

The Board of Trustees recognizes that parents and families, which includes legal guardians, are their student's first and most influential teachers, and that sustained parent and family engagement in the education of their children contributes greatly to student achievement and a positive school environment. The superintendent or designee shall work with staff and parents to develop meaningful opportunities at all grade levels, for parents to be involved in District and school activities, advisory, decision-making, advocacy roles, and activities to support learning at home.

- A. Parents and families shall be notified of their rights: (1) to be informed about their student's education; (2) to participate in their student's educational process; and, (3) to have opportunities for parent and family engagement.
- B. The superintendent or designee shall regularly evaluate, and report to the Board of Trustees, on the effectiveness of the District's parent and family engagement efforts, including input from parents and families and school staff on the adequacy of parent and family engagement opportunities, and barriers that may inhibit parent participation.
- C. Each year the superintendent or designee shall identify specific objectives established for the District's parent and family engagement program for schools that receive Title I funding. He/she shall ensure that parents and families are consulted and participate in the planning, design, implementation, and evaluation of the parent and family engagement program.
- D. The superintendent or designee shall ensure that the District's parent and family engagement strategies are jointly developed with and agreed upon by parents of students participating in Title I programs. Those strategies shall establish expectations for parent and family engagement, and describe how the District will carry out each activity listed in 20 U.S.C. 6318.
- E. The superintendent or designee shall consult with parents and families of students participating in Title I programs, in the planning and implementation of parent and family engagement programs, activities, and regulations. He/she shall also involve parents and families of participating students in decisions regarding how the District's Title I funds will be allotted for parent and family engagement activities.
- F. The superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent and family engagement policy, in accordance with 20 U.S.C. 6318 and section 1116 of the Every Student Succeeds Act.
- G. The superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds, to encourage the support of parents and families in the education of their students, including strategies describing how the District and schools will address the purposes and goals described in Education Code 11502, which are as follows:
  1. To engage parents and families positively in their student's education by helping parents and families to develop skills to use at home, which support their student's academic efforts at school and their student's development as responsible future members of our society.
  - 2.

To inform parents that they can directly affect the success of their student's learning, by providing parents with techniques and strategies that they may utilize to improve their student's academic success, and to assist their children in learning at home.

3. To build consistent and effective meaningful two-way communication between the home and the school, so that parents and families may know when and how to assist their student in support of classroom learning activities.
4. To train Family and Community Engagement Specialists (FACES), Community School Coordinators, teachers and administrators to communicate effectively with parents and families.
5. To integrate parent and family engagement programs into the school's master plan for academic accountability.

The preceding portion of this document is Parent and Family Engagement Board Policy 91300, and the following pages (3-10) are administrative regulations that help to operationalize the policy. The following pages shall be referred to as Parent and Family Engagement 91300-Administrative Regulation (AR).

SECTION A. To ensure that all parents and families of students participating in Title I programs and of students at non-Title I schools are provided with opportunities to be engaged in their student's education, the superintendent or designee shall:

1. Involve parents and families of Title I students and of students at non-Title I schools in the joint development of the Title I Local Educational Agency (LEA) Plan/Local Control Accountability Plan (LCAP), pursuant to 20 U.S.C. 6312, and the process of school review and improvement pursuant to 20 U.S.C. 6316. (20 U.S.C. 6318)

The superintendent or designee may:

- a. Establish a district-level committee including parent and family representatives from each school site to review and comment on the LEA Plan/LCAP, in accordance with the review schedule established by the Board of Trustees.
- b. Invite input on the LEA Plan from other District committees and School Site Councils, and participate in the District's LCAP educational partner engagement process.
- c. Communicate with parents and families through the District newsletter, web site, or other methods regarding the LEA Plan/LCAP, and the opportunity to provide input.
- d. Provide parents and families access to working drafts of the LEA Plan/LCAP, in an understandable and uniform format, and to the extent practicable, in a language the parents and families can understand.
- e. Ensure that there is an opportunity at a public board meeting for public comment on the LEA Plan/LCAP, prior to the Board's approval of the plan or revisions to the plan.
- f. Ensure that school-level policies on parent and family engagement address the role of School Site Councils and other parents and families, as appropriate, in the development and annual review of the Single Plan for Student Achievement.

2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent and family engagement activities, to improve student academic achievement and school performance.

