

Leading Towards Justice



Symposium



February 7 & 8, 2025

University of Washington
Seattle, Washington

Welcome



Welcome to the 2025 Leading Towards Justice Symposium! This year, the University of Washington's Just Ed Leadership Institute, Leadership for Learning (Ed.D.) Program, and Danforth Program are excited to partner with our UW Teacher Education Programs.

As the attacks on immigrant, LGBTQ+, racialized, and marginalized communities continue to unfold, alongside threats to DEI and public education, the role of educators, educational leaders, and community leaders has never been more critical. This is precisely why our teaching and leadership are vital to cultivating joyful learning environments rooted in the brilliance of Black, Indigenous, Latiné, Asian American, and Pacific Islander youth. Accordingly, together we take up the question:

How do we teach and lead in ways that are consequential and responsive to our current climate and conditions?

This Symposium is not a typical professional conference. Our time together is precious. This is an opportunity to re-energize, build community, share perspectives, and develop strategies to move our collective towards justice. We have designed the Symposium to cultivate the relationality and solidarities we urgently need to face this moment, so regardless of the professional hat you wear, we invite you to step fully into your humanity and leadership in this space to interact, engage, offer ideas, imagine, and center hope and joy in the struggle.

We hope the Leading Towards Justice Symposium sparks ongoing commitments to one another, to these lands and waters, and to our collective futures. Thank you for being with us.

– Leading Towards Justice Symposium 2025 Steering Committee
*Sefanit Habtom, Brieanne Conklin Hull, Anthony Craig,
Aline Espindola, Stacey Hardin, Gloria Henderson,
Ann Ishimaru, Betina Hsieh, Jennifer Indo, Ellen Dorr,
Xena Hui Bao Xu, Melyssa Stone, Dawit Alemayehu*

Schedule at-a-Glance

Friday, February 7

W.H. Foege Genome Sciences

3720 15th Ave NE, Seattle, WA 98105

6-6:50 Welcome Reception & Framing

Vista Cafe

7-8:00 Unkeynote & Discussion

Dr. Cynthia Dillard,

Dr. Gloria Henderson,

& Dr. Anna Lees

Foege Genome Sciences - Rm. 060

8-8:30 Dessert & Coffee Chat

Foege Genome Sciences - Vista Cafe

Saturday, February 8

Health Sciences Education Building

1607 NE Pacific St, Seattle, WA 98195

9-10:00 Welcome & Opening Session

Early Literacy Collaborative

HSEB 101

10:05-11:15 Concurrent Session 1

11:20-12:30 Concurrent Session 2

12:30-1:15 Lunch

HSEB 101

1:20-2:30 Concurrent Session 3

2:30-3:45 Concurrent Session 4

3:50-4:30 Closing

HSEB 101

Session Locations

Day 1 events will take place in the William H. Foege Genome Sciences Building (3720 15th Ave NE). Please check in at the registration table and join us in the Vista Café for the Symposium framing and welcome reception. We will direct you to Room 060 for the “Unkeynote” discussion.

On Day 2, we will open together in the Health Sciences Education Building (1607 NE Pacific Street), in HSEB 101 where all Day 2 full-group convenings take place. Please help yourself to coffee, tea, and refreshments! Concurrent sessions will be held in various meeting rooms in the Health Sciences Education Building: Rooms 101, 125, 145, 215, 235, and 245. Check the session details on the following pages for the room locations of each workshop. Lunch will be served in HSEB 101. We encourage you to stay through the closing, which we have designed to synthesize your learning as part of our broader collective.

Clock Hours

Clock hours are available for this event. Please visit the registration table to complete your clock hour request. Note that sign-in and attendance verification is required each day in order to qualify for that day’s hours.

Unkeynote & Presenters

We aim to move beyond the traditional keynote address by featuring a *collaborative conversation*. Three remarkable scholars and leaders in education join together in an “unkeynote” conversation sharing stories and experiences that explore how we move as justice-focused educators; how we navigate challenges and hostilities to our communities and their wellbeing; and what we know about the strengths of youth, communities, educators, and scholars. Together, these dynamic speakers will model an ethic of relationality integral to shaping and leading our communities as a collective. We hope that through this discussion, we can learn ways to draw from our collaborative strengths to continue to lead towards justice in challenging times.



