coming from the multicultural and immigrant community of Jane and Finch, respondents would like the new space to embrace diverse musical traditions from around the world, and to see themselves represented. Respondents hope that CMST continues their commitment to offer accessible music education and to become a beacon of hope to the community.

Community Needs

Survey respondents report that youth in the community need safe, welcoming spaces where they can learn extracurricular skills. They are interested in expanded music programs, including musical theatre, drama and mentorship with professionals in the music industry. For the community at large, the new CMST facility should be a space for learning, gathering and performing.

Partnerships and Collaboration

A large majority of respondents are eager to get involved with CMST, conducting outreach, volunteering or continuing to provide advice and feedback. They are supportive of CMST's community engagement and would appreciate continued invitations to participate and give feedback throughout the development process.

Survey respondents expressed a strong interest in partnerships between CMST and local organizations. The new music school could be another venue in the neighbourhood for community events. There were suggestions for intergenerational programs that could

bring youth and seniors together, to socialise and to learn from each other. Suggestions for partnerships and collaboration include:

- Artists from the neighbourhood, such as Devorn Friday and The Robinsons Crew
- Casa Maiz
- CMST alumni
- CultureLink
- Definitely Dance
- Local Indigenous community
- Jane and Finch Boys and Girls Club
- Jane and Finch Community and Family Centre
- The Spot
- Toronto District School Board
- Universities and colleges with art programs

Respondents believe that these were measures of successful community partnerships, listed by popularity:

1. Increased access to music performance opportunities
2. Increased access to music education opportunities
3. Expanded reach and connections in the community
4. Increased opportunities to produce music that represents the Jane-Finch community
5. Increased community building opportunities in the Jane-Finch community
6. Increased access to materials and resources for students
7. Increased access to materials and resources

Survey Responses

School Design

Survey respondents want to see a collaboration of underrepresented folks, such as immigrants and women, in the creation of a colourful mural. Respondents show strong consensus for hiring local talent to design a mural or to add to the school. There were suggestions about community boards, LED displays and photos of graduates and past events, for folks to see themselves and feel a sense of belonging to the school.

Which of the following do you identify with the most?

%	#	Segment
36.4%	9	I'm a CMST parent or guardian.
13.6%	3	I live in the Jane and Finch community.
13.6%	3	I work in the Jane and Finch community.
9.1%	2	I'm a CMST student.
9.1%	2	I'm part of an arts and culture-related organization.
4.5%	1	I work and live in the Jane and Finch community.
4.5%	1	I was a CMST parent or guardian.
4.5%	1	I'm a CMST teacher.
-	-	I was a CMST student.

RESPONSES FROM YOUTH AND STUDENTS

Vision for the new Music School

1. What do you want to see at our new music school at Jane and Finch?

Suggestions could be about programs, equipment, technology, how the community accesses the space, etc.

There can be a computer lab for example. Having a variety of different instruments from different countries and offering classes is an idea.

Programs that incorporate media/coding.

2. How can we make sure youth feel at home here?

Including things that pertain to youth, for example a video game club, maybe a computer lab, etc.

Be more teen friendly by having staff understand and relate to us.

3. What do you think is missing for youth in the community?

Places where we can get community hours and job opportunities.

Vision for the new Music School

4. How could we design the building to make the school more representative of the Jane and Finch community?

For example: should we have murals painted by local artists? What should the murals celebrate? Are there designs in other local buildings that aren't welcoming?accesses the space, etc.

Murals celebrating racial diversity and such would be a great idea. Having some sort of art output that the members of the community can engage and collaborate on would be cool.

Raptors mural for the team.

OVERALL SURVEY RESPONSES

Vision for the new Music School

1. What does Community Music Schools of Toronto mean to you? Please describe any connection or stories.	1. What does Community Music Schools of Toronto mean to you? Please describe any connection or stories.
Amazing school.	New to me. No connection.
An opportunity for my children to learn music with an amazing team.	It means a lot to my children.
The CMST has been a blessing for me. Through the art of music I met many wonderful folks and had many wonderful moments. CMST has been a wonderful experience. It teaches togetherness through music and helps kids grow through learning music. It's not just your average music school but it's also a place where any student who wishes to learn something in music can go to.	A fun engaging place where you are accepted to express yourself with music.
It's a place where my child can learn and express himself through music.	The atmosphere is welcoming and encouraging, just like a little gem in the middle of a chaotic city.
A place where kids can be empowered through music and learn another important form of expression.	My child is an only child. I like that she gets to meet other kids her age whilst learning a new skill.
Community Music Schools of Toronto (CMST) to me is a great channel of opportunities that is fostering students to develop extracurricular skills in the areas of music and art which are transferable to other facets of life. Such skills would be of future benefit to them, their families and the community at large later in the future.	A place to offer youth opportunities in the arts, specifically music, in a manner that transcends regular school curriculum and engages in a sustainable manner.
Connecting my passion for teaching music with my mission to create positive social change.	It is a way for us to get our kids to learn music as we can't afford to pay.
Accessible music program in the community for my child.	Financially accessible music classes.
	The families at my centre attend the program and have developed a sense of community along with the music.
	Great music training.
	Opportunity for creative growth, self-confidence and possible career paths.

