

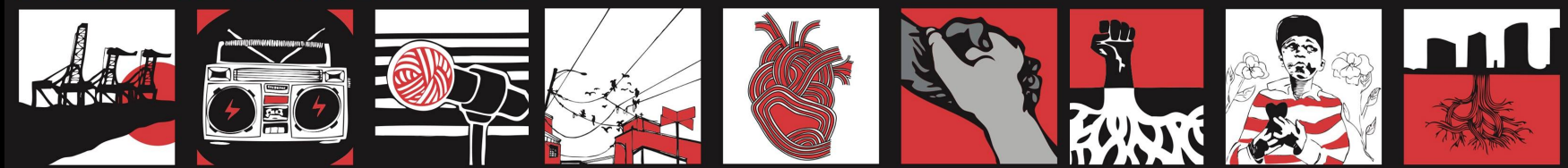
# Meeting of the OSA Board of Directors February 25, 2021



# Agenda

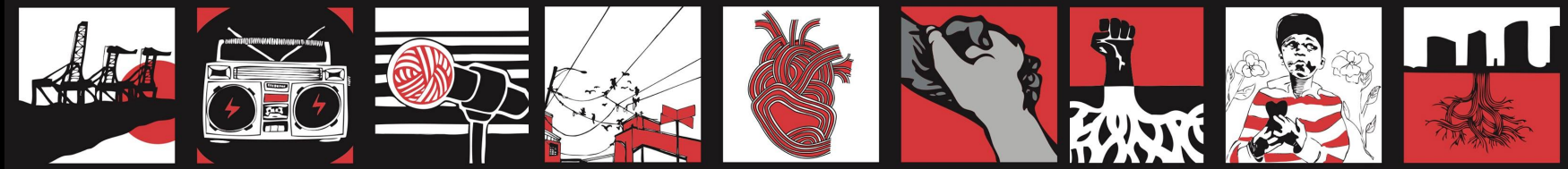
**Preparing for In-Person Instruction**

**Equity II & OSA ARTS 2021-2022**



# Preparing for In-Person Instruction

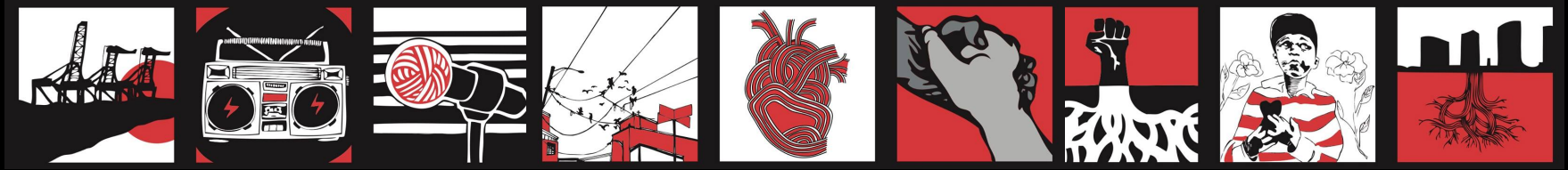
Mike Oz



# In-Person Instruction

## Current Status

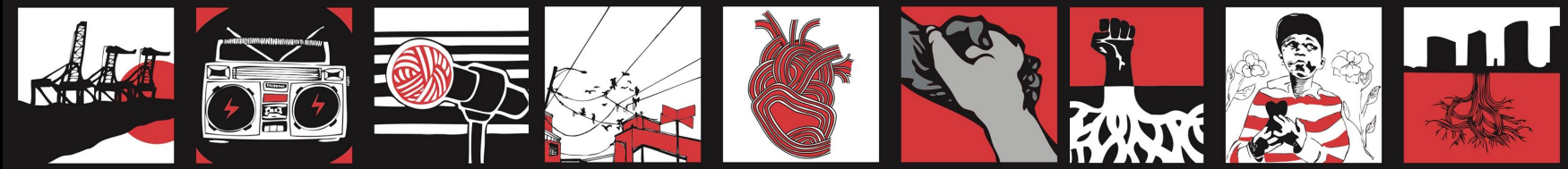
- Incremental return planning is in development in collaboration with COSATS
- Surveys going out tomorrow (students/families/teachers and staff)
- Campus preparations are underway
- Information regarding vaccinations is being shared with teachers
- Alameda county is still in the purple tier



# In-Person Instruction

## Campus Preparations

- Assessment of classrooms most suitable for instruction (exterior with windows, without carpet, etc.)
- Air filtration systems being installed in all utilized classroom space
- Water bottle filling stations being installed throughout the building
- Sanitizer stations in all utilized classroom space
- New signage relevant to health and safety protocols
- Assessing each classroom for appropriate number of students
- Reducing unneeded materials in classrooms to enable effective cleaning



# Incremental Return Planning

The follow are tentative plans that are each contingent upon details of local health and safety guidelines:

## Phase 1 - Partial Return to Campus (25 -100 students daily)

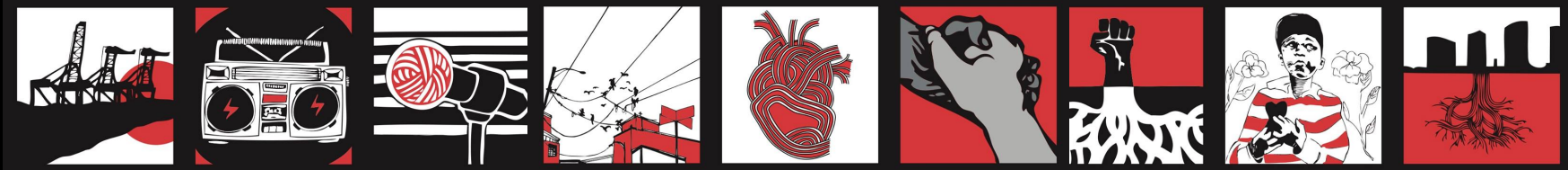
- Only exterior classrooms with windows (approx. 12 students per room)
- Students in need of academic intervention
- In-person assessments
- Community building

## Phase 2 - Increased Partial Return (100 - 200 students daily)

- Utilizing all exterior classrooms on main campus (16 total)
- Rotating grade level

## Phase 3 - Full use of space (400 - 800 students daily)

- Only possible with HVAC improvements



# In-Person Instruction

## Challenges

- Tier level does not acknowledge site specific challenges
- No outdoor space
- Exterior of building classroom spaces not suitable for all programming
- Some art forms will not be cleared until after potential return (dance, vocal)
- HVAC system
- Vaccination availability/comfortability/efficacy
- Class size restrictions
- Some families/teachers not feeling comfortable returning
- Instructional efficacy of in-person instruction with limitations
- Transportation
- Inequities imposed by a return while safety concerns are still prevalent

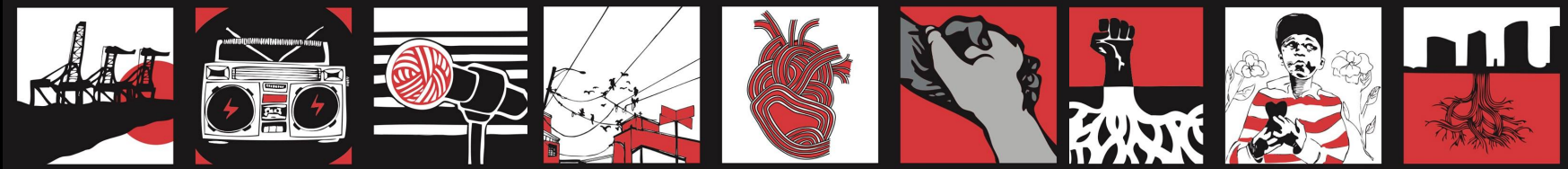


## Equity II: Our Behind the Scenes Work

SIU  
Arts  
Step.It.Up  
Research & Inclusion  
Diversity & Alignment  
Development  
Academics  
Taskforce  
Equity  
JEDI

