21st Century Libraries: Something to Shh!!!OUT About

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The Big Idea:

The Power of the SCHOOL Librarian

TEACHER–LIBRARIAN LEARNING EXPERIENCE

70%-100% of students met or exceeded the highest expectations for a learning experience co-taught by the classroom teacher and teacher-librarian.

Cohen, Stephanie, Ivey Poitras, Khalia McLiann, and Anushka Shirali. Roles of the School Librarian: Empowering Student Learning and Success. Northeast Comprehensive Center, 2019.

STRONG LIBRARY PROGRAMS

Data from more than **34 statewide studies** suggest that students tend to earn better standardized test scores in schools that have strong library programs.

Curry, Keith Lance and Debra E. Kachel. Why School Librarians Matter: What Years of Research Tell Us. Phi Delta Kappan, March 26, 2018.
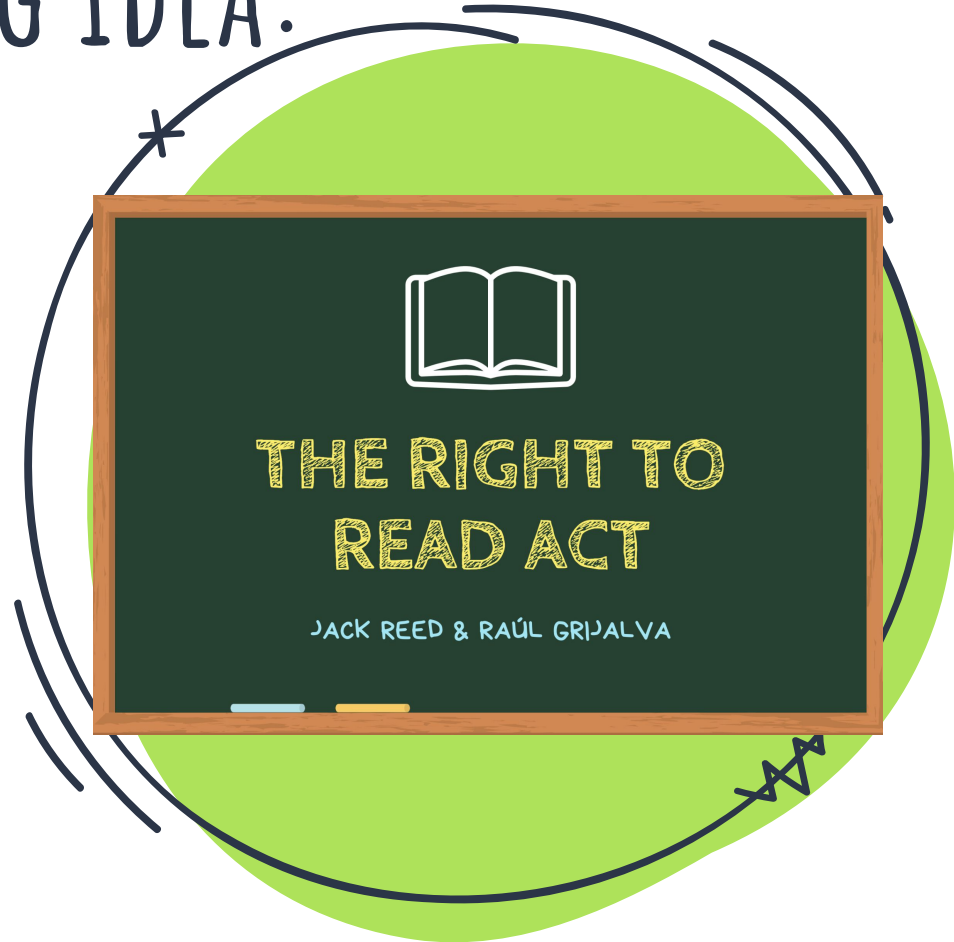
HIGHER WRITING PERFORMANCE

Elementary schools that spend more on their libraries average almost **10% higher writing performance,** and middle schools that invest more in their libraries average almost **13% higher writing levels.**

Kachel, Debra E. and Graduate Students of LSC 5530 School Library Advocacy. School Library & Information Technologies Department. School Library Research Summarized: A Graduate Class Project. Mansfield University, 2011.

