



Baker County Library District

Board of Directors

Budget Hearing & Regular Meeting Agenda

Monday, Oct 14, 2013, 6:00 – 8:00 pm

Riverside Meeting Room, Baker County Public Library

2400 Resort St, Baker City

Gary Dielman, President

6:00	I. CALL TO ORDER	Dielman
	II. Additions/deletions from the agenda (ACTION) <i>Related documents (1):</i> Agenda.	Dielman
	III. Conflicts or potential conflicts of interest	Dielman
	IV. Approval of minutes from previous Board Meeting (ACTION) <i>Related documents (1):</i> Board Meeting Minutes 09/09/13.	Dielman
	VI. Open forum for general public, comments & communications In the interests of time and to allow as many members of the public an opportunity to speak, the board asks guests to limit remarks to five (5) minutes if speaking on behalf of an individual, or ten (10) minutes if speaking on behalf of a group or organization.	
6:10	VI. PREVIOUS BUSINESS	
	i. Strategic Planning – Discussion	Stokes
	a) Board Self-Evaluation	
	b) Trustee Handbook, Strategic Planning (Chapter 4)	
	c) Goals from Staff Training event	
	VII. ANNUAL / RECURRING BUSINESS	
	i. Highlights from 2012-2013 Statistics Report	
7:00	VIII. NEW BUSINESS	
	i. Executive Session: Staff Disciplinary Action*	Stokes
	ii. New Policy : Personal Use of District Resources (ACTION)	Stokes
7:30	IX. ADMINISTRATIVE REPORTS	
	i. Director’s Report	Stokes
	ii. Business and Financial Report <i>Related documents:</i> To be distributed at meeting.	Hawes
	X. Agenda items for next regular meeting: Nov 18, 2013 6:00pm	Dielman
8:00	XI. ADJOURNMENT	Dielman

The times of all agenda items except open forum are approximate and are subject to change. Other matters may be discussed as deemed appropriate by the Board. If necessary, Executive Session may be held in accordance with the following. Topics marked with an asterisk* are scheduled for the current meeting’s executive session.

ORS 192.660 (1) (d) Labor Negotiations
ORS 192.660 (1) (h) Legal Rights

ORS 192.660 (1) (e) Property
ORS 192.660 (1) (i) Personnel*

The Board of Directors meets on the 2nd Monday each month from 6.00 to 8.00p in the Riverside Meeting Room at 2400 Resort Street, Baker City, Oregon.



Baker County Library District

Board of Directors

Regular Meeting Minutes

Monday, Sep 9, 2013, 6:00 pm

Call To Order	Gary Dielman, President called the meeting to order at 6:02pm. The meeting was held in the Riverside Meeting Room at the Baker County Public Library, 2400 Resort Street, Baker City, Oregon. Present were: Gary Dielman , Della Steele , and Nellie Forrester , Betty Palmer , and Kyra Rohner-Ingram , Directors. Also present were Perry Stokes , Library Director; and Christine Hawes , Business Manager.
Agenda Approved	Dielman asked for additions or changes to the agenda. None were given.
Conflicts of Interest	Dielman asked if there were any potential conflicts of interest to be declared. None were stated.
Minutes Approved	Dielman asked for corrections or changes to minutes from last month. None were given. Forrester made a motion to approve both the Agenda and the August 12, 2013 Regular Meeting Minutes as presented; Palmer seconded; passed unanimously.
Public Comment	Dielman stated for the record that there were no other members of the public present for comments. Stokes had no official public correspondence but did share feedback from a patron who wanted to digitize old 78 records. Stokes was happy to report that the library actually did have a device to do this. The patron was very appreciative. Dielman gave an update on a recent historic photo acquisition Stokes made at a local estate sale. Dielman has scanned over 60 negatives from the Jack Eng collection so far, and has found some remarkable images.
Resolution R.004 to Adopt General Fund Supplementary Budget	Stokes said the purpose of R.004 is to re-appropriate savings from the PERS rate reduction. The funds are proposed to be re-allocated between personnel salaries, facilities projects, and operations carryover. The library will continue to close at 7:00pm Monday-Thursday due to low usage. One hour per week will be restored to schedules of select staff which had lost an hour of tech time due to the shortened weekday evening hours. The 1% cost-of-living increase will be extended to all staff. A sum of \$2,400 will be added to facilities maintenance for the branch sidewalk repair with the balance of \$5,000 being added to operations carryover. There was no further discussion. Palmer moved to adopt Resolution 2013-14.004 Resolution to adopt General Fund supplemental budget as presented; Rohner-Ingram seconded; motion passed unanimous.
Filtration System Estimate	Stokes contacted Water Quality Systems in Medford, Oregon last week for an estimate on a water filtration system. A quote from Eagle Cap Plumbing was also requested but not available by meeting time. Water Quality Systems recommends the UV Treatment as the most effective. The initial cost is \$6,000 with annual maintenance of \$250-\$500. Other options include a Point of Service Units (under each sink), which cost \$200 each for 5 locations in the building. The total cost would be an estimated \$1,000-



Baker County Library District

Board of Directors

Regular Meeting Minutes

Monday, Sep 9, 2013, 6:00 pm

	<p>\$1,500 with annual maintenance of \$30 to replace filters. The most expensive option is a comprehensive microfiltration system for \$30,000. Palmer said the School District took action to install a UV system at a cost of about \$52,000 (in 8 buildings that is about \$7,000 per building) by a reputable company out of Eugene. The system is working well.</p> <p>Dielman stated that he believes the Library District should take no action at this time. Once Elk Creek was turned off, he said, the problem was resolved. Historically, the City water supply has been fine. The City will now be testing it more regularly and the incidents of illness were not life threatening. The State is doing a random survey to come up with an estimate of how many residents presented symptoms. The city is expected to have a system installed within one year.</p> <p>Palmer felt that since the general public is not dependent on the library for a water source, action is not required at this time, as compared to the schools which have a captive audience seven hours a day. She added that the library does need to provide clean water for the staff.</p> <p>Stokes said if there is another outbreak point-of-service units could be quickly and inexpensively installed in a couple of locations. Also, bottled water is now available for sale in the pop machine.</p> <p>The Board supported the action plan to install 3 point-of-use units (public drinking fountain, meeting room, staff break room) if there is a repeat crisis.</p>
Strategic Planning – Review 2005 Plan	<p>Stokes presented a review of the 2005 strategic plan with assessment ratings added to indicate how well each goal has been met to date. Copies of the report were included in Director packets.</p> <p>Palmer observed that Stokes’ ratings indicate there are clusters of weak areas in customer service, marketing and building storage space. Stokes said a marketing plan would be an excellent goal; he feels a new logo is needed. A public survey to identify what patrons want was suggested. Dielman commented that storage space has been a chronic problem, giving examples of Record Courier and boxes of photo negatives. Stokes said in a long range plan he hopes storage can be increased in the archive room or possibly partner with the museum. Stokes stated that computer classes are a popular demand he would like to fulfill. Stokes directed the Board to materials copied from the Complete Library Trustee Handbook: chapter 4, “Ensuring a Better Future: Strategic Planning” and section 6.2 on “Board Self-Examination.”</p> <p>Stokes encouraged the Board to consider what is their preferred approach and timeline for crafting a new strategic plan? Should a public survey element be included? Rohner-Ingram recommended going forward with</p>



Baker County Library District

Board of Directors

Regular Meeting Minutes

Monday, Sep 9, 2013, 6:00 pm

	<p>creating a new plan rather than rehashing an old plan.</p> <p>Stokes reviewed a list of District accomplishments during his tenure to-date that included: circulation has increased dramatically, a new branch in Sumpter, new library cards, more efficient circulation workflow, restored library atmosphere, increased children's programs, active weeding program, rotation system for new materials, open source circulation software (Sage), simplified loan rules, adjustment of fines for inflation, many new and revised management policies, a patron-driven collection policy (more purchase requests filled), a facility maintenance position added, and more.</p> <p>Future goals include adding new presentation technology in the meeting rooms and better library signage. The meeting rooms need to be updated and made more usable; possibly a large TV screen and sound system. The signage both outside and inside the library need to be improved particularly outside so that people driving by on Campbell see this facility identified as a library, currently there is no signage on that side of the building.</p> <p>Discussion on how to proceed ensued. The group agreed to read the information Stokes has provided. Stokes will find and forward articles of interest on emerging technology and services, what modern library are doing and how future libraries will look. Dielman agreed that libraries are changing and will look dramatically different 10 years from now. Stokes encouraged the Board to visit other libraries when traveling.</p> <p>Palmer advocated retaining some elements from the 2005 Strategic Plan including marketing and partnerships. We are weak in marketing and can improve in partnerships. Forrester asked if we needed bilingual staff. Stokes said the Spanish collection does get used although Baker city lags behind other communities in Spanish growth. It would be good to have a bilingual staff on board in the future.</p> <p>The plan for the next meeting: read materials and board self-evaluation. Stokes will research and forward other relevant articles.</p>
Administrative Reports: Director's Report	<p>Stokes reported that the Library received an order for over 90 high resolution copies of historic photos. He was able to fulfill 23 of those; the rest had no print copies on file. A new digital projector was recently purchased. Two digital projectors are needed to meet demand. Three dual purpose bench-tables were purchased from Costco. Two will be placed outside the Huntington Branch for people to use the Wi-Fi. One was placed at the Baker Library on the boardwalk viewing deck. New computers are being ordered for staff workstation and public workstation upgrades. A new mid-size book cart was purchased to store patron holds at the front desk. Stokes will be presenting about social media best practices at a LEO workshop the last week of September to be held in Pendleton. This year</p>



Baker County Library District

Board of Directors

Regular Meeting Minutes

Monday, Sep 9, 2013, 6:00 pm

	<p>the LEO Community Fund Grant request will be for approximately \$30,000 for the RFID (radio frequency identification) circulation system project; Stokes will also be seeking additional grant funds from the Collins Foundation and others for the project. He is acquiring cost estimates now.</p>
Business Report	<p>Hawes passed out financial statements and check packets for signatures. The General Fund received tax turnovers totaling \$4,602.38 in September. We also received E-Rate refunds \$918.53 with \$194.02 approved; totaling \$1,112.55 that will complete fiscal year 2012-2013 E-Rate year. Checks being signed include a medical reimbursement \$112.66, US Bank Visa \$7,775.11, Alpine Alarm \$1,040 to repair the DVR unit at the Baker Library, Baker County Pest Control \$184 for spraying done at Huntington Branch to control spiders, wasps and other insects, the Baker City water bill was down significantly at \$352.88 (last year \$583.18) due to water line repairs and Resort Street construction. The Visa bill included computer equipment and supplies of \$1,799.44. The General Fund current available cash is \$7,405 plus cash available in Other Funds \$144,514 will more than cover the projected expenses through November payroll.</p> <p>Checks were signed and approved.</p> <p>In other news, the Ingram bill was not finalized for payment today. It will be held for final review when Sara returns from vacation next week. The check will be written on the 20th. Hawes said another payment was received from Phillip Charette on September 3 of \$30. He also sent an email stating he had not been working but anticipated sending another payment in October.</p>
Next Meeting Date	<p>The next Board meeting will be October 14, 2013 at 6:00pm.</p>
Adjourn	<p>The meeting was adjourned at 7:26pm.</p> <p>Respectfully submitted,</p> <p>Perry Stokes, Secretary to the Board</p> <p>PS/ch</p>

are at the national, state, or local level. Pertinent articles and papers on these issues should be included with an explanation of their import during the director's report.

