

## Making First Vote *YOUR* Vote: Designing a Schoolwide Election

### Overview

In order to more deeply engage students in the First Vote school-wide election process, teachers are encouraged to not only allow students to vote, but to also have students design the entire election themselves. In this activity, students in *American History: Founding Principles, Civics, and Economics* courses will break into teams and act as a Board of Elections, working together to plan, organize, conduct and monitor their school's First Vote election. Students will first learn about what actual state and county Boards of Elections do, and will then think through the various components of an election as they work together to determine their school's own election procedures. While this activity is not required when conducting the First Vote election simulation, it is an excellent way to encourage student ownership of and interest in the project. (If multiple classes/sections of *American History: Founding Principles, Civics, and Economics* will be completing this activity, teachers should first coordinate how the final election design plan will be selected.)

### Materials

- “Designing the First Vote Election Process” activity handout, attached
  - Teachers are encouraged to edit and adapt this handout to suit their own teaching goals. (For instance, there may be additional aspects of an election you'd like students to consider, or aspects that you'd like to remove to shorten the decision making process.)
  - You can request an editable Word file by sending an e-mail to <mailto:CarolinaK12@unc.edu>. Please clearly note the title of the file you are seeking.
- OPTIONAL: Smart Phones Not Smart at the Polls, article attached and available at <http://www.wral.com/smartphones-not-smart-at-the-polls/11732034/>

### Duration

- Anywhere from 45 minutes to 2 weeks (of intermittent work)
- The duration of this activity is up to the teacher's discretion. This process can be incredibly in depth and span the course of a few weeks, or it can be done in a partial class period. For instance, a teacher might introduce the activity and have students work with their teams intermittently over the course of an entire election unit. In this case, a teacher might also have teams work together to discuss aspects of their plan after implementing a lesson that covers similar material (e.g., teams might discuss whether to require IDs as part of their election plan after the class completes a lesson on North Carolina's Voter ID debate.)

### Preparation

If this activity will be integrated as part of a larger unit on elections and democracy, teachers should make their own determination regarding whether to begin the unit with this activity, or whether it is better placed after students have more context on particular electoral concepts and controversies. (For instance, as mentioned above, debating whether or not students will have to show an ID when voting in the election simulation might carry more weight if students have already gone through the lesson on North Carolina's Voter ID Debate.) At a minimum, students should have a basic understanding of the electoral process and the importance of voting before engaging in this activity. See the additional Carolina K-12 lessons for options for presenting such content.

### Procedure

#### Introduction to Boards of Elections

1. Provide students with the attached instructions, “Making First Vote *Your* Vote: Designing the First Vote Election Process.” Provide students with an overview of the project they will be working on, as described in the first two paragraphs of the handout:

*This election year is too exciting for our school to be left out. Through participation in First Vote, every student at our school will have the opportunity to vote in local, state, and national elections via an online election simulation, designed to be as close to the real thing as possible. There will also be exit polling, including demographic questions and issue-based questions to answer.*

*But you won't just be voting. You and your team members will be assuming the role of the First Vote Board of Elections for the school! As a member of the Board of Elections, you must work together to plan, organize, conduct and monitor your school's First Vote election to ensure that every student has the right to vote in a fair and impartial election.*