2. How do you see yourself being involved in the project?
Would love to get involved.
As a participant.
Prefer not to answer.
By volunteering my time to the school.
My kids will continue to attend and can volunteer for live open mic and recitals.
Attending meetings, supporting in any specified role I am able to participate.
Providing input here and there (for now).
Parent of child that attends music class.
Provide advice, insight into the community.
I love people and music. I see myself spreading the news about CSMT. Helping out when needed a pair of extra hands in the kitchen helping with kids. I can do lots. Unfortunately I didn't have the opportunity when I was a child to have lessons in music, but I can sing something. I do have a positive, happy attitude about approaching new projects.
I would like to get involved on the board as well as become a donor.
I'm not sure where I would fit in but I'm willing to help.
Volunteerism, other opportunities. Love music.
I will do outreach to let parents know about the school.
I would be honoured to work with you as well as put my daughter into classes.
Encouraging families to participate in the program.
Creative partner, connecting with youth.

3. What are your hopes and dreams for our music school at Jane and Finch?
That the school will be successful.
An inclusive and social space to make connections as well as learn, listen to music.
I hope the CMST continues doing the things it excels at which is building a community and a safe space for kids to thrive through music.
I hope the new school will open more doors for children that love music.
To continue to be affordable for families in the neighborhood and bring the community together through the love of music and not necessarily to make a political or social statement all the time.
I hope that more families in the Jane-Finch area will be involved. It is my dream that sometime in the future, the school would be well known both nationally and internationally for the quality of music and the graduates produced.
Great facilities and materials. Beautiful and inviting space. Excellence in teaching. Deep community connections. Many outstanding alumni.
Hope that classes will be offered at more times during the week for the younger kids. Younger kids are able to start piano lessons at a younger age.
Provide positive programming for youth in the area.
Motivate more young children.
I hope that the new Jane and Finch location is successful in achieving all their goals. I hope that this new building is home to all the kids and adults that enjoy expressing themselves with music. I dream that this new music school is a place of acceptance of all. No matter what race, colour, gender, or faith.
Enriching the programs further, growth to inspire the importance of music especially for those who don't often have access.

Community Needs

3. What are your hopes and dreams for our music school at Jane and Finch?
It would be great to have the music school so close. It would give the young people of Jane and Finch something constructive to focus on. Some of them are very talented in music or the arts as a whole but because there are so few opportunities and financial hardships, they never get a chance.
To have Jane and Finch internationally recognized as a cultural hub.
My hope is talented kids like my foster granddaughter will get a good music education.
To involve a large cohort of the youth, introduce musical instruments from different countries and have concerts put on by the kids that parents and community members can go see!
That we have more spots available to families and extend it to those below KG age.
Becoming a landmark for music excellence and art innovation for a community that has been undeserved.

4. How could this arts and culture space serve local community members and organizations?
Keeping kids off the streets.
Be open to the public and with no unnecessary restrictions, organizing events.
The CMST has been known to host children as its main students, but what if a section was set up with limited space for adults who wanted to have a go at learning about music as well?
I hope this can be a place where children can come and express themselves through art and music.
By showcasing all the different areas or departments that come together to make the school function. If kids can see what possible careers they can follow. Thus allowing kids to explore their strengths.
It would serve the local community by enlarging the scope of instruments presently being taught, adding other elements such as musical theatre and drama.
Schools in the area could have a field trip to visit the center.
Safe place for the community. Open for use to other organizations?
Get more kids involved.
They could probably use some of your rooms for parties and events and you can offer them DJs and entertainment. Method of advertisement.

4. How could this arts and culture space serve local community members and organizations?
Extracurriculars that are offered through this arts and culture space shift the focus from engaging in questionable affairs to empowered engagement in the community.
It would be great for the kids to explore their other talents and skills other than academics.
Have youth support seniors, create programs for seniors, invite corporate donors to host events in the space.
It would be a new space for the community.
Involve youth in music classes with instruments from different countries and play all different types of music.
Perhaps have music sessions occasionally in our community programs too.
Provide a physical space for learning, gathering and performing.
Offer the space for creatives, partnering with local artists for training and showcasing work, bolstering the already grown art scene in JF, early exposure to musical theatre, and music industries.

