

***ILLINOIS SOIL &  
WATER  
CONSERVATION  
DISTRICTS  
DIRECTOR'S  
TRAINING  
BOOK***



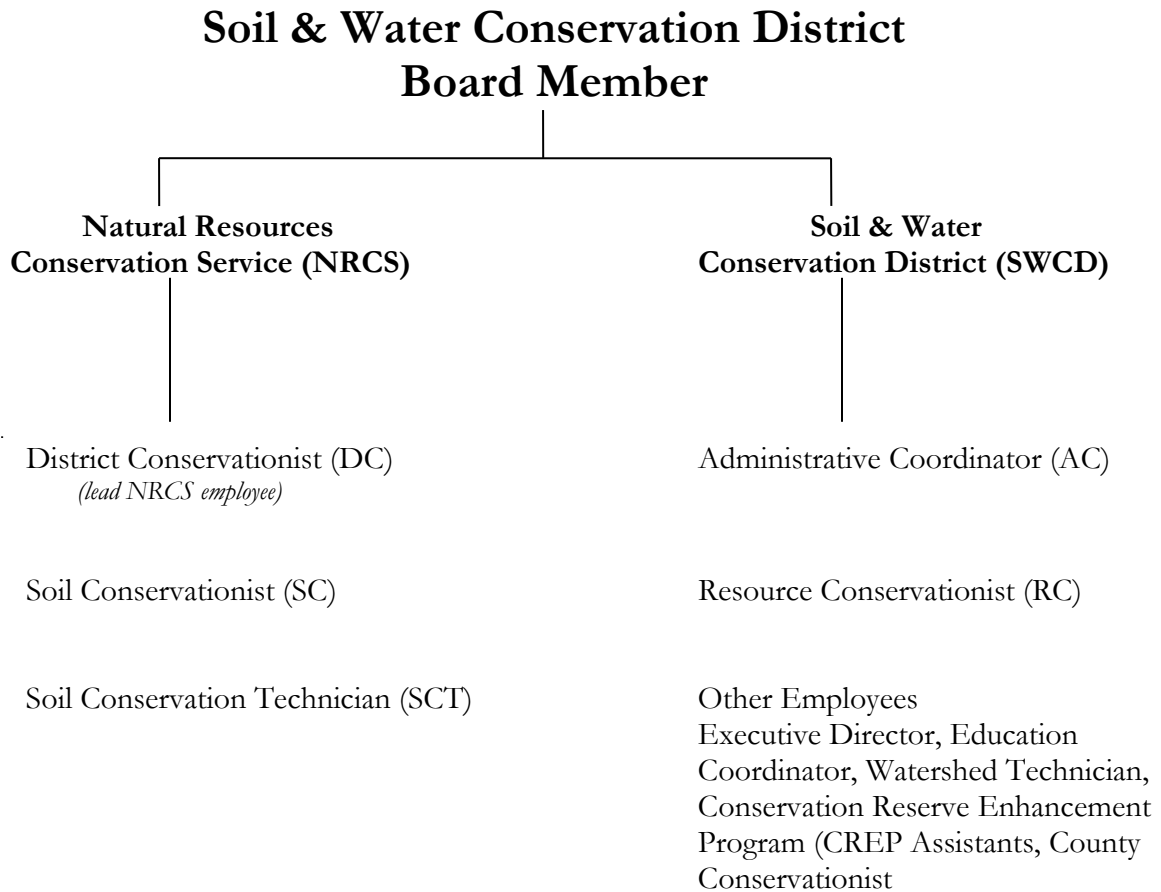
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# ***SECTION 1***

## ***MISCELLANEOUS***

## Local NRCS/SWCD Field Office Structure



Farm Service Agency (FSA). The SWCD Board has no direct role in their operations.

