



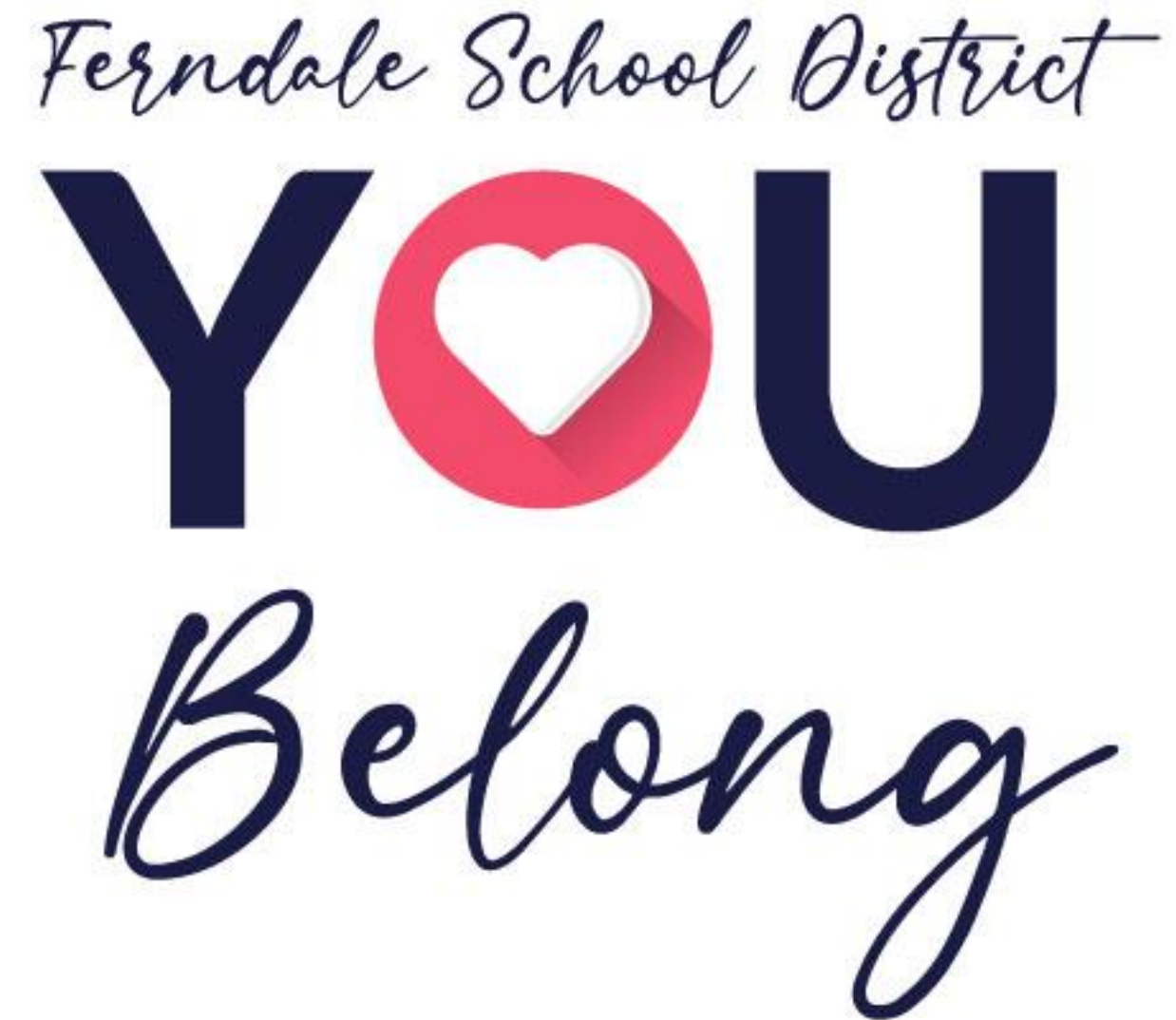
Welcome!

Take a moment to get your favorite AI chatbot ready to go. Don't know? Try ChatGPT or Gemini.