Effective meetings can move the organization forward. By spending this precious time in discussing policy issues, environmental concerns (what factors are affecting the library such as funding, population shifts, and political environment), and library goals, the trustees can be a real boon to the director and to the community.

Board Self-Evaluation

Trustees make important fiscal and administrative decisions critical to the functioning of their library. Board members commit their time and skills for effective governing. It is important that they understand their roles and responsibilities and possess the information necessary to make wise decisions as a board. Figure 6.2 includes general areas for assessment and sample questionnaires within each area to help highlight areas of strength and weakness.

Figure 6.2. Library Board Self-Evaluation

General Knowledge

To be truly effective, board members must understand their role versus that of the director. Each trustee should also understand the role of the library itself—the library's mission and how the library's policies, services, and programs work to ensure that the mission is met. Trustees should be well versed on the various issues that impact their library and its services, including issues on the state and national levels such as trends in intellectual freedom, privacy rights, and funding for libraries.

1. Board members understand their roles and responsibilities.
YES ___ NO ___
2. Board members understand the role and responsibilities of the library director.
YES ___ NO ___
3. Board members can identify the mission statement, objectives and vision of the library.
YES ___ NO ___
4. Board members are familiar with all local, state, and federal laws having effect on libraries.
YES ___ NO ___
5. Board members are familiar with library issues at the local, state, and federal levels.
YES ___ NO ___
6. Board members understand the structure and bylaws of the board.
YES ___ NO ___

(Continued)

Figure 6.2. Library Board Self-Evaluation (Continued)**General Knowledge (Continued)**

7. Board members are familiar with current library policies.
YES___ NO___
8. Board members know which agency (agencies) the board reports to.
YES___ NO___

Board Operation

Effective board operations do impact the quality of trustee deliberation and decision making (see Board Meetings). The questions below will help trustees assess their ability to hold effective meetings that foster interaction and help to move the library forward.

1. The library director provides the board with accurate and up-to-date information in order to make sound and effective decisions at least one week in advance of meetings.
YES___ NO___
2. Board members are given an opportunity to express views without prejudice.
YES___ NO___
3. The board chair sets a clear agenda and circulates it to trustees prior to each meeting.
YES___ NO___
4. The board chair identifies goals for the meetings and summarizes progress on business at the end.
YES___ NO___
5. The rules of *Robert's Rules of Order* or similar official parliamentary guide are followed.
YES___ NO___
6. Board members regularly attend meetings and assigned committee meetings.
YES___ NO___

Fund-Raising

Because trustees are ultimately accountable for the quality of service their library provides, they must necessarily have a broad view on fund-raising. This begins with understanding the economic environment within which the library operates. It also means that they are aware of the various opportunities that exist for bringing in additional resources. The trustees, working with the library director, can set goals for fund-raising and, importantly, assist in the attainment of those goals.

1. The board assists in setting fund-raising goals and is actively involved in fund-raising.
YES___ NO___
2. The board initiates fund-raising campaigns with the cooperation of the library director and follows through with implementation.
YES___ NO___

(Continued)

Figure 6.2. Library Board Self-Evaluation (Continued)**Fund-Raising (Continued)**

3. The board is aware of the funding needs of the library.
YES___ NO___
4. Board members make connections with the corporate community and communicate these connections to the board.
YES___ NO___
5. Board members liaise with the Friends of the Library.
YES___ NO___
6. If a Friends group does not exist, the board provides assistance in establishing such a group and in maintaining a supportive relationship.
YES___ NO___

Advocacy

No one has a stronger and more well-informed voice than the library's trustees. They have the benefit of understanding exactly what the library provides to the community and what it takes to provide services. In addition, unlike staff, the trustees have nothing to gain personally from strong financial support.

1. Board members are cognizant of the political process and the manner in which the board can impact decision making.
YES___ NO___
2. Board members accept and respect that the chair is the lead spokesperson for the board.
YES___ NO___
3. The library director works with the board to develop a strong message and talking points.
YES___ NO___
4. The board liaises with the press on a regular basis.
YES___ NO___
5. The board pursues advocacy initiatives year round—before, during, and after elections.
YES___ NO___
6. The board develops a long-range plan for advocacy on a year-round basis.
YES___ NO___
7. All board members take an active part in advocating for the library.
YES___ NO___
8. Board members are given the necessary information to contact elected officials during the year and keep such officials or other informal contacts informed on library issues through visitations, e-mails, and phone calls.
YES___ NO___

(Continued)

Figure 6.2. Library Board Self-Evaluation (Continued)

Advocacy (Continued)

9. Board members make visits to community groups for the purpose of articulating the library's role and contribution to the community.

YES ___ NO ___

10. The board actively lobbies decision makers and/or the community at large for support of the budget each year.

YES ___ NO ___

Strategic Planning

Even if the library wanted to maintain the status quo, the environment within which the library operates is constantly changing. That means that in order for the library to effectively deliver services to its community, the board must ensure that the library's mission and goals are always relevant. Strategic planning, therefore, is an important job for trustees.

1. The board creates goals and action plans based on the strategic plan.

YES ___ NO ___

2. The board reviews progress of the plan on a regular basis.

YES ___ NO ___

3. An orientation package containing the current strategic plan is provided for new board members.

YES ___ NO ___

4. Strategic planning becomes a regular process for the board.

YES ___ NO ___

Policymaking

All boards must be familiar with library policy and, importantly, with the reasoning behind each policy. If policies are challenged, board members must be able to explain them and stand behind them.

1. The board reviews policies on an annual basis.

YES ___ NO ___

2. The board is familiar with policies.

YES ___ NO ___

3. The board can articulate the underlying principle(s) that the policy is addressing and is able to defend the policies to the public.

YES ___ NO ___

4. Board members can distinguish between policymaking and operational decision making.

YES ___ NO ___

(Continued)

Figure 6.2. Library Board Self-Evaluation (Continued)**Finance**

In most libraries, the financial responsibility of the board is oversight. Day-to-day decision making regarding the dispensation of the library's resources rightfully belongs with the library director. This does not mean, however, that the board can abdicate their responsibility to ensure that the budget is being spent appropriately and that the budget is working in support of the library's mission and goals.

1. The board is provided with full and accurate information regarding the library's finances and budget throughout the year.
YES___ NO___
2. The board is given sufficient lead-in time to discuss budget issues and make wise decisions.
YES___ NO___
3. The board understands the impact of decisions on the enhancement of services.
YES___ NO___
4. The board is prepared and motivated to defend and promote the budget to the decision makers.
YES___ NO___
5. The information provided reflects back to specific services.
YES___ NO___

Professional Development

The best boards around are those that continue to learn and grow in their roles. There are many ways to do this. The very first step in providing each trustee with the knowledge he or she needs to be effective begins with board orientation. Other steps can be as easy as joining regional and state library associations that have special sections for trustees. Attending national or state conferences where programs for trustees are presented is another opportunity for continuing education.

1. Board members are given opportunities at the local, state, and national level to improve performance.
YES___ NO___
2. Board members are encouraged by the chair to take on such opportunities.
YES___ NO___
3. Board members are given an opportunity to report back and share with other board members information acquired.
YES___ NO___
4. New members are given a board orientation on their roles.
YES___ NO___

(Continued)

Figure 6.2. Library Board Self-Evaluation (Continued)**Professional Development**

5. Board members are members of local, state, and/or national associations (Association of Library Trustees, Advocates, Friends and Foundations, Public Library Association, etc.).

YES___ NO___

Once the responses have been compiled, you should be able to see what you are doing well and what areas need to be addressed so that you can be a highly effective and productive team.

This Board evaluation document was produced for ALTAFF under the leadership of Nicholas Spillios (Alberta, Canada Library Trustees), Donna McDonald (Library Director, Arkansas River Valley Regional Library System), and Alan Smith (Trustee, Contra Costa, California, County Library).

4

Ensuring a Better Future: Strategic Planning

No library can continue to meet changing community needs let alone experience continuous improvement without committing to strategic planning on a regular basis. From setting a vision for the library to articulating its mission, to establishing a set of goals for achieving that mission, the board can and should be involved every step of the way. The board, after all, represents the community the library serves, so who better to play a significant role in defining what those services should be?

Though some people would just as soon avoid the planning process—it does take time and effort—it really can be very exciting. During the planning process, everyone involved has a chance to learn even more about the library, the community in which it operates, and the environment for libraries at the local, state, and national levels. In addition, the planning process allows the participants to imagine library services in a perfect world (visioning), articulate the value and role of the library to the community (mission), and design a blueprint for bringing the library closer to that perfect vision in alignment with the mission (goals). Really, what could be more exciting than that for people who love and support the library?

Getting Started—The Plan to Plan

Before the planning process even begins, there will be questions about the process, the timeline for planning, any costs associated with it, and the extent of trustee involvement. Once the board has decided to embark on the planning process, it should ask the director to submit a report that will answer these basic questions and ensure that the process gets off to a good start. Following are points that should be covered in a preliminary report from the library's director.

What Will Be Achieved in the Planning Process?

This might sound a little like putting the cart before the horse—after all, isn't the plan supposed to dictate what will be achieved? Actually, it's a very good idea to

understand exactly why you are engaging in this process in the first place. As a board, you may have decided to undergo planning simply because it hasn't been done in awhile and you understand that it's part of your responsibility to initiate this process from time to time.

By stepping back from the notion that planning is inherently good, you might see that your library is lively, well used, and has a wonderful collection and a well-attended variety of programs. Why mess with success, right?

However well your staff is doing in delivering services, it is always helpful to scrutinize what is working as well as what isn't happening to reach out to more of your community that isn't using the library. Also, though the programs may be well attended, they may be only scratching the surface of what's possible and it may be that though well attended, those coming are the same 25 people. Are there ways to create more diversity? Are their underserved or unserved populations out there?

It is a good idea to have the director articulate in what ways the library might expand upon its mission given additional resources or by redistributing the resources you have. By understanding what you hope to achieve, you will have a better idea of how to frame the process and who should be included in the plan's design.

Importantly, the timeline for the process itself should be considered and recommendations should be made. Will it take a year to design the plan? Will this then be a five-year plan? A three-year plan? Without a timeline for the process, it is likely to languish. Without a determination for the length of time the plan will be in place, it will be hard to measure achievement and evaluate success.

What Resources Will Be Needed to Implement a Thorough Planning Process?