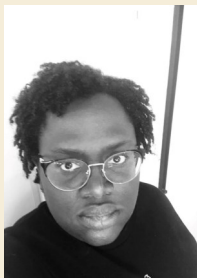
Dr. Cynthia B. Dillard has always been a teacher. While her educational career began as a high school teacher in the Renton School District in her home state of Washington, her desire to know about global Black heritage, culture and spirituality was always at the core of her work. Leaving her teaching job, she turned to Washington State University, where she received a Masters degree and eventually a Ph.D. in Educational Leadership and Language, Literacy and Culture. Yes, her degrees were the outcome: But it was her in-depth learning of the historical foundations of Black feminism and the critical and creative

pedagogies and liberatory leadership used by Black women teachers that set the stage for a lifetime of work. Thus, Dr. Dillard’s “blackprint” for an entire educational career became how to understand, cultivate, and curate experiences within teacher education and beyond that centered the lives of Black people and very particularly, Black women and girls. Because Black women deserve this.



Dr. Anna Lees (Little Traverse Bay Bands of Odawa Indians, descendant) began her career as an early childhood classroom teacher in rural northern Michigan. She now serves as the Ballmer Endowed Professor of Equity and Early Learning in Learning Sciences and Human Development at University of Washington. She partners with schools and communities for early childhood teacher education. Anna is committed to developing and sustaining reciprocal relationships with Indigenous communities to engage community leaders as co-teacher educators, opening spaces for Indigenous values and ways of knowing

and being in early childhood settings and higher education. She is currently engaged in research developing land and water based learning environments and professional development models led by tribal nations and communities and a relationship-based site embedded professional development model with tribal early learning programs.



Dr. Gloria Henderson is the Director of the Danforth Educational Leadership Program and Professor of Practice at the University of Washington (Seattle). She started her career in education in 2005 as an elementary teacher on Indigenous land, which offered her the opportunity to deeply learn and serve. She then taught secondary school. Over the last 14 years she has led schools and systems as an assistant principal, principal, programs director, executive director, and assistant superintendent. Dr. Henderson is the consummate learner—both informally and formally. She is always exploring ideas and concepts. She believes in being a seed-planter; therefore, she has taken on roles as an advocate, mentor, and university faculty member, guiding and supporting future and current educational and educationally-adjacent leaders.

General Session & Opening Discussion

Early Literacy Collaborative Read Aloud & Discussion

Saturday, February 8

9:00am - 10:00am

Health Sciences Education Building Rm. 101



We are excited to showcase **the Early Literacy Collaborative**, a co-design project that fosters Black families' transformative agency and Black boys' engagement in critical literacies to promote racial equity across their schools. The ELC brings together Black boys in 2nd–4th grade, their families, educators from Emerson, Olympic Hills, and Wing Luke elementary schools, the Office of African American Male Achievement, community-based partners, and researchers from the University of Washington.

ELC families and educators will share a story they co-created, *Picksee: The Curious Little Crow*, and narrate practices and approaches to cultivating collaborative relationships among families, schools, and educators.

To learn more about the Early Literacy Collaborative, visit their website:

www.education.uw.edu/pre/early-literacy-collaborative/

List of Sessions

Concurrent Session 1

Friday, February 8, 2025
10:05-11:15 p.m.

1. Shaping the Leadership Landscape: A Reflection On Our Past, Situating Our Present, and Casting Our Future HSEB 101

William Jackson, Ed. D, Director of Teaching and Learning, Bellevue School District, Moderator
Harland Warrior, Assistant Principal, Newport High School, Bellevue School District, Panelist
Ivery Rhodes, Assistant Principal, Garfield High School, Seattle Public Schools, Panelist
Richard Brown, Ed. D, Assistant Principal, Woodinville High School,
Northshore School District, Panelist

Shaping culture and leading change takes time, capacity, love, and care. School leaders carry this responsibility, and have the opportunity to create the conditions for change by centering justice through transformative strategies around leadership capacity, teaching and learning strategies, recruiting and retaining high quality, culturally responsive educators, and centering student and family voice in decisions. Join this panel discussion, where school leaders' Harland Warrior, Ivery Rhodes, and Richard Brown identify justice centered strategies and equity focused tools to transform schools and systems.

2. Reimagining Schooling Through Education Journey Mapping HSEB 125

Roberta Lee Collison, M.A
Diefa Shabirah Nurkhasanah, M.Ed.