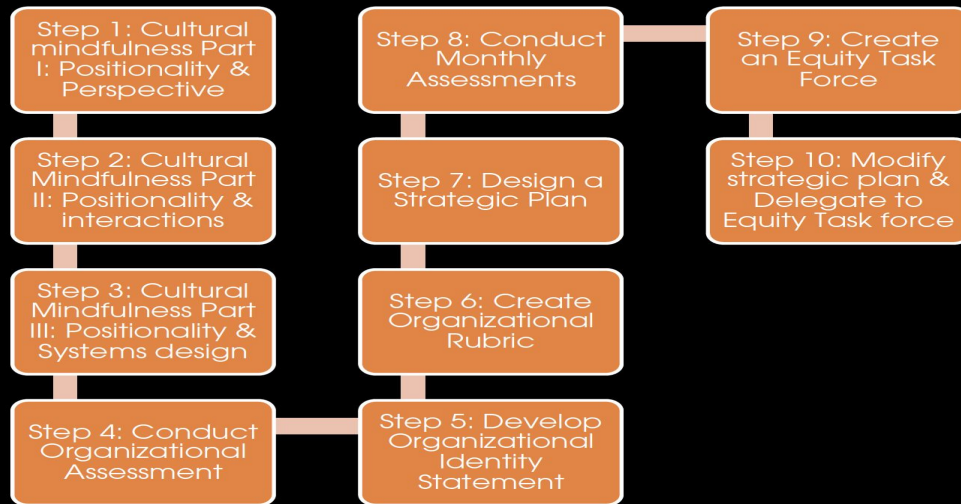
Representation  
Justice  
DEI

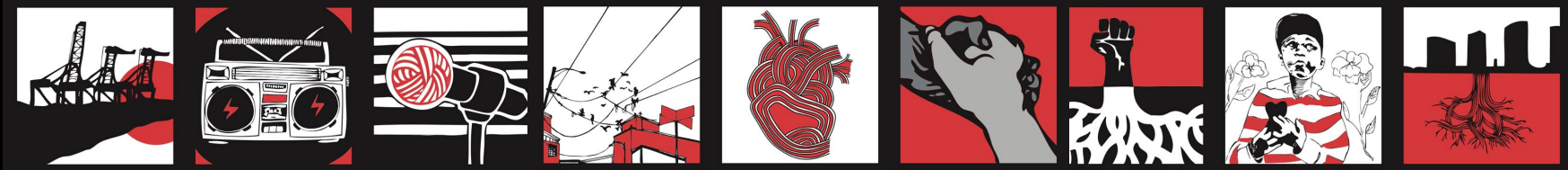




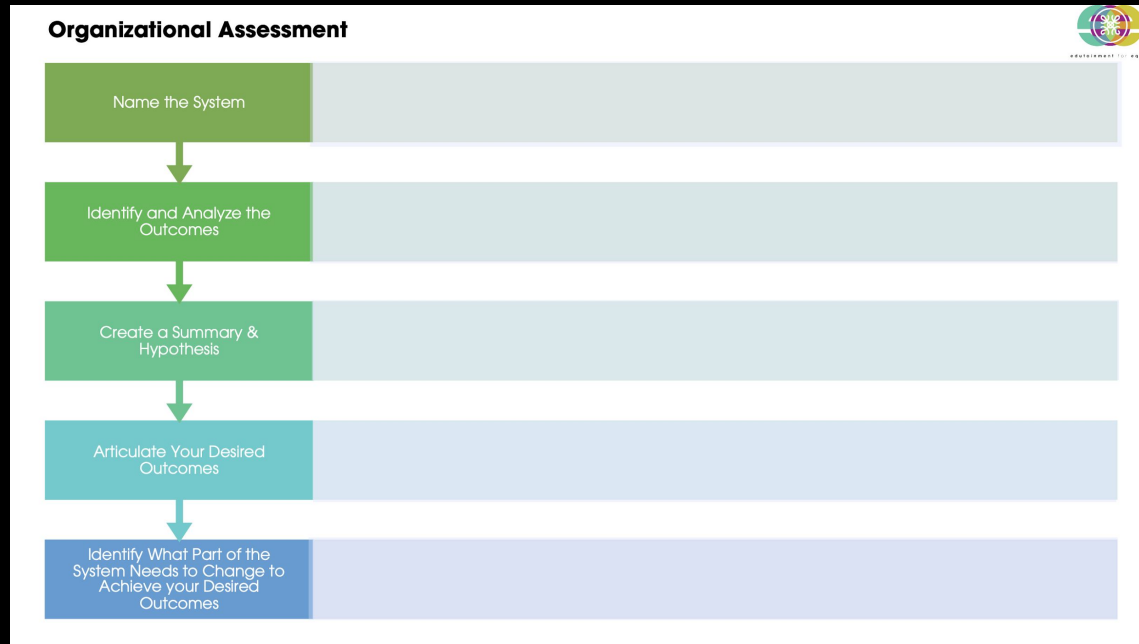
# Professional Development Focus: DEI Services

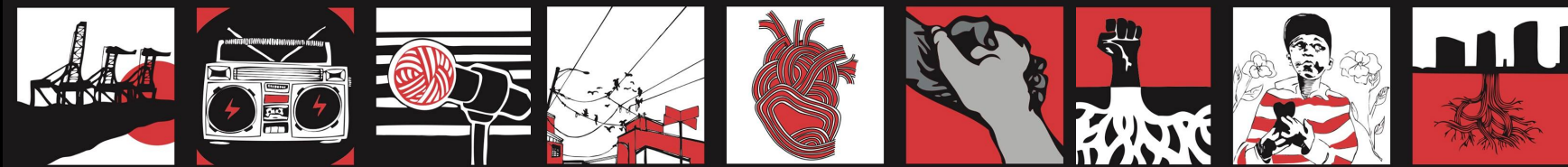
## The Anti-Racist Initiative



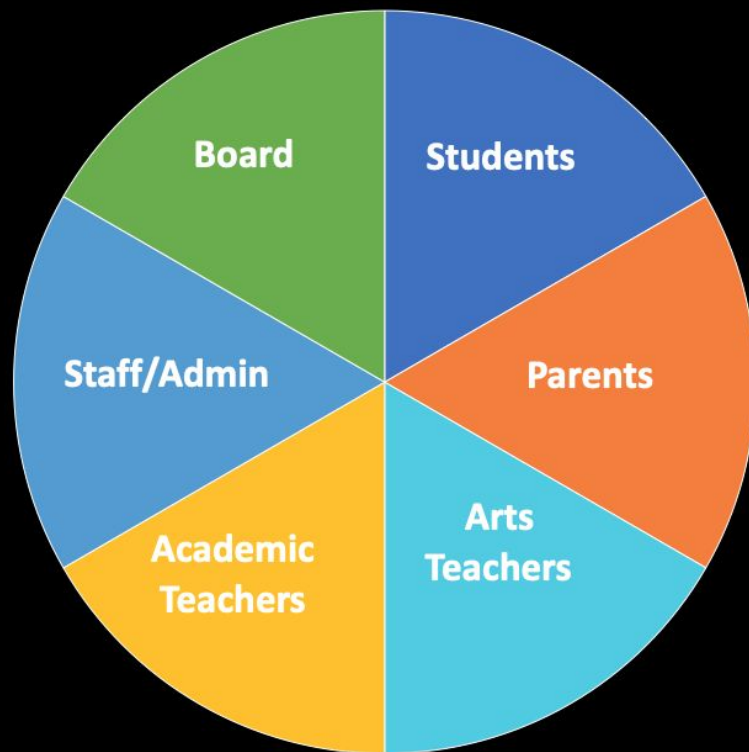


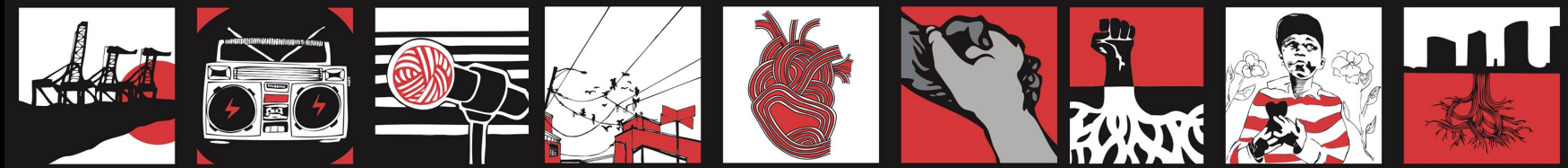
# Professional Development Focus: DEI





## Equity II: Diversity, Equity and Inclusion Community Focus Groups





## **Equity II**

**Outcomes from our work with Candice:**

**Develop Organizational Assessments**

**Create an Identity Statement**

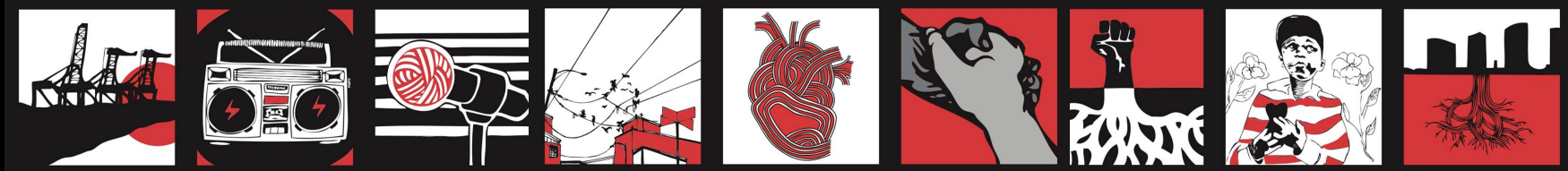
**Develop a strategic plan that focuses on equity for OSA**



## Equity II

### School Meetings focusing on DEI

- BSOC - monthly meetings with OSA Administration
- Building Community / Culture with Ms. DeRoos
- DEI Researcher - weekly meetings with Ms. Joshi & OSA Administration



# Equity II

## Anna DeRoos

### Dean of Students

Cultural Assemblies and OSA Students Create Meetings

Welcome  
to the 2020  
APISU  
Assembly!