The superintendent or designee may:

- a. Assign person(s) in the District Office to serve as a liaison to the schools regarding Title I parent and family engagement issues.
- b. Provide training, for the principal or designee of each participating school, on Title I requirements for parent and family engagement, leadership strategies, and

communication skills, to assist him/her in facilitating the planning and implementation of parent and family engagement activities.

- c. Provide ongoing district-level workshops to assist school staff and parents and families in planning and implementing improvement strategies, and seek input from parents and families in developing the workshops.
- d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress.
3. Build the capacity of schools and parents and families for strong parent and family engagement partnerships.

3.1 The Superintendent or designee shall:

- a. Assist parents and families in understanding such topics as the state's academic content standards, state and local academic assessments, the requirements of Title I (for Title I schools), how to monitor a child's progress, and how to work with educators to improve achievement outcomes for their students.
- b. Provide parents and families with materials and training to help them support their student's success in school, such as training in parent leadership, language development, and the use of technology.
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents and families, in the value and utility of parent and family contributions and in how to: (1) reach out to, communicate with, and work with parents and families as equal partners; (2) implement and coordinate parent and family programs; and, (3) build ties between parents and families and the schools. This also includes integrating parent and family engagement programs into the school's Single Plan for Student Achievement.
- d. Ensure that information related to school and parent and family engagement programs, meetings, and other activities is sent to parents and families in a format, and to the extent practicable, in a language the parents and families can understand.
- e. Provide other such reasonable support for parent and family engagement activities, as parents and families may request.
- f. Inform parents, families, and parent organizations of the existence and purpose of parent and family information and family centers, which provide training, information, and support to parents and families of participating students.

3.2 In addition, the Superintendent or designee may:

- a. Regularly evaluate the effectiveness of staff development activities related to parent and family engagement, and also involve parents and families in the development of training for teachers, principals, and other educators.

- b. Provide necessary parent and family education training using Title I funds, if the District has exhausted all other reasonably available sources of funding for such training.
- c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs to enable parents to participate in school-related meetings and training sessions.
- d. Train parents and families to enhance the engagement of other parents and families.
- e. Arrange school meetings at a variety of times between parents, families, and teachers or other educators who work directly with participating students.
- f. Adopt and implement model approaches to improving parent and family engagement.
- g. Develop appropriate roles for community-based organizations and businesses in parent and family engagement activities.
- h. Make referrals to community agencies and organizations that offer parent and families education programs, and/or other services that help to improve the educational conditions for parents and families.
- i. Provide information about opportunities for parent and family engagement through the District and school websites, or other written or electronic means.
- j. Engage parent-teacher organizations to actively seek out and involve parents and families through regular communication updates and information sessions.
- k. To the extent practicable, provide translation services at schools and at parent and family engagement meetings.
- l. Provide training and information to members of District advisory committees and School Site Councils (SSC) and SSC advisory committees, such as the English Learner Advisory Committee (ELAC), to help them fulfill their functions.
- m. Include expectations for parent outreach and family engagement in staff job descriptions and evaluations.

4. For schools operating Title I programs and for non-Title I schools, conduct an annual evaluation of the content and effectiveness of the school's parent and family engagement policy, as it pertains to improving the academic quality of the engagement with parents.

The superintendent or designee shall:

- a. Ensure that the evaluation includes the identification of barriers to greater participation in parent and family engagement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English

proficiency, have limited literacy and/or limited technology skills, or are of any racial or ethnic minority background.

- b. Use the evaluation results to design strategies for more effective parent involvement, and if necessary, recommend changes in the school's parent and family engagement policy.
- c. Assess the District's progress in meeting annual objectives for the parent and family engagement program. Notify parents and families of this review and assessment through regular school communication mechanisms, and provide a copy to parents and families upon their request. (Education Code 11503)
- d. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents, families, and staff with the quality and frequency of school and District communications.
- e. Gather and monitor data regarding the number of parents and families participating in school and District activities, and the types of activities in which they are engaged.
- f. Recommend to the Board of Trustees measures to evaluate the impact of the District's parent and family involvement efforts on student achievement.

5. For schools operating Title I programs and for non-Title I schools, involve parents and families in school activities.

The superintendent or designee may:

- a. Include information about school activities in District communications to parents and families.
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents and families of Students With Disabilities.
- c. Establish processes to encourage parent and family input regarding their expectations and concerns for their children.