LIBRARIANS GIVE THE BEST IDEAS

40% of students ages 9–11, **30%** of those ages 12–14, and **19%** of ages 14–16 say that the school librarian gives them the best ideas about books to read for fun.

Krashen, Stephen. Why School Librarians Matter. Skrashen.blogspot, April 17, 2017.

ABOVE AVERAGE STUDENT SCORES

2x as many schools with above average scores had full-time media specialists. One study showed **68% schools with above average student scores** on the Grade 3, 5, and 8 reading tests had a full-time media specialist.

Schools with Above Average Reading Scores Frequently Have Full-Time Media Specialists. American Library Association.

STUDENT ACADEMIC SUCCESS

More than **60** education and library research studies have produced clear evidence that school library programs staffed by qualified school librarians have a positive impact on student academic success.

School Libraries Make the Difference ilovelibraries.org, 2014

capstonepub.com

capstone

THE RIGHT TO READ ACT

JACK REED & RAÚL GRIJALVA

3

Standards

1.

In December of 2021, the CT State Board of Education approved the AASL Frameworks for Librarians, Libraries and Learners as a replacement for the **2007** Information Literacy and Technology Frameworks.
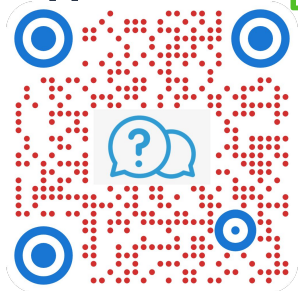
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Librarians have standards?

Shared Foundation:	Key Commitment:
INQUIRE	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
INCLUDE	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
COLLABORATE	Work effectively with others to broaden perspectives and work toward common goals.
CURATE	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
EXPLORE	Discover and innovate in a growth mindset developed through experience and reflection.
ENGAGE	Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice in an interconnected world.

Librarians have standards?

AASL Standards Framework for Learners

From the National School Library Standards for Learners, School Librarians, and School Libraries | standards.aasl.org | © 2018 American...
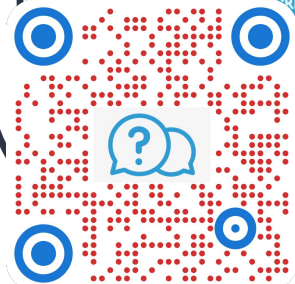
SHARED FOUNDATIONS AND KEY COMMITMENTS

DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Work effectively with others to broaden perspectives and work toward common goals.	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Discover and innovate in a growth mindset developed through experience and reflection.	Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
A. THINK	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	Learners contribute a balanced perspective when participating in a learning community by: 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.	Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.	Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
B. CREATE	Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.	Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
C. SHARE	Learners adapt, communicate, and exchange learning products with others in a cycle that includes:	Learners exhibit empathy with and tolerance for diverse ideas by:	Learners work productively with others to solve problems by:	Learners exchange information resources within and beyond their learning community by:	Learners engage with the learning community by:	Learners responsibly, ethically, and legally share new information with a global community by:

AASL Standards Framework for School Librarians

SHARED FOUNDATIONS AND KEY COMMITMENTS

DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Work effectively with others to broaden perspectives and work toward common goals.	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Discover and innovate in a growth mindset developed through experience and reflection.	Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
A. THINK	School librarians teach learners to display curiosity and initiative when seeking information by: 1. Encouraging learners to formulate questions about a personal interest or a curricular topic. 2. Activating learners' prior and background knowledge as context for constructing new meaning.	School librarians direct learners to contribute a balanced perspective when participating in a learning community by: 1. Engaging learners to articulate an awareness of the contributions of a range of learners. 2. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Differentiating instruction to support learners' understanding of cultural relevancy and placement within the global learning community.	School librarians facilitate collaborative opportunities by: 1. Challenging learners to work with others to broaden and deepen understandings. 2. Scaffolding enactment of learning-group roles to enable the development of new understandings within a group. 3. Organizing learner groups for decision making and problem solving.	School librarians challenge learners to act on an information need by: 1. Modeling the response to a need to gather and organize information. 2. Designing opportunities for learners to explore possible information sources. 3. Guiding learners to make critical choices about information sources to use.	School librarians foster learners' personal curiosity by: 1. Encouraging learners to read widely and deeply in multiple formats and write and create for a variety of purposes. 2. Challenging learners to reflect and question assumptions and possible misconceptions. 3. Enabling learners by helping them develop inquiry-based processes for personal growth.	School librarians promote ethical and legal guidelines for gathering and using information by: 1. Directing learners to responsibly use information, technology, and media for learning, and modeling this responsible use. 2. Modeling the understanding of ethical use of information, technology, and media. 3. Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.
B. CREATE	School librarians promote new knowledge generation by: 1. Ensuring that learners probe possible answers to questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Facilitating the development of products that illustrate learning.	School librarians establish opportunities for learners to adjust their awareness of the global learning community by: 1. Providing opportunities for learners to interact with others who reflect a range of perspectives. 2. Devising learning activities that require learners to evaluate a variety of perspectives. 3. Designing opportunities that help learners to illustrate diverse viewpoints.	School librarians demonstrate the importance of personal, social, and intellectual networks by: 1. Modeling the use of a variety of communication tools and resources. 2. Cultivating networks that allow learners to build on their own prior knowledge and create new knowledge.	School librarians promote information gathering appropriate to the task by: 1. Sharing a variety of sources. 2. Encouraging the use of information representing diverse perspectives. 3. Fostering the questioning and assessing of validity and accuracy of information. 4. Providing tools and strategies to organize information by priority, topic, or other systematic scheme.	School librarians stimulate learners to construct new knowledge by: 1. Teaching problem solving through cycles of design, implementation, and reflection. 2. Providing opportunities for tinkering and making. 3. Modeling persistence through self-directed tinkering and making.	School librarians act as a resource for using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Showing a variety of strategies to ethically use and reproduce others' work, and modeling this ethical use. 2. Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. 3. Promoting the inclusion of elements in personal-knowledge products that allow others to credit content appropriately.

AASL Standards Framework for School Libraries

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SHARED FOUNDATIONS AND KEY COMMITMENTS

DOMAINS AND ALIGNMENTS	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Work effectively with others to broaden perspectives and work toward common goals.	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Discover and innovate in a growth mindset developed through experience and reflection.	Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
A. THINK	The school library enables curiosity and initiative by: 1. Embedding the inquiry process within grade bands and within disciplines. 2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum.	The school library supports balanced perspectives through resources and learning opportunities by: 1. Providing challenging and authentic opportunities that address the needs of the broad range of learners. 2. Offering diverse learning experiences that allow for individual differences in learners. 3. Providing a comprehensive variety of resources.	The school library facilitates opportunities to integrate collaborative and shared learning by: 1. Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding. 2. Leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community.	The school library provides problem-based learning experiences and environments by: 1. Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress. 2. Adopting a dynamic collection-development plan to ensure that adequate resources reflect current and in-depth knowledge. 3. Focusing on the effective use of a wide range of resources to foster information skills appropriate to content areas.	The school library supports learners' personal curiosity by: 1. Providing resources and strategies for inquiry-based processes. 2. Fostering opportunities for learners to demonstrate personal curiosity and creation of knowledge through engaging with a wide variety of resources and technology.	The school library serves as a context in which the school librarian ensures that the school community is aware of the guidelines for safe, ethical, and legal use of information by: 1. Educating the school community on the ethical use of information and the intellectual property of others. 2. Designing instruction and delivery of services that support equitable access to information in an efficient and ethical manner by all members of the school community. 3. Embedding legal-, ethical-, and social-responsibility concepts into the inquiry and information-seeking processes.
B. CREATE	The school library enables generation of new knowledge by: 1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community. 2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.	The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners. 3. Featuring learning opportunities that include diverse viewpoints.	The school library's policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by: 1. Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's mission. 2. Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis. 3. Including the school community in the development of school library policies and procedures	The school library promotes selection of appropriate resources and tools for information use by: 1. Demonstrating and documenting how resources and technology are used to address information needs. 2. Providing opportunities for all members of the school community to develop information and technology skills needed to promote the transfer of information-related problem-solving strategies across all disciplines. 3. Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collection. 4. Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges. 5. Designing and providing adequate, appropriate space for library resources, services, and activities.	The school library facilitates construction of new knowledge by: 1. Implementing technology as a tool or resource for learning. 2. Ensuring that multiple learning activities can occur in both physical and virtual spaces. 3. Establishing and maintaining a learning environment conducive to independent and collaborative exploration and problem-solving.	The school library supports ethical processes for information seeking and use by: 1. Providing an environment in which all members of the school community can work together to develop, approve, and engage in clearly stated use policies to guide acceptable and ethical use of information, technology, and media. 2. Promoting the responsible use of ideas, information, media, and technology through compliance with copyright and intellectual-property policies developed by the school librarian in collaboration with all members of the school community.
C. SHARE	The school library provides learners opportunities to maintain focus throughout the inquiry process by: 1. Creating and maintaining a teaching and learning environment that	The school library facilitates opportunities to experience diverse ideas by: 1. Implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services	The school library provides opportunities for school librarians to connect and work with the learning community by: 1. Facilitating diverse social and intellectual learner networks	The school library facilitates the contribution and exchange of information within and among learning communities by: 1. Providing an environment in which resources that support the school's curriculum and learning goals can be collaboratively selected and developed	The school library prepares learners to engage with a larger learning community by: 1. Modeling and promoting the use of personal and professional learning	The school library encourages participation in a diverse learning community to create and share information by: 1. Providing both online and physical spaces for the sharing and dissemination of ideas and