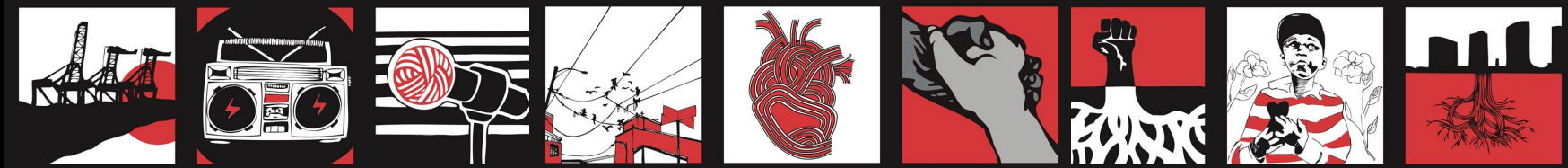
Good morning  
everyone!  
We'll start in  
a couple  
minutes. 😊

Fun fact: The Chinese Moon  
Festival is on October 1  
(tomorrow)

Latinx Heritage  
Assembly

October 27th, 2020

**BLACK**  
HISTORY MONTH



## Equity II

Uma Joshi-Garcia

# Justice, Equity Diversity, and Inclusion (JEDI) Update





# WHY JEDI?

## Dismantling Systems

**We need to dismantle the oppressive systems at OSA that disproportionately affect and harm our Black and Brown youth.**

## BIPOC Support

**We need to become a welcoming and productive learning environment for students, parents and teachers of color, specifically Black and Brown students.**

## Anti-Racism

**We need to commit to anti-racism on every level. We cannot be performative and we need to self reflect as individuals in this system.**

# JEDI Process

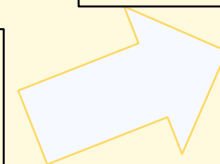
**Quarter 1**  
**Research Phase-**  
**Identifying Needs**  
**of School**



**Quarter 2**  
**Development**  
**Phase- Equity Task**  
**Force**



**Quarter 3**  
**Recruitment Phase-**  
**Hiring of Equity**  
**Task Force**



**Quarter 4**  
**Implementation**  
**Phase- Get to work!**

# GOALS

## Collaboration

**Working directly with affected groups (BIPOC, Students with Disabilities, LGBTQ+ students/families)**

## Effectiveness

**Being effectively evaluated on how DEI work is going and being held accountable.**

## Sustainability

**A DEI Program that is sustainable and embedded into the foundation of the school.**

# Community Collaboration



- ❑ Parents of Color (POC) and Parents of Students with Disability (PODS) Group
- ❑ Equity Townhalls
- ❑ Board of Students of Color + meetings w/administration
- ❑ POC Staff/Faculty Group
- ❑ PD with Candice
- ❑ Step it Up

# Equity Task Force

## **JEDI Coordinator**

Step it Up Coordinator

## **Student Affinity Group Leader**

Student Representative

Parent Representative

## **Equity Curriculum Developer**

Dean of Students

SPED Coordinator

Pathways Coordinator

Student Support Team Representative

## **AVID Coordinator**

Executive Director

Principal

Vice Principal

**Bold-** Would be new positions that would either need to be filled/funded



# Equity Rubric

In our upcoming sessions with Candice, we will all be collaborating on an equity rubric for the Equity Task Force to use next year and be held accountable to.

**DEI is nothing without accountability!**

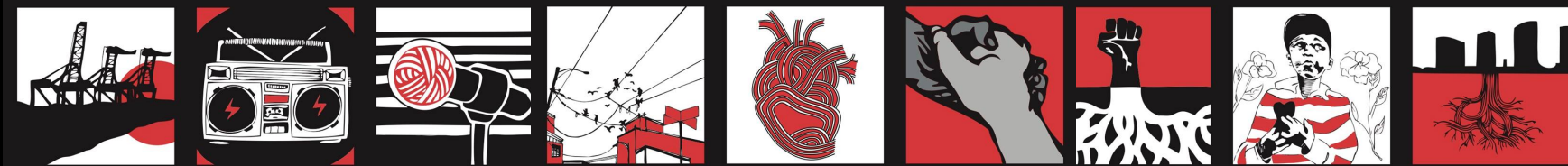


# Next Steps

- ★ Hiring a JEDI Coordinator - Application is out!
- ★ Implementing a sustainable and accountable Equity Task Force
- ★ Curriculum Development
- ★ Ethnic Studies
- ★ Continual Anti-Racism work







# Equity II: Job Description



Oakland School for the Arts (OSA) is a diverse arts public charter school serving grades 6-12. We are located in the creative and vibrant epicenter of Uptown Oakland with our main campus residing in the historic Fox Theater. For the 21/22 school year OSA is seeking a full time Justice, Equity Diversity and Inclusion (JEDI) Coordinator to lead our newly established JEDI Task Force. The task force is composed of a group of stakeholders and administrators with a focus on Diversity, Equity and Inclusion (DEI) practices school wide. The JEDI coordinator will be responsible for working with all parties to ensure that our work is in alignment with the DEI Mission Statement below. With over 100 employees, OSA is committed to this critical work and excited to bring aboard a JEDI coordinator to help us focus our efforts on ensuring that our diverse student body is provided with a supportive and nurturing environment that enables heightened student outcomes.

**OSA Diversity Mission Statement:** Oakland School for the Arts is an artistic and intellectual community founded on diversity and inclusion. OSA embraces differences in culture, race, ethnicity, gender expression & identity, sexual orientation, specific educational needs, socio-economic status, religion, nationality, immigration status, age, body type, and the many forms of life experience present in our community. All OSA stakeholders will promote and be assessed based on these core values in practice and behavior.

#### Job Description/Duties:

- Lead the JEDI Task Force in the DEI Mission and Vision of OSA
- Facilitate JEDI Task Force Meetings and manage team through individual and group check ins. Work with equity task force members on issues of: recruitment and retention, special education needs, inequities in the classroom, curriculum development in both arts and academics and student culture and responsiveness
- Align the JEDI Task Force work with the OSA three year strategic plan
- Report out to larger OSA community at OSA Board Meetings, community gatherings and town hall meetings specific to DEI



- Advocate for students, teachers and parents for whom the DEI mission serves and build collaborative relationships with these groups
- Facilitate Professional Development or collaborate with community partners for Professional Development as it relates to DEI issues, which may include but are not limited to: Implicit Bias in the classroom, oppression and white supremacy in the classroom, community building, diversity and representation in course curriculum
- Complete Equity Evaluations annually based on the OSA equity rubric for the following parties: OSA Board of Directors, Executive Director, OSA Administration and Leadership team and JEDI Task Force
- Develop community partnerships between OSA and local schools, organizations and afterschool programs and work specifically with the Step It Up (diversity recruitment program) Coordinator and team on recruitment and retention plan
- Facilitate student support measures for all Step It Up students entering OSA. This will focus on providing check ins and monitoring student progress both academically and artistically. This work will align with OSA's Student Support team.
- Work with Principal/Assistant Principal/Advancement to ensure that all school communication and marketing materials are accessible to all families. Secure translators where needed
- Actively recruit a diverse teaching staff through community outreach and partnerships. Work closely with OSA Administration and the teachers union, COSATS, to ensure equitable practices and retention for teachers and staff.