There will be costs in terms of staff time—that's a given—but it should be estimated along with an idea of what areas of existing services will be impacted by this use of staff time. Understand that the staff—very likely already working at capacity—will need to be relieved of other duties during this process to make planning time available. Will there be a hiatus in adult programming? Will there be an acceptable lag time for the ordering and processing of important materials that won't get high demand and are not of immediate importance? Will staff meetings become planning meetings only during the process?

In addition to staff time, there may be costs of promotion to engage the community in the process. Refreshments will be necessary for meetings and focus groups (the Friends can help with this). A larger library system with many branches may decide to hire a planning consultant for the process. In this case, an estimate should be provided for this cost along with suggestions for funding it. If the plan will be published, there will be costs attendant to this as well—though serious consideration should be given to electronic-only publishing of the plan.

How much time will be needed by trustees in the process? Will the entire board be involved beyond board meetings? If not, how many board members should be involved and in what ways? The trustees need to understand that they should be engaged in the process—not in implementing it or administrating it, but in providing their own perspective on various committees and task forces.

Overview of Existing Services and Recent Accomplishments

Although, of course, the board should be well versed on both existing services and recent accomplishments, this overview is a good way to bring the information together and if these services and accomplishments are a result of a former planning process, that is good information to have. This inventory may well spark new ideas as the process progresses and it will give those who aren't as familiar with all the library's services a better understanding of what's already in place.

Roles and Responsibilities During the Process

Even though the board often initiates the process, what is their role beyond that? Who will comprise the planning team and what will be their responsibilities? How often will they be expected to meet and how much authority will this team have to hire consultants, develop task forces, and make assignments?

What is the staff's role? Will they write and conduct the surveys? Will they design and bring together various focus groups? Will they be scheduling meetings for various task forces to convene and design goals for various service initiatives? Will they be attaching timelines for achieving the goals and methods for ensuring the outcomes you want? Will they ultimately put the plan together for board approval?

Engaging the Community

Beyond the trustees, who do represent the community at large, there are other groups who should be recruited to participate. These various groups include, for example, the leadership of the Friends group, leaders or staff from other city departments with whom you might partner or who can provide their perspectives during the environmental scan, local government leaders, other civic organization staff members, those who don't currently use the library (if you wish to serve them, you need to find out what they want), and new populations in town such as new ethnic populations, a growing family community, or an aging population.

You won't get a plan that addresses what's missing in your services if you don't reach beyond your current usual suspects. This plan to plan should identify the types of groups that will be included to ensure a very diverse set of perceptions and ideas.

The Environmental Scan

Our world is changing rapidly—there's no doubt about that. You can barely buy a new cell phone that seemingly does everything before the next new edition with even more applications becomes available. You take pride in the fact that your library has something for everyone in the community, and then a new industry opens in your community bringing new Americans, many of whom are just learning English. You install a wonderful (and expensive) state-of-the-art video learning center and a year later, distance learning becomes computer based with Webcams. How on earth can a library reasonably keep up with the changing environment within which it operates?

The truth is, you won't be able to predict the future 100 percent of the time, but you can make reasonable guesses about what trends will have an impact. The plan, after all, won't be dictating what software vendor to choose when your automated catalog needs an update, but it will help illuminate what kinds of applications the system might require based on what changes you anticipate (both in use and in technology) for the future.

Following are descriptions of what an environmental scan should include, followed by ways to gather the information you want and ways to make sense of it.

Your Community

Everyone has a perception about his or her community—it's rural, it's urban, it's poor, it's a wealthy bedroom community to a major metropolitan area. The community is very well educated or heavily composed of blue-collar workers. The community is aging and young families are moving out, or they are moving in. The culture supports and values lifelong learning of all types, or it doesn't and all cultural institutions struggle to engage the community.

The best way to assess your community and its support (or probable support) for your library is to gather both quantitative data and qualitative data. In the environmental scan for assessing the community, you'll want to look at the following:

- **Demographics.** What is the population of your community? What is the breakdown of the population? Has this been stable for a number of years? Are there changes in population density and distribution, age and gender, socioeconomic status, ethnic status? All this information is readily available through census information and through your town's or city's own planning data. It will be important for you to see how the demographics of your community are changing (if they are) because this information will be important as you determine the types of materials and services you'll want to provide in the coming years.
- **The tax issue.** The scan should include an assessment of how your community views the financial support of various institutions—particularly your library. Taxes are a dirty word for many, but the truth is, libraries (and roads,

bridges, schools, sewers, parks, etc.) can't live without them. A review of the success or failure of recent tax-based initiatives along with surveys and focus groups will help you figure out whether or not your plan needs a heavy public awareness component or, on the other hand, a stronger programming component to engage those who value community service.

- **Competition.** The community scan should look at the various providers of the same (ostensibly) types of services your library provides—is there a comprehensive Head Start program? Do you have a lot of bookstores and do they offer programs—are they free? Is there a strong writers' community in town? Do they provide author programs open to the public? How about a Reading Is Fundamental (RIF) program available to children in your community—who is providing the service?

In truth, you'll probably find that those services that seem to offer similar programs and services do have fundamental differences, such as that they aren't free; they aren't available to everyone in the community; and/or they have singular agendas and audiences.

There is probably little actual competition from others in your community, but taking an inventory will allow you to either (1) articulate the differences in a public awareness plan, and/or (2) highlight possible partnership opportunities with others who have similar missions.

In addition to making a list of possible competitors in your community, you should use your focus groups to find out if people see them as viable alternatives to library service. By the way, focus groups are not the time to make the case for the library—good focus group results will reveal to you both strengths and weaknesses in your library's services and perceptions about the strengths and weaknesses of your service. It's as important to know what people think about the library, even (especially) if it isn't true. *More on focus groups later.*

Your Library

Though you look at library use statistics quite often, for the environmental scan you'll want to look at how the use of various services is changing. For example, is the book circulation down but computer use up? How are patrons using your public access terminals—for job searches, entertainment, research (including how much they use subscription databases and which ones)? Are the types of books being checked out changing? Is the circulation of how-to books on the decline? Just what information should you be looking at to assess your library?

In addition to use statistics, you should look at a summary of public comments that the library has received over the past several years—in the media, at public library meetings, and through the library's suggestion box or via online comments. While you'll have some good strong quantitative data in use and attendance statistics, a qualitative assessment that can come from those who use the library will be valuable.

USE STATISTICS

This is a concrete way to see just exactly how much your library is being used and in what ways. You will want to look at the numbers for the following:

- **Circulation.** Is it up or down over the past years? What types of materials are circulating well—children's, DVDs, CDs, biographies, self-help, for example?
- **Library card registration.** How many are registered and what is the age breakdown for registration? Is registration increasing each year? Staying about the same? Declining?
- **Gate count.** How many people come into your library each year? What days and times tend to be the busiest?
- **Program attendance.** How many attend adult programs? How many attend children's? Are these numbers changing over time and in what way?
- **Reference.** How many reference questions are answered each year and when is reference service busiest? What types of questions are being asked? Are the numbers of questions on the decline? On the rise?
- **Computer use.** How many patrons log on to public access computers each year and for how many hours of total use? What are they accessing—job search databases, in-house databases, readers' advisory databases, homework helper databases?
- **Outreach services.** In what ways is the library taking services to those outside of the library's walls and how many are these services reaching?
- **Meeting room use.** How many groups are using your meeting room each year? How many are turned away because of unavailability?

THE PUBLIC'S PERCEPTION

While use statistics give you answers as to what services the patrons are using and how much they are using them, it is also very important to find out why they use certain services, what they value most about services, and, importantly, why they are not using the library's services.

The best way to try to get a handle on how the public sees your library and its services is to communicate with them. There are a variety of ways to do this, including the following.

FOCUS GROUPS

Focus groups are an excellent way to become a fly on the wall and to hear what people really think about the library. The notion of being a fly on the wall means that you are, basically, invisible. Therefore, it is important that focus groups are led by people not associated with the library. You really want honest answers and discussions within the group. Folks may be reluctant to talk about unfriendly service or unfavorable hours with a library representative in the room.

If your library has the resources, it might be a good idea to hire someone who has experience in leading focus groups. This person will work with the planning team to determine what kinds of information the team hopes to garner from the groups. For example, how aware are users and nonusers of the various services you offer? What services are highly valued? For those in the focus groups of those who don't use the library, why don't they? In what other ways do people get the information and reading materials they need?

An experienced consultant will be able to advise your team on the number and makeup of focus groups that will work best for you. You may be satisfied with one group of both users and nonusers that represents a variety of ages, backgrounds, and ethnicities. On the other hand, you might want to separate groups by users versus nonusers or teens versus adults.

In order to capture the nature of the conversations and to ensure that all opinions go into the record, there should be a second person to take notes and to tape the sessions. This person, along with the group leader, will later listen to the tape and go over the notes to put together an executive summary of what was said to turn in as part of the environmental scan. The notes and tapes themselves should be available throughout the process, but in an effort to avoid information overload, the executive summary will be a welcome and satisfactory report.

SURVEYS

Conducting surveys of your library users and nonusers is a good way to get the opinions of a lot of people in your community. The real effort in conducting a survey should be the design of the survey itself. You want to carefully consider your questions so that they are clear and elicit the information you really want.

Good surveys should be as short as possible so people will take the time to complete them. A survey can include simple yes or no questions, questions that ask people to rate the quality of library services, questions that ask respondents to prioritize services, and questions that require a checkoff response, such as, "How do you learn about library programs?" with sample choices of: the media, in the library, word of mouth, on the radio, flyers posted downtown, at school, etc.

It's also a good idea to include a space in the survey for comments. You may not have asked a question on a topic about which the respondent wishes to comment. Sometimes you can learn the most from a response about something you didn't ask.

The trick with surveys is getting those who don't use the library to fill them out. In this case, there will probably be a second survey designed especially for nonusers. The questions on this survey will ask such questions as, "What are the reasons you don't use the library?" Ask respondents to prioritize such answers as: the library hours don't work for me; I don't have time; I buy my books; I've had unfriendly service there in the past; the library doesn't have anything I want.

In a nonuser survey you can take the opportunity to educate as well. For example, a question such as, "Which of the following did you know the library offers?"

(Check all that apply.)” Then you can list ten services you think nonusers might be unaware of. This is both a chance to educate them about what you do have and a chance for you to see which services need more marketing.

In conducting nonuser surveys, the approach for getting responses will need to be a bit more aggressive—if a person doesn’t use the library, why would he or she bother to fill out a library survey? Consider asking members of the planning team or Friends group to take nonuser surveys to other organizations that they belong to asking those who seldom or never use the library to fill them out.

Paper surveys are still a good way to get a lot of responses, but they will have to be tabulated, and this can take time. Consider asking your Friends group to set up a task force for the distribution and tabulation of surveys and be sure to make the surveys available at the library.

Another way to survey community members is electronically. This makes it easy to tabulate responses, but the number of responses you get will likely be less unless you are able to get the electronic survey placed on a number of Web sites in addition to the library’s site. Look into using such tools as SurveyMonkey.com and other similar online polling services.