CROSSWALK https://www.iste.org/standards/for-students　　　http://www.corestandards.org/ELA-Literacy/CCRA/W/

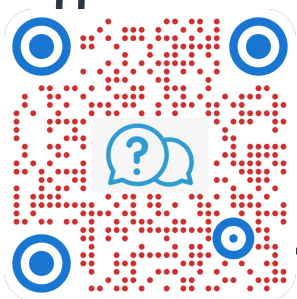| AASL Standard: for learners	ISTE Standard: for students	C3 Framework for Social Studies	K-12 Computer Science Concepts and Practices	Common Core ELA Anchor Standards for Reading
1A1: Formulating questions about a personal interest or a curricular topic.		D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults) D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D4.1.3-5. Construct arguments using claims and evidence from multiple sources.	Practice 3. Recognizing and Defining Computational Problems	CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

AASL Standards work WITH other Standards - they do NOT replace them.

2.

Value of School Libraries

"The school librarians' contributions, whether direct or indirect, are consistently shown to be of positive value to not only students and teachers, but the wider school community."

(Roles of the School Librarian Executive Summary, 8)

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WHAT A SCHOOL LIBRARY CAN DO FOR YOU

The school library can enable students to achieve **better learning outcomes**

The school library is a **welcoming, flexible environment**

School libraries help improve students' literacy by offering reading opportunities

Provide **equitable access** to resources to help communities cater for:
▸ individual learning styles
  ▸ varied abilities
  ▸ cultural differences

School libraries support interdisciplinary learning

inquiry ▸
creativity ▸
reasoning ▸
reflection ▸
evaluation ▸
metacognition ▸

LEARNING

Reading experiences increase **empathy** and **emotional intelligence**

Reading experiences enrich our knowledge of the wider world

RESEARCH

Teacher-librarians can teach students the **information literacy skills framework**

Provide access to quality reading experiences that foster **reading for pleasure**

Library staff are the best resource in the library. They can:
▸ help plan a unit of work
▸ find a resource
▸ integrate ICT into teaching
▸ curate internet sources
▸ teach and promote the ethical use of Information

School library spaces can be :
▸ active
▸ cultural
▸ creative
▸ quiet
▸ collaborative

READING

Match the right reading experience to the right child at the right time

There is a large body of evidence-based research that shows **effective school libraries have a positive impact** upon learning and enrich the lives of their school community

RESOURCES

Provide a world of resources - local and global, physical and digital

Assist us all to understand how to interact and create in an online world

WHAT CAN A QUALIFIED TEACHER LIBRARIAN DO FOR YOU

1. Plan and teach collaboratively across all year levels and subjects

"Students have the benefit of the right resource at the right time because there is a teacher librarian there to differentiate and a teacher there to help understand the special learning needs of each child in her/his class." Loertscher, D. V., 2014.