#### Education and Knowledge:

- BA Degree and/or teaching credential preferred
- Teaching Experience (3-5 years preferred)
- Anti-racist training specific to Education
- Administrative Experience valued (at least 1 year preferred)
- Experience with culturally relevant curriculum development and instructional coaching
- Experience providing Professional Development training specific to DEI and anti-racism in Education
- Understanding of the California State Standards



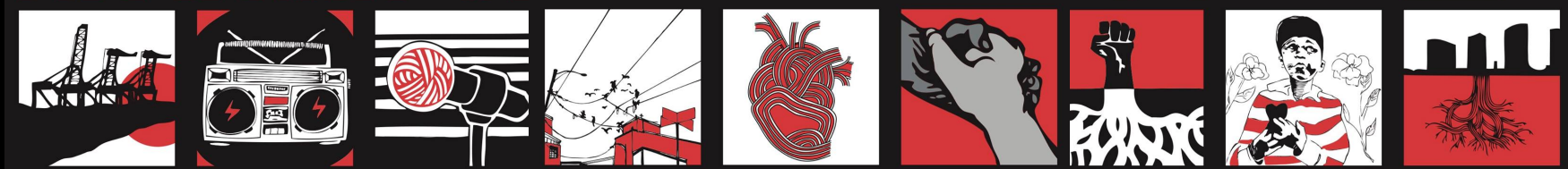
#### Applicant Requirements:

- Passion for Diversity, Equity and Inclusion initiatives
- An equity-oriented systems leader that is passionately committed to students and to their education at every level. Has empathy for and commitment to programs and services for Black and Latinx youth and a solid understanding of youth development.
- Excellent collaborator and communicator
- Be passionate, empathetic
- Proven experience in developing excellent relationships with students, parents and teachers. Student centered approach
- An inspiring leader and communicator. Possesses the confidence and ability to articulate continuously high expectations for achievement by every student as well as the capacity to inspire staff, community partners, parents and youth to embrace that vision. Positive and projects energy and enthusiasm.
- Experience in the creation and curation of anti-racist and culturally sustaining curriculum, resources, and professional development/training.

Salary based on qualifications and experience, benefits package competitive.

#### NON-DISCRIMINATION POLICY

OSA does not discriminate in any program, activity, or in employment on the basis of actual or perceived age, sex, race, ethnic background, veteran status, ancestry, pregnancy, national origin, physical or mental disability, medical information, marital status, genetic information, sexual orientation, gender or religion.



## Equity II

Step It Up Team:

Kev Choice, Jordan Karnes and Michaela Peters

Our work this year during 2020-2021

Oakland School for the Arts presents

# STEP IT UP

An afterschool arts audition-prep program from Oakland School for the Arts, established in 2014 with a goal to make arts education accessible to Oakland youth.



Dance photo by Mark Kizuka of Mark & Tracy Photography

## DUE TO COVID-19 OSA HAS MOVED ALL CLASSES ONLINE FOR REMOTE LEARNING

To continue our mission, we are offering special **Step It Up classes online** to keep our community involved in the creative process. All classes are being conducted virtually for the time being with our secure video platforms. Students in **5th-8th grade** attending specific **Title 1 Oakland schools** can apply for the Step It Up program. To see if your child attends one of SIU's Title 1 Oakland Schools, or is eligible to apply, please see our **Frequently Asked Questions** page or download the Spanish FAQ or Mandarin FAQ.

Students in the 5th & 8th grade may pick to apply for **ONLY ONE** of the following art areas:

*Design, Visual, and Media Arts Pathway*

PRODUCTION DESIGN ● LITERARY ARTS ● VISUAL ART ● FASHION DESIGN ● DIGITAL MEDIA

*Performing Arts Pathway*

THEATRE ● VOCAL MUSIC ● INSTRUMENTAL MUSIC ● DANCE TRAINING PROGRAM (3 days a week)

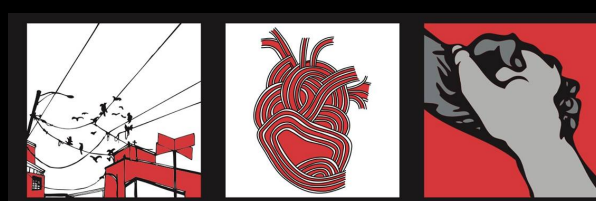
Mondays 5-6pm

Oct. 19th-Feb. 8th (holidays excluded)

\*Please note that the Dance Training Program will add additional dates (TBD).

Visit [oakarts.org/stepitup](http://oakarts.org/stepitup) for dates, info, & to apply.

**OSA**  
Oakland School for the Arts



## Community Partnership

The Step It Up program partnered with  
The People's Conservatory

OSA faculty taught

Dance

Instrumental Music

Vocal (OSA alumna)

Theatre (OSA alumna)

Faculty from TPC taught

Digital Media

Visual Art /Production Design

Fashion Design

Poetry (Lit. Arts)

Oakland School for the Arts presents

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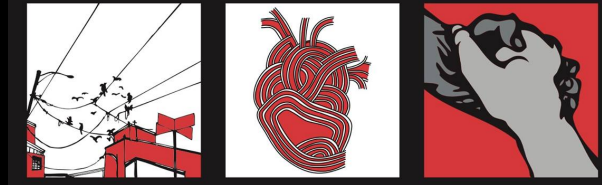
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**OSA**  
Oakland School for the Arts



## School Connections/Outreach

Burkhalter  
Brookfield

Melrose Leadership Academy

Yu Ming Charter

Think College Now

Manzanita Seed

Piedmont Avenue

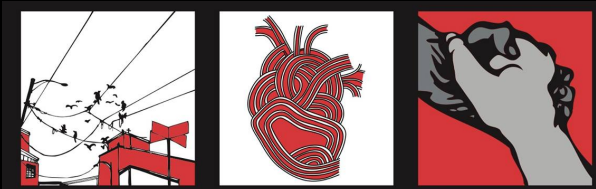
Franklin

Elmhurst

Edna Brewer MS

Frick MS

Claremont MS



## PROGRAM STATS 2020-2021

13 Dates (Oct. 19th-Feb. 8th)

Total applications: 93

59 completed program

26 6th graders applied for entry

18 7-9th graders applied to audition (5 no shows).

### **THEATRE**

- Started with 17 students:
- 11 completed, 1 auditioned
- (2 did not show for the audition)
- 4 5th graders applied

### **FASHION**

- Started with 8
- 5 completed
- 1 auditioned
- 2 5th graders applied

### **DANCE**

- Started with 12
- 5 completed
- 2 auditioned
- 3 5th graders applied

### **VOCAL**

- Started with 4
- 2 completed
- 1 5th grader applied

### **IM**

- Started with 14
- 9 completed
- 2 auditioned
- 5 5th graders applied

### **VISUAL/PD**

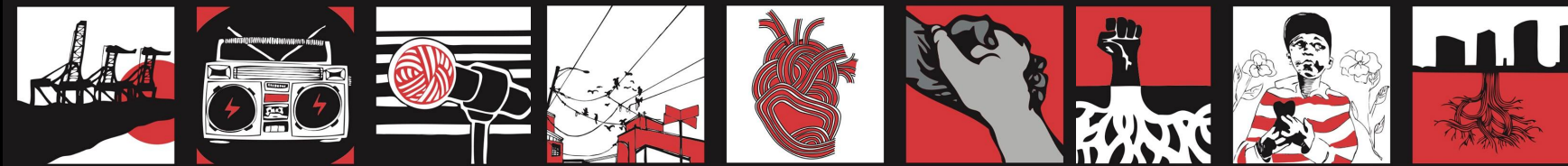
- Started with 20
- 13 completed
- 5 auditioned (1 no show)
- 5 5th graders applied

### **LIT.ARTS**

- Started with 3
- 3 completed
- 1 auditioned (1 no show)