6. The District's Board policy and administrative regulation containing parent and family engagement strategies shall be incorporated into the LEA Plan/LCAP), and made available to parents of students at schools operating Title I programs, and also to parents and families of students at non-Title I schools.

SECTION B. At each school receiving Title I funds, a written policy on parent and family engagement shall be developed jointly with and agreed upon by parents and families of participating students. Such policy shall describe the means by which the school will:

1. Convene an annual meeting, at a convenient time, to which all parents-of participating students shall be invited and encouraged to attend, in order to inform parents and

families of their school's participation in Title I, and to explain Title I requirements and the right of parents and families to be engaged in their students' educational process.

2. To the extent practicable, offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent and family engagement.
3. Involve parents and families in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent and family engagement policy, and if applicable, the joint development of the plan for schoolwide programs, which is embedded in the school's Single Plan for Student Achievement.
4. Provide the parents and families of participating students all of the following:
  - a. Timely information about Title I programs.
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
  - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their student's education, and as soon as practicable possible, responses to the suggestions of parents and families.
5. If the schoolwide program plan is not satisfactory to the parents and families of participating students, submit any parent and family comments when the school makes the schoolwide plan, which is embedded in the Single Plan for Student Achievement, available to the District.
6. Jointly develop with the parents and families of participating students a school-parent compact that outlines how parents and families the entire school staff, and students will share responsibility for improved student academic achievement, and the means by which the school and parents and families will build a partnership to help students to be successful in school.

This compact shall address:

- a. The school's responsibility is to provide high-quality curriculum and instruction in a supportive and effective learning environment, which supports participating students' access to required curriculum and mastery of state content standards.
- b. Ways in which parents and families will be responsible for supporting their student's learning, such as: monitoring attendance, homework completion, responsible use of technology and social media, volunteering ~~in~~ at the school, and participating as appropriate in decisions related to their student's education, and the positive use of extracurricular time.
- c. The importance of communication between teachers, parents and families on an ongoing basis through: (1) parent-staff (administrator, teacher, counselor, or

FACES) conferences, at least annually, during which the compact shall be discussed as it relates to the student's achievement; (2) frequent reports to parents on their student's progress; (3) reasonable access to staff; (4) opportunities to volunteer and participate in their student's educational experience; and, (5) observation of classroom activities.

7. Build the capacity of the school and parents and families for strong parent and family engagement, by eliminating barriers to participation in parent and family engagement activities.
8. To the extent practicable, provide full opportunities for the participation of parents and families with limited English proficiency, parents of students with disabilities, and parents of migrant children, including providing information and school reports in a format and language such that parents and families can understand.
  - a. If the school has a parent and family engagement policy that applies to all parents and families, it may be amended to meet the above requirements.
  - b. Each school's parent and family engagement policy shall be made available to the local community and distributed to parents and families of participating students in an understandable and uniform format, and to the extent practicable, provided in a language the parents and family can understand.
9. Each school receiving Title I funds shall annually evaluate the effectiveness of its parent and family engagement policy. Such an evaluation may be conducted by the School Site Council (SSC), during the process of reviewing the school's Single Plan for Student Achievement, in accordance with Education Code 64001.
10. The principal or designee, jointly with parents and families of participating students, shall periodically update the school's parent and family engagement policy to meet the changing needs of parents and families and the school.

**Anaheim Union High School District  
Family and Community Engagement Policy**

- 1.0 The local governing board of each local educational agency (LEA), or agency, receiving Title I, Part A funding shall establish and implement a written parent and family engagement policy and program. (California *Education Code [EC]* sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2])
- 1.1 The Anaheim Union High School District (AUHSD) has developed jointly with, agreed on with, and distributed to, parents and family members of participating students, through a special committee meeting, the Family and Community Engagement Policy is reviewed, revised, and approved by the general DELAC membership. (20 U.S.C. § 6318[a][2]).])

The LEA incorporates the parent and family engagement policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2]) The Parent and Family Engagement Policy is incorporated via various avenues including but not limited to the LCAP Educational

Partner Engagement Process, School site Single Plan for Student Achievement, School Site Council, Community School Advisory Committees and/or Family Engagement Teams.