You should also tabulate online and suggestion box comments (and/or other avenues you provide on a regular basis for public input).

STATE AND NATIONAL TRENDS AND ISSUES

It’s very easy to look no further than your own community when doing the environmental scan, but the truth is that what is happening on the state and national levels can, indeed, impact your library and its services. A good director will keep the board informed of these issues on an ongoing basis, but it’s also important to look a little more closely during the planning process. For example, the following are issues beyond your community that have impacted and will impact your library.

STATE

It’s important to know what’s going on with your state’s budget and how this will affect libraries. Even in good times, it’s possible that a governor or legislator doesn’t see the value in libraries and thinks that cutting funding to the state library—or direct funding to localities—would enable them to focus more money on areas that they believe are more important. And we all know what happens during tough economic times.

Typically, the state library provides funding for interlibrary loan and shared information databases—databases that are important to your library’s patrons, but would be cost prohibitive if your library had to purchase them on its own. In addition, the state library provides continuing education opportunities—especially to support staff, and this type of education and training is rarely available elsewhere.

NATIONAL

While your local library does not receive much, if any, direct operational funding from the federal government, it does receive some indirect support via the state library (see previous section), and may receive grants from the Institute of Museum and Library Services (IMLS) and/or through the Library Services and Technology Act (LSTA). In addition, your library may receive e-rate funding that helps offset the costs of telecommunications for qualifying libraries. It's important to know whether these funds are threatened and how they could impact your planning.

Beyond funding, Congress does, from time to time, pass laws that have an impact on your library. For example, the Children's Internet Protection Act (CIPA) essentially requires either (a) filtering of computer terminals used by children, or (b) forfeiture of government e-rate funds. Both have philosophical as well as financial consequences for your library.

Though the board should be informed about national issues that affect the library throughout the year, during this planning process it is especially important to see what, if anything, is coming down the pike that could change your plans once in place.

Creating the Future: The Strategic Plan

Because the board is charged with oversight and guidance of the overall direction the library takes in determining and delivering services, they should be involved in brainstorming the library's vision and mission statement. In addition, along with library administrative staff, they should be involved in coming up with three to four strategic areas for the plan to address (goals). Once this has been decided, the staff will work to design and implement strategies to meet the goals and that are in keeping with the overall vision and mission of the library.

The Vision

The environmental scan should be a very illuminating process but once it is complete, it's time to start thinking of what your library would look like in a perfect world, and then design a plan that will bring you closer to this dream. This is the really fun part.

During the visioning session, you describe the library and its services in the future. What would you like your library to look like in five years? Forget about budgetary constraints, space limitations, and unfriendly political climates. For a moment, think about your library as it would be if it were perfect. As you work through this process, you will create a vision that is ultimately realistic and achievable, but why not start from the top?

Yours should be a shared vision. Using the feedback from the focus groups and surveys, begin to assess how your community sees the library and what your

community would like for library services. This is a good time for the entire board to be involved along with the staff. Working on a vision statement together will be a wonderful kickoff to the work of the plan itself. While not everyone involved will agree on the vision, as many people as possible should have a chance to share theirs.

Once the ideas and thoughts have coalesced and condensed, the planning team or the board along with the library's director can work on a vision statement that captures the collective dream. The following are a few vision statements that do this:

- The Park Ridge Public Library will be a gathering place where all citizens are welcome to pursue their interests, expand their ideas, learn new skills, interact with other members of the community, and enhance their quality of life. (Park Ridge, Illinois)
- A world of information and ideas within reach of every Calgarian. (Calgary, Canada)
- Our community will discover library resources and programs that anticipate and satisfy their needs for everyday information, enjoyment, and enlightenment.

Our community will look to the library for accurate, thorough answers to their questions, guided by friendly, knowledgeable staff.

Our community will have library resources to support schoolwork and independent learning at every age, helping to build skills and interests needed for lifelong success.

Champaign's children will grow up in an environment that is rich in stories and literature, where reading is valued and encouraged.

Our community will be drawn to welcoming, safe library environments that reflect the community's changing needs. (Champaign, Illinois)

As you can see from the previous examples, the vision statement reflects the best of all possible worlds for these libraries in their community. These statements can range from the specific (Park Ridge, Illinois), to the lofty (Calgary, Canada), to the comprehensive (Champaign, Illinois).

The Mission

The mission statement is important because it articulates in just a few sentences the library's role in the community. A good mission statement can and should be used in marketing materials, in the newsletter's front-page banner, and on the library's Web site to inform everyone about the role and the values of the library. The mission statement should inform the goals of the planning process and justify all of the library's services.

In truth, the mission of the public library has not changed radically over the years. You may find that yours is still an effective and complete statement of

purpose. Because the mission statement can and should be widely shared, you might want to at least tweak it so that it is succinct and memorable:

- The mission of the Sharon Public Library is to serve the informational, educational, cultural, and recreational needs of all members of the Sharon community by providing access to a professional staff, a state-of-the-art facility, and quality materials, programs, and services. (Sharon, Massachusetts)
- Libraries were established to provide information to all who inquire. Librarians are dedicated to gathering, organizing, and disseminating the world's knowledge. No matter the format, be it print, media, microform, or electronic, the Glen Cove Public Library supports freedom of access to the broadest spectrum of ideas. For many users, the library is the last line of defense in the search for truth. (Glen Cove, New York)
- The El Paso Public Library serves our diverse community through information access, cultural enrichment, and lifelong learning. (El Paso, Texas)

With these three examples, it's easy to see that mission statements can range from those that include qualities such as "state-of-the-art" and "professional staff" (Sharon, Massachusetts), to the beautifully lofty (Glen Cove, New York), to the short and succinct (El Paso, Texas). What they all have in common, however, is that they emphasize their roles—education, culture, information, recreation—and they emphasize that their services are available to everyone in the community.

The Goals

Setting goals will begin to create the blueprint for achieving the library's vision and mission. Going back to the materials collected in the environmental scan, the planning team should begin to think about both its existing services and those that might be new and innovative. In addition, information from the surveys and focus groups might reveal that some services should be changed or improved to meet community needs.

Since goals reflect the big picture for accomplishment, they will state in broad terms what the library will work toward during the next three to five years. Because you want the plan to be both realistic and achievable, it makes sense to limit your plan to three to five goal areas. During the environmental scan, you may, for example, note that the following key issues have emerged:

- Many new Spanish-speaking families are moving into the community.
- Many people aren't able to get to your library when it's open.
- There is a perception that the public service staff members are not friendly and helpful.
- More people are accessing the library remotely from their home or offices.

This kind of information could well form the basis for your goals. The following are examples of goal areas that are designed to respond to the previous issues discovered in the environmental scan:

- The library will provide a comprehensive collection of materials in various formats, along with programs and outreach services to accommodate all the diverse needs of our changing community. This goal area is designed to ensure that all the library's resources are available to everyone regardless of ethnicity, native language, or preferred format. It doesn't specifically address Spanish-speaking citizens but is broader to include all those who in former years might have been described as nontraditional library users.
- The library will develop a service schedule to maximize access by everyone both on site and remotely. While not specifically dictating that the library increase or change its open hours of operation, it does focus on the need to do the best so that everyone can get to the facility and it also takes into account that, increasingly, people are using their library's services remotely.
- The library will provide courteous, professional, and excellent service to every single library patron every time they use the library. Whether by workshops, firings, and/or personal coaching, the end result will be that every single person who walks into the library will be greeted by a welcoming staff. Certainly a goal for every library.
- The library will provide a variety of services that will enhance the library experience of remote users. This goal comes from the findings in the environmental scan that showed that more and more people wish to download books, do research, and ask reference questions from their home or office.

Once the plan, including the goals, has been completed, the board need only approve it and ensure that regular progress is being made in its attainment. No strategies for accomplishing these goals are listed because (a) this is an area to be left strictly to staff, and (b) strategies should be as flexible as possible. Never before has the library's environment been so volatile. The goals remain consistent, but methods for achieving them will no doubt change over time.

Measuring Success

Setting goals without providing some criteria for evaluation would be like sending all your good work and intentions down a black hole. How will you know if what you've designed is being implemented and is working? It's important that the board ask the director to give an update report on the plan's progress regularly and that the update includes impacts.

To measure the results of your efforts, you can use many of the same tools you did during the environmental scan. Watching such trends as circulation, library

visits, and computer use will show if you've made some good strides in increasing use. As with the environmental scan, however, some of the qualitative improvements will best be determined through surveys, comment boxes, and even focus groups reconvened after a year or two of the plan implementation.

At the end of the planning cycle (three to five years), you will have the satisfaction of seeing how your hard work has paid off to ensure that the library is, indeed, meeting the needs of the community. Now it is time to take a new look at your environment, look at the vision and mission statements you developed, and set some new goals for continuous improvement of your library's services.

Baker County Public Library 2013 Oregon Public Library Statistical Report

VII.i.

CURRENT YEAR

PREVIOUS YEAR

Part 1 - GENERAL INFORMATION

Call 503-378-5027 early and often for help! See the FAQ at <http://libdev.plinkit.org/faqs-for-state-statistical-reports>.

Remember to update your library's entry in the online library directory if necessary at <http://www.oregon.gov/osl/LD/Pages/directories.aspx>.

1.1	Official name of library	Baker County Library District	<i>Baker County Library District</i>
1.2	Street address	2400 Resort St	<i>2400 Resort St</i>
1.3	City (enter the city ONLY)	Baker City	<i>Baker City</i>
1.4	Zip	97814	<i>97814</i>
1.5	Mailing address	2400 Resort St	<i>2400 Resort St</i>
1.6	City (enter the city ONLY)	Baker City	<i>Baker City</i>
1.7	Zip	97814	<i>97814</i>
1.8	County	Baker	<i>Baker</i>
1.9	Library's main phone number (enter number without dashes or parentheses)	(541) 523-6419	<i>(541) 523-6419</i>
1.10	Fax number (If none, leave blank)	(541) 523-9088	<i>(541) 523-9088</i>
1.11	Library email address (If none, leave blank)	info@bakerlib.org	<i>info@bakerlib.org</i>
1.12	Web Address (If none, leave blank)	www.bakerlib.org	<i>www.bakerlib.org</i>
1.13	Cooperative system membership or affiliation (used only for contact purposes- does not include automation cooperatives)	NONE	<i>NONE</i>
1.14	Was there a boundary change in the legal service area in the last year? Check http://www.pdx.edu/prc/population-annexations	No	<i>No</i>
1.15	Congressional District (see www.house.gov)	2	<i>2</i>
1.16	Has the library or any of its branches moved or expanded in the last fiscal year	No	<i>No</i>
Number of public service outlets			
1.17	Central library	1	<i>1</i>
1.18	Branches	5	<i>5</i>
1.19	Bookmobiles	1	<i>1</i>
1.20	Other public service outlets	0	<i>0</i>
1.21	Number of registered borrowers	12,713	<i>12,497</i>

Part 2 - LIBRARY STAFF AS OF JUNE 30, 2013

Call 503-378-5027 early and often for help! See the FAQ at

Report figures as of June 30. Include all positions funded in the library's budget whether those positions are filled or not. To ensure comparable data, 40 hours per week has been set as the measure of full-time employment (FTE).

