



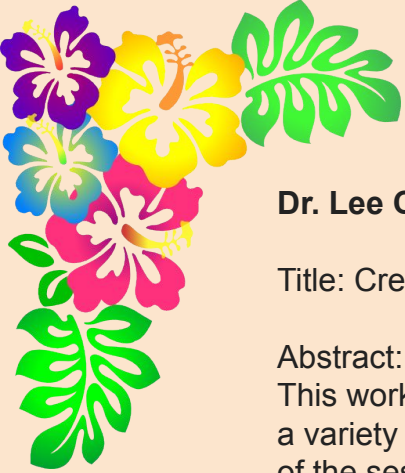
**Chris Anderson, SUNY Potsdam**

Title: Utilizing Invitational Education Theory to Adopt Ethical Artificial Intelligence Policy

Abstract:

Given its emphasis on the five institutional domains: People, Places, Policies, Programs and Processes; utilization of Invitational Education theory can ensure Intentionality, Care, Optimism, Respect, and Trust (ICORT) are the elements that lead people's development of ethical AI policy that guides places, programs, and processes towards safe innovation and utilization of technology.





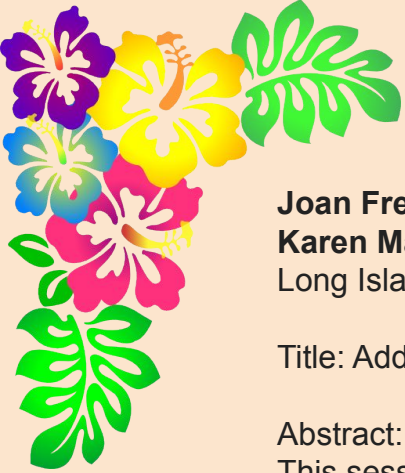
**Dr. Lee Clinton Buddy Jr.**, Kay R. Pace Elementary School of the Arts

Title: Creating magical learning moments

Abstract:

This workshop will focus on my journey to implement strategies to build the whole child through a variety of wrap around services, student empowerment, and team building activities. The goal of the session is to provide tips, strategies, and real-world examples to empower participants with strategies to build the whole child.





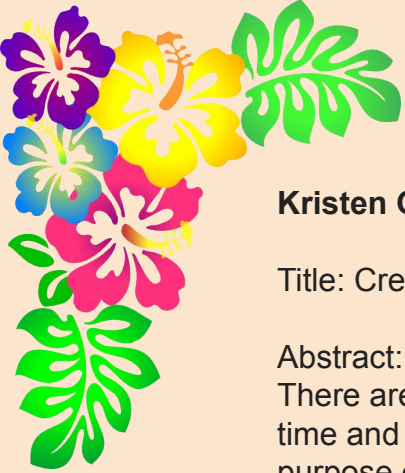
**Joan Fretz**, School Climate Consultant, Retired School District Administrator  
**Karen Mackler**, Educational and MH Consultant, Licensed/School Psychologist  
Long Island, New York

Title: Addressing School Mental Health & Wellness During Challenging Times

Abstract:

This session introduces participants to the Nassau County, NY School Mental Health and Wellness Strategic Plan, a comprehensive guide created by and for schools to address mental health in 5 categories: Mental Wellness Leadership Teams, Staff Mental Wellness & SEL, Interventions for Students, Home Engagement, and Community-Based Partnerships. Examples of initiatives, especially for student interventions will be provided. In addition, the new Creating Well-Being Sharing Site featuring mental health and wellness initiatives created by Long Island schools will be introduced. The Sharing Site illustrates how 120 separate school districts on Long Island are sharing resource initiatives to support each other.





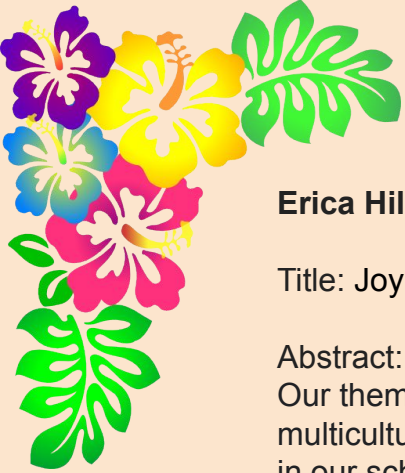
**Kristen Glenn**, Brigham Young University - Idaho

Title: Creating Civil Discourse Through Document Based Inquiry

Abstract:

There are many voices with many views on many subjects. It can be difficult sometimes to give time and energy to voices that are not within a comfortable and trusted echo chamber. The purpose of this presentation is to share a strategy with fellow teachers on how to help students look at various voices first before trying to insert themselves as an expert. For this panel, I will present the ideas as if you were my class, then devote some time to questions.





**Erica Hillhouse-Hagood**, Kay R. Pace Elementary School of the Arts

Title: Joy and Adventure with Multicultural Teaching at Pace

Abstract:

Our theme connects with the conference as we are implementing a healthy relationship with multicultural studies in our school. We share that a healthy culture is by celebrating our diversity in our school by celebrating different cultures and recognizing each month's celebration, (i.e. Hispanic Month, Black History Month, Pacific-Asian Month, etc.) We want to show how our school incorporates different cultural celebrations throughout the year. Our theory is to be inviting to all of our students and their families, by celebrating their differences. Every month that has a cultural identity, (i.e. Hispanic Month), will have facts told on our morning broadcast throughout the year. We also have our Holidays Around the World, where each grade level will study and present their country. We hope that when they see how our school integrates the inviting of the various cultures, they may go back and start their own Holidays Around the World, or a daily message.





**Scott Robinson**, University of Hawai'i at Mānoa

Title: Listening is the Cornerstone of the Invitational Education Foundation

Abstract:

This session explores ways in which listening is fundamental for promoting democratic ethos, perceptual tradition, and self-concept theory. The essential questions for this session include: What is the relationship between listening and the IE Foundations? How can teachers apply listening to promote the development of inviting school environments in light of the IE Foundations? And why is listening the cornerstone of Invitational Education? All conference attendees are welcome to the session..





**Katherine Roe**, Western Connecticut State University

Title: Educational Policy and Legislation grounded in Invitational Education

Abstract:

Legislative decision-making on educational issues is a complex process that involves various stakeholders. By creating policies and legislation guided by the tenets of Invitational Education, legislators can create an environment that fosters respectful, mindful, inviting, and educational decision making. Moreover, legislators may allocate funding to school districts, higher education, and/or community childcare agencies to implement Invitational Education practices. This session will touch on these issues with the goal of offering more analysis on this topic in an IAIE Webinar in 2024.