# ILLINOIS DEPARTMENT OF AGRICULTURE

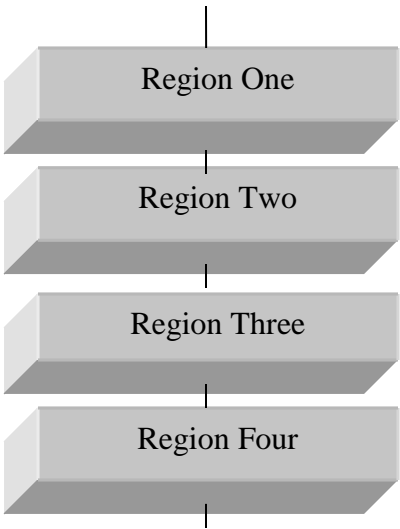
[www.agr.state.il.us](http://www.agr.state.il.us)

## Bureau of Land and Water Resources

[www.agr.state.il.us/Environment/LandWater](http://www.agr.state.il.us/Environment/LandWater)

**Office of Farmland Protection  
& Mined Land Reclamation**  
(Technical Assistance)

**Office of Natural  
Resource Management**  
(Administrative & Financial  
Assistance; Information and  
Education and Technical  
Assistance)



**ILLINOIS DEPARTMENT OF AGRICULTURE  
BUREAU OF LAND AND WATER RESOURCES**

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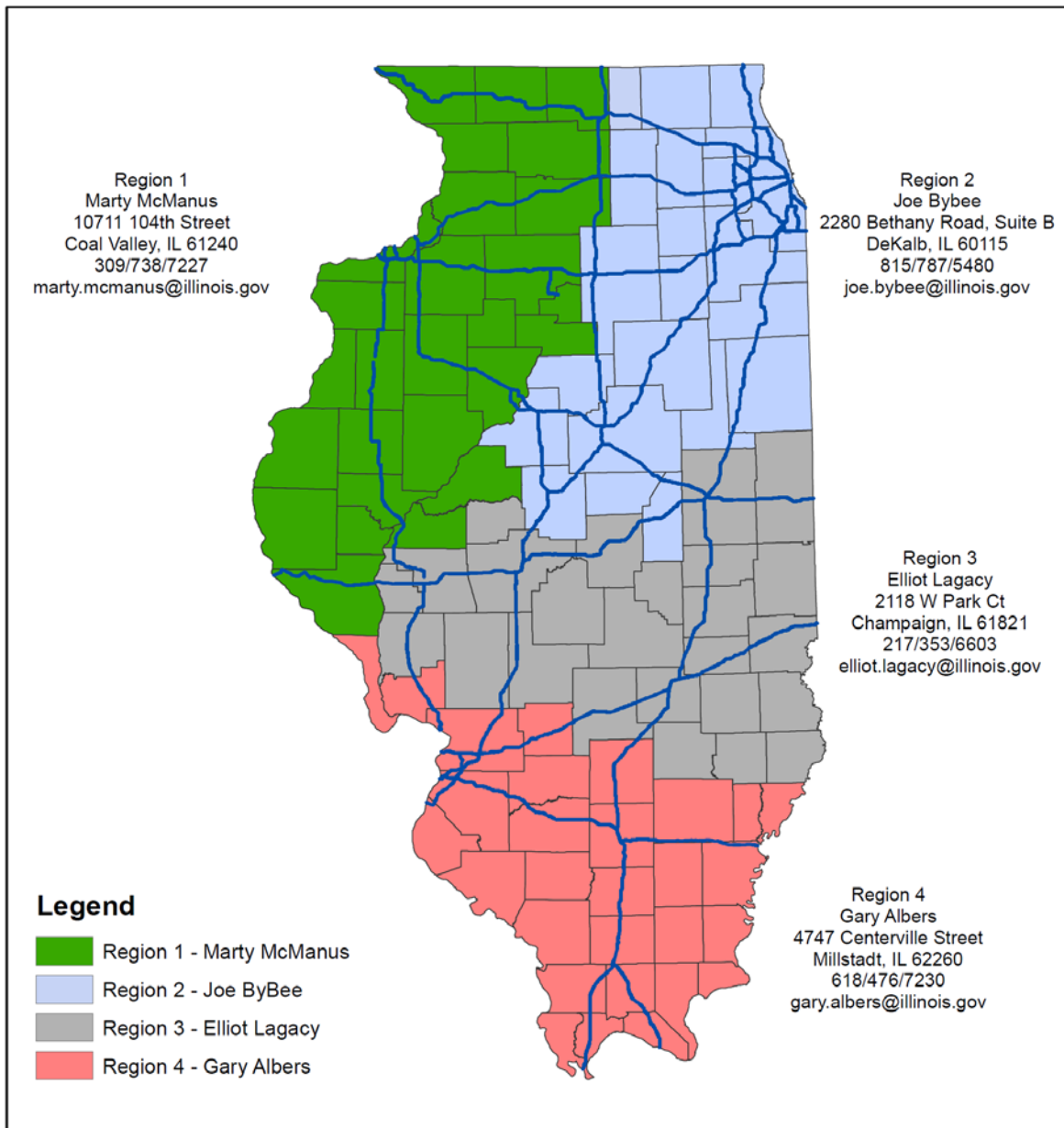
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# BLWR Regional Rep Areas