5. What could we do to make sure the music school is responsive to the community?
Engage a lot of students.
I've known the school to host events. This could be a good way to engage in the community by hosting events other than the recitals where community members are invited to give them a chance to see what the school does and it's also a good way to promote the school to the community. It's a school about learning music but it could also be a safe space for community members through these events.
By exposing the school through social media and print.
Reaching out like this but also providing coaching/mentoring to the kids and by extension their families.
More advertisement and collaboration.
Classes remain free or affordable.
Take the time to listen to members of the community.
Give the idea in school.
This is so exciting. Great work speaks for itself. A big smile helps plenty. Open and accepting of all in my opinion.
Outreach work.
Keep communication open, have progress meetings, etc.
Be omnipresent from a comms perspective: active social channels for example.
Outreach to the community, so people will know about this.
Get your name out there! Put up posters, get on social media, table in the local malls, become well known!
Communicate with ongoing surveys for our feedback.
Open and continue to get feedback from the community once opened. Remain flexible.
Regular engagement and feedback sessions to evaluate work/lessons that are provided and an annual self-checkup for the CMST in the form of a School Improvement Plan.

Partnerships and Collaboration

6. How would you like to see us collaborate with the community and/or the library?	7. Are there any suggested local artists or organizations we could engage to best reflect the community?
Get kids to play music together.	Casa Maiz at Finch and Keele has access and connections to Latin artists and performers.
In case of special events at the library, the CMST could have a few faculty who could do some live musical performance jamming. They could bring a few instruments of preference. May also find new students who are interested in the school.	Prefer not to answer.
By showing local art by local artists in collaboration with local public schools/college/university and providing a space for new immigrants to share their music.	CultureLink, TDSB, youth hub, Boys and Girls Club.
Getting involved in community events and liaising with the Toronto Public Library.	The school can bring back some artists, previous students or be engaged with different universities' school of arts for new and young generations whose talents and gifts need to be showcased.
Partnership to allow students to borrow instruments to practice at home.	Lots of youth have dreams of making it big in the music world. Maybe connect with some of these youth through social media.
Not sure.	I don't know but that would be great. Do houses of worship work?
That would be great.	Indigenous community.
On social media platforms like Instagram and presenting at schools and libraries.	Definitely Dance dance studio and Devorn Friday
Have free performances by some of the students, involve other small businesses in the area geared towards the arts.	There are many talented artists here you can find.
You are doing a great job by making us a part of this.	Jane and Finch Community and Family Centre, they run The Spot that is for youth.
Hold info sessions at the library and community events and be transparent about pricing and curriculum.	Come into schools.
Advertise more.	Sahle Robinson / The Robinsons Crew!
Be a host to community orgs' activities. Be open to partnerships that may not exist yet.	
Presentations, workshops, classes.	

School Design

8. What would success look like for partnerships and collaboration? Select all that apply.

%	#	Response
81.8%	18	Increased access to music performance opportunities
68.2%	15	Increased access to music education opportunities
59.1%	13	Expanded reach and connections in the community
59.1%	13	Increased opportunities to produce music that represents the Jane-Finch community
59.1%	13	Increased community building opportunities in the Jane-Finch community
54.5%	12	Increased access to materials and resources for students
36.4%	8	Increased access to materials and resources for the community
-	-	Other

9. How could we design the building to make the school more representative of the Jane and Finch community?

It will be nice to see art represent the community.

Rotating exhibitions of different artists to share their visions, instead of a permanent art feature.

Murals are a great idea to have painted. It would make the new school look flavorful musically, could have some murals that shows togetherness, some murals that shows "out of many, one people", murals that shows no discrimination.

Yes! Murals by local artists for the outside. But murals are not the only form of art. Sculptures, paintings, quilts etc. include restoring and repurposing items for decor to teach people that not everything should be thrown out and end up in landfills.

Just to keep it simple. How do other schools of music elsewhere look? Ideas can be taken from those.

Yes to murals, colour! Instruments and instructors that reinforce the many musical traditions of the area.

Needs to be accessible for people with disabilities and a local artist should paint any design or mural.

Keep in mind that there is a high immigrant population in Jane and Finch. One that is changing. Challenge of many cultures and generations within one community.

9. How could we design the building to make the school more representative of the Jane and Finch community?

That would look awesome. Driftwood Community Centre looks great and the school beside Brookview. It looks good except for one part that does not make me feel good every time I see it, it bothers me. I wish I knew who and what was the artist thinking and feeling when the artist decided to dress the white boy as a white cow when everyone else is dressed authentically. The mural should celebrate the diversity of peoples. If you are going to include that, of course, it has to celebrate music and fun, most of all, love.

