

Michelle Martin has recently served on the MEHS advisory board as a parent representative. She currently has a son Micheel who attends MEHS.

Michelle is reapplying for the MEHS advisory seat because she feels she has gained many skills through her experiences of serving on the board. Michelle has always has a special interest in MEHS's functionality and systems but most definitely on how our school works together to keep students who want to be there, who want to learn at an institute away from their family and home, and who successfully graduate and are ready to pursue their higher education in college.

Michelle's vision to support the role of MEHS in the larger educational scheme for the State of Alaska, she learned, is different from a regular education institute. She believes that working together, coming to meetings with an open mind, and respectful listening gives this body the strength and knowledge to support this institute.

Mt. Edgecumbe High School

Advisory Board – Applicant Questionnaire

The Alaska Department of Education is pleased that you are potentially willing to serve on the Mt. Edgecumbe High School (MEHS) Advisory Board. In an effort to assist current MEHS Advisory Board members, the Department of Education and the Governor's Office in making the best selection possible for the vacant seats, we are encouraging you to complete the following questionnaire and return it with your letter of interest and detailed resume. Please attach additional sheets as needed.

Name Michelle D. Martin

Position Parent Representative

1. What prompted you to consider applying for the vacant MEHS Advisory Board seat?

I'm interested in reapplying for the MEHS Advisory seat because I feel I have gained many skills through my experiences of serving on the board. What gives me confidence to reapply for this position are my experiences of being a Native educator in Alaska's schools. As a parent, I've been involved in my children's adolescent years in elementary school. But, I find it's challenging to be involved at the secondary level and this is an opportunity to do so. I've served on some boards and parent committees in the past. In addition to being an advisory board member for MEHS, I served as an advisory member for Preparing Indigenous Teachers for Alaska's Schools (PITAS) as a student of the program. I participated in the Tlingit Culture Language & Literacy Program (TCLL) of the Juneau School District as a parent representative for the parent group. I also represented as a parent on the Head Start Policy Council. These experiences helped me understand the importance of such bodies to form and work within an education institute. Working alongside other members on the board's body is another avenue of working together to support our students' education and experiences. This has helped me to understand the systems for setting up and implementing policies, hiring of staff, verifying and validating curriculum, understanding the state's standards in education, and most importantly how to work with colleagues, parents, and students. I'm very interested to work with this advisory board again to bring a parent's perspective from an urban and rural perspective, to build teamwork with the members from around the state, relay ideas and put in the work to support MEHS students' and staff.

2. In your opinion, what special interest, talents and/or capacities could you bring to the MEHS Advisory Board?

I've always had a special interest in Mt. Edgecumbe High School's functionality and systems but most definitely on how our school works together to keep students who want to be there, who want to learn at an institute away from their family and home, and who successfully graduate and are ready to pursue their higher education in college. With that being said, I feel I can bring a rural and urban school perspective who was successful in higher education to serve this board.

I grew up in the Southeast rural community of Hoonah all through my adolescence in a strong and consistent education institute. Early on in my adulthood I gained an interest in teaching while working as a classified staff member at the school in Kake, Alaska. Working at this school in multiple positions helped me to identify my career choice and passion to continue my education to be a teacher and completed my master's degree at UAS in Juneau. I worked in education in rural and urban schools and one of my focuses was how to engage parents and involve them more in the school. I've always felt parent involvement in their children's education is important to support. Especially after the traumatic actions inflicted early in Alaska's Native Education history to our Native people. One of my specialities is providing a safe area for parents to come to my classroom and build a strong relationship to collaborate in their child(rens) education. I'm an active member in the Native community and built relationships with Native entities and it's leaders to work together. In my opinion, meeting and working with people from these entities has created opportunities for me to connect with the Advisory Board to support the work we do in education. I strongly feel these relationships connect to MEHS, too.

I cannot relate to going to a boarding school as a student but I can as a parent; I've let my three children attend MEHS. I strongly support and advocate for MEHS and entrust this institute's staff with the most important job whom I team with on the well-being and educational guidance set for my children. My talents have been to work hard and gain as many experiences as I can in my interests and being in education is one of them. My children will see my actions and may realize later in life the importance to participate and be involved in such endeavors or related interests that mirror the same skills. I view this as a networking opportunity too, to learn and grow in the field of education. These are some of the capacities, talents and special interests I have to support in my decision to reapply for the MEHS Advisory Board position.