Division of Natural Resources  
Bureau of Land and Water Resources



# AISWCD LAND USE COUNCILS

*4285 North Walnut Street Road;  
Springfield, Illinois 62707;  
Ph: 217.744.3414 Fax: 217.744.3420  
[www.aiswcd.org](http://www.aiswcd.org)*

## **AISWCD STAFF**

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Gina Bean, Admin Coordinator

[kaila.long@aiswcd.org](mailto:kaila.long@aiswcd.org)

## **Area Vice Presidents**

Jerry Snodgrass, Area 1

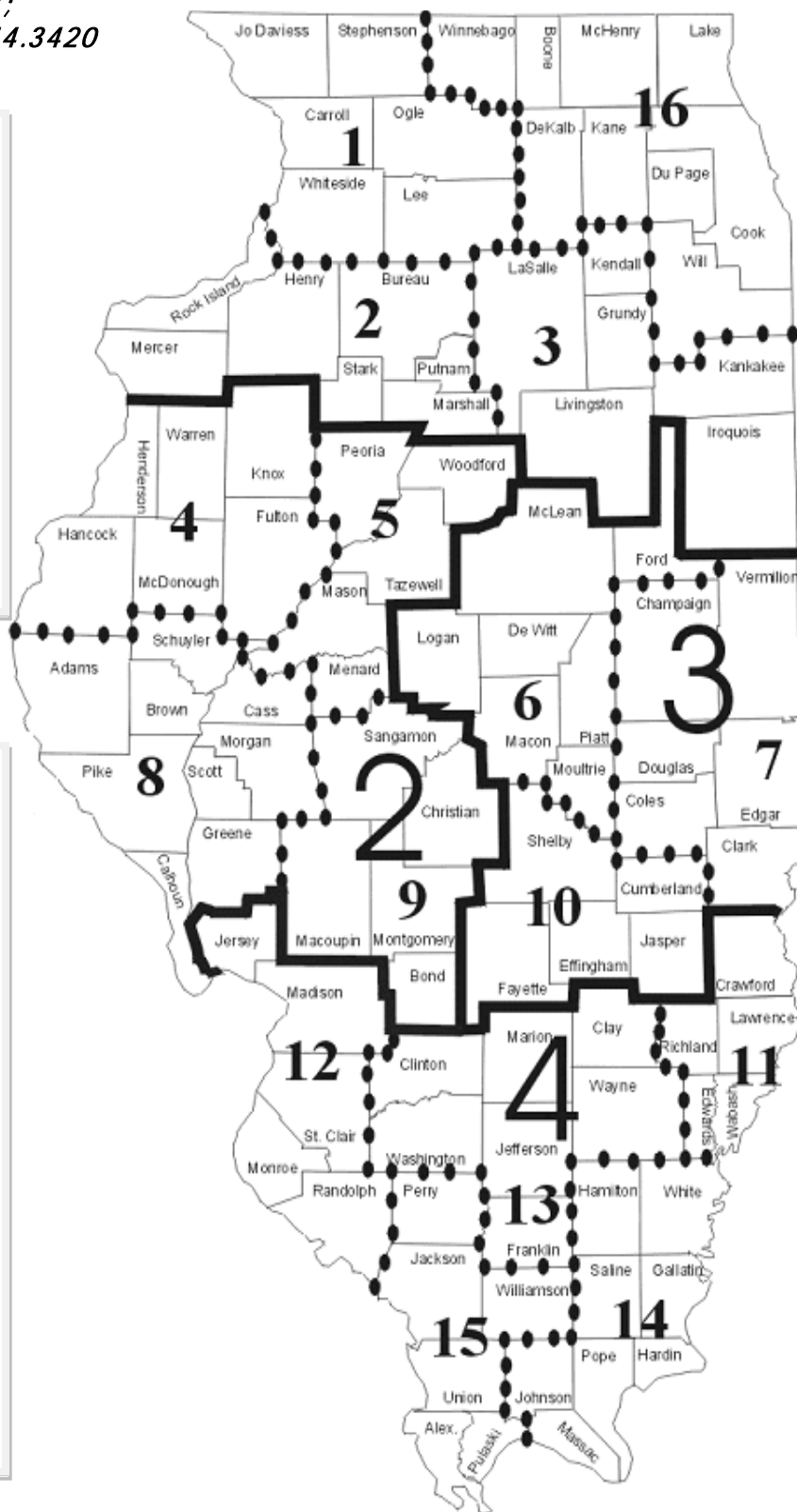
David McCormick, Area 2

Kenny Hawthorne Area 3

Steve Fulling, Area 4

## **LAND USE COUNCILS**

1. Northern Illinois Land Use Council
2. Council II
3. Upper Illinois Valley Conservation Council
4. Western Illinois Land & Water Use Council
5. Central Illinois Land Use Council
6. East Central Illinois Land Use Council
7. Eastern Illinois Land Use Council
8. Western Illinois Land Use Council
9. Abe Lincoln Council
10. Okaw Valley Soil and Water Conservation Council
11. Wabash Valley Council
12. Lower Kaskaskia Land Use Council
13. South Central Illinois Land Use Council
14. Shawnee Land Use Council
15. Southwestern Land Use Council
16. Northeast Illinois Land Use Council





