

Read Free Sample Elementary
School Enrollment Verification
Letter

***Sample Elementary
School Enrollment
Verification Letter***

The Alaska Constitution,
ratified by the people

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in 1956, became operative with the proclamation of statehood on January 3, 1959. The constitution was drafted by fifty-five delegates who

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convened at the University of Alaska to determine the authority vested in the state legislature, executive, judiciary, and other functions of government.

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This conveniently sized new edition will make the Alaska State Constitution accessible to all.

Verification of arms control treaties is an

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important function of the national security community, & has been a key concern of arms negotiators as well as members of the Congress for a number of years.

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New types of verification procedures have been introduced recently, giving a prominent role to various types of on-site inspections. Such

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inspections can improve the verifiability of treaties & contribute to a better spirit of cooperation among treaty signatories. There have been concerns, however,

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that such measures could prove costly. This study addresses the costs of verification & compliance of five pending arms control accords. Charts &

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tables.

Searchable electronic
version of print product
with fully hyperlinked
cross-references.

Contains information on
a variety of subjects

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within the field of
education statistics,
including the number of
schools and colleges,
enrollments, teachers,
graduates, educational
attainment, finances,

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Federal funds for education, libraries, international education, and research and development.

[Resources in Education](#)

[Teacher Preparation for](#)

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Bilingual Student

Populations

Juvenile Justice

1990 Census of

Population and Housing

Restorative Discipline

Practices

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Graduate Student
Enrollment and Support
in American Universities
and Colleges, 1954
Federal Student
Financial Aid Handbook
Agriculture, Rural

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[Development, Food and](#)

[Drug Administration, and](#)

[Related Agencies](#)

[Appropriations for 2002](#)

[Creating and Sustaining](#)

[Successful K-8 Magnet](#)

[Schools](#)

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[School Attendance Review](#)

[Boards Handbook](#)

[Characteristics of](#)

[American Indian and](#)

[Alaska Native Education](#)

This report summarizes findings of the
1990-91 Schools and Staffing Survey

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(SASS) with regard to schools that serve American Indian and Alaska Native students. The Bureau of Indian Affairs (BIA) and federally recognized tribal organizations under BIA grants and contracts operate 149 elementary and secondary schools. In addition, 1,260 public schools are considered to have

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high Indian student enrollment (over 25 percent). These two types of schools are located mainly in rural areas and small towns. However, of the 445,425 American Indian and Alaska Native students enrolled in grades K-12, 56 percent attend public schools with low Indian enrollment. Chapters contain many data

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tables and figures and provide information for the three school types on the following: (1) school and student profiles (school size, rurality, region, student sex and race/ethnicity, bilingual education and remedial programs, free or reduced-price lunch, and college preparation); (2) demographic

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characteristics and qualifications of principals and teachers (percentage that are American Indian/Alaska Native, degrees earned, and administrative or teaching experience), schools with formal evaluation and mentoring programs for teachers, and percentage of full-time noninstructional staff; (3) principal and

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teacher salaries and benefits; (4) principal ratings of educational objectives, principal and teacher ratings of school problems, teacher and student absenteeism rates, principal beliefs about influence of various stakeholders on school practices, and principal career plans; and (5) teacher supply and

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demand, certification, and shortages, as well as teacher recruitment strategies. Appendices contain technical notes on the SASS and tables of variance estimates. Contains an index and a list of additional resources on the SASS. (SV)
The Condition of Education 2019, a congressionally mandated annual report

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summarizing the latest data on education in the United States. This report is designed to help policymakers and the public monitor educational progress. This year's report includes 48 indicators on topics ranging from prekindergarten through postsecondary education, as well as labor force outcomes and

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international comparisons.

Teacher Education Programs in the United States is the only publication to offer, in one place, comprehensive information on the teacher education programs available in U.S. colleges and universities. Information includes accreditation of the programs, and the

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degrees and certification offered for students who complete the programs. This book on Restorative Discipline Practices (RDP) will provide anecdotes and process stories by authors from diverse backgrounds including: classroom teachers, school administrators, campus coordinators,

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juvenile justice officials, community leaders and university professors. It will be an inspiration and reference for educators as they begin or continue to implement RDP in the schools.