3. Are you, or have you ever been, directly associated with MEHS? If so, in what capacity?

I have been associated with Mt. Edgecumbe High School since my secondary education in high school through sports and meeting students who've gone here. I have been directly associated with MEHS since 2011 when my daughter, Michaela, enrolled as a freshman and completed high school there as well as my son, Michael, too. Currently, my youngest son, Micheel, is attending this institute. I feel a parent's role in their child's educational institute is a major affiliate and I try to be involved as best as I can from my community. Letting my children live at MEHS is a huge sacrifice and I wholeheartedly trust MEHS with the well being and upbringing of my children's secondary education. I've also served one term, three years, as an Advisory Board member.

4. What is your vision of the role of MEHS and how a public support residential high school fits in the larger educational scheme for the State of Alaska?

My vision to support the role of MEHS in the larger educational scheme for the State of Alaska, I learned, is different from a regular education institute. After going through my term, I've realized how much the superintendent works with the Alaska Commissioner of Education, Dr. Michael Johnson. After going through COVID19, I also learned how much work is done directly with the Governor's offices. As a board member, it's important our body works together to support the administrators of MEHS. The Advisory Board has members of different roles connected to this institute with experiences to serve. Board members will strategically provide different perspectives on topics, give supporting advice, and use their knowledge to support the administrators with decisions for their institute. A lot of these decisions are made at the state level. Working together, coming to meetings with an open mind, and respectful listening gives this body the strength and knowledge to support this institute.

5. To what other boards, commissions, etc., have you been appointed? Are you currently active on any boards, commissions, etc.?

I have participated in my children's education and have served on boards for the following programs:

- **Mt. Edgecumbe High School Advisory Board** - I'm currently serving and my term is almost done for this board. I've gained so much knowledge and experiences working with this body and learning more about this institute my children attend. Working with members from across Alaska and

supporting the administrators for this institute has taught me a new perspective in education.

- **The Tlingit Culture Language & Literacy Parent Advisory Group at Harborview Elementary School with the Juneau School District** - This program is the only program in Southeast Alaska to have a focus on learning the Tlingit language and enriching the curriculum with culture. In this advisory group, I worked with other TLL parents and the staff to implement policies for the program, to support the program's needs and most especially when there is shortage to cut programs I help to advocate from the school district and legislature levels.
- **Juneau Tlingit & Haida Community Council** - I served this board for one term for the community of Juneau for the Native community. I worked with the Education Committee to support Juneau's education institute and it's students and families.
- **Preparing Indigenous Teachers for Alaska's Schools (PITAS) Advisory Board** – During my undergraduate education at the University of Alaska Southeast Juneau campus, I was appointed as the student representative on this board and worked with other members who were from local partnering entities such as Sealaska Heritage Institute, University of Alaska Board of Regents, Juneau School District member, and **others**.
- **Tlingit & Haida Head Start Policy Council Representative** – I was voted as the parent from my child's classroom in Juneau to be a parent representative for the Head Start Policy Council.

6. In your opinion, what makes you uniquely qualified for the vacant seat for which you are making application?

I feel I qualify for this vacant seat because I have experience with teaching in urban and rural Alaska. I grew up in a rural community in Southeast Alaska and worked as an educator, too. I also worked in educational institutes in urban communities in Southeast Alaska. Having experienced both these perspectives are unique and I can provide these experiences and gain knowledge to work with this body. My professional positions I've worked with have given me experiences from many components in education. I'm also looking for other components I can gain more experience with to broaden my perspective. Working with a team is one of my strengths to be able to make decisions for the institute. I'm also an Alaska Native and grew up in a rural village and had the privilege to grow up and graduate from a school in a rural Alaskan village. As an adult, I work in an urban community and can provide these perspectives and experiences to serve on this board.

7. If interested, please provide any additional information that you believe might be helpful to reviewers of your application.

I feel I've shared many important details in the questions that will support my questionnaire for reapplying for the MEHS Advisory Board. I hope to continue this important work to support MEHS students and administration and to represent the parents of MEHS! Gunalcheesh for the opportunity!

Signature 

Date May 29, 2020

Mary Suzzuk Huntington has recently served on the MEHS board as a parent representative. Suzzuk has a son Harley who currently attends MEHS.

Mary has been serving on the advisory board for the last three years. She feels that it has been a tremendous blessing to be re-connected to the school, with the ability to stay informed about what is happening and to share her perspectives. She wants to continue that work and involvement.

Mary brings her alumni and parent perspective with a deep desire to serve our Alaska Native students and offer the most comprehensive opportunities possible.

Mary's background allows a comprehensive perspective factoring in her role as an alumni, parent, educator, administrator, culture bearer and advocate. She is getting much more knowledgeable and comfortable in expanding our comfort zones as educators and community members in relation to culturally responsive instruction to meet the academic and social/emotional needs of our youth. She knows enough about Mt. Edgecumbe and about the needs of Alaskan students to both celebrate what is already in place and continue striving to do even better.