Inspired by Subini Annamma's (2016) work, this workshop uses Education Journey Mapping to reflect on how educational experiences shape understandings of race, ability, and identity. Grounded in Disability Critical Race Theory (DisCrit), participants will explore how intersectional identities and systemic factors influence their perspectives and practices. By creating journey maps and sharing personal stories, participants will reflect on educational pathways, uncover connections, and envision equitable futures. This session fosters actionable strategies to disrupt inequities, dismantle whiteness as property, and build inclusive, justice-centered learning environments, offering space to imagine and implement liberatory practices in education.

3. Designing for Equitable Place-Based Learning across Settings through a Backpacks Program HSEB 145

Veronica Cassone McGowan, *University of Washington Bothell,
Director of Collaborative for Socio-Ecological Engagement, Environmental Education
and Research Center at St. Edward State Park*

Madeline Iem, *University of Washington Bothell, Program Manager of
Collaborative for Socio-Ecological Engagement, Environmental Education and
Research Center at St. Edward State Park*

Finn Hill Neighborhood Alliance
Grant and project partners

This workshop is designed to share equity and justice-focused outdoor learning resources and information from the new research center at the University of Washington Bothell, The Environmental Education Research Center and Collaborative for Socio-ecological Learning. Here we will share details of our backpacks programs that are designed to engage family and community in just and equitable multigenerational learning in the park and in their own communities. The backpacks program is designed to center community knowledges and practices in outdoor learning spaces and to create porosity between home, school, and community. In addition, our resources position humans as a part of natural systems and are designed to engage learners in thinking about justice-centered socio-ecological decisions with and for their own communities. Further, the backpacks model for engaging learners is designed to bridge home, school, and other learning environments to create porous learning across contexts.

4. Connection through Kinship: The Promise of the Aunties and Uncles Project HSEB 215

Cherryl Jackson-Williams, *South King County Fields Operations Manager-Dare2Be Project*

Helen Taunau'u, *Community Queen/Sponsor of Aunties and Uncle Project-Dare2Be Project*

Shereese Rhodes, *Community Queen/Parent Leader*

Jacquetta McGowen, *Community Queen/Parent Leader*

Cultivating the promise of young people through connection, belonging and unwavering support are centered in the Aunties and Uncles Project. As a family-driven effort to bring trusted adults and elders from Black, Indigenous, Latinx, Asian and Pacific Islander communities into schools to support young, particularly in light of the ongoing racial microaggressions and power dynamics that youth of color encounter in school, the Dare2Be Project and Supporting Partnerships in Education and Beyond (SPEB) have partnered to bring this valuable community asset to fruition in partnership with the Renton School District.

5. Domains of Whiteness: Re(framing) Teacher Evaluation **HSEB 235**

Gerrit Kischner, Superintendent Intern, Tukwila School District

In this workshop, we will interrogate how enactment of Race To The Top-fueled teacher evaluation “reforms” have functioned to maintain White cultural norms and reinforce structural inequality, and we will learn together to apply to this problem alternative frameworks for appraising teaching, such as the Framework for Equity and Excellence in Teaching by Salazar and Lerner (2019). Participants in this workshop will leave with new knowledge and skills for navigating the existing rubrics (including the 2022 revisions to the Danielson Framework) in new ways, as well as generate ideas for including elements from alternative frameworks within the TPEP process.

6. Llagarluni: Building Awareness Through Collective Storytelling **HSEB 245**

Kayla McDonogh, Anchorage Education Association
Paul McDonogh, Chugachmiut Tribal Education

This interactive unconference builds awareness of our roles in advancing social justice for all aspects of the education system. Co-facilitated by a teacher union organizer and a Tribal education leader, participants will engage in dynamic discussions, collaborative storytelling, and action planning to empower awareness and present solutions based on our own perspectives as diverse peoples. Through shared stories and open dialogues, this session fosters solidarity and empowers teachers to llagarluni, to become aware of their role as changemakers. Participants will leave with actionable strategies and a renewed commitment to transforming education for equity and justice.

Concurrent Session 2

Saturday, February 8, 2025

11:20-12:30 p.m.