2. Encourage an active reading culture which directly flows to student achievement in reading and writing

"There was a very strong relationship between reading attainment and school library use , with young people who read below the expected level for their age being almost twice more likely to say that they are not a school library user, and those who read at or above the expected level being nearly three times more likely to say that they are school library users." Clark, 2010.

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3. Manage and develop relevant and responsive collections of physical and digital resources & are informed regarding the challenges of doing so.

"Developing ecollections for 2020 school libraries requires skills and expertise beyond the traditional bibliographic paradigm, encompassing digital licensing and contract negotiation, budgets, formats, device storage and management, as well as an up-to-date understanding of the publishing industry." O'Connell et al., 2015.

4. Develop and support an inquiry-based learning culture

"Teacher librarians are strong advocates of inquiry learning based on inquiry process models. The use of these inquiry process models and the emphasis on questioning indicates that teacher librarians have evolved their practice from an information literacy or information-seeking focus to a more holistic inquiry focus." Lupton, 2010.

5. Provide professional learning for teachers, admin, and other school community members in areas such as information management, social media management, and resource development.

Whether librarians were recognized for teaching an information literacy lesson to students, providing professional development sessions to teachers, or coteaching the curriculum, many of the teachers and administrators viewed school librarians as "every body's teacher." Gavigan & Lance, 2015

Roles

*Teacher

*Leader

*Instructional partner

*Information specialist

*Program administrator

And so much more!

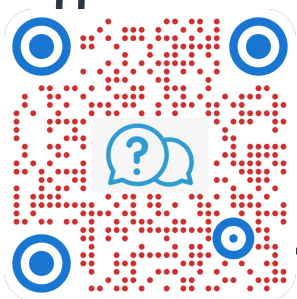A TRAINED LIBRARIAN IS A POWERFUL SEARCH ENGINE with a HEART
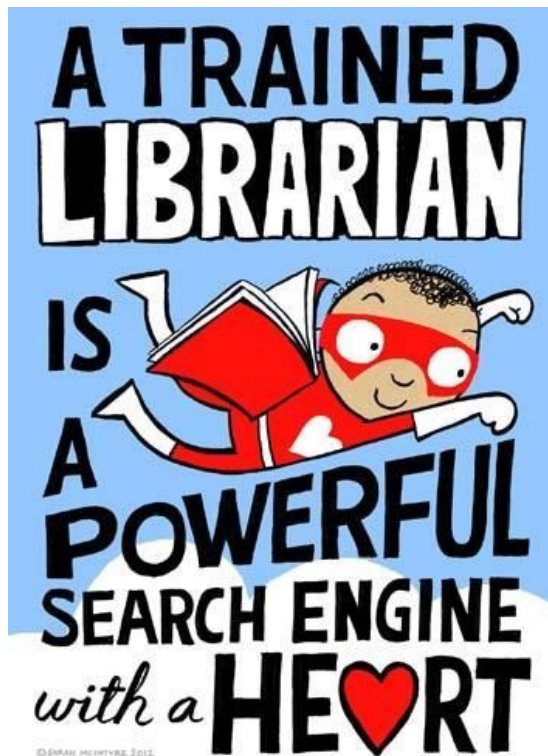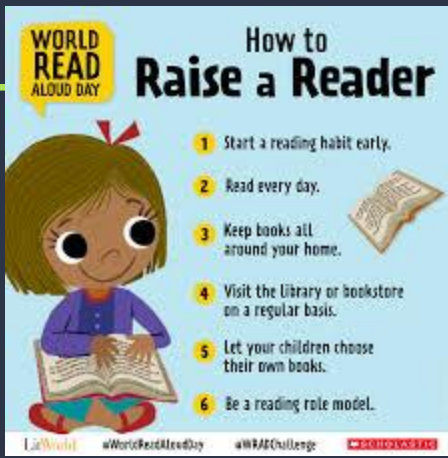
3. CULTURE OF READING

School librarians curate current digital and print materials and technology to provide access to high-quality reading materials that encourage learners, educators, and families to become lifelong learners and readers.