2. Explain to students that before they break into teams and become their school's Board of Elections, they must understand the role of the state and county Boards of Elections. Instruct students (individually or with a reading partner) to read the section labeled "About North Carolina's State & Local Boards of Elections" and to answer the "Think About It" at the end of that section. (Teachers can determine whether to have students explore the websites for the State Board of Elections and/or their County Board of Elections.)
3. After students have read the section and answered the "Think About it Question," discuss as a class:
  - What is the role of state and county Boards of Elections?
  - Does anyone know how many members are on the state and county Board of Elections? (The state Board has five members, all appointed by the Governor. Each county Board of Elections has three members, two of whom are from the Governor's party. Members are recommended by the county party, nominated by the state party, and approved by the State Board of Elections.)
  - While the Board of Elections has a lot of responsibility in terms of elections and voting, there are many decisions that they actually don't make. Rather, federal or state law determines many requirements regarding voting. What are some decisions that are made by the Board of Elections versus the state legislature? (For example, the NC General Assembly passed the North Carolina Voter ID law in 2012. The US Appeals Court struck down the Voter ID law in 2016. It then is up to the county Boards to implement the most recent ruling, but state and local boards don't get to make the actual decision of whether or not an ID is required.)
    - This is an important distinction for students to make throughout this activity. To encourage critical thinking and student ownership of the election simulation, the students as the school's Board of Elections will get to make many decisions that the actual state and county boards do not get to make. Teachers should highlight which of the election components are not actually up to the state or local boards as the activity progresses.
  - Why are state and local boards of elections important? In your opinion, what is the most important responsibility of the Board of Elections and why?

### **Designing the School's Election**

4. Tell students that it's now time for them to get to work devising a plan for their school's election process. Teachers should determine whether student teams will be assigned or chosen by the students themselves. (Teams of 4-6 are recommended.) Build student excitement about the pending election simulation as much as possible, highlighting that the purpose of this activity is to give them control and ownership over the election and how it is conducted. Explain to students that the handout provided will walk them through considering various aspects of their school's election, including:
  - Where at the school voting will take place, and how
  - When voting will take place
  - Polling Place Rules
  - Voter Requirements
  - Special Needs
  - Poll Staff/Volunteers

- Other Issues (compulsory voting, voter fraud, etc.)

- **Teacher Note:** Teachers are encouraged to edit and adapt the attached “Designing the First Vote Election Process” handout to suit their own teaching goals. (For instance, there may be additional aspects of an election you’d like students to consider, or aspects that you’d like to remove to shorten the decision making process.) You can request an editable Word file by sending an e-mail to [Carolinak12@unc.edu](mailto:Carolinak12@unc.edu). Please clearly note the title of the file you are seeking.
5. Explain to students that they should discuss each component of the election in detail with their team, brainstorming ideas and coming to a consensus on each aspect of the election. They should write their final decision in clear language in the space provided on the handout. (Point out to students that they might want to go through and discuss all of the components before making their final decision for each, since some decisions may influence others by the end of the process.)
  6. Before students get started with their teams, teachers should remind students of any school rules that may need to be considered when determining their election design.
  7. Teachers also need to determine and let students know how they will be presenting their team’s final plan for the election. For instance:
    - Have students write out and design their final plan on chart paper or poster board. Teams can display these around the room so that all students can do a “gallery walk” to get a preview of all of the various ideas. Each team can then pitch their whole plan to the class. If time permits, students can ask questions of each team as they arise. (Teachers should consider having students create a chart on notebook paper that they fill in as they listen to each team’s pitch, noting what aspects of each presented plan they agree or disagree with.)

#### **Digging Deeper into Election Controversies**

8. There are several points throughout the handout where students are asked to think about particular election controversies. Ideally, teachers will plan for time to discuss these issues as a whole class. Teachers with additional time may even want to prioritize integrating more detailed lesson plans on some of these topics, which include:
  - Early Voting
    - THINK ABOUT IT: What are the pros and cons of Early Voting? NC’s legislators have debated this very issue. Some claim Early Voting opens the door to voter fraud. Others claim it allows more people to cast a vote, since it cuts down on long lines & offers more options.
    - After the Republican controlled NC General Assembly reduced Early Voting, the decision made its way through the courts. Finally, on July 29, 2016, a panel of a panel of the U.S. Court of Appeals for the Fourth Circuit reinstated struck down photo ID requirements and other elections procedures enacted under [S.L. 2013-381](#) and amended by [S.L. 2015-103](#). The district court order is available [here](#). Barring any alternative outcome on appeal, the following are no longer enforceable:
      - Photo ID requirement contained in Part 2 of Session Law 2013-381, as amended by Session Law 2015-103;
      - Removal of preregistration contained in Part 12 of Session Law 2013-381;
      - Elimination of same-day registration contained in Part 16 of Session Law 2013-381;
      - Changes to early voting contained in Part 25 of Session Law 2013-381; and
      - Elimination of out-of-precinct voting contained in Part 49 of Session Law 2013-381.
  - Cell phones in polling places:
    - THINK ABOUT IT: North Carolina state law bans cell phones from polling places – you cannot make a call, text, or take a photo. Why do you think this is the case? Why might someone want to have their phone with them when voting?
    - For further reading, see Smart Phones Not So Smart at the Polls: <http://www.wral.com/smartphones-not-smart-at-the-polls/11732034/>