Examples: 60 hours per week of part-time work by employees in a staff category divided by the 40-hour measure equals 1.50 FTE (60/40=1.50 FTE). If a schedule varies wildly by season, use total annual hours worked divided by 2080 to calculate FTE. Use n.c. for not collected, 0 for zero or not applicable.

IMPORTANT NOTE: Report only staff paid from the library budget in Part 3. Do not report volunteers, other non-paid staff, staff paid by other agencies (e.g., Green Thumb) or temporary personnel. Do report plant operations, security, or maintenance staff if paid from the library budget.

2.1	Number of librarians with ALA/MLS	1.00	1.00
2.2	Number of other persons holding the title of librarian	0.75	1.00
2.3	Total librarians (Sum of Lines 2.1 and 2.2) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	1.75	2.00
2.4	Number of all other paid staff	12.14	13.75
2.5	Total paid staff (Sum of Line 2.3 and 2.4) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	13.89	15.75

Part 3 - LIBRARY REVENUE FOR 2012-2013

Part 3 is divided into two sections. Report all operating revenue in Section A, excluding capital revenue. Report capital revenue in Section B. Call 503-378-5027 early and often for help! See the FAQ at <http://libdev.plinkit.org/faqs-for-state-statistical-reports>

SECTION A. OPERATING REVENUE

Report revenue used for operating expenditures. Include federal, state, local, or other grants. DO NOT include revenue for major capital expenditures, contributions to endowments, revenue passed through to another library, or funds unspent in a previous fiscal year (e.g. carryover).

This is a statistical count of revenue. **This figure may not be the same as the annual budget**, and does not need to balance with expenditures. If the city or county contributes sizeable expenses on behalf of the library, but does not show those in the library budget, the library may wish to enter matching revenue and expense for such items.

Please round to the nearest dollar. *The program will fill in dollar signs and commas; there is no need to type them.* Use n.c. for not collected, 0 for zero or not applicable.

Local government sources.

3.1	City	\$0	\$0
3.2	County	\$0	\$0
3.3	District (Library district, community college district, school district)	\$919,944	\$875,806
3.4	Total local government (Sum of 3.1 to 3.3) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	\$919,944	\$875,806
3.5	State government sources (e.g., Ready to Read Grants. Count only the amount of Ready to Read grants funds received directly from the State Library, not those distributed through another entity.)	\$5,838	\$5,727

Federal government sources

This includes all federal government funds distributed to public libraries for expenditure by the public libraries, including federal money distributed by the state.

3.6	LSTA grants (payments received during fiscal year)	\$0	\$0
3.7	E-rate telecommunications discount (if issued as a check)	\$5,505	\$7,739
3.8	Other federal funds	\$0	\$0
3.9	Federal government revenue (Sum of 3.6 to 3.8) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	\$5,505	\$7,739
3.10	Other operating revenue (include fines and fees, even if they are passed through to another entity, cash gifts (not endowments), private or corporate foundation funds)	\$90,558	\$29,600
3.11	Total library operating revenue (Sum of 3.4, 3.5, 3.9, 3.10) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	\$1,021,845	\$918,872

SECTION B. CAPITAL REVENUE

Report all revenue to be used for major capital expenditures. Examples include funds received for a) site acquisition; b) new buildings; c) additions to or renovation of library buildings; d) furnishings, equipment, and initial book stock for new buildings, building additions, or building renovations; e) computer hardware and software used to support library operations, to link to networks, or to run information products; f) new vehicles; and g) and other one-time major projects. Exclude revenue to be used for replacement and repair of existing furnishings and equipment, regular purchase of library materials, and investments for capital appreciation.

Exclude contributions to endowments, or revenue passed through to another agency (e.g., fines), or funds unspent in the previous fiscal year (e.g., carryover). Funds transferred from one public library to another public library should be reported by the receiving library. Report federal, state, local, and other revenue to be used for major capital expenditures.

3.12	Local government capital revenue	\$0	\$0
3.13	State government capital revenue	\$0	\$0
3.14	Federal government capital revenue	\$0	\$0
3.15	Other capital revenue	\$0	\$0
3.16	Total capital revenue (Sum of Lines 3.12 - 3.15) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	\$0	\$0

Part 4 - LIBRARY EXPENDITURES IN 2012-2013

Call 503-378-5027 early and often for help! See the FAQ at <http://libdev.plinkit.org/faqs-for-state-statistical-reports>

Part 4 is divided into two sections. Report all standard operating expenses in Section A, excluding capital outlay. Report capital outlay in Section B.

Operating expenditures are the current and recurrent costs necessary to support the provision of library services. Significant costs, especially benefits and salaries, that are paid by other taxing agencies (government agencies with the authority to levy taxes) "on behalf of" the library may be included if the information is available to the reporting agency. The library should add an equivalent amount of revenue if such costs are reported. Only such funds that are supported by expenditures documents (such as invoices, contracts, payroll records, etc.) at the point of disbursement should be included. Do not report the value of donated items as expenditures. Do not report capital expenditures under this category.

SECTION A. OPERATING EXPENDITURES

This is a statistical count of expenditures. It may not be the same as your annual budget, and does not need balance with revenue. Significant costs, especially benefits and salaries, that are paid by other taxing agencies (government agencies with the authority to levy taxes) "on behalf of" the library may be included if the information is available to the reporting agency. The library should add an equivalent amount of revenue if such costs are reported. Capital expenditures are listed on questions in Part 4, Section B. Dollar signs and commas will be filled in by the program; there is no need to type them.

4.1	Salaries and wages	\$463,550	\$445,184
4.2	Employee benefits (includes FICA at 7.65% and Workman's Comp at \$.016 per hour)	\$175,561	\$164,030
4.3	Total staff expenditures (Sum of 4.1 and 4.2) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	\$639,111	\$609,214

Library collection

This includes all operating expenditures by the library for materials purchased or leased for use by the public. It includes print materials, electronic materials, and other materials etc. If record keeping does not separate total expenditures by type of material, it is acceptable to use some reasonable methodology to estimate the relative amounts. An estimate is preferable to n.c. (not collected).

4.4	Books and other print materials	\$55,571	\$58,297
4.5	Periodicals and other serial subscriptions	\$12,216	\$13,516
4.6	Total expenditure on print materials (Sum of 4.4 and 4.5)	\$67,787	\$71,813
4.7	Electronic materials expenditures (list databases, tutor.com, and Library2Go downloadable expenses here)	\$9,885	\$7,472
4.8	Other materials (all expenditures on collection not listed above, e.g. DVD, CD, books on CD, microform, kits, new material formats, etc.)	\$19,304	\$0
4.9	Total expenditures on collection (Sum of 4.6 + 4.7 + 4.8) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	\$96,976	\$99,091
4.10	All other operating expenditures (includes binding, non-capital furniture and equipment, building maintenance, ISP fees, cataloging fees and utilities, and all items not included above)	\$184,899	\$189,649
4.11	Total library expenditures (Sum of 4.3,4.9,4.10) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	\$920,986	\$897,954

SECTION B. CAPITAL OUTLAY

Report major capital expenditures (the acquisition of or additions to fixed assets). Examples include expenditures for a) site acquisitions; b) new buildings; c) additions to or renovation of library buildings; d) furnishings, equipment, and initial book stock for new buildings, building additions, or building renovations; e) computer hardware and software used to support library operations, to link to networks, or to run information products; f) new vehicles; and g) other one-time major projects. Include federal, state, local, or other revenue used for major capital expenditures. Only funds that are supported by expenditures documents (e.g., invoices, contracts, payroll records, etc.) at the point of disbursement should be included. Exclude expenditures for replacement and repair of existing furnishings and equipment, regular purchase of library materials, and investments for capital appreciation.

NOTE: Your local accounting practices may determine whether a specific item is a capital expense or an

operating expense. Even if books are considered capital outlay locally, please report book expense on line 4.4.

4.12	Library construction and related expenditures (incl. building sites)	\$0	\$0
4.13	Capital equipment expenditures (e.g. new automated systems)	\$0	\$0
4.14	Other capital outlay	\$0	\$0
4.15	Total capital outlay (Sum 4.12 to 4.14) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	\$0	\$0

Part 5 - LIBRARY COLLECTIONS

Call 503-378-5027 early and often for help! See the FAQ at <http://libdev.plinkit.org/faqs-for-state-statistical-reports>

Library collections at end of the fiscal year

Section A - Physical Collection

Report in Section A items that have physical form. Items that are packaged together as a unit (e.g. 2 DVDs) and are generally checked out as a unit, should be counted as one physical unit.

Books and other print items

5.1	Number of physical units	113,553	112,228
5.2	Number of physical units added.	4,628	4,909

Audio materials

5.3	Number of physical units (cassettes, records, compact discs, etc.)	5,880	5,368
5.4	Number of physical units added.	540	772

Video materials

5.5	Number of physical units (videocassettes, DVDs, etc.)	11,601	11,112
5.6	Number of physical units added.	1,441	1,996

Current print serial subscriptions

5.7	Number of subscriptions	365	411
5.8	Number of subscriptions added.	0	5

Other library materials (include uncataloged paperbacks considered part of the permanent collection. Do not count paperback exchanges or checkouts of paperbacks that are not tracked.)