Mt. Edgecumbe High School Advisory Board – Applicant Questionnaire

The Alaska Department of Education is pleased that you are potentially willing to serve on the Mt. Edgecumbe High School (MEHS) Advisory Board. In an effort to assist current MEHS Advisory Board members, the Department of Education and the Governor's Office in making the best selection possible for the vacant seats, we are encouraging you to complete the following questionnaire and return it with your letter of interest and detailed resume. Please attach additional sheets as needed.

Name Suzzuk (Mary Huntington)

Position Alumni (or parent)

1. What prompted you to consider applying for the vacant MEHS Advisory Board seat?

I have been serving on the Advisory Board for the last three years. It has been a tremendous blessing to be re-connected to the school, with the ability to stay informed about what is happening and to share my perspectives. I want to continue that work and involvement.

2. In your opinion, what special interest, talents and/or capacities could you bring to the MEHS Advisory Board?

I attended Mt. Edgecumbe for three years, coming in as a sophomore and graduating in 1994. My third child is currently attending MEHS, having just completed his freshman year. The other two graduated in 2016 and 2018. I have also served as a principal in a village school (4 years) and currently work in the district office in cultural programs.

This brings a perspective that considers roles as alumni, parent, school administrator and cultural advocate, with a deep desire to serve our Alaska Native students and offer the most comprehensive opportunities possible.

3. Are you, or have you ever been, directly associated with MEHS? If so, in what capacity?

Student: 1991-1994, graduate

Parent: 2014-present

Advisory Board: 2016-present

4. What is your vision of the role of MEHS and how a public support residential high school fits in the larger educational scheme for the State of Alaska?

Mt. Edgecumbe has provided expanded opportunities not available to students in rural and small communities. MEHS also provides more personalized opportunities for large, urban students who might be slipping through the cracks or

seeking a different environment. It does so in academics, sports, CTE, the arts, socializing, and cultural heritage both because of the number of students attending and the diversity of students attending. Even while providing opportunities in each of those areas for what is viewed as the elite, as a public school, they are available to all Alaskan students with varying strengths and needs. My vision for the role of MEHS in the statewide educational picture is based on the strengths I currently see, which is reflected in the comprehensive admissions selection process. Even while Edgumbe does an excellent job, as in everything, we can always make it even better.

5. To what other boards, commissions, etc., have you been appointed? Are you currently active on any boards, commissions, etc.?

Alaska Arts Education Consortium, Arctic Representative

Kipigniutit Iñupiarallanikun Coalition, *grassroots group: revitalizing Inupiaq language statewide*

Iḷisaqativut Sivunniugutigiit, *grassroots group: specifically on learning Inupiaq*

Indigenous Language Planning Committee, UA Northwest Campus

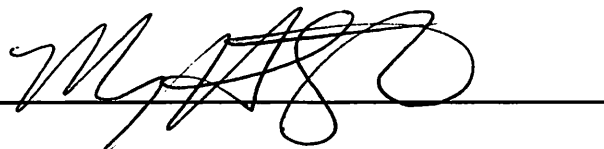
6. In your opinion, what makes you uniquely qualified for the vacant seat for which you are making application?

My background allows more a comprehensive perspective factoring in my role as alumni, parent, educator, administrator, culture bearer and advocate, and current advisory board member. I am getting much more knowledgeable and comfortable in expanding our comfort zones as educators and community members in relation to culturally responsive instruction to meet the academic and social/emotional needs of our youth. I know enough about Mt. Edgumbe and about the needs of Alaskan students to both celebrate what is already in place and continue striving to do even better.

7. If interested, please provide any additional information that you believe might be helpful to reviewers of your application.

Each member of the Mt. Edgumbe Advisory Board in my three year term has held a critical role in making the team effective in advising the administrative team at MEHS. My role as chair this last year, I believe, helped to maintain the tone set by administration for meaningful discussion while moving forward to meet our goals. I was originally going to make room for other alumni to get the opportunity to re-connect with Edgumbe. With three members leaving the board because they no longer qualify for their seat, I feel I could better serve MEHS by applying to continue to serve on the advisory board. It has never been a burden, only a blessing.