- Campaigning laws
  - NC law mandates that campaigning not take place within 50 feet of the polling place door; but beyond 50 feet is fair game to make a plug for your candidate. What is your opinion of this law? What rules will your team instate regarding campaigning at or near the school's polling site(s)?
- Voter ID
  - THINK ABOUT IT: Similar to the debate with Early Voting, North Carolina legislators have also argued over whether or not voters should have to show an ID at the polls in order to vote. In March of 2013, NC instated a voter ID mandate, requiring voters to show one of six qualifying IDs, although voters facing "reasonable impediments" could fill out a form and cast a provisional ballot. In July of 2016, the federal 4th Circuit Court of Appeals overturned NC's voter ID requirement. Barring changes on appeal, registered NC voters will not be required to show an ID when voting. What are arguments both for and against requiring an ID to vote
  - See Carolina K-12's lesson plan "Exploring North Carolina's Controversial Voter ID Law," available [here](#).
- Compulsory Voting
  - While voting in America is a choice, some countries have compulsory voting – this means citizens must vote by law. Do you think voting in the school election should be compulsory?
  - Explore compulsory voting around the world by having students participate in a deliberation, a structured process where students engage with balanced readings and then deliberate the pros and cons of an issue-based question. The "Should voting be compulsory in our democracy?" lesson, reading, and information about how to lead a deliberation in your class, is available from [Deliberating in a Democracy](#) by clicking [here](#).
- Online Voting?
  - Since the First Vote election simulation involves an online ballot, and since students also get to debate the merits of voting via a smartphone, teachers may want to have a class discussion regarding whether or not students believe actual elections will ever take place via the Internet. Is this a possibility in a world that seems to be constantly advancing in technologies? Students can consider issues from voter convenience to voter fraud, as well as weigh issues of access.

#### **Deciding on a Final Election Design Plan**

9. After each group has prepared a comprehensive plan, the class will need to come to a consensus. Teachers may choose to discuss every group's plan and combine elements from each, or you can have students vote for one plan. If there are multiple teachers and/or sections of courses implementing this activity at your school, all classes will need to come to a consensus on a single election plan. Teachers should consider how much time they can realistically invest in this process when determining how to make this final call. Ideas include:

- Students can vote on the top two election plans within their class. (Voting for two allows students to vote for their own, while also voting for another choice.) The plan with the most number of votes becomes the classroom's plan. (In this model, students are voting for an entire plan, rather than voting on individual components of a plan.) If there is a tie, the class will need to vote between the plans receiving the most votes.
  - If multiple classes are engaging in this activity, all of the classes will then vote between each classroom's final plan. Or, the administration, faculty and/or staff could make the final decision.
- Have students vote on each plan component separately. In this model, as each team presents within a classroom, the teacher would create a piece of chart paper for each election component as noted in the bulleted list in step #4. The teacher should jot down a summary of each team's final decision for each particular component of the election. (Teachers should combine ideas that are the same or very similar during this process.) At the end of the presentations, the class can vote on each election component separately. The teacher will then combine each top idea from each election component into a final amalgamated plan from the class.

- Again, if multiple classes are engaging in this activity, all of the classes will then vote between each classroom's final plan, which in this case will likely consist of the work of multiple teams/students. Or, the administration, faculty and/or staff could vote on the best plan.
- Another option is rather than have students vote, teachers or some type of selection committee (of faculty and staff and/or students) can review all plans to either make a selection, or to aggregate the best elements of each plan.