### **DM**

- Started with 15
- 11 completed
- 6 5th graders applied



# Step It Up Team Presentation: 2021-22 Support

## Step It Up Planning for Fall 2021

Prep Work	Marketing/Outreach	Bridge to OSA	Roles & Reporting
<p><b>Planning Steps</b></p> <ul style="list-style-type: none"> <li>Map the coming school year major data (holidays, auditions, lottery).</li> <li>Using the school year calendar, plan and schedule the SIU class dates - how many are scheduled and what attendance is required?</li> <li>Then schedule the SIU application window - include padding in case we need to extend the application dates for maximum enrollment.</li> <li>Then schedule SIU promo campaign to run through the summer and pre-date/run concurrent with the application window.</li> <li>Book instructors for all sub-pathway courses.</li> <li>What is the curriculum? Is it project-based?</li> <li>How is attendance tracked as a function of obtaining the preference points? Who manages this?</li> <li>Is there a certificate of completion awarded at the last class? Could this designation be what yields the preference points?</li> </ul>	<ul style="list-style-type: none"> <li>Map an outreach plan to Oakland non-profits which involve kids. This plan should include the spreadsheet (below) plus a timeline of touch points.</li> <li>Outreach to other community organizations such as churches, aftercare programs, Boys &amp; Girls Clubs, Foster Youth programs, programs supporting unhoused youth, multicultural or ESL-related programs, etc</li> <li>Ask POC and other parent groups to get the word out in their communities.</li> <li>Create a spreadsheet of all outreach orgs, which OSA SIU staff person makes the contact, dates of contact, dates of follow up, our point person there, log outcomes.</li> <li>What feedback do we get from those who have gone through the program or organizations we have reached out to? Is there an exit survey for kids and parents?</li> <li>Finalize posters &amp; translations, applications &amp; translations, and program detail brochures plus translations in the spring. <b>prior</b> to promo campaign start.</li> <li>Create a SIU calendar for the website with application deadlines, class dates, audition dates, and all scheduled open house/info nights.</li> <li>Relationship Maintenance - What efforts are made to loop in those with low attendance so we don't lose them?</li> </ul>	<p><b>FAMILY ENGAGEMENT BEFORE/DURING/AFTER:</b></p> <ul style="list-style-type: none"> <li>how are families invited to participate?</li> <li>how are the applications equitable?</li> <li>when do parents get to meet OSA staff for Q&amp;A about the school?</li> <li>how many info nights do we have throughout the SIU process?</li> <li>how do we support the families through the application process?</li> <li>do we have a day set aside for them to audition?</li> <li>post-auditions, how do we engage or what activities do we host through the spring and summer to bring kids to OSA speed by August? Shadowing? Invite to OSA family events?</li> <li>Is there a two-day summer academy with Anna?</li> <li>What cultural integration efforts are made? Do we assign a buddy or mentor? Do we hold weekly welcome lunches the first month of school?</li> <li>Post-auditions, who gathers 504 or IEP data to share with our staff?</li> <li>Can CAASPP scores be uploaded/collected earlier rather than later, post-audition, to enable OSA to accurately plan for disparate levels of incoming students?</li> </ul>	<p>Further refine roles &amp; responsibilities</p> <p>Track average attendance over the course - how many actually show up? In which classes?</p> <p>Early enrollment data running up to start date.</p> <p>NOTES: create a timeline</p>



# Equity II & Arts

**Kathryn Keslosky**

**Office of Advancement**

# Fundraising for DEI & the Arts

**OSA Creates, October 20, 2020:** About \$90,000 raised from 145 donors

**Giving Tuesday, December 2, 2020:** \$24,500-\$27,892 raised from about 110 donors. Huge thanks to the Board of Students of Color, along with Mr. Oz and Ms. Joshi who made this possible!

## **Some examples of Institutional major donor support:**

### **RECEIVED**

Anonymous (\$51K + \$24K in-kind) - Arts  
Crankstart Foundation (\$31,250) - GenOps  
T.Rowe Price (\$12,500) - GenOps  
Walt Disney Foundation (\$11K) - GenOps  
Bandcamp (\$8K) - DEI/SiU

### **PENDING**

Anonymous (\$30K) - DEI  
Miranda Lux (\$15K) - FD  
RECARE (\$10K) - SiU  
Clorox (\$10K) - SiU  
Anonymous (\$10K) - GenOps  
Anonymous (\$10K) - SiU

### **DENIED**

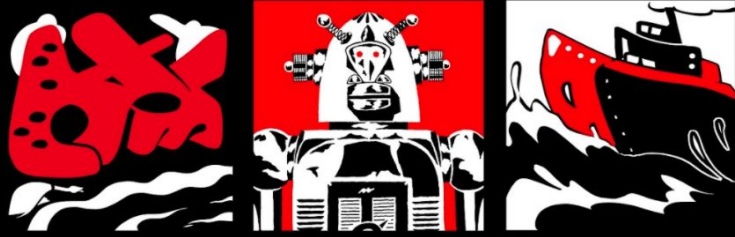
Alameda County Arts Relief Fund (\$25K) - GenOps  
CDE Mini Grants for Equity (\$20K) - DEI  
CDE Education to End Hate Mini Grant (\$20K) - DEI

☆ For a full list of ALL 525 donors so far this year, visit our [Supporters page](#)





# HEART OF

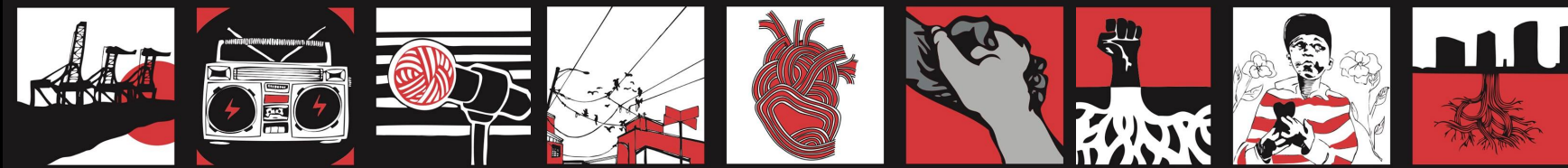


# OAKLAND

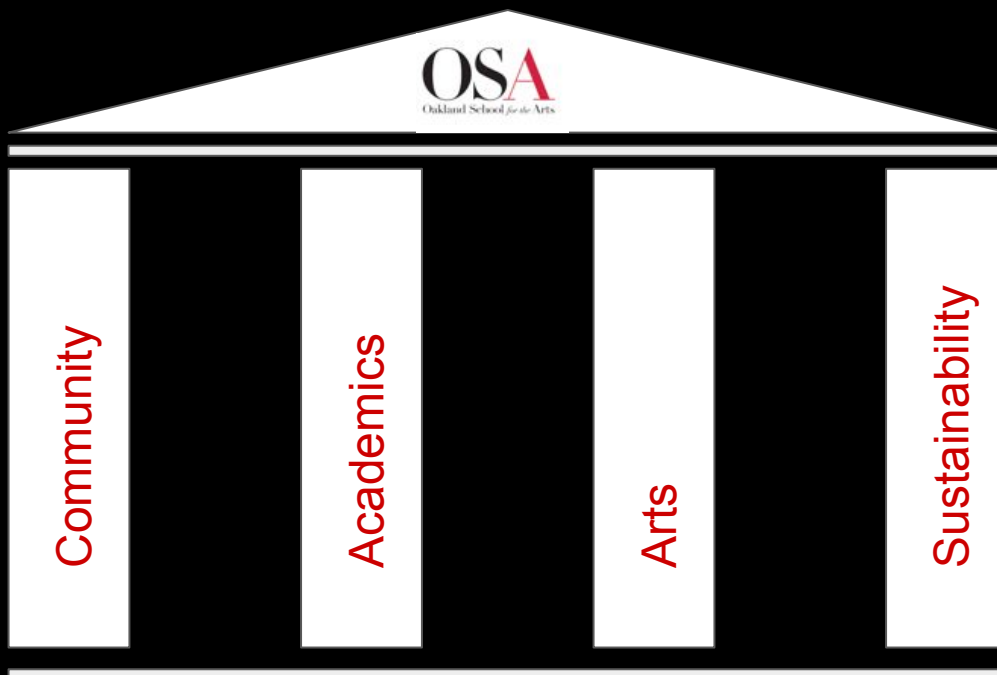
## “Oakland Made” Virtual Spring Benefit

April 29th at 6pm!

