

**OMAHA PUBLIC SCHOOLS – SubDistrict 2** Part 1 of 2

<b>Question</b>	<b>Niokia Stewart</b> (Nonpartisan)
<b>Extra biographical</b>	married, High School: Bryan Sr High, College: Midland Lutheran College, Degrees: BA Sociology, Employer: Region 6 Behavioral Healthcare,
<b>Date Filed</b>	2-19-13
<b>Contact Info</b>	3/16/2013, 8:16pm, after several failed connections - emailed questionnaire. 3/16/2013, evening, reminder call with extension to March 19. After Primary: 4/15, 8:54pm, candidate asked for extension. 4/15, 11:49pm, "Wednesday's fine." 4/18, 12:43pm, left message. 4/24, 11:27pm, reminder email for 4/29 deadline to be included in paper copies. 4/29, 8:13pm, reminder call.

**OMAHA PUBLIC SCHOOLS – SubDistrict 2** Part 2 of 2

<b>Question</b>	<b>Marque Snow</b> (Democrat)
<b>Extra biographical</b>	Employer: YMCA of Greater Omaha, www.marquesnow.com
<b>Date Filed</b>	3-01-13
<b>Contact Info</b>	3/6/2013, 3:33pm, caller assigned on behalf of sub-district residents; 3/7/2013, 11:37am, candidate asked that questionnaire be emailed; 3/7/2013, 11:59am, emailed questionnaire; 3/9/2013, 11:45am, accidentally sent answers for a different questionnaire; 3/10/2013, Noon, sent report of extending to March 14 deadline; 3/11/2013, 5:50pm, emailed questionnaire; 3/14/2013, 5:58pm, reminder email; 3/14/2013, 7:54pm, ANSWERS RECEIVED.
<b>01 Biographical</b>	Marque Snow was born to a single, active duty military mother from a working class family. For the first five years of Marque's life he was raised by his grandparents in Marion, Ohio. After several tours in Europe, Marque's mother and step-father resumed custody of him and took him around the world through their various assignments. This gave Marque the opportunity to attend a number of large and small schools, which allowed him to experience a variety of administrations and curriculums. He was the first person in his family's history to attend college, which he achieved through a combination of full time work and help from the G.I. Bill. He attended the University of South Dakota and University of Nebraska at Omaha studying Political Science and History. He has worked on several campaigns in South Dakota and Nebraska and now is the Youth Program Director at the South YMCA in Omaha and sits on their Board of Directors. Marque is passionate about giving back to his community and being a mentor to kids. Marque has lived in Omaha for two years. In his free time, Marque likes to stay active by running through the district and exploring Omaha's live music scene. His afterschool program garners around 50 children from the local community and expands to over 150 for the summer program. Marque worked hard to reinvent the program from an open gym to implement four pillars of nutrition, education, fitness, and service. His program strives to give disadvantaged children the same opportunities and experiences that allow their peers to be successful. Marque understands the struggles that many students in Omaha face. His experiences have uniquely positioned him to help address the large achievement gap in the OPS system. Marque will be a strong advocate for the children of district 2
<b>02 Motivation</b>	I am proud to call Omaha's new second district my home and I look forward to raising a family here one day. The reason I have chosen to run for the OPS Board is to protect the future of our youth and the future of Omaha. Amazing things are happening in our schools but the OPS board is not focusing on the resources, this comes at a great cost to our children. I see this fact every day in kids ranging from first grade to twelfth. I look forward to bringing a bold, new perspective to the OPS Board as an advocate for our district's students. Our school district can become the best in the region by focusing on four points: - Transparency, - Cooperation between schools and after-school enrichment programs, - Fiscal responsibility, - More life-skills and work training courses for students
<b>03 Qualifications</b>	I'm the Afterschool/Summer Day Camp and Teen Discovery Director at the South YMCA. The program garners around 50 children from OPS (1st to 12th grade) and expands to 100 for the summer program. My goal is to have 150 children participating in our summer program this year. My program focuses on nutrition, education, fitness and community service. Many of the children in my program come from low-income areas and my program tries to give them the same opportunities and experiences that all their peers to be successful. My strength allows me to directly address the large achievement gap in the OPS system. I will be a strong advocate for the children in district 2. As a member of the Non-profit industry, I will not just be representing district 2, but all non-profits that have afterschool programs with OPS children. We all have an invested interest in making sure are children are prepared to work after graduation and beyond.
<b>05 Superintendent and School Board</b>	I think it is right that the people in our community get a choice in deciding how their children are educated. We are all in this in the effort to help our kids and this is the best method for our community.
<b>06 Nationalized Standards</b>	Disagree, not all kids come from the same home, background, and have the same experiences.
<b>07 State Standards</b>	Teaching to the test hurts our schools and teachers. Our teachers should be like coaches when working with students. Not all kids learn the same and no standardized test accurately shows if a student understands that subject.
<b>13 Education Support</b>	I believe our public schools in Omaha are the best choice for educating our youth.
[not answered]	<b>04 Sustainable Development , 08 Abstinence, Contraceptives , 09 Scientifically Criticize Evolutionary Theory, 10 Global Warming, 11 Religious Freedom,12 Lifestyles, 14 Education Business Connection, 15 Parental Rights Amendment, 16 Governing documents, 17 Constituents' concerns, 18 Family, 19 Personal/Political, 20 Political decisions, 21 Abortion/capital punishment, 22 Past President, 23 Anything else?</b>

See the next page to view the actual questions we ask the candidates.