## **ACRONYMS (or “What did you say?”)**

AC	=	Administrative Coordinator (district)
AG	=	Attorney General <a href="http://illinoisattorneygeneral.gov/">http://illinoisattorneygeneral.gov/</a>
AISWCD	=	Association of Illinois Soil and Water Conservation Districts <a href="http://www.aiswcd.org/">www.aiswcd.org/</a>
APW	=	Annual Plan of Work (also known as the APO - Annual Plan of Operations)
ARS	=	Agricultural Research Service, part of USDA <a href="http://www.ars.usda.gov/">www.ars.usda.gov/</a>
ASTC	=	Assistant State Conservationist, US Department of Agriculture, Natural Resource Conservation Service (assigned Areas 1-5, Leadership positions)
BF	=	Beginning Farmer
BLM	=	Bureau of Land Management (federal agency) <a href="http://www.blm.gov/">www.blm.gov/</a>
BLWR	=	Bureau of Land and Water Resources, Illinois Department of Agriculture <a href="http://www.agr.state.il.us/Environment/LandWater">www.agr.state.il.us/Environment/LandWater</a>
CAP	=	Conservation Activity Plan (required for certain NRCS programs)
CCA	=	Certified Crop Advisor
CCC	=	Commodity Credit Corporation, part of FSA
CCPI	=	Cooperative Conservation Partnership Initiative
CE	=	Civil Engineer, USDA, NRCS
CIG	=	Conservation Innovation Grant
CMA	=	Cooperative Management Agreement (same as MOU)
CMS	=	Central Management Services (state)
COE	=	US Army Corps of Engineers (also USACE and Corps) <a href="http://www.usace.army.mil">www.usace.army.mil</a>
COOP	=	Continuity Of Operations Plan
CPA	=	Conservation Priority Area
CPESC	=	Certified Professional in Erosion and Sediment Control
CRP	=	Conservation Reserve Program
CREP	=	Conservation Reserve Enhancement Program
CSP	=	Conservation Stewardship Program
CTA	=	Conservation Technical Assistance
CTIC	=	Conservation Technology Information Center
CWA	=	Cooperative Working Agreement
DARTS	=	Data Access, Recording & Tracking System (IDOA + SWCD) <a href="http://www.agr.state.il.us/darts/">www.agr.state.il.us/darts/</a>
DC	=	District Conservationist, USDA, NRCS
DOH	=	District Operational Handbook (There are two DOH books. DOH - I contains information concerning policies, procedures and legal requirements for Directors. DOH - II contains information and guidance materials)
DWM	=	Drainage Water Management
EA	=	Environmental Assessment
EAB	=	Emerald Ash Borer
ESC	=	Erosion + Sediment Control practice (ex. Esc-1, Esc 1a and Esc 1b claims forms)
EE	=	Environmental Evaluation
EIS	=	Environmental Impact Statement
EMP	=	Environmental Management Plan

EQIP	=	Environmental Quality Incentive Program