### **Writing an Issue-Based Question**

11. Another component of the First Vote online simulation that can be customized are its issue-based questions that voters will answer as part of their "exit polling." While faculty/staff can decide on the questions, teachers can also have students determine these questions based on issues that matter most to them. Explain to the class that issue based questions are typically based on debatable topics, and that they can be specific to their school, or may relate to local, state, or national current events. Some sample questions include:
  - Should our community increase the salary supplement for public school teachers?
  - Should our community require all police officers to wear body cameras?
  - Should North Carolina amend the state constitution to include an income tax cap?
  - Should North Carolina expand Medicaid?
  - Should Congress prohibit suspected terrorists on the no-fly lists from purchasing guns?
  - Should the United States government send combat troops to combat the Islamic State (ISIS/ISIL)?
12. Tell students that there are two statewide issue based questions that will appear on their ballot, and that it is up to them to brainstorm and then decide an additional schoolwide issue based question that all students will answer when participating in the First Vote simulation. When thinking of an issue-based question, students should consider which topics interest them the most and that will be most relevant to their particular school. Perhaps they are passionate about the environment, job creation and economic growth, health care and social welfare, public education, or something else. Tell students to consider what challenges they notice throughout the school and/or community? Which policies might improve quality of life for you or your family and friends? Explain to students that there are three steps to creating an issue-based question.
  - Brainstorm broad topics of interest.
  - Brainstorm specific policies or questions related to that topic. (For example, if your broad topic is the environment, more specific areas might include carbon taxes, coal ash spills, or green space in urban areas.)
  - Write your question. The question should be free of spelling and grammatical errors and should be phrased in such a way that students can choose between two different answers.

➤ **Teacher note:** Teachers should ensure students don't create a question that matches the two statewide issue-based questions included on the First Vote ballot. Those questions are:

  - Do you think North Carolina high schools should focus more on life skills?
  - When considering data on personal computers and phones, what matters more: privacy or public safety?
13. Teachers can have students complete this process individually, in partners, or in groups. Once all questions have been collected, teachers should have the class vote on the most interesting question. Options include:
  - Collect all questions and write each final question on a piece of chart paper. (Ideally, combine questions that are similar.) The next time class meets, have all of the questions posted around the room. Provide all students with two stickers or Post-Its. Instruct them to vote on the best two questions.

- Collect all questions and type them all onto a handout. Provide the handout to all students the next time class meets and have them circle their top two choices.
  - If multiple classes conduct this activity, each top question from each class can then be combined onto a handout that is distributed to all participating classes to vote on the final question.
10. Once a final schoolwide plan and issue based question has been selected, it's time to get started preparing for the First Vote election simulation! Teachers should also consider how the First Vote election simulation results will be share post-Election Day. (Results for each race, as well as voter demographic information, exit polling, and issue based questions will be available via the First Vote NC platform the day after the election.) The plan for sharing results is another aspect of the process that teachers can have students plan and vote on, or faculty/staff can determine a plan. Options for presenting the results might include: a school wide assembly, announcements, class by class dissemination and discussion, etc.

# Smartphones not smart at the polls

Posted November 2, 2012

By Laura Leslie

Source: <http://www.wral.com/smartphones-not-smart-at-the-polls/11732034/>

If you're headed for the polls, don't count on using your cellphone to help you remember which candidates to vote for.

Wake County voter Brad Bell found that out the hard way.

Before he went to the polls this week, Bell says, he spent quite a bit of time researching the candidates for council of state and judicial races.

"This being the 21st century and me having a notoriously short memory, I wrote my choices down on my smartphone," Bell told WRAL via email.

When he got into the voting booth, he took out his iPhone to consult his list. But before he even opened his notes, he says, a poll worker was at his side, insisting he would have to put the phone away before he would be allowed to complete his ballot.

"After attempting to recall from memory my choices for Council of State and judge positions to no success, I felt like I was being denied my right to vote because I was not allowed to use my smart phone," said Bell. Angry and frustrated, Bell says he told election officials he wanted to withdraw his ballot until he could memorize the candidates he wanted to support.