(AASL, Common Beliefs)

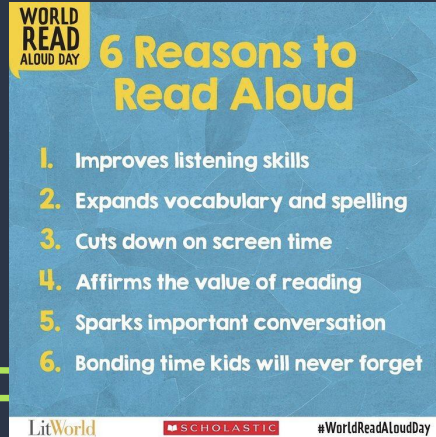bit.ly/JoinOurSlides

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CULTURE OF READING

How to **Raise a Reader**
WORLD READ ALOUD DAY

1 Start a reading habit early.
2 Read every day.
3 Keep books all around your home.
4 Visit the library or bookstore on a regular basis.
5 Let your children choose their own books.
6 Be a reading role model.

Building a culture of reading is everyone's job!

WORLD READ ALOUD DAY
6 Reasons to Read Aloud

1. Improves listening skills
2. Expands vocabulary and spelling
3. Cuts down on screen time
4. Affirms the value of reading
5. Sparks important conversation
6. Bonding time kids will never forget

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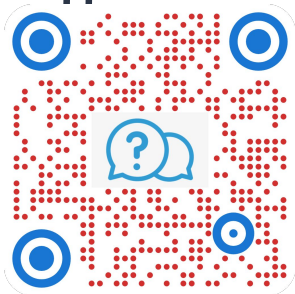
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4.

Challenging Times

In 2021, there were 729 attempts to censor library resources, targeting 1,597 books.

From January 2022 - August 2022, ALA documented 681 attempts to ban or restrict library resources, and 1,651 unique titles were targeted.

(American Library Association)

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Reasons for Challenges

IRRESPONSIBLE GLORIFYING GAY MARRIAGE BRAINWASH CHILDREN
VIOLENCE DRUGS BLACK LIVES MATTER
CAUSED NIGHTMARES OBJECTIONABLE CONTENT
EXTREMELY LIBERAL IMMATURE BODILY FUNCTIONS MATURE DEATH
FILLED WITH LIES ANTI-RACISM SEX EDUCATION
ALCOHOL
CLASSIST ANTI-POLICE RACIAL SLURS
ENCOURAGES ASSAULT DISGUSTING DIVISIVE TOPICS
SELF HARM
SUICIDE VULGAR LGBTQIA+ NUDITY HUMOR
RAPE OBSCENE TRAUMATIZING WHITE SAVIOR
PROPAGANDA RELIGIOUS VIEWPOINT
SATANIC FILTHY
INEBRIATED MOTHER RACIST PROFANITY PROMOTING ISLAM
CONFUSING GHOSTS
EMPHASIS ON SOCIAL JUSTICE GRAPHIC IMAGES BODY DESCRIPTION SEXIST
HORROR POLITICAL VIEWPOINT LUST PERVERTED
MUTILATION DEROGATORY
HOMOPHOBIC SUPPORTING TERRORIST GROUPS DEPICTIONS OF CRIMINAL ACTS INDECENT

Each word and phrase in this graphic is cited from 2020 censorship reports

Censorship by the Numbers
ala.org/bbooks | #BannedBooksWeek

## Board policies for selection and reconsideration

If your district does not have **selection or reconsideration policies/forms**, use these guides to help develop them:

- ALA Selection & Reconsideration Policy Toolkit
- ALA Sample Materials Reconsideration Form