[1990 Census of Population and Housing:
Education
Circular](#)

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[Educar Para Transformar](#)

[Understanding by Design](#)

[The Chicago Manual of Style](#)

[The Beginning Teacher](#)

[Teacher quality a report on the
preparation and qualifications of public
school teachers](#)

[The Condition of Education 2019](#)

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[Research in Education](#)

[Small and medium-sized cities](#)

[Teacher Education Programs in the
United States](#)

**Education at a Glance: OECD
Indicators is the authoritative
source for information on the**

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state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries. The growing number of bilingual

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students in public schools coupled with a critical shortage of teachers specially prepared to serve this population calls for a critical examination of policies and practices in bilingual and ESL teacher preparation. This volume

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focuses on understanding the structural, substantive, and contextual elements of preparation programs, and provides transformative guidelines for creating Educator signature programs. Designed to

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improve the practice of teacher preparation by promoting dialogic conversations and applications of praxis in the preparation of bilingual/ESL teacher candidates, it emphasizes that exemplary teacher preparation requires

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transformative teacher educators. Simultaneously organizing the scholarship in the field and advancing new understandings, this book is must-have resource for current and future teacher educators. Contributors include

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**Maria Brisk, Sylvia Celédon-
Pattichis, Lourdes Diaz-Soto,
Eugene García, Virginia
Gonzáles, Guillermo Solano-
Flores, Maria Torres-Guzman,
Carmen Mercado, Bertha Pérez,
Mari Riojas-Cortez, Francisco**

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**Rios, Concepción Valadez, and
Angela Valenzuela.**

**Supplies accurate and reliable
data regarding the nature and
incidence of playground-related
injuries, thereby providing a
baseline injury rate that schools**

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**can use to assess their individual
playground-related injury rates.**

Recommendations include:

**continued surveillance, expansion
of surveillance to pre-school
setting through High School,
continued funding, demonstration**

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**projects for prevention, creation
of Arizona Statewide Injury Task
Force. Charts and tables.**

**Juvenile Justice: A Text/Reader
offers a unique new spin on the
core textbook format. Organized
like a more traditional juvenile**

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justice text, this text/reader is divided into eight sections that contain all the usual topics taught in a juvenile justice course. After a comprehensive overview, each section has an introductory “mini-chapter” that provides engaging

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**coverage of key concepts,
developments, controversial
issues, and research in the field.
These authored introductions are
followed by carefully selected and
edited original research articles.
The readings, from prominent**

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scholarly journals, were written by juvenile justice experts and often have a policy orientation that will help address student interest in the “so what?” application of theory. Key Features and Benefits Boasts

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extensive and unique coverage of the juvenile justice system, focusing on law enforcement, the court system, correctional responses to juvenile offending, and an overview of the causes of delinquency Features a unique

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“How to Read a Research Article”—tied to the first reading in the book—to give students a guide to understand and learn from the edited articles that appear throughout the text.
Provides an introduction to each

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reading to give students an overview of the purpose, main points, and conclusions of each article. Utilizes photographs, boxes, and suggested Web resources to enhance the book's presentation and engage student

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**interest. Offers a clear and concise
summary of key terms and
concepts in each section and
discussion questions that enhance
student comprehension Ancillaries
A Student study site at
www.sagepub.com/lawrencestudy**

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**provides self-quizzes, e-flashcards,
additional readings, and more.**

Instructor Resource on CD

**include test questions for both the
text and readings, PowerPoint
slides, teaching tips, and other
resources. Qualified instructors**

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**can request a copy by contacting
Customer Care at
1-800-818-SAGE (7243),
6AM-5PM, Pacific Time. Intended
Audience This Text/Reader is
designed to serve as a replacement
for a core text, or a supplement**

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**text for upper-level
undergraduate Juvenile Justice
courses in departments of
criminal justice, criminology,
sociology and related disciplines.
Interested in a text/ reader for
another criminology or criminal**

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**justice here? Explore other titles
in the series.**