EWP	=	Emergency Watershed Protection
EWRP	=	Emergency Wetland Reserve Program
FEMA	=	Federal Emergency Management Agency <a href="http://www.fema.gov/">www.fema.gov/</a>
FIP	=	Forestry Incentive Program
FMP	=	Forest Management Plan
FPE	=	Floodplain Easement
FPPA	=	Farmland Protection Policy Act
FRPP	=	Farm + Ranchland Protection Program
FSA	=	Farm Service Agency, USDA <a href="http://www.fsa.usda.gov/">www.fsa.usda.gov/</a>
GIS	=	Geographic Information System
GLRI	=	Great Lakes Restoration Initiative
HB	=	House Bill (state level)
HR	=	House Resolution (federal level)
HUS	=	Historically Underserved
IARC&D	=	Illinois Association of Resource Conservation & Development Areas <a href="http://www.illinoisrcd.org/">www.illinoisrcd.org/</a>
IDNR	=	Illinois Department of Natural Resources <a href="http://www.dnr.state.il.us/">www.dnr.state.il.us/</a>
IDOA	=	Illinois Department of Agriculture <a href="http://www.agr.state.il.us">www.agr.state.il.us</a>
IDOT	=	Illinois Department of Transportation <a href="http://www.dot.state.il.us/">www.dot.state.il.us/</a>
IEMA	=	Illinois Emergency Management Agency <a href="http://www.state.il.us/iema/">www.state.il.us/iema/</a>
IEPA	=	Illinois Environmental Protection Agency <a href="http://www.epa.state.il.us/">www.epa.state.il.us/</a>
IFA	=	Illinois Forestry Association <a href="http://www.ilforestry.org/">www.ilforestry.org/</a>
IFDA	=	Illinois Forestry Development Act (IDNR)
ILCS	=	Illinois Compiled Statutes, (published listing of State of Illinois laws) <a href="http://www.ilga.gov/legislation/ilcs/ilcs.asp">www.ilga.gov/legislation/ilcs/ilcs.asp</a>
ISWCDEA	=	Illinois Soil and Water Conservation District Employees Association <a href="http://www.iswcdea.org/">www.iswcdea.org/</a>
ITS	=	ITS OCIO, USDA, NRCS (Computer Specialist)
LESA	=	Land Evaluation and Site Assessment System
LRP	=	Long Range Plan
LTA	=	Long Term Agreement
LUC	=	Land Use Councils
MLRA	=	Major Land Resource Area (soil survey organizational group)
MOA	=	Memorandum of Agreement
MOU	=	Memorandum of Understanding
MRBI	=	Mississippi River Basin Initiative
NACD	=	National Association of Conservation Districts <a href="http://www.nacdnet.org/">www.nacdnet.org/</a>
NASCA	=	National Association of State Conservation Agencies <a href="http://www.nascanet.org">www.nascanet.org</a>
NASDA	=	National Association of State Departments of Agriculture <a href="http://www.nasda.org/">www.nasda.org/</a>
NRCS	=	Natural Resources Conservation Service, USDA <a href="http://www.nrcs.usda.gov/">www.nrcs.usda.gov/</a>