Book challenges arise when you least expect them. But just as you prepare for severe weather or home emergencies by gathering safety supplies, you can prepare to extinguish a book challenge by assembling necessary resources ...
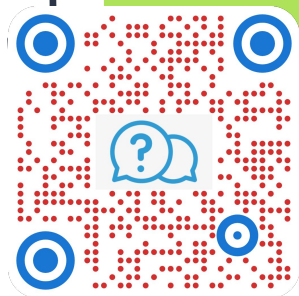
Build a Defense based on intellectual freedom principles

When you combat censorship, you are upholding principles supported by the **United States Constitution**, the **American Library Association**, the **National Council of Teachers of English**, and the **National Coalition Against Censorship**. Use these documents to build your case.

- First Amendment
- ALA Library Bill of Rights
- ALA Access to Resources & Services in the School Library
- ALA Access fo Library Resources & Services for Minors
- ALA Challenged Resources
- ALA Code of Ethics
- NCAC First Amendment in Schools: A Resource Guide
- NCTE Position Statement on Academic Freedom
- NCTE Position Statement Regarding Rating or "Red Flagging" Books
- NCTE Students' Right to Read

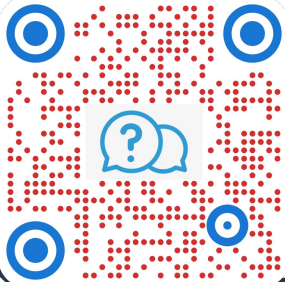Source: Intellectual Freedom and Censorship in Literature
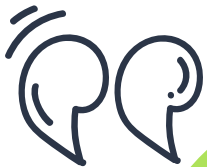
"We who value and **defend books** don't do it because we love books and have better lives because of them, though both those things are usually true. We defend books because by doing so, we defend all the **kids who are represented** in those books."
David Levithan

Resource links

✗ https://standards.aasl.org/wp-content/uploads/2017/11/AASL_6_Steps_Infographic_2017.pdf

✗ https://casl.wildapricot.org/Standards

✗ https://standards.aasl.org/project/crosswalks/

✗ https://docs.google.com/document/d/1mit1eXykQXy4lU0P1Yuy-PW-SGs0rTWu8t_ikCxk8FY/edit?usp=sharing

✗ https://libguides.ala.org/school-library-expert/value

✗ https://schoollibrarynj.libguides.com/Librarians/ReadingCulture

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https://www.ala.org/news/press-releases/2022/09/ala-releases-preliminary-data-2022-book-bans.

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Hermon, Amy (Host). (2022, October 28). Champion Defender: Martha Hickson (No. 199) [Audio podcast episode]. In *School Librarians United.* https://schoollibrariansunited.libsyn.com/

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"School Librarians - National School Library Standards". 2022. *National School Library Standards*.

https://standards.aasl.org/school-librarians/.

"School Libraries Are Essential". 2022. *I Love Libraries*. https://ilovelibraries.org/school-libraries/.
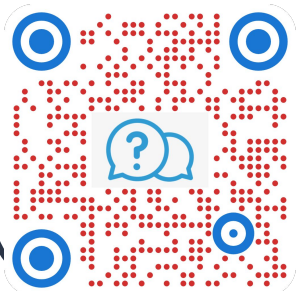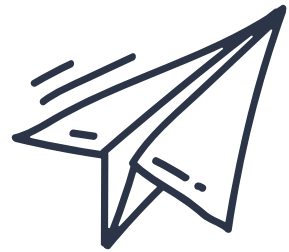
Ask your question here:
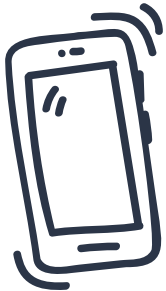
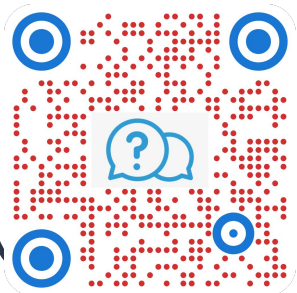Question:

Ask your question here:

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