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[A Text/Reader](#)

[DIGEST OF EDUCATION](#)

[STATISTICS 1988](#)

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[Content determination reports](#)

[Historical Trends, State](#)

[Education Facts](#)

[Staffing Characteristics of](#)

[Elementary and Secondary](#)

[Schools, Spring, 1972](#)

[A Resolution Concerning](#)

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**Eligibility Requirements for
Programs Under the Indian
Education Act
Elementary and secondary
education flexibility initiatives do
not address districts' key concerns
about federal requirements :**

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[report to congressional requesters](#)

[Statistics on Education of the](#)

[Handicapped in Local Public](#)

[Schools, Spring 1970](#)

[Results from the 1990-91 Schools](#)

[and Staffing Survey](#)

[The Alaska Constitution](#)

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An introduction to leadership draws on a program developed for an elementary school to show how to apply the principles of "The 7 Habits of Highly Effective People" to help everyone, including young children, identify and use their individual talents.

Presents a multifaceted model of

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understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

Since the creation of the National Cooperative Educational Statistics System in 1988, states have joined with the National Center for Education Statistics to produce and maintain comparable and uniform

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education statistics. Through the National Forum on Education Statistics, states have met to develop and propose a set of basic data elements for voluntary use. Using these data elements will provide more comparable and reliable education information for any educational system adopting the common terminology. The basic data elements will

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not meet every education information purpose, but a set of basic data elements should help answer the most frequently asked questions about the administration, status, quality, operation, and performance of schools and school systems. This report presents a process for selecting and including new data elements in an

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information system and the student and staff elements that can be used to create information for conducting the day-to-day administration of schools and school districts; completing federal and state reports, and creating indicators that address questions about the success and functioning of education systems. The basic data

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elements selected for student information systems are grouped into categories of: (1) personal information; (2) enrollment; (3) school participation and activities; (4) assessment; (5) transportation; (6) health conditions, special program participation, and student support services; and (7) discipline. Similar elements defined for

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staff information systems include personal information, educational background, qualification information, current employment, assignments, and information on career development and separation from employment. An appendix contains discussions of policy questions, indicators, and basic data elements. (SLD)

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Presents data for cities with population under 25,000.

The Essential Guide for Writers, Editors, and Publishers

A Journey in Implementation by a Community of Texas Educators

Staffing Characteristics of Elementary and Secondary Schools, Spring, 1970

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[Current Expenditures Per Pupil in Public School Systems](#)

[How Schools Around the World Are Inspiring Greatness, One Child at a Time](#)
[Operations and Resources](#)

[U. S. Costs of Verification and Compliance Under Pending Arms Treaties](#)

[Digest of Education Statistics 2012](#)

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[OECD Indicators](#)

[A Survey of New Teachers in the Public
Schools, 1956-57 : Preliminary Report](#)

[The Leader in Me](#)

*Digest of Education Statistics
2012 is the 48th in a series of
publications initiated in 1962.*

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Its primary purpose is to provide a compilation of statistical information covering the broad field of American education--from pre-kindergarten through graduate school--drawn from government

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and private sources, but especially from surveys and other activities led by NCES (National Center for Education Statistics) part of the Institute for Education Sciences (IES). The digest contains data on the

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*number of schools, students,
and teachers, as well as
statistics on educational
attainment, finances, libraries,
technology, and international
comparisons. Details on
population trends, education*

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attitudes, labor force characteristics, and federal aid supplies helpful background for evaluating the education data. This statistical reference could be helpful to parents choosing schools for their children as

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*well as for teachers, librarians,
and public administrators as it
tracks enrollment, population
trends and key areas of studies
with student progress. It also
tracks the post-
secondary/college level*

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detailing undergraduate tuition and room/board ESTIMATE costs at private nonprofit institutions, private for profit institutions and public institutions. It also tallies the number of postsecondary

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degrees and provides some gender demographics in this area. The Digest contains seven chapters: All Levels of Education, Elementary and Secondary Education, Postsecondary Education,

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*Federal Programs for Education
and Related Activities,
Outcomes of Education,
International Comparisons of
Education, and Libraries and
Adult Education. Preceding
these chapters is an*