5.9	Number of physical units	19,805	19,363
5.10	Number of physical units added	2,729	2,444

Totals for the end of fiscal year

5.11	Number of physical units (Sum of 5.1+5.3+5.5+5.7+5.9) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	151,204	148,482
5.12	Number of physical units added (Sum of 5.2+5.4+5.6+5.8+5.10) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	9,338	10,126

SECTION B - DIGITAL OR DOWNLOADABLE COLLECTION

E-books

5.13	Number of units (Library2Go listed here)	25,761	30,174
------	--	--------	--------

5.14	Number of units added (Library2Go listed here)	4,948	17,882
5.15	Number of units owned locally not part of statewide Library2Go	0	0
5.16	Number of units owned locally added not part of statewide Library2Go	0	0
5.17	Total units of e-books (Sum of 5.13 and 5.15)	25,761	30,174
5.18	Total units of e-books added (Sum of 5.14 and 5.16)	4,948	17,882

Downloadable Audio Materials

5.19	Number of downloadable units (Library2Go listed here)	20,107	19,065
5.20	Number of downloadable units added (Library2Go listed here)	1,240	3,540
5.21	Number of downloadable units owned locally not part of statewide Library2Go	0	0
5.22	Number of downloadable units owned locally added not part of statewide Library2Go	0	0
5.23	Total of downloadable audio units (Sum of 5.19 and 5.21)	20,107	19,065
5.24	Total of downloadable audio units added (Sum of 5.20 and 5.22)	1,240	3,540

Downloadable Video Materials

5.25	Number of downloadable units (Library2Go listed here)	1,288	1,288
5.26	Number of downloadable units added (Library2Go listed here)	0	0
5.27	Number of downloadable units owned locally not part of statewide Library2Go	0	0
5.28	Number of downloadable units owned locally added not part of statewide Library2Go	0	0
5.29	Total downloadable video units (Sum of 5.25 and 5.27)	1,288	1,288
5.30	Total downloadable video units added (Sum of 5.26 and 5.28)	0	0

Licensed databases through statewide database licensing (Gale and Learning Express)

5.31	Number of licensed databases	24	24
5.32	Number of licensed databases added	0	1

Licensed databases through cooperatives, consortia, or local libraries within the state or region (Freegal goes here)

5.33	Number of licensed databases	10	10
5.34	Number of licensed databases added	0	2

Total licensed databases

5.35	Total licensed databases (Sum of 5.31 and 5.33) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	34.00	34
5.36	Total licensed databases added (Sum of 5.32 and 5.34) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.)	0	3
5.37	Total digital or downloadable units (Sum of 5.17, 5.23, 5.29, 5.35)	47,190	50,560

5.38	Total digital or downloadable units added (Sum of 5.18, 5.24, 5.30, 5.36)	6,188	21,424
5.39	Total physical and digital units (Sum of 5.11 and 5.37)	198,394	199,042
5.40	Total physical and digital units added (Sum of 5.12 and 5.38)	15,526	31,550

Part 6 - LIBRARY SERVICES

Call 503-378-5027 early and often for help! See the FAQ at <http://libdev.plinkit.org/faqs-for-state-statistical-reports>

Hours - Typical schedule of main library

Monday

6.1	Open	9:00 A.M.	9:00 A.M.
6.2	Close	8:00 P.M.	8:00 P.M.
6.3	Total hours open	11	11

Tuesday

6.4	Open	9:00 A.M.	9:00 A.M.
6.5	Close	8:00 P.M.	8:00 P.M.
6.6	Total hours open	11	11

Wednesday

6.7	Open	9:00 A.M.	9:00 A.M.
6.8	Close	8:00 P.M.	8:00 P.M.
6.9	Total hours open	11	11

Thursday

6.10	Open	9:00 A.M.	9:00 A.M.
6.11	Close	8:00 P.M.	8:00 P.M.
6.12	Total hours open	11	11

Friday

6.13	Open	9:00 A.M.	9:00 A.M.
6.14	Close	6:00 P.M.	6:00 P.M.
6.15	Total hours open	9	9

Saturday

6.16	Open	10:00 A.M.	10:00 A.M.
6.17	Close	4:00 P.M.	4:00 P.M.
6.18	Total hours open	6	6

Sunday

6.19	Open	12:00 P.M.	12:00 P.M.
6.20	Close	4:00 P.M.	4:00 P.M.
6.21	Total hours open	4	4

(NOTE: For libraries with branches this question refers to central library only)

6.22	Total hours in typical week (Note: for libraries with branches this question refers to central library only) (Sum of 6.3, 6.6, 6.9, 6.12, 6.15, 6.18, 6.21) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals)	63.0	63.0
6.23	Public service hours for main library for the fiscal year	3,276	3,164

6.24	Number of weeks main library is open (do not subtract for holidays)	52	52
6.25	Total annual public service hours for all public outlets for the fiscal year. (sum of 6.23 and 9.15 repeating)	7,380	7,268
6.26	Library visits (total annual attendance at all library facilities, including meeting rooms) in the fiscal year. (Please refer to instructions)	168,012	184,677
Circulation of library materials at all facilities for the fiscal year: (NOTE: Do not include books loaned to other libraries on interlibrary loan, or interbranch loans.)			
6.27	Number of first-time circulation of adult materials (Enter n.c. here if using lines 6.34-35, if not able to separate first circulation and renewal, enter all circulation here.	115,957	113,643
6.28	Number of renewals of adult materials	12,537	12,000
6.29	Number of first-time circulation of young adult (YA) materials (enter n.c. here if using lines 6.34-35)	2,813	
6.30	Number of renewals of young adult (YA) materials	661	
6.31	Number of first-time circulation of children's materials (enter n.c. here if using lines 6.34-35)	24,117	24,719
6.32	Number of renewals of children's materials	3,444	2,891
6.33	Number of circulation of electronic materials (record Library2Go here. Includes downloadable e-book, audio and video. E-books preloaded on circulating e-book readers count as one checkout. Electronic titles with unlimited usage, such as an electronic reference book, do not count. Do not include Freegal.)	5,503	
6.34	First-time circulation not separated into adult, YA or children's materials (use this blank ONLY if you do not count separate adult and children's materials circulation -Enter n.c. if using 6.27 - 6.32 instead)		
6.35	Renewals not separated into adult, YA or children's materials (use this blank ONLY if you do not count separate adult and children's materials circulation - Enter n.c. if using 6.27 - 6.32 instead)		
6.36	Total first-time circulation (adult, YA, children's materials, electronic materials and circulation not broken into material type - sum of 6.27, 6.29, 6.31, 6.33, 6.34)	148,390.00	138,362.00
6.37	Total renewals (adult, YA, children's materials and circulation not broken into material type - sum of 6.28, 6.30, 6.32, 6.35)	16,642.00	14,891.00
6.38	Total circulation of adult materials (sum of 6.27 and 6.28)	128,494.00	125,643.00
6.39	Total circulation of young adult (YA) materials (sum of 6.29 and 6.30)	3,474.00	
6.40	Total circulation of children's materials (sum of 6.31 and 6.32)	27,561.00	27,610.00
6.41	Total circulation not separated into adult, YA or children's materials (sum of 6.33, 6.34 and 6.35)	5,503.00	0.00

6.42 Total circulation for the fiscal year. (Sum of 6.38, 6.39, 6.40, 6.41) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.) 165,032.00 153,253

6.43 Total number of reference transactions (Please estimate if actual count not available, exclude directional or policy questions or questions about equipment use, such as copiers. This does include individualized computer instruction and reader's advisory.) 7,511 8,167

Programs or presentations for children sponsored by the library (Please refer to instructions. Note that the program does not have to take place in the library.)

6.44 Number of children's programs 227 261

6.45 Number of persons attending children's programs (adults and children) 6,148 5,794

Programs or presentations for young adults sponsored by the library (Please refer to instructions. Note that the program does not have to take place in the library.)

6.46 Number of young adult programs 4 0

6.47 Number of persons attending young adult programs (including adults and children) 53 0

Programs or presentations for adults sponsored by the library

6.48 Number of programs for adults 11 25

6.49 Number of persons attending programs for adults 302 441

6.50 Total number of programs (Sum 6.44, 6.46, 6.48) 242 286

6.51 Total program attendance (Sum 6.45, 6.47, 6.49) 6,503 6,235

Best practices for children's programming (Please refer to instructions)

6.52 Does your library have a summer reading program Yes Yes

6.53 Does your library provide outreach to children and/or families, childcare providers, and preschool teachers Yes Yes

6.54 Does your library provide training in early literacy for parents or childcare providers Yes Yes

Interlibrary loans lent to other libraries (Please refer to instructions)

6.55 Interlibrary loans lent using a shared catalog or automation system (e.g. Sage, LINCC) 4,921 4,343

6.56 Interlibrary loans lent to all other libraries not in shared catalog or automation system 3 126

6.57 Total loans lent to other libraries (Sum of 6.55 to 6.56) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.) 4,924.00 4,469

Interlibrary loans borrowed from other libraries

6.58 Interlibrary loans borrowed using a shared catalog or automation system (e.g. Sage) 5,247 4,309

6.59 Interlibrary loans borrowed from libraries not in shared catalog or automation 125 134

6.60 Total loans borrowed from other libraries (Sum of 6.58 to 6.59) (NOTE: Select the Save button to calculate this question. To change this line, you must first change one of the lines it totals.) 5,372.00 4,443

Part 7 - OTHER INFORMATION

Call 503-378-5027 early and often for help! See the FAQ at <http://libdev.plinkit.org/faqs-for-state-statistical-reports>

Volunteer services to the library.

7.1	Total number of volunteers (individuals)	101	<i>109</i>
7.2	Total volunteer hours	2,030	<i>2,402</i>

Library salary schedule effective for the upcoming fiscal year

Please calculate hourly wages even if staff is paid monthly, weekly or on a salary. Please report up to two decimal places. If the library has a salary range, there is a blank for the number at low end of the range, and one for the number at the high end. If your library does not have such a position, leave the item blank. For organizations without salary ranges, leave the "Low" and "High" items blank and list a figure in the "Fixed Amount" blank. For full-time positions, divide an annual salary by 2080 to calculate the hourly equivalent. Please see the instructions. Do not include the \$ symbol or commas.

7.3 Library Director, hourly salary range

A.	Low:		
B.	High:		
C.	Fixed Amount:	\$32.82	<i>\$32.82</i>

7.4 Assistant Director, hourly salary range

A.	Low:	\$17.77	<i>\$17.77</i>
B.	High:	\$19.59	<i>\$19.59</i>
C.	Fixed Amount:		

7.5 Department Head, hourly salary range

A.	Low:	\$14.62	<i>\$14.62</i>
B.	High:	\$22.68	<i>\$22.68</i>
C.	Fixed Amount:		

7.6 Senior Librarian, hourly salary range

A.	Low:	\$16.12	<i>\$16.12</i>
B.	High:	\$17.77	<i>\$17.77</i>
C.	Fixed Amount:		

7.7 Entry-level Librarian, hourly salary range

A.	Low:	\$14.62	<i>\$14.62</i>
B.	High:	\$15.35	<i>\$15.35</i>
C.	Fixed Amount:		

7.8 Library Assistant (para-professional), hourly salary range

A.	Low:	\$10.91	<i>\$10.91</i>
B.	High:	\$15.35	<i>\$15.35</i>
C.	Fixed Amount:		

7.9 Library Clerk, hourly salary range

A.	Low:	\$10.39	<i>\$10.39</i>
B.	High:	\$12.03	<i>\$12.03</i>
C.	Fixed Amount:		

Library fees and fines

This section is designed for a sampling of the most common fees and fines. It is not comprehensive. Please choose the closest pull-down value to the actual amount.

7.10 Fines for Overdue Books

A.	Fines:	\$0.20	<i>\$0.20</i>
----	--------	--------	---------------

B. Time period for overdue book fines: day day

7.11 Fines for overdue videos

A. Fines: \$0.20 \$0.20

B. Time period for overdue video fines: day day

7.12 Fines for other overdue material -- type of material

A. Type of material:

B. Fines:

C. Time period for other overdue material fines:

7.13 Charge for interlibrary loan

7.13 Charge: \$0.00 \$0.00

7.14 Charge for non-resident borrowing privileges per year

A. Charge for individuals: \$60.00 \$60.00

B. Charge for family: \$60.00 \$60.00

7.15 Number of circulations made without charge to non-residents in 2011-2012, either as a result of library participation in a federation or cooperative system, or as a result of other agreements between libraries, or for any other reason 4,921 4,343

If the library does not have one of the groups below, leave the relevant items blank. If the groups below do not have a business address for mail, please consider using the library address as their contact address.