7. EduDesign: Building Year-Round, Teacher-Led and Justice-Focused Educator Learning Communities **HSEB 125**

Deborah Massachi, UW ConnectEd Professional & Community Learning
Gwen Sweeney, Retention and Support, UW Teacher Education Program
Andrea Carreño Cortez, UW Doctoral Candidate & EduDesign Program Assistant
Janaki Nagarajan, 2nd Grade Teacher, Kent School District
Daisha Ganaway, 1st Grade Teacher, Seattle Public Schools
Courtney Wiley, Inclusion Specialist, Highline Public Schools

Join us to learn about EduDesign Learning Communities, a transformative teacher-led model of professional learning with educators. This collective learning approach supports educators to address justice-focused challenges and questions in their teaching practice and professional experiences. Discover how this model can support teacher retention for BIPOC and justice-focused teachers in their first years and beyond through nurturing authentic community connections, supporting collective wellbeing, developing critical consciousness, and building skills for more just classrooms and schools.

8. Centering Student Voice: Re-envisioning Schools and Leadership **HSEB 145**

Jonathan Aldanese-Wells, UW Center for Educational Leadership

Equity-based school leaders listen to their students to re-imagine school, often unlearning practices that are designed to uphold power and privilege. Engage with the story of practitioners that center student voices as part of their leadership practice, continually reflect on student learning experiences, and reflect on what they learn to develop a cohesive vision for student experience in collaboration with the UW Center for Educational Leadership (CEL). School and district leaders will engage with leadership tools developed by students for leaders, hear about student interview protocols, and take stock of their own current visioning processes in light of their educational context.

9. Nakia Academy: An Origin Story & Lessons about BIPOC Mentorship

HSEB 215

Torian Hodges-Finch, *State-Based UniServ Director, Early Career Educator, Washington Education Association*

Tanisha Brandon-Felder, *BEST Mentor Faculty, Highline Public Schools, Director of PreK and Elementary*

Every superhero has their origin story – come hear the story of the NAKIA Academy! The Academy was named for a fictional unsung hero and a humanitarian whose philosophy includes lifting others up. The NAKIA community is in continuous growth to support educators (teachers and ESAs) in coming together to lead, organize, and create equitable spaces in education. Come interact with the academy's mentor-leaders to share and hear lessons learned, practice showing up as your most authentic self, and explore identity markers. We will conclude with a chance to have some Q&A with participants and presenters.

10. Joy is the Blueprint

HSEB 235

Grishma Singh, *M.Ed., Assistant Principal at Ingraham High School*

Julia Frances, *M.Ed., Assistant Principal at Ingraham High School*

Joy is often falsely perceived as a distraction from our goals, but we know from our ancestors and our histories that joy cannot be an afterthought in our efforts towards liberation—joy is the blueprint. How do we successfully disrupt cynicism? How do we find joy in the boring stuff? The annoying stuff? As we collectively dig into these questions, we'll also share practical examples from our school about ways we have nurtured joy across everything from building instructional capacity to parking passes. Our hope is that you'll leave feeling energized, connected, and with ideas you can immediately use.

11. The Four Levels of Mathematical Rap in the Classroom

HSEB 245

Rodney Andres Perez, *PhD Student, Curriculum & Instruction – Mathematics Education, College of Education, University of Washington*

This session leverages hip-hop education research to explore innovative approaches to mathematics teaching through rap. Building on my framework for implementing mathematical rap at four levels, we will examine and enact strategies for authentically connecting mathematics with students' cultural contexts as it pertains to mathematics learning. Participants will gain insights into designing engaging, cognitively demanding lessons that honor hip-hop's educational potential while fostering equity and critical thinking in the classroom while "droppin' some bars."

Concurrent Session 3

Saturday, February 8, 2025

1:20-2:30 p.m.

12. Generative Refusals in Public Education for Native Futures HSEB 125

Leah Simeon (*Spokane Tribe*), *Red Bird Camp Collective*

Jeremy Rouse (*Ihanktonwan Nakota Tribe*), *Red Bird Camp Collective*

Shayla Chatto (*Diné*), *Red Bird Camp Collective*

This conversational and interactive workshop invites participants to explore opportunities for generative refusals in their school buildings and districts—acts that challenge ongoing colonization and assimilation efforts. Through dialogue, story sharing, and a collaborative mapping activity, we will identify spaces and practices within educational systems where meaningful change can occur and challenge assumptions of Native peoples. The conversations will be informed by the zine "Red Constellations". By the end, attendees will leave with actionable insights to transform their educational environments and assumptions about education into spaces that allow for Native futures.