"That's when the election supervisor for the site stepped in, took my ballot, allowed me to go into a back room at the polling site with a piece of paper and pen to write my choices down, and allowed me to return to complete my ballot." (Notes on paper or voter guides are allowed.)

"Ultimately, I got to exercise my right to vote, albeit with some hassle," Bell said.

But when he posted his story on Facebook, he found out he wasn't the only one who'd run into that problem. "One of my friends replied, 'I did the same thing and when they would not let me use my phone, I had no idea who to vote for judge wise'," Bell said.

## Don't phone a friend

The ban on cell phones at polling sites is a matter of state law, according to Don Wright, general counsel for the State Board of Elections. And if it's a phone with a camera, it's illegal on two fronts.

First, NC Statute 163-165.1 bans voters from receiving assistance at the ballot box except from a close family member or a few other exceptions that require prior arrangement with precinct officials.

Wright says a voter on the phone could be talking or texting with someone working for a campaign. "There's a presumption that operation of a cell phone in a voting booth is unlawful assistance."

## Don't post that photo

Second, under NC Statute 163-166.3, it's illegal to take photos of voters or completed ballots, "except with the permission of both the voter and the chief judge of the precinct."

Banning people from photographing other people's ballots is just common sense, Wright says. "It's a violation of the secret ballot."

But it's even illegal to take a photo of your OWN ballot – a fact apparently unknown to the many North Carolinians who post photos of their completed ballots on Facebook every election.

### **It's my ballot**

If it's your ballot, why can't you take a photo of it? Wright says it's to partly protect the vote - and partly to protect you.

In another state several years ago, a criminal vote-buying scheme used such photos. Vote-sellers were given cell phones and told to take a picture of their completed ballots to prove they had earned their payment.

"We don't have a lot of trouble with vote buying in NC," Wright said. "But we don't want to encourage it, either."

He says the ban also protects voters from outside pressure. Several years ago in Italy, Wright says, members of the Mafia were told to bring back photos of their ballots to prove they voted for the candidates supported by their crime syndicate.

Wright says without the photo ban, an unscrupulous employer could exert the same type of pressure here in North Carolina.

"You're free to tell the world who you voted for," Wright said. "You can tell the truth, or you can lie about it. You just can't take a picture of it."

Read more at <http://www.wral.com/smartphones-not-smart-at-the-polls/11732034/#UiffEITBVWC7u2Lg.99>

Name: \_\_\_\_\_

## **Making First Vote YOUR Vote: Designing the First Vote Election Process**

This election year is too exciting for our school to be left out. Through participation in First Vote, every student at our school will have the opportunity to vote in local, state, and national elections via an online mock election, designed to be as close to the real thing as possible.

But you won't just be voting. You and your team members will be assuming the role of the First Vote Board of Elections for the school. As a member of the Board of Elections, you must **work together to plan, organize, conduct and monitor your school's First Vote election to ensure that every student has the right to vote in a fair and impartial election.**

First things first, what *IS* a Board of Elections? And what does a Board of Elections *DO*? Take a moment to familiarize yourself with North Carolina's State Board of Elections, as well as your county's local Board of Elections by reading below. You might also want to check out the websites for the State BOE as well as your county BOE for further information. (Consider this "on the job" training for the work you are about to do!)