Library Board/District Board

7.16 Chair, Library Board or Library District for coming year Gary Dielman Gary Dielman
7.17 Name of Board Baker County Library Board Baker County Library Board
7.18 Board mailing address 2400 Resort St. 2400 Resort St.
7.19 City Baker City Baker City
7.20 Zip code 97814 97814
7.21 Phone number (enter number without dashes or parentheses) (541) 523-6760 (541) 523-6760
7.22 President/Chair email board@bakerlib.org board@bakerlib.org

The questions below are optional.

Friends of Library

7.23 Name of friends organization Baker County Friends of the Library Baker County Friends of the Library
7.24 Friends mailing address 3150 10th St 3150 10th St
7.25 City Baker City Baker City
7.26 Zip code 97814 97814
7.27 Phone number (enter number without dashes or parentheses) (541) 523-4625 (541) 523-4625

Library Foundation

7.28 Name of foundation Baker County Library Foundation Baker County Library Foundation
7.29 Foundation mailing address 2400 Resort St. 2400 Resort St.
7.30 City Baker City Baker City
7.31 Zip code 97814 97814
7.32 Phone number (enter number without dashes or parentheses) (541) 523-6419 (541) 523-6419

Part 8 - LIBRARY TECHNOLOGY

Call 503-378-5027 early and often for help! See the FAQ at <http://libdev.plinkit.org/faqs-for-state-statistical-reports>

8.1	Total annual number of uses (sessions) of public Internet computers (<i>If a computer is used for multiple purposes [Internet, word processing, etc.] and Internet users cannot be isolated, report all usage.</i>)	47,288	57,523
8.2	Total number of Internet terminals used by general public	69	69
8.3	Type of Internet connection of main library	Fiber Optic	<i>Fiber Optic</i>
8.4	Internet connection speed of main library	3.1M-6.0Mbps	<i>3.1M-6.0Mbps</i>
8.5	Do all library facilities (including branches) have a dedicated Internet connection with a connection speed over 1.5Mbps?	No	<i>No</i>
8.6	Vendor of automated system (e.g. III, Evergreen, Polaris, Dynix, Athena, etc.)	Evergreen	<i>Evergreen</i>
8.7	Name of automation consortia library belongs to (e.g. Sage, CCRLS, LINCC, etc.)	Sage	<i>Sage</i>

Part 9 - LIBRARY FACILITIES

Call 503-378-5027 early and often for help! See the FAQ at <http://libdev.plinkit.org/faqs-for-state-statistical-reports>

Please fill out a branch section for each branch or bookmobile. Please update your directory information if needed on the online library directory at <http://www.oregon.gov/osl/LD/Pages/directories.aspx>.

9.1	Square footage of main library. (NOTE: includes staff areas, enter 0 for bookmobiles)	18,253	18,253
9.2	Total system square footage (total of 9.1+ branch sq. ft.)	26,879	26,879

NOTE: If the library does not have branches, leave the item blank. Do not relist the main library if it is listed in section 1.

9.3	Name of branch	Richland Branch Library	<i>Richland Branch Library</i>
9.4	Branch street address	42008 Moody Rd	<i>42008 Moody Rd</i>
9.5	Branch city	Richland	<i>Richland</i>
9.6	Branch zip code (5 digits)	97870	<i>97870</i>
9.7	Branch phone number	(541) 893-6088	<i>(541) 893-6088</i>
9.8	Branch fax number		
9.9	Branch square footage	1,800	<i>1,800</i>
9.10	Branch manager last name	Geddes	<i>Geddes</i>
9.11	Branch manager first name	Paula	<i>Paula</i>
9.12	Branch manager phone number	(541) 893-6088	<i>(541) 893-6088</i>
9.13	Branch manager phone extension		
9.14	Branch manager e-mail address	richland@bakerlib.org	<i>richland@bakerlib.org</i>
9.15	Public service hours per year at this location	757	<i>757</i>
9.16	Number of weeks of the year this facility was open	52	<i>52</i>
9.17	Type of Internet connection of this facility	DSL	<i>DSL</i>
9.18	Internet connection speed of this facility	769Kbps-1.4 Mbps	<i>769Kbps-1.4 Mbps</i>
9.3	Name of branch	Haines Branch Library	<i>Haines Branch Library</i>
9.4	Branch street address	818 Cole St	<i>818 Cole St</i>

9.5	Branch city	Haines	<i>Haines</i>
9.6	Branch zip code (5 digits)	97833	<i>97833</i>
9.7	Branch phone number	(541) 856-3309	<i>(541) 856-3309</i>
9.8	Branch fax number		
9.9	Branch square footage	2,400	<i>2,400</i>
9.10	Branch manager last name	Darbyshire	<i>Hull</i>
9.11	Branch manager first name	Jerry	<i>Heidi</i>
9.12	Branch manager phone number	(541) 856-3309	<i>(541) 856-3309</i>
9.13	Branch manager phone extension		
9.14	Branch manager e-mail address	haines@bakerlib.org	<i>haines@bakerlib.org</i>
9.15	Public service hours per year at this location	768	<i>768</i>
9.16	Number of weeks of the year this facility was open	52	<i>52</i>
9.17	Type of Internet connection of this facility	DSL	<i>DSL</i>
9.18	Internet connection speed of this facility	769Kbps-1.4 Mbps	<i>769Kbps-1.4 Mbps</i>
9.3	Name of branch	Halfway Branch Library	<i>Halfway Branch Library</i>
9.4	Branch street address	260 Gover Ln	<i>260 Gover Ln</i>
9.5	Branch city	Halfway	<i>Halfway</i>
9.6	Branch zip code (5 digits)	97834	<i>97834</i>
9.7	Branch phone number	(541) 742-5279	<i>(541) 742-5279</i>
9.8	Branch fax number		
9.9	Branch square footage	2,500	<i>2,500</i>
9.10	Branch manager last name	Bergeron	<i>Bergeron</i>
9.11	Branch manager first name	Linda	<i>Linda</i>
9.12	Branch manager phone number	(541) 742-5279	<i>(541) 742-5279</i>
9.13	Branch manager phone extension		
9.14	Branch manager e-mail address	halfway@bakerlib.org	<i>halfway@bakerlib.org</i>
9.15	Public service hours per year at this location	759	<i>759</i>
9.16	Number of weeks of the year this facility was open	52	<i>52</i>
9.17	Type of Internet connection of this facility	DSL	<i>DSL</i>
9.18	Internet connection speed of this facility	769Kbps-1.4 Mbps	<i>769Kbps-1.4 Mbps</i>
9.3	Name of branch	Huntington Branch Library	<i>Huntington Branch Library</i>
9.4	Branch street address	55 E JEFFERSON	<i>55 E JEFFERSON</i>
9.5	Branch city	Huntington	<i>Huntington</i>
9.6	Branch zip code (5 digits)	97907	<i>97907</i>
9.7	Branch phone number	(541) 869-2440	<i>(541) 869-2440</i>
9.8	Branch fax number	(541) 869-2440	<i>(541) 869-2440</i>
9.9	Branch square footage	1,219	<i>1,219</i>
9.10	Branch manager last name	Lofton	<i>Darbyshire</i>
9.11	Branch manager first name	Kaitlyn	<i>Jerry</i>
9.12	Branch manager phone number	(541) 869-2440	<i>(541) 869-2440</i>
9.13	Branch manager phone extension		
9.14	Branch manager e-mail address	huntington@bakerlib.org	<i>huntington@bakerlib.org</i>
9.15	Public service hours per year at this location	762	<i>762</i>
9.16	Number of weeks of the year this facility was open	52	<i>52</i>
9.17	Type of Internet connection of this facility	Satellite	<i>Satellite</i>
9.18	Internet connection speed of this facility	769Kbps-1.4 Mbps	<i>769Kbps-1.4 Mbps</i>
9.3	Name of branch	Sumpter Branch Library	<i>Sumpter Branch Library</i>

9.4	Branch street address	245 S Mill St	<i>245 S Mill St</i>
9.5	Branch city	Sumpter	<i>Sumpter</i>
9.6	Branch zip code (5 digits)	97877	<i>97877</i>
9.7	Branch phone number	(541) 894-2253	<i>(541) 894-2253</i>
9.8	Branch fax number		
9.9	Branch square footage	707	<i>707</i>
9.10	Branch manager last name	Dunn	<i>Dunn</i>
9.11	Branch manager first name	Jerry-Ann	<i>Jerry-Ann</i>
9.12	Branch manager phone number	(541) 894-2253	<i>(541) 894-2253</i>
9.13	Branch manager phone extension		
9.14	Branch manager e-mail address	sumpter@bakerlib.org	<i>sumpter@bakerlib.org</i>
9.15	Public service hours per year at this location	752	<i>752</i>
9.16	Number of weeks of the year this facility was open	52	<i>52</i>
9.17	Type of Internet connection of this facility	DSL	<i>DSL</i>
9.18	Internet connection speed of this facility	1.5Mbps	<i>1.5Mbps</i>
9.3	Name of branch	Baker County Library Bookmobile	<i>Baker County Library Bookmobile</i>
9.4	Branch street address	2400 RESORT ST	<i>2400 RESORT ST</i>
9.5	Branch city	Baker City	<i>Baker City</i>
9.6	Branch zip code (5 digits)	97814	<i>97814</i>
9.7	Branch phone number	(503) 988-5123	<i>(503) 988-5123</i>
9.8	Branch fax number		
9.9	Branch square footage	n.c.	<i>n.c.</i>
9.10	Branch manager last name		
9.11	Branch manager first name		
9.12	Branch manager phone number		
9.13	Branch manager phone extension		
9.14	Branch manager e-mail address		
9.15	Public service hours per year at this location	306	<i>306</i>
9.16	Number of weeks of the year this facility was open	52.00	<i>52.00</i>
9.17	Type of Internet connection of this facility		
9.18	Internet connection speed of this facility		

Part 10 - DIRECTORY INFORMATION

Call 503-378-5027 early and often for help! See the FAQ at <http://libdev.plinkit.org/faqs-for-state-statistical-reports>.

Please update your directory information if needed on the online library directory at <http://www.oregon.gov/osl/LD/Pages/directories.aspx>.

10.1	Library Director last name	Stokes	<i>Stokes</i>
10.2	Library Director first name	Perry	<i>Perry</i>
10.3	Director's phone number	(541) 523-6419	<i>(541) 523-6419</i>
10.4	Phone extension number		
10.5	Director's email address	director@bakerlib.org	<i>director@bakerlib.org</i>

The section below is optional. Information in this section will be used in a future upgrade of the Web-based

searchable directory. It may not appear in the printed directory. The intent is not to replace an in-house directory, but to provide contact information for people outside the library. Leave items blank if you do not wish to add an entry.