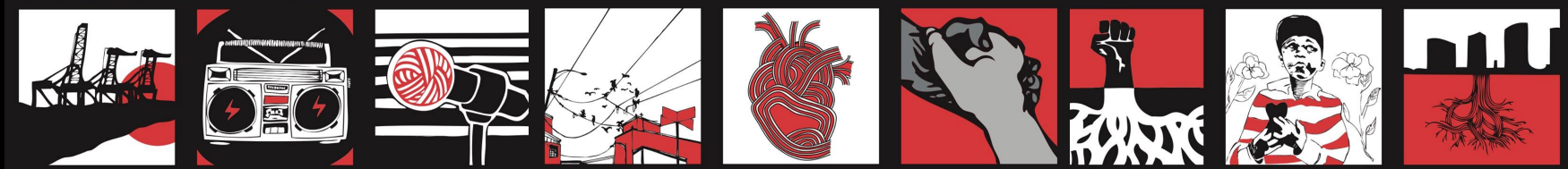
[oakarts.org/heartfoakland](https://oakarts.org/heartfoakland)



## Equity II: Pillars of Strategic Plan

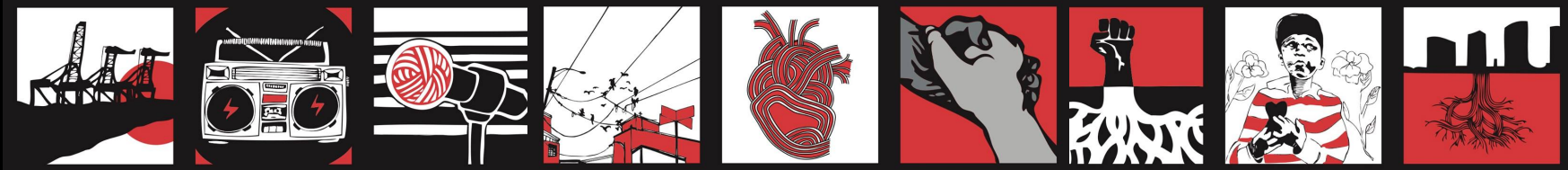


JUSTICE, DIVERSITY, EQUITY, INCLUSION



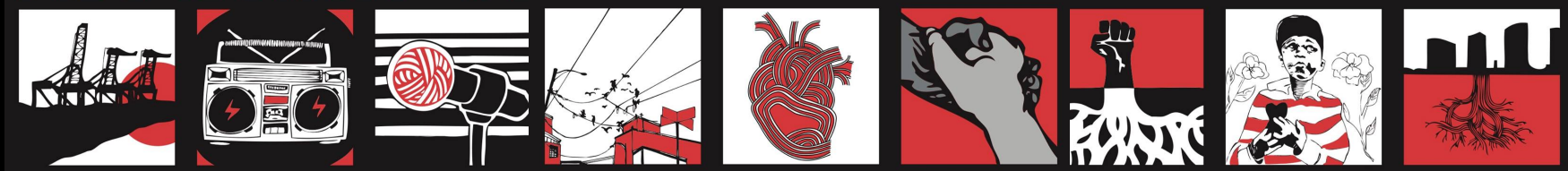
## Strategic Plan Overview

- Four pillars: **Community, Arts, Academic Excellence & Sustainability**
- Each pillar includes goals specific to Diversity, Equity & Inclusion
- Aligns with WASC Schoolwide Action Plan
- Progressive three year strategic plan to advance community outreach & recruitment, evolve of our arts program, ensure access to academic success, college and career readiness, outline development campaigns and potential for expanding our campus.
- OSA Leadership team divided into pillar teams to begin our work.

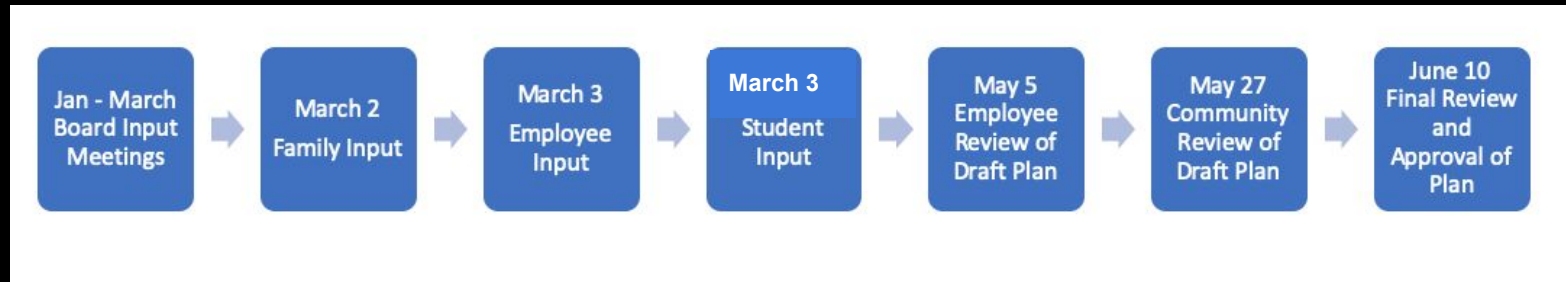


## Strategic Plan Process

- Leadership Team reviewed & reflected on previous plan and intended outcomes.
- Analysis of school data, focus groups, WASC and PD work this year.
- Pillar teams meet to redefine pillar goals **specific** to guide the future of OSA.
- Identified objectives & goals for each pillar, action steps, needs, potential barriers, timelines and what data will measure our progress.
- Pillar teams are creating outlines of each pillar to share with community for input before drafting final plan.
- Next steps- voices of the board, teachers, students and families



## Strategic Plan Feedback Process



- Town Hall on March 2nd, to provide overview and purpose of plan.
  - There will be an additional evening meeting for community stakeholders to share feedback and offer input on each pillar
- OSA Teacher & Staff & Student workshops
- OSA Leadership & Board committee workshops *(look for email in coming week)*
- May reviews will reflect the work of our pillar teams and community



## Arts

How are we supporting our new 6<sup>th</sup> graders who are entering OSA through the lottery?

**Assessments in May: Math and English**

**Purpose: Analyze data to make informed decisions about planning for the fall.**

**Collecting student 504 & IEP plans early to put into place supports for students.**

**Arts Assessment: The Arts Chairs would like to meet with their rising 6th graders.**



## Arts

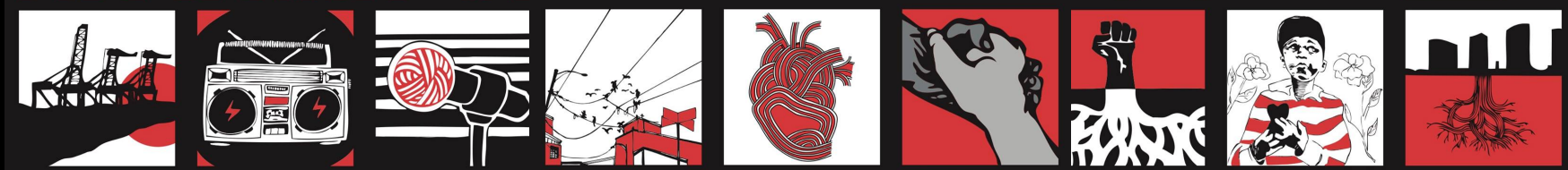
How are we supporting our new 6<sup>th</sup> graders who are entering OSA through the lottery

Bridge Program: Dates - first week of August

Special Program designed to orient students to OSA

Community builder

Bridge to OSA - Inviting all rising 6th grade students and new upper level students!



## Arts

**Arts Planning for 2021-2022 school year:**

Evaluation or Arts: Arts Chairs / Program

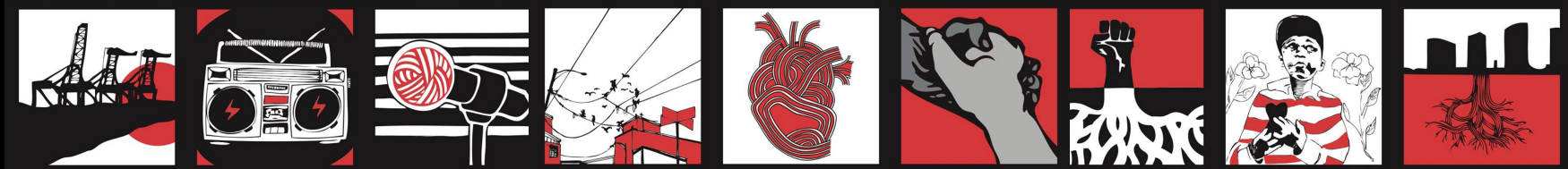
Arts Chairs met weekly

Arts Staff met weekly by sub-pathway, pathway, or all arts

Arts Chairs Retreat with OSA Administration

Outcome: Design MS ARTS Program 2021-2022





## Arts

Our middle school arts program will look a bit different for the 2021-2022 year.