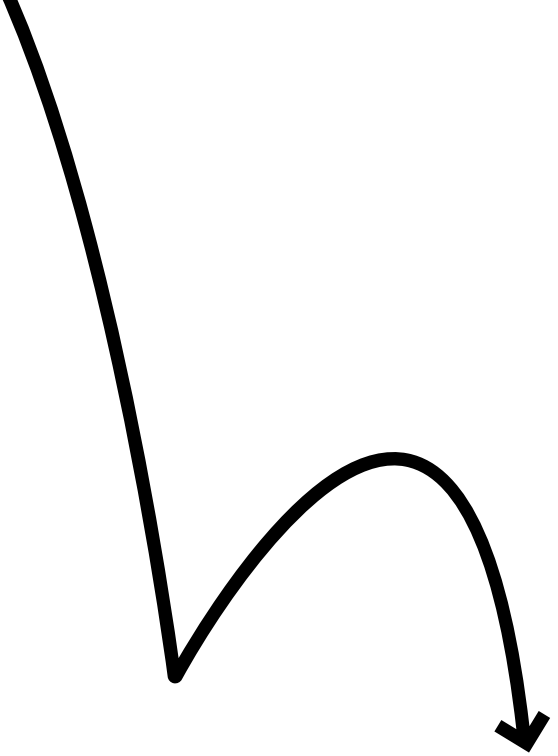
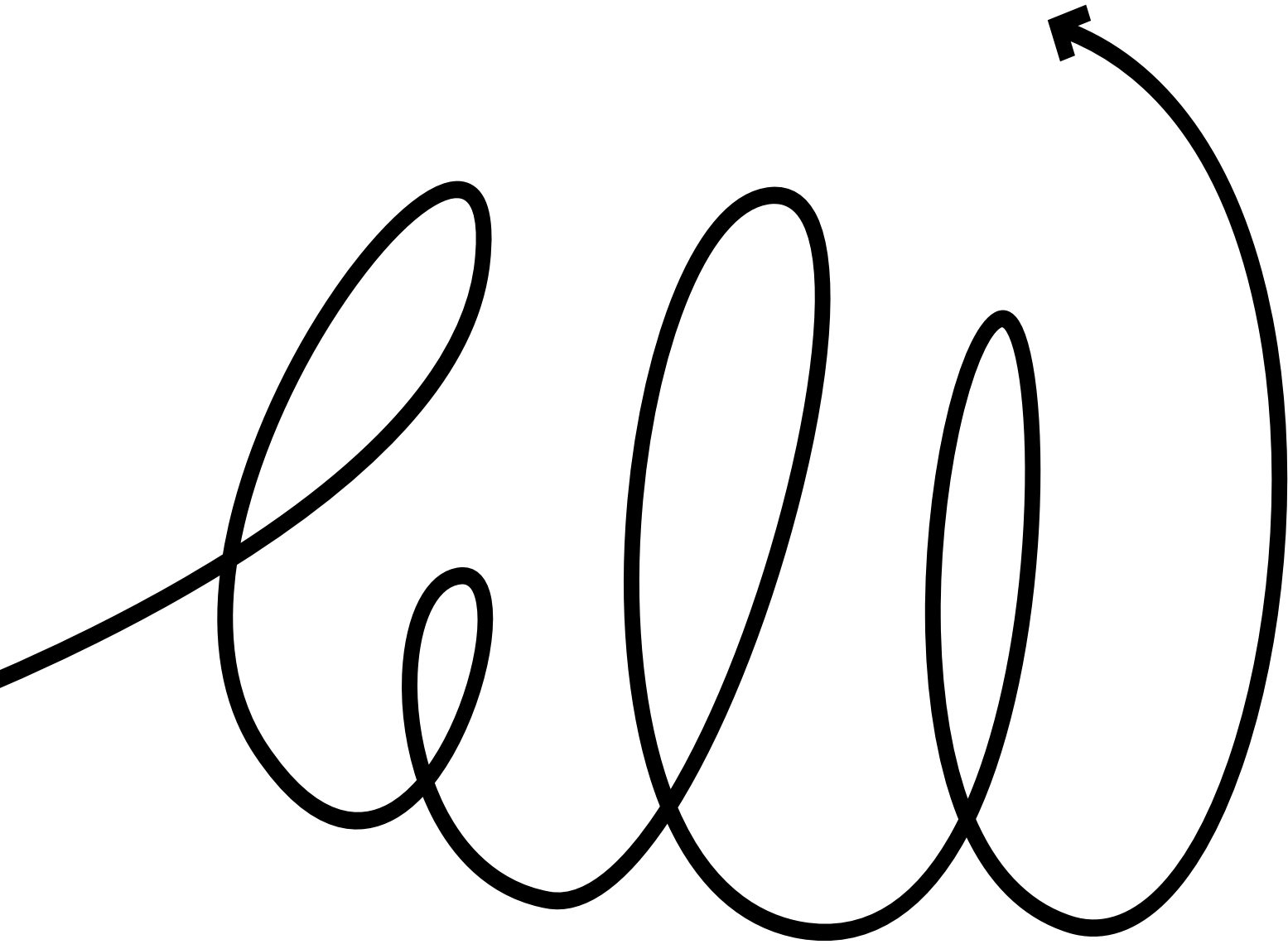
We will start in a couple of minutes.