To involve parents and family members in the Title I program at AUHSD, the following practices have been established:

- a) AUHSD involves parents and family members in the joint development of the agency's plan, and in the development of support and improvement plans. (20 U.S.C. § 6318[a][2][A])
  - i. AUHSD will continue to expand and enhance its LCAP Educational Partner Engagement Process to better meet the needs of our students and families.
  - ii. Establish a diverse and equity-driven district-level committee including family and community representatives from each school site to review and provide feedback.
  - ii. Family and Community Engagement Specialists, Community School Coordinators and School Community Liaisons play a critical role in engaging families to participate in the development of support and improvement plans.
  - iii. AUHSD will use strategic School to Home communication methods such as but not limited to ParentSquare and Family and Community Engagement Websites.
- b) AUHSD will provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within AUHSD in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B])
  - i. AUHSD will foster genuine and collaborative Family and Community Engagement Practices by building the dual capacity of administrators, FACES and all staff to ensure the following process conditions are met: relational mutual trust, linked to learning and development, asset-based, culturally responsive and respectful, collaborative, and interactive.
  - ii. AUHSD will use data-driven information to create systems of support for English Learners.
  - iii. AUHSD will use data collected annually via needs and assets assessments to better historical barriers to success.
  - iv. AUHSD will provide ongoing district-level workshops such as Parent Education Series: Parent Leadership Academy, Ready Set GO!, GROW, Parent Learning Walks, Positive Discipline, to assist school site staff and families in planning and implementing improvement strategies, and seek input from parents/guardians/families in developing the workshops.
- c) To the extent feasible and appropriate, AUHSD coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies of other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])

- i. Engage educational partner representatives from various programs to assist in identifying specific population needs including but not limited to Community School Advisory Councils, Family and Community Engagement teams, Educational Monitoring teams, English Learner Advisory Council etc.
- d) AUHSD conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D])
  - i. AUHSD will conduct school site annual Needs and Assets assessments to identify the unique needs of each school population.
  - ii. AUHSD will through the use of site-based Family Engagement teams and/or Community School Advisory councils will analyze the data to determine effective strategies and services that will be provided to the school community.
  - ii. AUHSD additionally will engage district and school site representatives from other various parent representative committees to review the data.

AUHSD identifies the following:

1. Barriers to greater participation by parents and families in activities authorized by this section (with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. § 6318[a][2][D][i])
  - i. To the extent possible provide translation services for both in-person and virtual events, as well district communication in the family's home language where possible.
  - ii. Ensure that parent, family and community engagement information is accessible and available to parents and families in their appropriate language.
2. The needs of parents and family members to assist with the learning of their student, including engaging with school personnel and teachers. (20 U.S.C. § 6318[a][2][D][ii])
  - i. AUHSD will use Community Schools Needs and Assets Assessments: implementation of strategies for assessing needs and assets and using those assessments to inform services and program development.
  - ii. Resource referral to community-based organizations that assist in improving the quality of life for parents and families including but not limited to, benefits enrollment, food and hygiene supplies, parent and family education programs and services as available.
  - iii. Parent Learning Walks will provide parents and families with an opportunity to visit classrooms while instruction is taking place so that they are better equipped to support their student's learning at home. Parent Learning Walks will focus on our Career Preparedness Systems Framework (CPSF) which centers on three main

components: Hard Skills, 21st Century Skills (Soft Skills), and Student Voice & Purpose. It leverages community assets from disparate worlds including the business community, social justice organizations, non-profits, Regional Occupational Programs (ROPs), community colleges and higher education partners.

3. Strategies to support successful school and parent and family interactions. (20 U.S.C. § 6318[a][2][D][iii])
  - i. Weekly school newsletters with information related to school activities, updates, and services available
  - ii. School events and meetings are scheduled at a variety of times and dates to accommodate parent and family schedules
- e) AUHSD uses the findings of such evaluation in section 1.1(d) of the Compensatory Education program instrument to design evidence-based strategies for more effective parental and family involvement and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E])
  - i. AUHSD will assess the district's progress in meeting annual objectives for Family and Community Engagement programs and notify parents and families of the results via methods of communication previously mentioned.
- f) AUHSD involves parents and families in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agencies for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F])
  - i. AUHSD will use methods of communication previously mentioned to notify parents, families and the community about school and district-level activities.
  - ii. Family and Community Engagement Specialists will build strong partnerships with parents and families in an effort to maintain the AUHSD community.
  - iii. AUHSD will ensure that parents and families are adequately represented in DELAC, ELAC, and SSC.