### **Outcomes - Curriculum:**

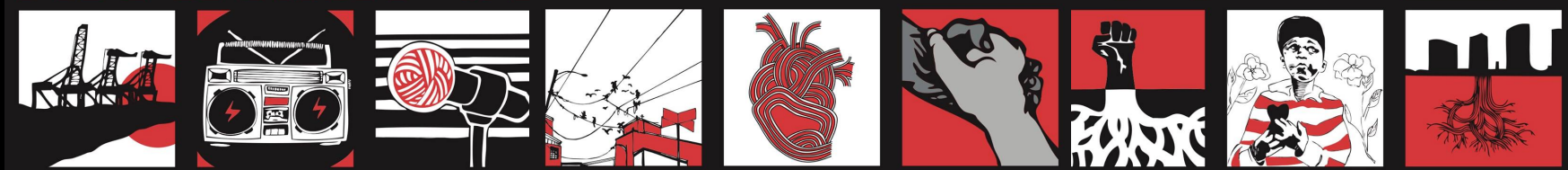
Develop new core curriculum per sub-pathway

Develop new pathway access course curriculum by pathway

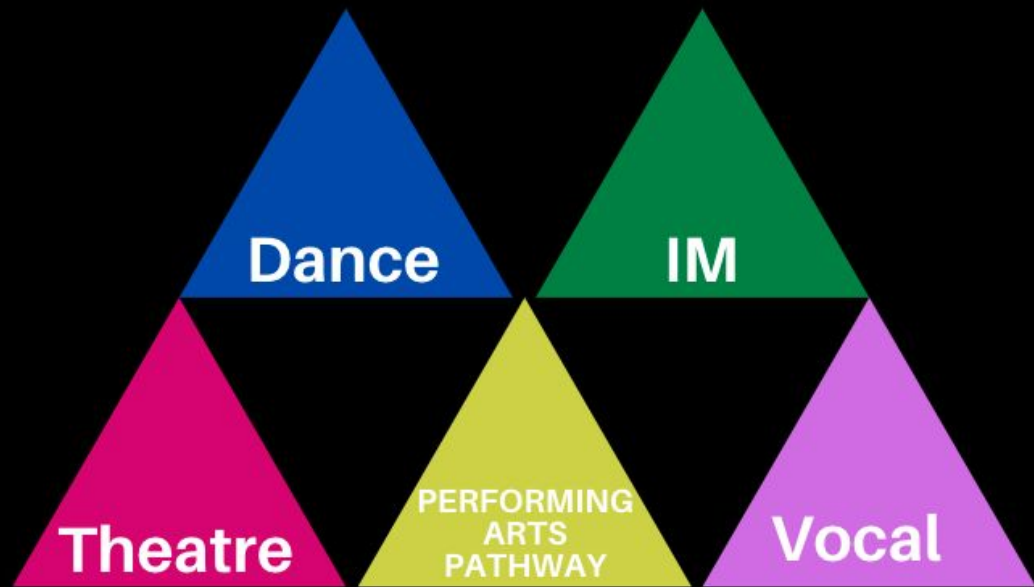
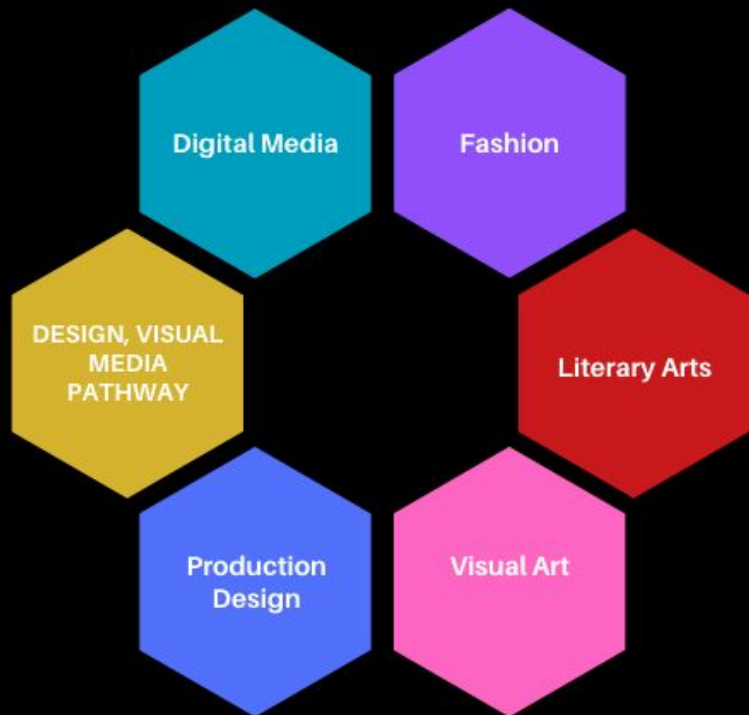
### **Outcomes - Schedule:**

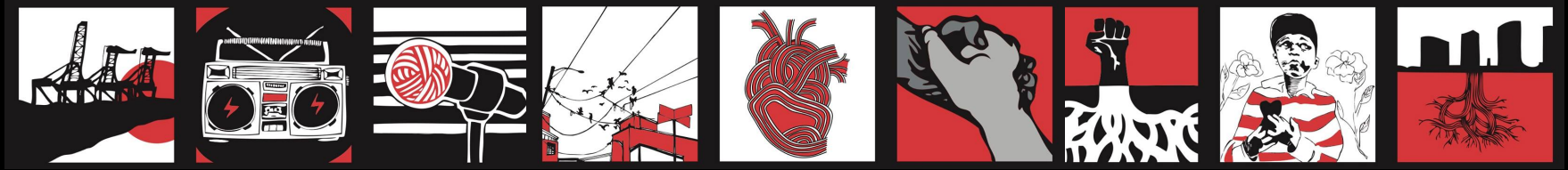
Performing Arts Pathway - Wednesday is a Pathway Access class

VDM Arts Pathway - Tuesday and Wednesday are Pathway Access class days.



## Arts: Pathways





# Dr. Thompson - Pathways

## Arts Pathway Coordinator

- CTE Pathways
- CTE Advisory Board
- MMI program Mentor, Master Class, & Internships
- Project Based Learning - Creating on campus opportunities
- College, Careers, & Beyond Career Readiness/ Career Awareness/Career Training
- Academic and Arts Integration
- Artist Speaker Series
- California Arts, Media, & Entertainment Industry Sector



## Pathways: MMI Program

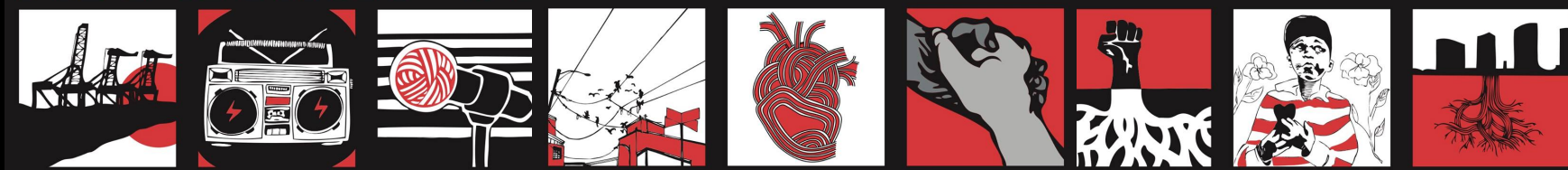
The OSA MMI (Mentor, Master Class, and Internship) program has been designed to provide our students with pathway specific professional mentors who will lend support to the mentee by giving artistic guidance and feedback, while offering college/career advice.

In our commitment as a Linked Learning school to transforming education into a relevant and engaging experience, we will be providing our students with the opportunity to connect directly with influential working artists through our Mentorship, Master Class & Internship Programs.