Transforming Leadership & Learning Through Technology: AI Education

Dr. Kristi Dominguez
Ferndale School District



Success Criteria



Accessibility Enhancement: Leaders will explore how AI technologies support accessibility in education, understanding how AI-driven tools can personalize learning and leadership experiences.

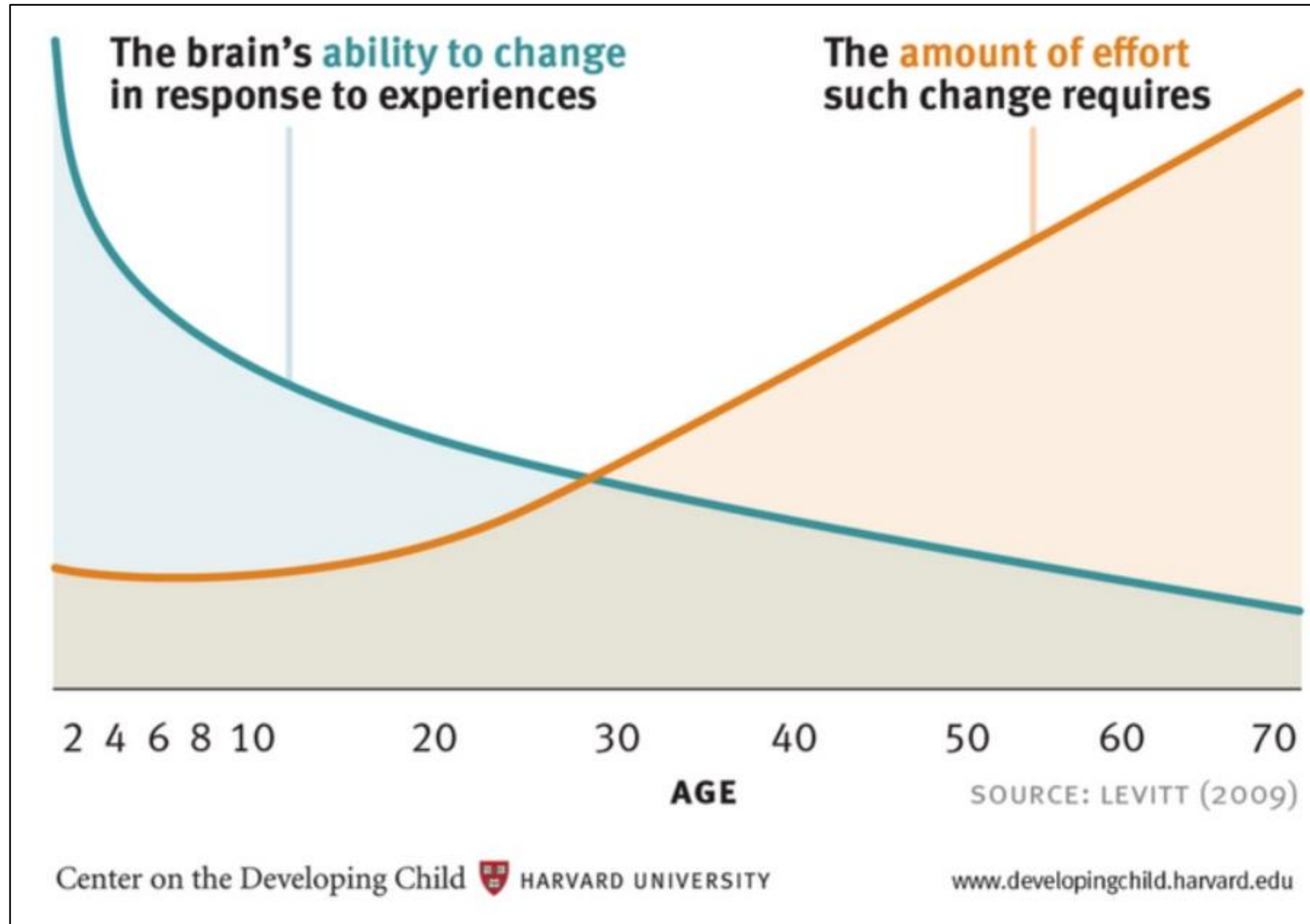
Data-Driven Decision-Making: Attendees will learn how AI enables leaders to leverage vast amounts of data to inform strategic decisions, improving efficiency and effectiveness in leadership roles.