1.2 The LEA policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA shall be consistent with the following goals and purposes: (EC §§ 11502, 11504, 11506)

- Engage parents and family members positively in their student's education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to support their student's academic efforts at school and their student's development as responsible future members of our society. (EC § 11502[a])
  - i. Parent Leadership Academies, Ready Set Go workshops, English Learner Advisory

Committees, District English Learner Advisory Committee, Parent Mental Health Ambassadors

- Inform parents that they can directly affect the success of their student's learning, by providing parents with techniques and strategies that they may utilize to improve their student's academic success and to assist their children in learning at home. (*EC § 11502[b]*)
  - i. Parent Learning Walks, Parent Leadership Academies, English Learner Advisory Committee, District English Learner Advisory Committee, technical support, assistance and tutorials regarding the effective use of technology platforms such as email, Aeries (the District's contracted student information system), Parent Square for school-home communication, Ekadence (the agency's contracted interactive learning platform), Parent Mental Health Ambassadors, Coffee with the Principal, Cookies with the Counselors, parent psychoeducational workshops offered by District social workers, and Positive Discipline parenting workshops.
- Build consistent and effective two-way communication between family members and the school so that parents and family members may know when and how to assist their children in support of classroom learning activities. (*EC § 11502[c]*)
  - i. Each site employs a Family and Community Engagement Specialist, that, together with site and District administration, provides accurate, and up-to-date information regarding school, District and community programs, resources and opportunities, through the use of Parent Square, flyers, pamphlets, newsletters and site and District websites. Family Resource Centers and Community School Resource Centers on school campuses provide another avenue for families to call or drop in to receive information and to develop or enhance the skills needed to effectively communicate with staff and access information from the suite of platforms utilized by the school and District. The District employs a full-time Public Information Officer and maintains an accurate and up-to-date catalog of resources via their Family Resources webpage. Coffee with the Principal, Cookies with the Counselors, and the Superintendent's Parent Advisory Council serve as forums where parents and caregivers can both receive school and district information firsthand and provide feedback, suggestions and ask questions directly of site and District leadership.
- Train teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners. (*EC § 11502[d]*)
  - i. AUHSD believes in the power of clear, consistent, accurate and inclusive communication and, to this end, trains all staff in respectful, culturally proficient, and trauma-informed communication practices. The commitment of the District and expectation of all staff, classified and certificated at every level of the organization, is that they will honor the unique circumstances of each child and family, their culture and experiences, and employ their professional training and resources available when interacting with students and families.
- Integrate and coordinate parent and family engagement activities with the local control and accountability plan (LCAP), as applicable, with other programs. (*EC § 11502[e]*)
  - i. AUHSD values families as equal partners in the work of educating the whole child and

creating the conditions that students need to thrive. One of AUHSD's three Local Control Accountability Plan priorities is to provide meaningful educational engagement opportunities for all parents and families to advocate for all students.

1.3 Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. Section 6318[a][3][B])

- i. AUHSD will use its exemplary model of the LCAP Educational Partner engagement process to continue engaging and providing a place for families to have a voice in the decision-making process.
- ii. AUHSD will continue to promote site level family engagement in site SSC and SPSA.

1.4 Funds reserved by an LEA shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: (20 U.S.C. § 6318[a][3][D])

- a) Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])
  - i. AUHSD will use its Family and Community Engagement Scope and Sequence to support the implementation of these professional development strategies.
- b) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])
  - i. With the understanding that Family and Community Engagement is a shared responsibility all school staff will set in place best practices to create authentic and meaningful opportunities for engagement that adequately meet the unique needs of the school community.
- c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])
  - i. AUHSD will publish all family engagement opportunities via its district-wide Family Engagement Calendar and use of the Family and Community Engagement Website.
- d) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])
  - i. AUHSD will partner with Community-Based Organizations that will improve parent, family and community engagement practices.
- e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

- i. AUHSD will continuously reflect on its parent, family, and community engagement practices through reflection and evaluation to ensure our students are achieving their Unlimited You.

**Legal Reference:****EDUCATION CODE**

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single Plan for Student Achievement

**LABOR CODE**

230.8 Time off to visit child's school

**UNITED STATES CODE, TITLE 20**

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 Schoolwide programs

6316 School improvement

6318 Parent involvement

**CODE OF FEDERAL REGULATIONS, TITLE 28**

35.104 Definitions, auxiliary aids and services

35.160 Communications

**PUBLIC LAW**

100-297, 1016(b)

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