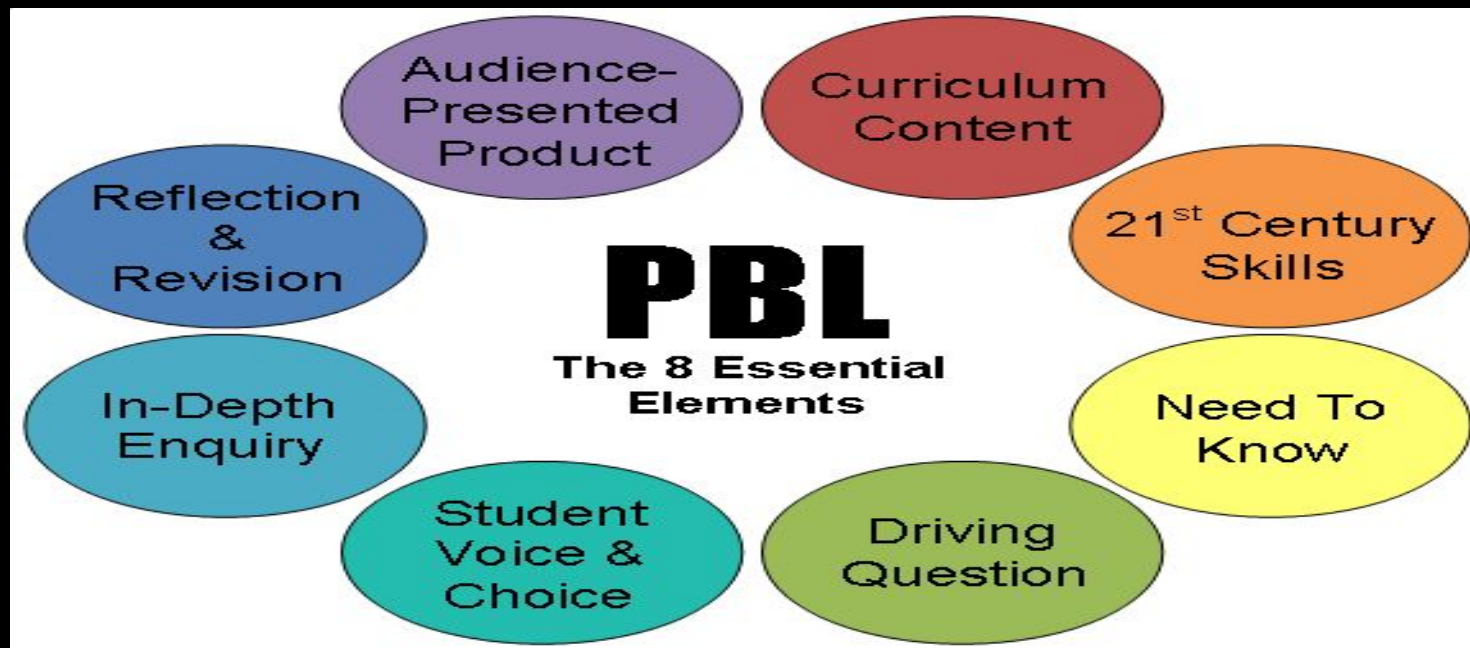
**Career Awareness** - Build awareness of the variety of careers available and the role of postsecondary education; broaden student options.

**Career Exploration** - Learning ABOUT work. Explore career options and post-secondary for the purpose of motivating students and to inform their decision-making in high school and postsecondary education.

**Career Preparation** - Practicum and Internships Work-Based Learning Continuum, provides opportunities for students to participate in a learning experience that combines classroom instruction with business and industry. OSA students gain the skills and knowledge needed for a successful and fulfilling career.



# Project Based Learning





## Artist Speaker Series

**In our commitment as a Creative Career Pathway school to transforming education into a relevant and engaging experience, the Artist Speaker Series provides our students with the opportunity to connect directly with these influential professional working artists. This series started October 6th and will run through May 12th.**





Presents  
**Artist  
Speaker  
Series**



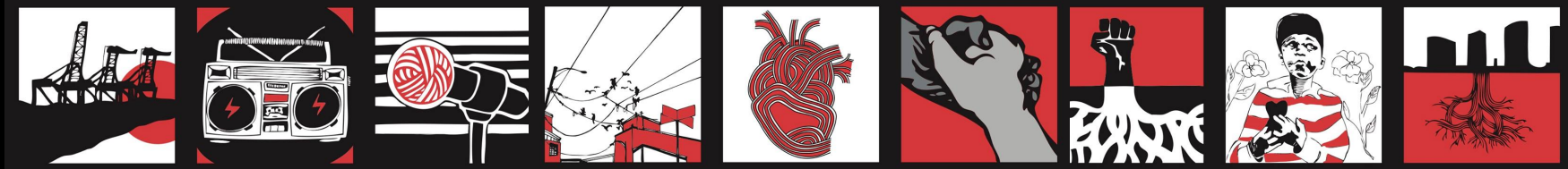
JOIN OSA FOR THE 6TH IN A SERIES OF 8 PROFESSIONAL ARTIST SEMINARS ON MARCH 9TH STREAMING ON ZOOM ([LINK](#)). THIS AND ALL EVENTS WILL BE MODERATED BY OSA STUDENTS AND INCLUDE A Q&A SESSION.



**SPECIAL GUEST SPEAKER-EMILIO CASTILLO- FOUNDER OF OAKLAND'S OWN TOWER OF POWER**

- 1/20 Tammi Mac - 3X NAACP Award Winner/TV Talk Show Host 'The Tammi Mac Show'/Radio Host 102.3 KJLH
- 2/17 Marlon West - Head of Animation Walt Disney Corporations
- 3/9 Emilio Castillo - Founder of Tower of Power, Musician, Producer
- 3/31 Dana King - Sculptor / Special Guest Legendary Graffiti Artist Fab 5 Freddy
- 5/12 Senay Alkebu-Ian-Madow Futur Fashions & Jenni Riccietti-Project Runway Designer (Season 15)

In our commitment as a Linked Learning school to transforming education into a relevant and engaging experience, we will be providing our students with the opportunity to connect directly with these influential professional working artists. This series will run October 6th through May 12th. for information contact Pathway Coordinator Dr. Delores Thompson [dthompson@oakarts.org](mailto:dthompson@oakarts.org)



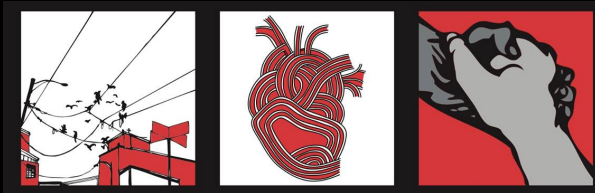
# Arts

The Arts has a global lens.

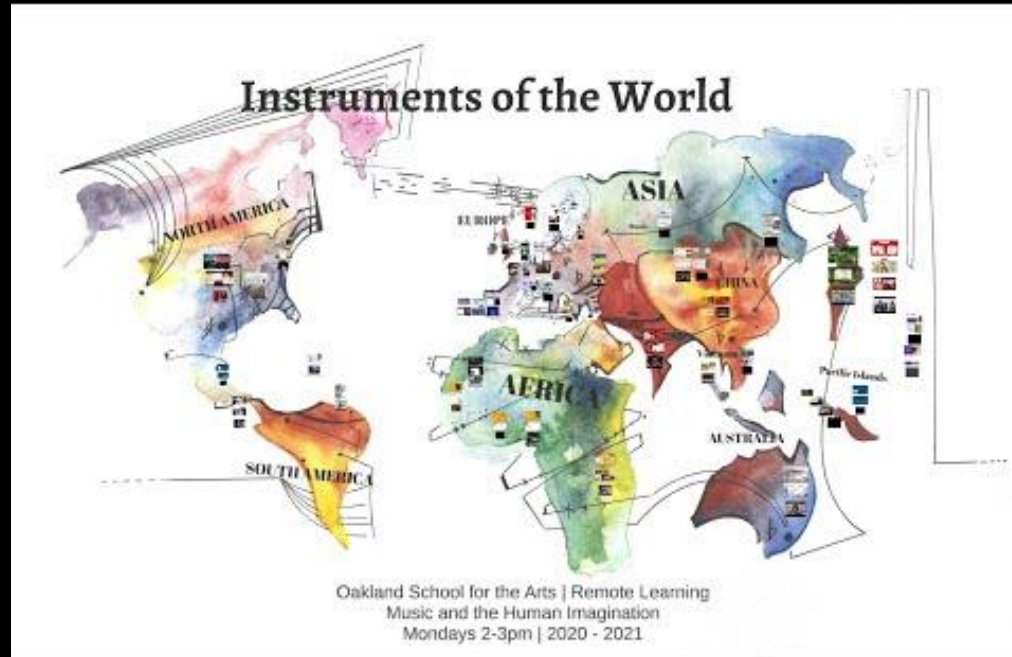
A snapshots of curriculum in the arts and how teachers are expanding the curriculum to include a more global lens.







## FROM “Music History” INTO “Music and the Human Imagination”





# the TELEGRAPH

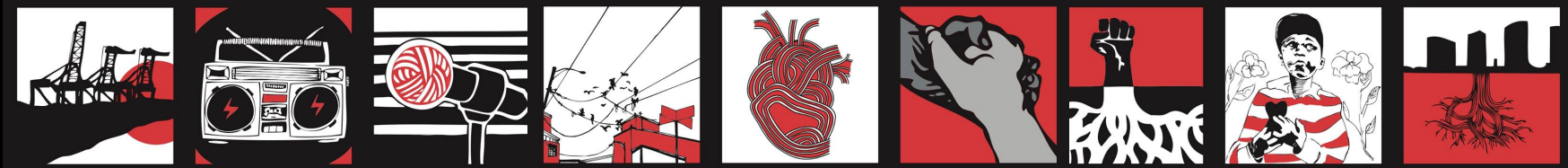


KEY CHOICE



## Arts: Accolades & Collaborations





# Public Comment