Department Contact

10.6	Department	Technical Services	<i>Technical Services</i>
10.7	Phone number (enter number without dashes or parentheses)	(541) 523-6419	<i>(541) 523-6419</i>
10.8	Phone extension number		

Individual Contact (Do not list directors or branch managers)

10.9	Last name	White	<i>White</i>
10.10	First name	Jim	<i>Jim</i>
10.11	Phone number		
10.12	Phone extension number		
10.13	Email address	tech@bakerlib.org	<i>tech@bakerlib.org</i>
10.14	Generic job description	Systems Administrator	<i>Systems Administrator</i>
10.15	Additional generic job description		
10.16	Actual position title	Technical Systems Manager	<i>Technical Systems Manager</i>

Part 11 - LIBRARY PROGRESS REPORT

Library Progress Report for past fiscal year - Optional

Please describe any major improvements to facilities, important additions to library staff or collections, significant increases in library support, new services provided, new library technology that might have been acquired, and any new initiatives to cooperate with other libraries below.

- 11.1 Please report on significant developments in your library this past fiscal year.

Part 12 - STATE USE ONLY

The following are various codes attached at the federal level to public library data. Note that Geographic Codes are based upon U.S. Census definitions. If you suspect a code is in error, please contact the Federal Programs Coordinator at 503-378-5027.

Administrative Entity

12.1	Population served		<i>16,215</i>
12.2	FSCS ID	OR0046	<i>OR0046</i>
12.3	Interlibrary relationship code	ME - Fed or coop Member	<i>ME - Fed or coop Member</i>
12.4	Legal basis code	LD - Library District	<i>LD - Library District</i>
12.5	Administrative structure code	MO - Mult outlet, admin in	<i>MO - Mult outlet, admin in</i>
12.6	FSCS public library definition	Yes	<i>Yes</i>
12.7	Geographic code	CO1 - County exactly	<i>CO1 - County exactly</i>
Main Service Outlet			
12.8	Name of main service outlet	Baker County Library District	<i>Baker County Library District</i>
12.9	FSCS ID	OR0046	<i>OR0046</i>
12.10	FSCS Sequence number	002	<i>002</i>
12.11	Outlet type code	CE - Central	<i>CE - Central</i>

12.12 Metropolitan status code	NO - Not in Greater City Area	<i>NO - Not in Greater City Area</i>
Other Service Outlets		
12.13 Name of branch (from 9.3)	Richland Branch Library	<i>Richland Branch Library</i>
12.14 FSCS ID	OR0046	<i>OR0046</i>
12.15 FSCS ID and sequence number	OR0046-006	<i>OR0046-006</i>
12.16 Outlet type code	BR - Branch	<i>BR - Branch</i>
12.17 Metropolitan status code	NO - Not in Greater City Area	<i>NO - Not in Greater City Area</i>
12.13 Name of branch (from 9.3)	Haines Branch Library	<i>Haines Branch Library</i>
12.14 FSCS ID	OR0046	<i>OR0046</i>
12.15 FSCS ID and sequence number	OR0046-003	<i>OR0046-003</i>
12.16 Outlet type code	BR - Branch	<i>BR - Branch</i>
12.17 Metropolitan status code	NO - Not in Greater City Area	<i>NO - Not in Greater City Area</i>
12.13 Name of branch (from 9.3)	Halfway Branch Library	<i>Halfway Branch Library</i>
12.14 FSCS ID	OR0046	<i>OR0046</i>
12.15 FSCS ID and sequence number	OR0046-004	<i>OR0046-004</i>
12.16 Outlet type code	BR - Branch	<i>BR - Branch</i>
12.17 Metropolitan status code	NO - Not in Greater City Area	<i>NO - Not in Greater City Area</i>
12.13 Name of branch (from 9.3)	Huntington Branch Library	<i>Huntington Branch Library</i>
12.14 FSCS ID	OR0046	<i>OR0046</i>
12.15 FSCS ID and sequence number	OR0046-005	<i>OR0046-005</i>
12.16 Outlet type code	BR - Branch	<i>BR - Branch</i>
12.17 Metropolitan status code	NO - Not in Greater City Area	<i>NO - Not in Greater City Area</i>
12.13 Name of branch (from 9.3)	Sumpter Branch Library	<i>Sumpter Branch Library</i>
12.14 FSCS ID	OR0046	<i>OR0046</i>
12.15 FSCS ID and sequence number	OR0046-008	<i>OR0046-008</i>
12.16 Outlet type code	BR - Branch	<i>BR - Branch</i>
12.17 Metropolitan status code	NO - Not in Greater City Area	<i>NO - Not in Greater City Area</i>
12.13 Name of branch (from 9.3)	Baker County Library Bookmobile	<i>Baker County Library Bookmobile</i>
12.14 FSCS ID	OR0046	<i>OR0046</i>
12.15 FSCS ID and sequence number	OR0046-007	<i>OR0046-007</i>
12.16 Outlet type code	BS - Bookmobile	<i>BS - Bookmobile</i>
12.17 Metropolitan status code	NO - Not in Greater City Area	<i>NO - Not in Greater City Area</i>

Baker County Public Library 2013 Oregon Public Library Statistical Report

Federal Notes
State Notes
Local Notes

Part 1 - GENERAL INFORMATION

1.18 Branches

Federal Note: No change

Part 2 - LIBRARY STAFF AS OF JUNE 30, 2013

2.2 Number of other persons holding the title of librarian

Change corrects error reported in
Federal Note: previous years (previously reported as employee not FTE).

Part 3 - LIBRARY REVENUE FOR 2012-2013

No Notes

Part 4 - LIBRARY EXPENDITURES IN 2012-2013

No Notes

Part 5 - LIBRARY COLLECTIONS

5.25 Number of downloadable units (Library2Go listed here)

ODLC governing body of
Federal Note: Library2Go discontinued adding of video materials.

Part 6 - LIBRARY SERVICES

6.26 Library visits (total annual attendance at all library facilities, including meeting rooms) in the fiscal year. (Please refer to instructions)

Federal Note: Road construction impacted visits

Part 7 - OTHER INFORMATION

No Notes

Part 8 - LIBRARY TECHNOLOGY

8.1 Total annual number of uses (sessions) of public Internet computers (*If a computer is used for multiple purposes [Internet, word processing, etc.] and Internet users cannot be isolated, report all usage.*)

Federal Note: Includes branch session count estimates based on 5 mo. sample data.

Part 9 - LIBRARY FACILITIES

No Notes

Part 10 - DIRECTORY INFORMATION

No Notes

Part 11 - LIBRARY PROGRESS REPORT

No Notes

Part 12 - STATE USE ONLY

No Notes

Policy : Personal Use of District Resources

Summary

In general, District employees and agents may not use District resources in any form for personal benefit or gain, or for the benefit or gain of any other individuals or outside organizations.

Reason for Policy

Oregon Ethics Law:

All District employees and volunteers must know that as public officials, they are held personally responsible for complying with the provisions in Oregon Government Ethics law. The law prohibits public officials from using or attempting to use their official positions or offices to obtain a financial benefit for themselves, relatives or businesses they are associated with through opportunities that would not otherwise be available but for the position or office held.

In the State of Oregon, public officials become public officials through employment, appointment, election or volunteering. Oregon Government Ethics law prohibits every public official from using or attempting to use the position held as a public official to obtain a financial benefit, if the opportunity for the financial benefit would not otherwise be available but for the position held by the public official. The financial benefit prohibited can be either an opportunity for gain or to avoid an expense.

[ORS 244.040(1)]

Public Trust:

The District deals constantly with the public's perception of how we conduct the business of the District. All District employees must be constantly mindful of the public trust that we discharge, of the necessity for conducting ourselves with the highest ethical principles, and avoiding any action that may be viewed as a violation of the public trust. As custodians of resources entrusted us by the public, government entities, and private donors, we should always be mindful of how we utilize these resources. As members of working teams and our communities, we should also be mindful of our responsibility to act so that others are not deprived of access to necessary resources. These resources include, but are not limited to, employee's time, facilities, supplies, and equipment, such as telephones, fax machines, and computers.

Accountability:

In any business environment, however, accountability must be balanced with a consideration of the needs of employees to carry on normal day-to-day responsibilities related to their personal lives. The complex task of balancing accountability to the public with the life-needs of employees calls for the District to provide direction when weighing these two essential obligations.

Policy Statement

The use of BCLD resources and services for non-official purposes is permitted only in compliance with the following criteria:

- The cost to the District must be negligible.
- The use must not interfere with a District employee's obligation to carry out District duties in a timely and effective manner. Time spent engaged in the non-official use of District resources is not considered to be District work time.

Personal use of District Resources

- The use must in no way undermine the use of District resources and services for official purposes.
- The use neither expresses nor implies sponsorship or endorsement by the District.
- The use must be consistent with state and federal laws regarding obscenity, libel, or the like, and state and federal laws and District policies regarding political activity, the marketing of products or services, or other inappropriate activities.
- Users should be aware that internal or external audit or other needs may require examination of uses of District resources or services and should not expect such uses to be free from inspection.

Application:

Each case will depend upon the particular circumstances and other important factors such as materiality or reasonableness. The ultimate control, therefore, lies with each employee's supervisor, as that person should have direct knowledge of the behaviors and needs of the individual employee.

Appropriateness of Practices:

Employees should consult with their supervisor or Library Director in advance if they have any questions about appropriateness of certain practices. A supervisor's decision cannot, however, circumvent other policies and procedures of the District that may restrict personal use beyond the limitations cited herein. For example, the use of District telephones, fax machines, mail services, vehicles, and facilities must comply with existing District policies, and the use of District resources in political activity is prohibited.

Resource Limitations:

Copy, Print and Mail Services:

Postage stamps, mailing materials, copy and printing resources owned by the District may only be used for District-related business. Employees may purchase postage stamps, mailing, copy and printing materials at established cost from the District, provided adequate supplies remain available to conduct District operations, and the employee makes the purchase at the time of or prior to, use.

Facilities:

Access to non-public areas of District facilities is permitted for official or authorized use only. Employees and agents may not access District facilities exclusively for personal use during closed hours.

Telephones and Fax Machines:

Only calls related to District business may be charged to District lines or calling cards. Personal calls may not be billed to District telephone numbers. Personal long distance calls may be made from District telephones only when these calls are placed as credit card, collect, third number (non-District) calls, or reported within 14 days to District administration for reimbursement arrangements by the employee. This telephone policy also applies to the use of District fax machines.

Vehicles:

No employee can allow the use of a District vehicle that is not in compliance with the District's Personnel Policy on Use of Vehicles.

Personal use of District Resources

Training:

Current employees will be given training to understand the kind of behavior that is permissible and that which is not. New employees will be informed of their obligations with respect to conflict of interest and improper use of District resources as part of their Orientation.

Reporting Misuse of District Resources:

Employees are required to immediately report to the Library Director knowledge or suspicion of financial or usage irregularities that may constitute misappropriation or misuse of District assets (i.e., improper personal use of District resources, facilities, equipment, supplies, cash).

Adopted by the Board of Directors:

Date(s) of Revision:

2400 Resort Street Baker - OR

97814

541 523 6419

www.bakerlib.org