13. Student Voice for School Leaders HSEB 145

Richard Brown Jr., *Assistant Principal, Woodinville High School (Northshore School District)*

Madeline Mason, *Assistant Principal, Jackson High School (Everett Public Schools)*

Participants will hear from a group of diverse high school students regarding positive experiences they have had with having their voices being heard and acted upon by school leaders as well as their perspectives on how their experiences could improve. There will be some sharing of strategies by the facilitators (both current high school Assistant Principals), but the heart of this session will be focused on hearing from students' perspective. School leaders and staff will take away tangible strategies and ideas for applying student voice in their schools and classrooms.

14. Redefining Fatherhood: Bridging Biases and Building Partnerships in Public Education

HSEB 215

*Drayton Jackson
Diana Sullavan*

This workshop highlights fathers' vital role in their children's academic and social success, focusing on fathers of color and those from diverse backgrounds. Participants will explore fathers' unique challenges, including societal biases and stereotypes, and how these impact their confidence, engagement, and relationships with their children. Through interactive discussions and reflective activities, attendees will uncover strategies to empower fathers, celebrate authentic parenting styles, and address preconceived beliefs about fathers and men. This session emphasizes the importance of fostering stronger family-school partnerships and creating an inclusive and equitable educational environment that benefits all students and families.

15. Embracing Every Hue: Using our Narratives to Cultivate Healing

HSEB 235

Darius Phelps, Assistant Director of Programs, New York University (he/him/his)

This interactive workshop explores how poetic inquiry and narrative reflection empower teacher educators to embed equity, joy, and culturally responsive pedagogy into their practice. The session offers participants tools to reflect on their teaching philosophies, uncover biases, and inspire transformation in teacher preparation programs. This session offers a unique opportunity for participants to explore the intersection of reflection, equity, and culturally responsive pedagogy, empowering teacher educators to lead transformative change in their programs through hands-on poetic inquiry/ narrative reflection activities. The workshop concludes with collaborative discussions where participants develop strategies to integrate these reflective practices into teacher education programs.

16. Developing an Ecosystem that Supports the Education of Future Healthcare Providers

HSEB 245

*A.J. Balatico (he/him/his), Ph.D. Candidate, UW College of Education
Celeste Coler (she/her/hers), M.D. Student, UW School of Medicine
Arian Ariaye (he/him/his), Undergraduate, UW Biology
Kalyani Raghavan (she/her/hers), Undergraduate, UW Biology
Natally Celaya-Martinez (she/her/hers), Undergraduate, UW Biology
Samir Faruq (he/him/his), Undergraduate, UW Biochemistry*

This workshop invites educators and learners to reimagine a system that promotes equity in education and healthcare alongside a panel of UW students. Participants will critically reflect on and challenge current barriers affecting students' access to academic, social, emotional, and career preparation in allied health. The session will also provide a space to share strategies for fostering community partnerships with allied healthcare and STEM programs focused on supporting underrepresented students, highlighting Doctor for a Day (DFAD), UDOC, and Summer Health Professional Enrichment Program (SHPEP) at the UW School of Medicine.

Concurrent Session 4

Saturday, February 8, 2025

2:35-3:45 p.m.

17. “Everything worthwhile is done with others”: Sustaining Resistance Together HSEB 125

Santasha Dhoot, Doctoral Student Teachers College
Janaki Nagarajan, 2nd Grade Teacher, Kent School District
Zainab Ashraf, 3rd Grade Teacher, Bellevue School District

“Everything worthwhile is done with others.” – Moussa Kaba

Gather with us for a hands-on workshop exploring how individualism, a characteristic of White Supremacy culture, impacts our lives. While embroidering, we'll reflect, share stories, and discuss how connection and solidarity foster healing and resistance. Together, we'll create meaningful reminders of our collective commitment to social justice.

18. The Art of Resilience: Building Collective Strength Through Imagination, Creativity and Action HSEB 145

Naho Shioya, Ed.D., Founder & Principal, SOZO Evolution

In this session, participants will engage in Theatre of the Oppressed (TO) practices to explore how embodied action, creativity, and storytelling can foster resilience and catalyze justice-centered change in education. We will examine participants-generated specific school-based scenarios where systemic inequities (e.g., racialized discipline policies or access to culturally relevant curricula) affect students and educators. Participants will collaboratively envision and strategize how to disrupt oppressive practices and cultivate solidarity. Together, we will reflect on the roles of educators and school leaders in embodying practices that advance equity and joy in their communities.