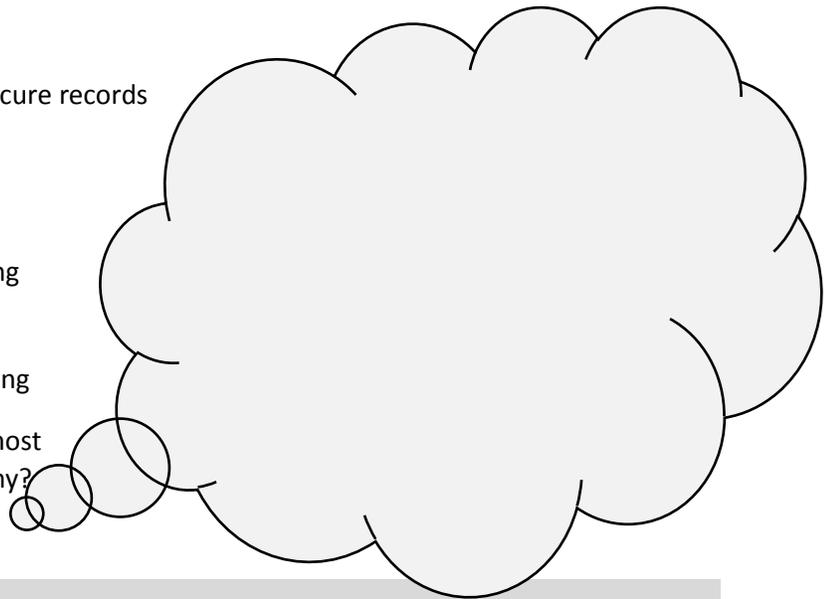
### **About North Carolina's State and Local Boards of Elections**

The [State Board of Elections](#) is the state agency charged with overall responsibility for administration of the elections process and campaign finance disclosure in North Carolina. Day-to-day agency operations are handled by a full-time, professional staff. The State Board itself is composed of five members, appointed by the Governor.

The state's [100 County Boards of Elections](#) conduct local elections, operate voting sites, maintain voter registration lists and handle numerous aspects of election administration. The office of the State Board of Elections works in conjunction with County Board of Elections offices to ensure that elections are conducted lawfully and fairly. Major services include:

- Manage voter registration and maintain secure records
- Oversee campaign financing
- Manage candidate filings for office
- Produce official ballots
- Recruit and train poll workers
- Order and keep election equipment working
- Select/prepare voting locations
- Coordinate all logistics for early voting, absentee voting & election day voting

**THINK ABOUT IT:** In your opinion, what is the most important responsibility of Board of Elections and why? Note your thoughts here.



### **TIME TO GET TO WORK!**

It's a good thing you are now a Board of Elections expert, because as of now, you and your team members ARE the Board of Elections for your upcoming First Vote schoolwide mock election! Remember, your ultimate mission is to **design an election process for our school that ensures every student can exercise their right to vote in a fair and impartial election.** The questions below will facilitate your team in considering, discussing in depth, and deciding upon various aspects of an election.

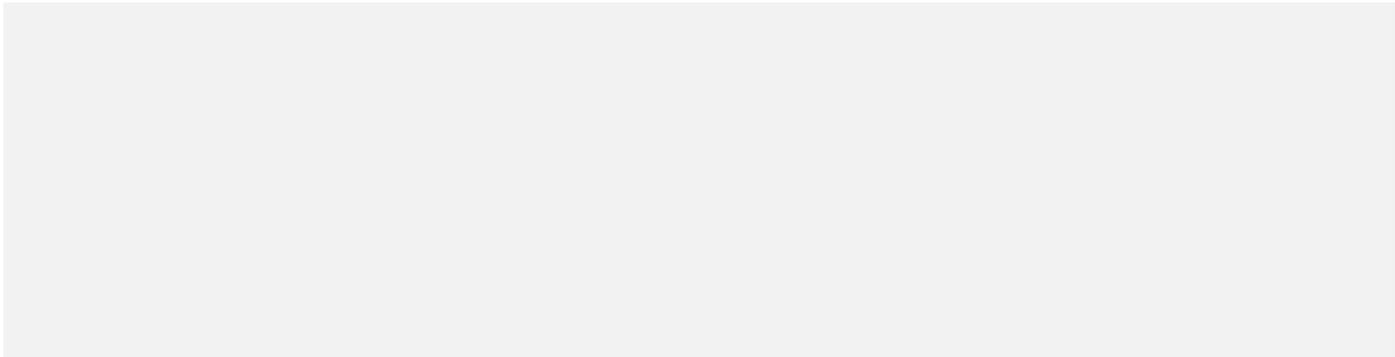
**REALITY CHECK** - As you think through the options, it's important that you know that not all of these decisions are actually made by the state or local Board of Elections. In the real world, many details of voting requirements and procedures are set by federal and state laws which have been debated and determined by our (elected!) legislators, and are not actually up to board members or staff of a Board of Elections. But for the purposes of this activity, it's YOUR school and thus, YOUR rules! So, for now, assume that the Board of Elections has full control – pending final teacher and administrator approval.