## OMAHA PUBLIC SCHOOLS BOARD Questions

Question Key	Actual Questions asked. “*d” questions offered as minimums to answer
<b>Date Filed</b>	The date the candidate officially filed with the County election office.
<b>Contact Info</b>	Contact Information - ranging from the details of when we inputted the candidate's responses, to attempts to establish contact, to if we still need a volunteer caller, to if the candidate is unopposed and therefore not on the list to contact.
<b>01 Biographical</b>	*Please include biographical information, e.g. family members, church affiliation, employment, etc., you consider important for voters to know and/or reference your website.
<b>02 Motivation</b>	*What has motivated you to seek this office? Is there a key issue you hope to address?
<b>03 Qualifications</b>	*What three primary qualifications do you bring to this office?
<b>04 Sustainable Development</b>	* Discuss how the sustainable development presented in the UN Agenda 21 comprehensive plan can be a benefit or detriment to the citizens. What do you believe should be the government's role in establishing green policy?
<b>05 Superintendent and School Board</b>	How do you view the check and balance relationships between the superintendent and the school board? How do you picture representing the interests of the constituents if they differ with the superintendent's?
<b>06 Nationalized Standards</b>	*Some are pushing for nationalized learning standards (federal curriculum) and assessment systems. Do you agree or disagree with that idea? Why?
<b>07 State Standards</b>	Discuss the various curriculum standards that the State Board of Education has been working on. What is your thinking concerning the "teaching to the test" approach?
<b>08 Abstinence, Contraceptives</b>	Should schools teach abstinence-only sex education? Why or why not? Should schools teach about contraceptive use?
<b>09 Scientifically Criticize Evolutionary Theory</b>	*Should teachers be required to include scientific criticisms of evolutionary theory in their science curriculum? Why or why not?
<b>10 Global Warming</b>	Should curriculum include debate as to whether global warming exists, is man-caused, or part of the cycles of nature?
<b>11 Religious Freedom</b>	Should Muslim students have freedom to pray at specified times? Should Christian students have freedom to pray in public? Should those without a specific religion be free to cancel other religious practices?
<b>12 Lifestyles</b>	*Should schools promote all lifestyles, beliefs and values to be equal?
<b>13 Education Support</b>	What support (e.g. vouchers, tax credit) should alternative schools (whether charter, home school, private school) have from taxes collected for education?
<b>14 Education Business Connection</b>	Do you, a family member, or your employer have any business relationships serving education? Please describe.
<b>15 Parental Rights Amendment</b>	*Do you oppose or support a Parental Rights Amendment to the U.S. Constitution? Why? (See <a href="http://www.parentalrights.org">www.parentalrights.org</a> for proposed language.)
<b>(These last questions we ask regardless of what office is being sought. You may not think these relate to your office, but how you respond to these controversial questions might help the voter know how you would respond to other controversies in office.)</b>	
<b>16 Governing documents</b>	What do you see as the major governing documents for this position? Have you read them? What does it mean to "uphold the Constitution" in the position you seek?
<b>17 Constituents' concerns</b>	*What plans do you have for remaining aware of your constituents' concerns and desires?
<b>18 Family</b>	What role has your family played in your seeking this office? In holding this position, how do you foresee it affecting your family?
<b>19 Personal/Political</b>	To what degree should an office holder's personal principles be reflected in political decision making? To whom/what will you go for counsel in decision making?
<b>20 Political decisions</b>	Is it appropriate to use the Bible or other religious writings in making political decisions? If so, what would you use? If not, why not?
<b>21 Abortion/capital punishment</b>	*What definition do you give for each of these terms: pro-life, pro-choice. Which is your view and to what level of conviction do you hold that view? Some say capital punishment is a pro-life issue. What is your perspective?
<b>22 Past President</b>	*What key considerations did you use in deciding how you voted for President in 2012?
<b>23 Anything else?</b>	Declare anything else you want voters to know about you.
<b>Extra biographical</b>	Biographical information from what candidates provided the Douglas County Election office and/or other web resources. Candidates are asked to email <a href="mailto:kathy@voterinformation.org">kathy@voterinformation.org</a> if any information is inaccurate. When known, candidate's website is noted.