The building should stand while being cost-effective and in collaboration with local artists who represent minority groups, women and all those underrepresented. I would make it a collaborative work.

More fancy for music school.

"Let the light shine out!" Maximum visibility of the interior being a hub, viewable to everyone who gazes in. Avoid handwritten wayfinding or instructions, encourage digital displays (LED screens).

No murals please. Just fun colours.

I think murals are nice, painted by a local artist to represent the area and the talent that has come out of it so far. Maybe even a space for new artists who make it big time to sign.

Murals are great but should not be overwhelming too as one enters the new school.

Murals, a welcoming reception area, a cafe/ place to eat indoors, places to congregate (for family members, folks before/after classes/ shows. Community boards. Photo walls with grad pics/pics from past events for people to see themselves.

Forward thinking as the area is undergoing changes all over. Shape and design that reflects multiculturalism, hire local artists and talent, and hire locally for construction and design work.

OVERALL DEMOGRAPHIC RESPONSES

Please indicate the first three digits of your postal code (e.g., M5A).

%	#	Response
68.2%	15	Live near the Jane and Finch neighbourhood (M3M, M3N M3J)
9.0%	2	M2N
4.5%	1	L5N
4.5%	1	M9W
4.5%	1	M6H
4.5%	1	M3A
4.5%	1	Prefer not to answer

Do you identify as Indigenous to Canada?

%	#	Response
68.2%	15	No
27.2%	6	Prefer not to answer
4.5%	1	Yes - First Nations
-	-	Yes - Inuit
-	-	Yes - Métis
-	-	Other

Do you identify as Two-Spirit?

%	#	Response
68.2%	3	No
27.2%	4	Prefer not to answer
-	-	Yes

**Which racial background best describes you?
Select all that apply.**

%	#	Response
22.7%	5	Prefer not to answer
18.2%	4	White (examples: English, Greek, Italian, Portuguese, Russian, Slovakian)
18.2%	4	Black (examples: African, African Canadian, Caribbean)
14.6%	3	Latin American (examples: Colombian, Cuban, Mexican, Peruvian)
4.5%	1	East Asian (examples: Chinese, Japanese, Korean)
4.5%	1	First Nations (status, non-status, treaty or non-treaty) Inuit or Métis
4.5%	1	Middle Eastern (examples: Afghan, Iranian, Lebanese, Saudi Arabian, Syrian)
4.5%	1	South Asian (examples: Bangladeshi, Indian, Indian-Caribbean such as Guyanese, Pakistani, Sri Lankan)
4.5%	1	Southeast Asian (examples: Filipino, Malaysian, Singaporean, Thai, Vietnamese)
4.5%	1	West Indian (Guyanese)

Do you identify as a person with a disability?

%	#	Response
68.2%	16	No
13.6%	3	Prefer not to answer
9.1%	2	Yes - invisible
4.5%	1	Yes - both visible and invisible
-	-	Yes - visible

How do you identify your gender?

%	#	Response
40.9%	9	Cisgender woman
27.3%	6	Cisgender man
27.3%	6	Prefer not to answer
4.5%	1	Gender expansive (e.g., genderqueer, genderfluid, androgynous, non-binary)
-	-	Transgender man
-	-	Transgender woman
-	-	Two-spirit
-	-	I don't know
-	-	Not listed

Do you speak a first language other than English and/or French?

%	#	Response
50%	11	Yes
50%	11	No

What is your first language?

%	#	Response
25.0%	3	Spanish
16.7%	2	German
0.8%	1	French
0.8%	1	Konkani
0.8%	1	Albanian
0.8%	1	Italian
0.8%	1	Vietnamese
0.8%	1	Yoruba
0.8%	1	Farsi

What is your age?

%	#	Response
54.5%	12	25 to 44 years
27.3%	6	45 to 64 years
9.1%	2	18 and under
9.1%	2	Prefer not to answer

What was your total household income before taxes last year?

%	#	Response
40.0%	8	Prefer not to answer
15.0%	3	0 - \$24,999
15.0%	3	\$25,000 - \$49,999
15.0%	3	\$50,000 - \$74,999
5.0%	1	\$75,000 - \$99,999
5.0%	1	\$150,000 or more
5.0%	1	Don't know
-	-	\$100,000 - \$149,999

How did you find out about this survey? Select all that apply.

%	#	Response
58.3%	14	Email from CMST team
16.7%	4	CMST Community meeting
16.7%	4	Other
8.3%	2	Word of mouth
-	-	CMST website
-	-	CMST social media
-	-	CMST Community Animator

Responses for "Other."

Walk in.
Councillor CAC.
Jane Finch Initiative meeting
Youth justice network email blast