===== **WHERE & HOW WILL STUDENTS VOTE?** =====

Begin to think about ideal locations for your school's polling place. Keep in mind as you brainstorm that the First Vote voting platform is online and requires internet access. Think about where in the school voting can take place comfortably, conveniently and safely. Questions to consider together:

- Are laptops and/or desktop computers available for voting? How many computers and/or laptops do you want set up for voting at one time? Another way to think about this is how many students should be voting at one time?
- What potential spaces will accommodate your determined number of voters? Think about which spaces are best in terms of safety and traffic flow in & out of voters, convenience, allow for the best monitoring of voters, etc.?
- Are your potential locations ideal for everyone (i.e., students and staff with disabilities?)
- Will you allow students to vote via smartphones in the election, or only at the designated polling place on designated machines? What are the pros and cons of voting by smartphones?

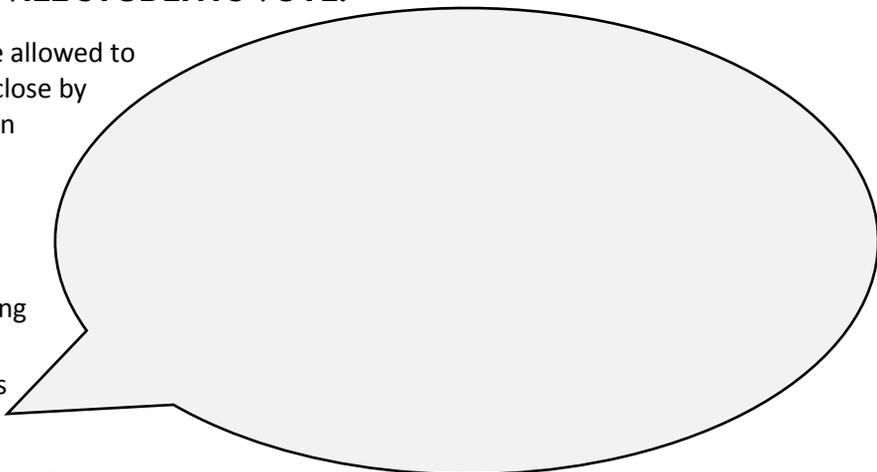
**FINAL PLAN for WHERE & HOW STUDENTS VOTE:**



===== **WHEN WILL STUDENTS VOTE?** =====

Consider what days and times students will be allowed to vote. (Your only stipulation is that polls must close by the same time as the regular polls - 7:30 PM on November 8, 2016.)

**THINK ABOUT IT:** What are the pros and cons of Early Voting? NC's legislators have debated this very issue. Some claim Early Voting opens the door to voter fraud. Others claim it allows more people to cast a vote, since it cuts down on long lines & offers more options.



- What hours on Election Day will polls be open?
- Will you offer early voting in addition to Election Day voting? If so, what days and times will students be permitted to vote early?

- If students are restricted to vote on Election Day only, how will the Board of Elections handle student absences (absentee voting?)
- How will student voting be organized? Will students simply be responsible to get to the poll on their own at some point (i.e., between class changes or during lunch?) Will you organize a schedule so that particular grades, or even more specific particular classes, vote at predetermined times? If so, how will you get teachers to agree to this?

**FINAL PLAN for VOTING DAYS & HOURS:**

[Empty space for final plan for voting days & hours]

**POLLING PLACE RULES**

**THINK ABOUT IT:** North Carolina state law bans cell phones from polling places – you cannot make a call, text, or take a photo. Why do you think this is the case? Why might someone want to have their phone with them when voting?