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Introduction that provides a brief overview of current trends in American education, which supplements the tabular materials in chapters 1 through 7. The Digest concludes with three appendixes. The first

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appendix, Guide to Sources, provides a brief synopsis of the surveys used to generate the Digest tables; the second, Definitions, is included to help readers understand terms used in the Digest; and the third,

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Index of Table Numbers, allows readers to quickly locate tables on specific topics. In addition to updating many of the statistics that have appeared in previous years, this edition contains new material, including: Percentage

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distribution of 6- to 18-year olds, by parent's highest level of educational attainment, household type (either two-parent or single-parent), and child's race/ethnicity (table 12); Enrollment and percentage

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distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region (table 44); Number and percentage of public school students participating in programs for

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English language learners, by state (table 47); Children 3 to 21 years old served under Individuals with Disabilities Education Act, Part B, by age group and race/ethnicity (table 49); Percentage of 3-, 4-, and

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5-year-old children enrolled in preprimary programs, by attendance status, level of program, and selected child and family characteristics (table 57); Number and enrollment of public elementary and

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secondary schools that have closed, by school level and type (table 109); Number and percentage distribution of public school students eligible for free or reduced-price lunch, by school level, locale, and

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student race/ethnicity (table 112); Public elementary and secondary charter schools and enrollment, by state (table 117); First-time kindergartners' reading, mathematics, science, cognitive flexibility, and

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*approaches to learning scale scores in fall and spring of the kindergarten year, by selected child, family, and school characteristics (table 135);
Number and percentage distribution of kindergartners,*

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by kindergarten entry status (i.e., early entrant, on-time entrant, delayed entrant, or kindergarten repeater) and selected child, family, and school characteristics (table 136); Kindergartners' reading,

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mathematics, science, cognitive flexibility, and approaches to learning scale scores in fall and spring of the kindergarten year, by kindergarten entry status (table 137); Percentage of 9th-grade students participating in

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various school-sponsored and non-school-sponsored activities, by sex and race/ethnicity (table 183); Percentage of 4th-, 8th-, and 12th-graders absent from school in the last month, by selected student and school

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characteristics and number of days absent (table 187); Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and subfunction (table 214); Total

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*fall enrollment in all
postsecondary institutions
participating in Title IV
programs, by degree-granting
status and control of institution
(table 222); Percentage of
recent high school completers*

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enrolled in 2-year and 4-year colleges, by income level (table 236); Number of postsecondary students who entered the student loan repayment phase, number of students who defaulted, and 2-year student

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loan cohort default rates, by level and control of institution (table 400); Number and percentage of persons 16 to 24 years old who were neither enrolled in school nor working, by educational attainment, age

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*group, family poverty status,
and race/ethnicity (table 429);
Employment to population
ratios of all persons, males, and
females 16 to 64 years old, by
age group and educational
attainment (tables 431, 432,*

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and 433); Unemployment rates of all persons, males, and females 16 to 64 years old, by age group and educational attainment (tables 434, 435, and 436); Percentage of high school students age 16 over

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who were employed, by age group, sex, race/ethnicity, family income, nativity, and hours worked per week (table 441); and Average reading literacy scale scores of fourth-graders and percentage whose

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schools emphasize reading skills and strategies at or before second grade or at third grade, by sex and country or other education system (table 462).

[Hearings Before the](#)

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*Subcommittee on Elementary,
Secondary, and Vocational
Education of the Committee on
Education and Labor, House of
Representatives, Ninety-ninth
Congress, Second Session,
Hearings Held in Washington,*

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*DC, on April 8 and June 16,
1986*

*Patterson's Elementary
Education*

*Study Of The Nature,
Incidence, And Consequences
Of Elementary School*

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[Playground-related Injuries
Basic Data Elements for
Elementary and Secondary
Education Information Systems
Public Elementary and
Secondary Schools and
Agencies in the United States](#)

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[and Outlying Areas: School
Year...](#)

[Digest of Education Statistics](#)

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[Hundred Seventh Congress,](#)

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