Signature



Date

5-15-20

Suzzuk (*Mary Huntington*)

P.O. Box 20
Unalakleet, Alaska 99684

907-639-1222 cell
shishmarefmary@gmail.com

May 15, 2020

Dear Mt. Edgecumbe Advisory Board Selection Committee:

I am writing to express my interest in serving as an Advisory Board Member for Mt. Edgecumbe High School. I have been serving on the Advisory Board for the last three years. It has been a tremendous blessing to be re-connected to the school, with the ability to stay informed about what is happening and to share my perspectives. I want to continue that work and involvement.

I attended Mt. Edgecumbe for three years, coming in as a sophomore and graduating in 1994. My third child is currently attending MEHS, having just completed his freshman year, with plans to graduate as a Brave as his two older brothers did.

Mt. Edgecumbe has provided expanded opportunities not available to students in rural and small communities. It does so in academics, sports, CTE, the arts, socializing, and cultural heritage both because of the number of students attending and the diversity of students attending. MEHS also provides more personalized opportunities for large, urban students who might be slipping through the cracks or seeking a different environment. Even while providing opportunities in each of those areas for what is viewed as the elite, as a public school, they are available to all Alaskan students with varying strengths and needs. Even while Edgecumbe does an excellent job, as in everything, we can always make it even better.

My professional goals include improving the educational systems for all Alaskans, and I want to the improvements to first serve my own people, not to the exclusion of others but starting at home with what I know. "My own" includes Mt. Edgecumbe. We should not be competing against each other to offer the best, but we should each be helping each other reach our very own best. In Native Youth Olympics, athletes frequently give tips to their competitors to improve performance. We compete against the ball, not each other. Serving on this board while working in my own school district has that same effect. Both systems are enhanced to better meet the needs of our Alaskan students.

Thank you for taking the time to consider me as a Mt. Edgecumbe Advisory Board member. I have thoroughly enjoyed my time serving on the board during the three-year term just completed. I was originally going to make room for other alumni to get the opportunity to re-connect with Edgecumbe. With three members leaving the board because they no longer qualify for their seat, I feel I could better serve MEHS by applying to continue to serve on the advisory board. It has never been a burden, only a blessing. I look forward to hearing from you, whatever the outcome.

Taikuu tani,



Suzzuk

Suzzuk (*Mary Huntington*)

P.O. Box 20
Unalakleet, Alaska 99684

907-639-1222 cell
shishmarefmary@gmail.com

Vision: Enhancement of education in Rural Alaska through instructional leadership with cultural integration

Alaska Teaching Certification/Endorsements:

Superintendent Endorsement – pending completion, Summer 2020
Type B Administrative Certificate, Grades preK-12, valid until 08/2022
Elementary Education, Grades K-8, valid until 08/2022
Mathematics, Grades 7-12, valid until 08/2022

Education:

2019-2020 University of Alaska Southeast, Superintendent Endorsement (pending completion June 2020)
2011-2012 University of Alaska Southeast, Master of Education, Educational Leadership
2007-2010 University of Alaska Fairbanks, Secondary Licensure Program, Mathematics
1994-2002 University of Alaska Fairbanks, Bachelor of Education, Elementary Education
1999 Career Academy, Travel Specialist
1992-1994 Mount Edgecumbe High School
1982-1992 Shishmaref School

Certificated Employment:

2018-present Bering Strait School District, Coordinator of Cultural Programs
2014-2018 Bering Strait School District, Koyuk Malimiut School, Principal
2012-2014 Bering Strait School District, Shishmaref School, Assistant Principal
2009-2012 Bering Strait School District, Shaktoolik School, Middle School & High School Teacher
2008-2009 Bering Strait School District, Shishmaref School, Secondary Math Teacher
2004-2007 Bering Strait School District, Shishmaref School, Kindergarten Teacher
2003-2004 Bering Strait School District, Shishmaref School, 2nd Grade Teacher

Professional Committees:

2020-present Indigenous Language Planning Committee, University of Alaska Northwest Campus
2019-present Alaska Arts Education Consortium, Arctic Representative
2017-present Mount Edgecumbe High School Advisory Board, Alumni Representative
2017 Nome Decolonization to Consentization Think Tank, Inuit Circumpolar Conference
2015-2016 Growing Our Own Teachers subcommittee member, Norton Sound Education Work Group
2013-2015 Project CREATE Advisory Board, Teacher Evaluation for Alaska Cultural Standards

Language Revitalization:

2019-present Iḷisaqativut Sivunniugutigiit (Inupiaq language learning efforts)
2018-present Kipigniutit Iñupiarallanikun (KI) Coalition (Inupiaq nationhood efforts)
2019 Inupiaq Language Summit, Kotzebue, Alaska
2018 Alaska Native Language Institute, Fairbank, Alaska

Cultural Arts Experience:

2016 Nome Basic Arts Institute, Cultural Teacher Leader, Alaska Arts Education Consortium
2011 Juneau Basic Arts Institute, Cultural Teacher Leader, Alaska Arts Education Consortium
1999 Inupiaq Demonstrating Artist, Alaska Native Heritage Center
1998-1999 Alaska Native Dance Instructor, University of Alaska Fairbanks
1996 Alaska Native Dance Instructor, Rural Alaska Honors Institute
1995-1998 Inu-Yupiaq Dancers, Co-Founder and Leader, University of Alaska Fairbanks
1994-2013 Shishmaref Eskimo Dancers, Group Leader, *during the years I lived in Shishmaref*

Joshua Vo is a 2009 MEHS alumni. He graduated from UAA in 2016 with a Bachelor of Business Administration.

Josh says it would be an honor to serve on the MEHS Advisory Board. As an alumnus, Class of 2009, he would like the opportunity to be part of the decisions that impact how MEHS continues to operate in the future. He believes his years of both professional and volunteer experience has built the foundation in which he believes that he would be an effective Advisory Board member.

Josh thinks that what makes him uniquely qualified for the vacant seat is that I've kept in touch and grown my MEHS alumni network throughout the years, which has led me to learn more about people's personal experiences at the school. He believes that with his network he can get a good grasp of alumni thoughts towards specific plans/issues that may arise with MEHS and can work with people to make sure that the best interest of all alumni is represented on the Advisory Board.

Mt. Edgecumbe High School

Advisory Board – Applicant Questionnaire

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Name Joshua Vo **Position** Alumni

1. What prompted you to consider applying for the vacant MEHS Advisory Board seat?

I was prompted to consider applying to the vacant MEHS Advisory Board seat because I felt like I needed to give back to the school. MEHS has done so much for in terms of building the foundation of becoming a better person and professional that I felt that I owed it to the school to try and help where I could. Since I do not live in Sitka, I thought helping with the Advisory Board would allow me to give back.

2. In your opinion, what special interest, talents and/or capacities could you bring to the MEHS Advisory Board?

In my opinion, the main goal of a lot of students at MEHS want to work for their people after finishing school. As someone who has graduated from MEHS, graduated with a bachelor’s degree, and is currently working for a Native Corporation, I think my perspective and experience can help shape MEHS going forward to helping students work towards this goal.

3. Are you, or have you ever been, directly associated with MEHS? If so, in what capacity?

I graduated from MEHS in 2009 and represented the school in many athletic and academic events. More recently, I worked with other alumni to advocate to the State of Alaska to continue to leave MEHS as is when there were discussions in changing it to a STEM based high school. I’ve also participated with other alumni in fundraising and providing graduation gifts to the MEHS Class of 2020, as they were unable to finish out their senior year and have a traditional graduation.

4. What is your vision of the role of MEHS and how a public support residential high school fits in the larger educational scheme for the State of Alaska?

My vision of the role of MEHS in Alaska is to continue as it is. MEHS is a unique public school that offers students, often from smaller villages, an opportunity to attend a larger high school. This opportunity helps them learn more about living on their own, prepares them for college or professional training, and builds relationships that last a lifetime. MEHS fits the larger educational scheme for the State of Alaska as providing an alternative learning experience for students that wouldn't otherwise have the option of a better education. With the countless amount of present, past, and future leaders that are proud to call themselves MEHS alumni throughout the State, it is evident that the education that is provided at MEHS is very beneficial to the State as a whole.

5. To what other boards, commissions, etc., have you been appointed? Are you currently active on any boards, commissions, etc.?

I currently serve as the Chair of the Alaska Native Professional Association, Commissioner on the Anchorage Equal Rights Commission, Emerging Leader for the Inuit Circumpolar Council – Alaska and a Youth Focal Point for the Arctic Council Indigenous Peoples Secretariat.

6. In your opinion, what makes you uniquely qualified for the vacant seat for which you are making application?

I think what makes me uniquely qualified for the vacant seat is that I've kept in touch and grown my MEHS alumni network throughout the years, which has led me to learn more about people's personal experiences at the school. I believe that with my network I can get a good grasp of alumni thoughts towards specific plans/issues that may arise with MEHS and can work with people to make sure that the best interest of all alumni is represented on the Advisory Board.

7. If interested, please provide any additional information that you believe might be helpful to reviewers of your application.

It would be an honor if I were to be selected as the alumni Advisory Board representative. I know our school, our history, and our alumni and know that regardless if I am selected or not, MEHS is going to get a great representative. Once a Brave, always a Brave.

Signature 

Date 5/12/2020