- If voting is restricted to computers/laptops only, will students be permitted to bring their phones into the polling place?
- NC law mandates that campaigning not take place within 50 feet of the polling place door; but beyond 50 feet is fair game to make a plug for your candidate. What is your opinion of this law? What rules will your team instate regarding campaigning at or near the school’s polling site(s)?
- Are there other polling place rules your team thinks are important?

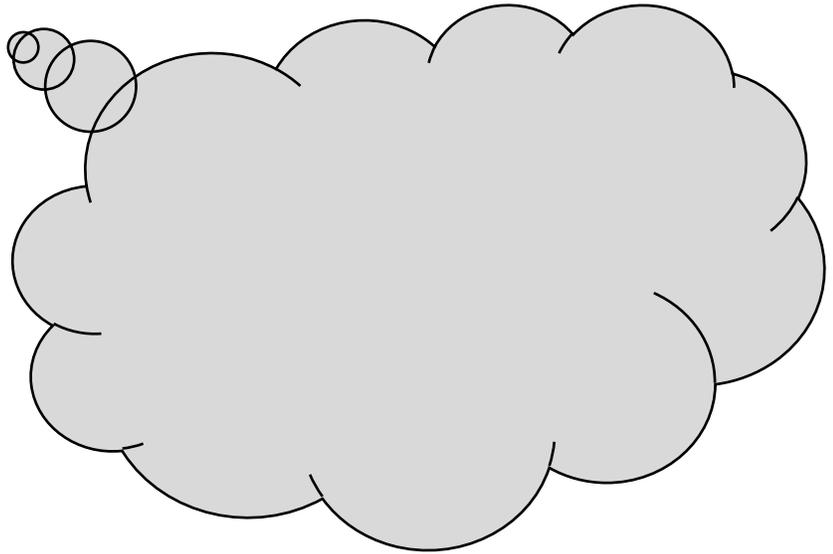
**FINAL POLLING PLACE RULES:**

[Empty space for final polling place rules]

**VOTER REQUIREMENTS**

- American citizens are required to register before they can vote. Why do you think this is required by law? Do you think it is equally important for students to register before participating in the school wide election? Why or why not?
- Will students be required to present a form of photo identification at the polling place? (Does every student even HAVE a picture ID?) If so, which forms of photo identification will be accepted?
- Are there other requirements you think are important for a student to meet before voting?

**THINK ABOUT IT:** Similar to the debate with Early Voting, North Carolina legislators have also argued over whether or not voters should have to show an ID at the polls in order to vote. In March of 2013, NC instated a voter ID mandate, requiring voters to show one of six qualifying ID s, although voters facing "reasonable impediments" could fill out a form and cast a provisional ballot. In July of 2016, the federal 4th Circuit Court of Appeals overturned NC's voter ID requirement. Barring changes on appeal, registered NC voters will not be required to show an ID when voting. What are arguments both for and against requiring an ID to vote?



**FINAL VOTER REQUIREMENTS FOR STUDENTS:**

**SPECIAL NEEDS**

- Many students have special needs, and often you don't even realize it. Whether a physical disability, a difficulty with reading, or a language barrier, many things can make voting harder. What accommodations will you have to ensure each student's right to vote is upheld in a fair and equitable way?

**POLL STAFF/VOLUNTEERS**

- What are the various polling duties for which you will need volunteers? (i.e., welcoming students, checking students in, providing instructions, etc.)
- How many volunteers will you need?
- Who will staff the polls? (Will you solicit teachers, students, parents, etc. to run and monitor the polls?)

**OTHER ISSUES**

- While voting in America is a choice, some countries have compulsory voting – this means citizens must vote by law. Do you think voting in the school election should be compulsory?
- Are you concerned about voter fraud? If so, what measures will you take to ensure a fair election?

**FINAL ACCOMODATIONS:**

**FINAL POLL STAFF/VOLUNTEER PLAN:**

**PLANS FOR OTHER ISSUES:**