AI Leadership Strategies Participants will learn how AI can personalize the work and support decision-making, while enhancing leadership strategies.

“

“We can’t prevent all the challenges learners will face, but we can help to alleviate them by designing a learning environment that leaves no room for failure.”

Katie Novak



Center on the Developing Child

Mystery Phrase Game

One team member thinks of a phrase and describes it to a chatbot. Have the chatbot generate clues based on the description. The other team member guesses the phrase using the clues given by a chatbot

Build a Story

One team member starts a story with a sentence or theme. Alternate turns with a chatbot and your partner to build on the story.

Problem Solving Challenge

Present a hypothetical problem. Teams use chatbot to explore and discuss multiple solutions.

*ChatGPT or Gemini

WARM UP

AI Saves Time & Money

Transforming Leadership and Learning in Schools.

1

Enhances decision-making processes

2

Personalizes the work and targeted outcomes

3

Improves efficiency by automating routine tasks and data analysis



1 Action Words

2 Topic Keywords

3 Instructional Phrases

4 Formatting Requests & Constraints

5 Purpose or Goal

6 Contextual Modifiers & Voice



Enhances decision- making processes

Leadership Meeting Schedule 2024-25
All meetings will take place on Wednesdays from 3:00 PM to 4:30 PM. Each meeting will consist of both technical and adapting learning (typically, first week of month except April).

August 2024 Retreat: Culture and Strategic Planning: Lifting the Sky
Date: August 7-8, 2024
Focus: Kick off the school year by setting a positive organizational culture and aligning strategic plan
Safety
Goal Setting
Maximum Representation Data
*Check email for homework after July 12

October 2024 Running a School District/Budget Grounded in Data
Date: October 2, 2024
Focus: Focus on the technical challenges and updates necessary for smooth district operations.
*Above Baselines Due January 15
Note *November: Tribal Consultation Meeting

February 2025 Budget
Date: February 5, 2025
Focus: Review of Legislative Session. Budget review and planning for the upcoming fiscal year, addressing financial strategies and constraints.

April 2025 Culture Review and Refinement: Going to the Balcony
Date: April 10, 2025
Focus: Assess the impact of cultural initiatives and plan adjustments for the remainder of the school year.

June 2025 Year-End Review/Data Celebration and Future Planning (One foot in and one foot out)
Date: June 4, 2025
Focus: Evaluate the year's accomplishments, challenges, and set frameworks for the next academic year.

Ferndale School District BOARD OF DIRECTORS HANDBOOK

2023-2024



As the newest member of the school board, I'm delighted to extend my warmest congratulations and welcome you to a role that, while modest, is deeply fulfilling and regarded as one of the most rewarding forms of public service in our nation.

Membership and service on a school board represent a significant commitment and one of the highest forms of civic engagement within our American democracy. It provides qualified individuals with a unique opportunity to advance the cause of education, thereby contributing to the well-being of our community and nation.

Becoming a school board member is a substantial endeavor, but we have every confidence in your abilities and your deep dedication to making a positive impact on the children of the Ferndale School District.

This document serves as a valuable reference guide to navigate the roles, standards, and responsibilities associated with your new position. For a more comprehensive and detailed overview, please explore the ["Serving on your local School Board"](#) guide.

Another important resource for Board members is the [Washington School Board Standards](#), a valuable and research based resource that provides guidance to Boards to support that directly impacts student outcomes.