19. Everyday, Again & Again: Co-Creating Community in the Classroom with Symbols & Rituals HSEB 215

*Brandon Lee, local public school educator
Jackie Chang, Broadview Big Brains*

This workshop seeks to explore the role of SYMBOL and RITUAL in community creation and the resulting benefits in individual student performance, personal growth and group participation. Unlike some mammals who are born ready for the world, humans learn how to live from other humans! Therefore, community is the foundation of all learning. The fundamental question in education, then, is this: how can you turn a group of individual strangers into a collaborative community that learns together? The purpose of this workshop is to investigate this same question while analyzing examples of successful classroom community creation in highly diverse, Title 1 schools.

20. Community Beloved: Sacred and Necessary Spaces for Leaders of Color HSEB 235

*Kamrica Ary-Turner Beaver, M.Ed., Associate Director,
Association of Washington School Principals
Susie Askew, MAT, EdD Principal, Spanaway Lake High School, Bethel School District
Kelly Niccolls, EdD Director of School Leadership & Outcomes, Cheney Public Schools
Bernadette C. Ray, MAT, EdD (exp. June 2026) Principal, Silas High School, Tacoma School District*

This session is facilitated by four women leaders of color who have developed and maintained close friendship and beloved community. We will share the significance of our community and its impact on our professional and personal lives and how our ability to confide in and learn from each other transcends our roles. We will facilitate time for our session participants to reflect on their communities and engage in liberatory design activities to leave our time affirmed in their abundance of community as we navigate our next steps in educational justice work. This session has a focus on leaders of color, as we hold spaces that are frequently attacked and disenfranchised.

21. Building an Otherwise: Creating Native Community in Settler Colonial Spaces HSEB 245

*Savannah Milford (Cowlitz), Principal and L4L8 Graduate
Kiana Smith (līnuṗiaq), Doctoral student in Culturally Sustaining Education,
University of Washington*

This workshop explores the power of building community in settler colonial systems and white, heteronormative spaces. We'll dream of an "otherwise" – imagining new ways to connect, resist, and thrive. We'll look at three groups enacting survivance: the Lake Washington Native Educators Group, connecting Native teachers through co-design; the Native Auntie Collective, offering opportunities for connection to Native educators; and Natives in Pioneer Square, gathering Native women and non-binary people in Seattle's Pioneer Square to nurture community and identity. These groups show us that we don't need permission to build the spaces we deserve. We create them together, on our terms.

Schedule of Concurrent Sessions

	Concurrent Session 1 10:05am - 11:15am	Concurrent Session 2 11:20am - 12:30pm	Concurrent Session 3 1:20pm - 2:30pm	Concurrent Session 4 2:35pm - 3:45pm
HSEB 101	1. William Jackson, Harland Warrior, Ivery Rhodes, Richard Brown	---	---	---
HSEB 125	2. Roberta Lee Collison, Diefia Shabirah Nurkhasanah	7. Deborah Massachi, Andrea Carreño Cortez, Gwen Sweeney, Janaki Nagarajan, Daisha Ganaway, Courtney Wiley	12. Leah Simeon, Jeremy Rouse, Shayla Chatto	17. Santasha Dhoot, Janaki Nagarajan, Zainab Ashraf
HSEB 145	3. Veronica Cassone McGowan, Madeline Iem	8. Jonathan Aldanese-Wells	13. Richard Brown Jr., Madeline Mason	18. Naho Shioya
HSEB 215	4. Cheryl Jackson-Williams, Helen Taunau'u, Shereese Rhodes, Jacquetta McGowen	9. Tanisha Felder, Torian Hodges-Finch	14. Drayton Jackson, Diana Sullavan	19. Brandon Lee, Jackie Chang
HSEB 235	5. Gerrit Kischner	10. Grishma Singh, Julia Frances	15. Darius Phelps	20. Kamrica Ary-Turner Beaver, Susie Askew, Kelly Nicolls, Bernadette C. Ray
HSEB 245	6. Kayla McDonogh, Paul McDonogh	11. Rodney Andres Perez	16. A.J. Balatico, Celeste Coler, Arian Ariave, Kalyani Raghavan, Natally Celaya-Martinez, Samir Faruq	21. Savannah Milford, Kiana Smith

Acknowledgements

The 2025 Leading Towards Justice Symposium is proudly hosted by:

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