2024-25 comprehensive advisory framework tailored for the Ferndale School District to review and enhance its practices toward creating a more equitable highly capable program:

Formation of Advisory Committee:

- Invite diverse stakeholders including teachers, parents, students, administrators, community members, and experts in gifted education and equity.
- Ensure representation from various racial, ethnic, linguistic, socioeconomic, and ability backgrounds.

Goals of the Advisory Committee:

Application Release: August

1. Review current identification practices and policies.
2. Identify potential biases or inequities within the existing program.
3. Develop recommendations for enhancing inclusivity and equity in the highly capable program.
4. Provide ongoing support and guidance for the implementation of recommended changes.
5. Foster collaboration and communication among all stakeholders involved in gifted education.

Advisory Committee Activities:

Phase 1: Data Gathering and Analysis (September/October)

- Collect and analyze data on student demographics, participation rates, and outcomes in the highly capable program.
- Review academic and non-academic criteria used for identification.
- Examine the maximum representation of underrepresented groups in the program.
- Conduct interviews, surveys, and focus groups with stakeholders to gather perspectives on the current program.

Phase 2: Equity Training and Awareness (October-December)

- Provide training sessions for committee members on topics such as cultural competence, implicit bias, and equitable assessment practices.
- Host workshops or guest speakers to deepen understanding of the intersectionality of giftedness and equity.
- Facilitate discussions to raise awareness of systemic barriers and disparities in gifted education.

Phase 3: Best Practices Research (January)

- Research best practices and successful models for equitable identification and support of highly capable students.
- Examine case studies from other districts or states that have implemented inclusive gifted education programs.

Subject: Re: Concerns Regarding Com

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Kristi

To Whom It May Concern,

I am delighted to write this letter of recommendation for Zada Garza, a remarkable high school senior at Ferndale High School. Having had the privilege of working closely with Zada over the past couple of years, I can confidently attest to her outstanding leadership qualities, her unwavering commitment to community involvement, and her dedication to making a positive impact on the lives of those around her.

One of Zada's most commendable qualities is her exceptional leadership. She possesses a rare combination of charisma, vision, and dedication that sets her apart from her peers. Her role as a member of the Marching Band not only highlighted her musical talents but also showcased her ability to lead and inspire her fellow bandmates. Zada consistently displayed a strong work ethic, taking on leadership roles within the band and ensuring that everyone was motivated to perform at their best.

Furthermore, Zada's involvement in the Homecoming Dress Closet and her co-design of Hi5 Fridays exemplify her commitment to community service. The Homecoming Dress Closet initiative, which provides formal attire to students who may not have access to it, is a testament to her compassion and desire to create an inclusive environment within our school community. Zada's co-design of Hi5 Fridays, aimed at promoting positivity and unity among students, reflects her innovative thinking and dedication to fostering a welcoming atmosphere.

Zada's involvement in the Associated Student Body (ASB) demonstrates her ability to work collaboratively and effectively in a leadership role. She has consistently contributed her time and effort to enhance school events, such as Unified Basketball and the annual Veterans Day assembly. Her commitment to these initiatives has had a profound impact on our school community, creating memorable experiences for both students and staff.

Perhaps what is most remarkable about Zada is her role as a role model within our community. She embodies the values and spirit of what we want in a Ferndale Golden Eagle. Zada consistently goes above and beyond to support her peers, showing kindness, empathy, and a genuine interest in their well-being. Her actions both inside and outside the classroom reflect her commitment to making a positive difference in the lives of others.

In conclusion, I wholeheartedly recommend Zada Garza for any future endeavors she may pursue. Her leadership skills, extensive community involvement, and dedication to being a role model make her an outstanding candidate who will undoubtedly continue to excel in all her future endeavors. Zada is a true asset to our school and community. I have every confidence that she will continue to thrive and positively impact others into the future.

Please feel free to contact me if you require any further information or have additional questions regarding Zada's qualifications. I am more than willing to provide any assistance necessary to support her application.

Sincerely,

Dr. Kristi Dominguez
Superintendent
Ferndale School District

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Schedules

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timelines

Evaluations
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community engagement

interview
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infrastructure
implementation

lesson plans





Who's in?

10 30 40 50



Kristi Dominguez

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