NMP	=	Nutrient Management Plan
NRI	=	Natural Resource Information Report (Section 22.02a)
NRI	=	National Resource Inventory
OMB	=	Office of Management and Budget (federal) <a href="http://www.whitehouse.gov/omb/">www.whitehouse.gov/omb/</a>
PL-566	=	The US Small Watershed Act administered by NRCS
PFC	=	Partners for Conservation Fund Program (state cost-share program)
PMC	=	Plant Materials Center <a href="http://plant-materials.nrcs.usda.gov/">http://plant-materials.nrcs.usda.gov/</a>
RAMP	=	Rural Abandoned Mineland (reclamation) Program (federal)
RC	=	Resource Conservationist (position / job title used by districts and NRCS)
RC&D	=	Resource Conservation and Development, USDA <a href="http://www.il.nrcs.usda.gov/contact/directory/rcd.html">www.il.nrcs.usda.gov/contact/directory/rcd.html</a>
RD	=	Rural Development (Formerly FmHA), USDA <a href="http://www.rurdev.usda.gov">www.rurdev.usda.gov</a>
RMS	=	Resource Management System
RR	=	Regional Representative (Illinois Department of Agriculture, Bureau of Land and Water Resources)
RUSLE	=	Revised Universal Soil Loss Equation
SA	=	Sustainable Agriculture
SB	=	Senate Bill (state level)
SC	=	Soil Conservationist, (position / job title, USDA, NRCS)
SCA	=	Soil Conservation Aid, (position / job title, USDA, NRCS)
SCT	=	Soil Conservation Technician, (position / job title, USDA, NRCS)
SIP	=	Stewardship Incentives Program
SP	=	Special Projects Program (IDOA)
SR	=	Senate Resolution (federal level)
SS	=	Soil Scientist, (position / job title, USDA, NRCS)
SSRP	=	Streambank Stabilization + Restoration Program
STC	=	State Conservationist, (NRCS State Leader)
SWCD	=	Soil and Water Conservation District
SWCS	=	Soil and Water Conservation Society; (Professional society for soil and water conservationists and related professions) <a href="http://www.swcs.org">www.swcs.org</a>
T	=	Tolerable soil loss level
TMDL	=	Total Maximum Daily Load, (a standard set for rivers and streams that is an indicator of the amount of pollutants the stream or river can carry without adversely affecting its "protected" use.)
TSP	=	Technical Service Provider
USC	=	United States Code, a published listing of United States laws
USDA	=	US Department of Agriculture <a href="http://www.usda.gov">www.usda.gov</a>
USDI	=	US Department of the Interior <a href="http://www.doi.gov">www.doi.gov</a>
USEPA	=	US Environmental Protection Agency <a href="http://www.epa.gov">www.epa.gov</a>
USFS	=	US Forest Service <a href="http://www.fs.fed.us">www.fs.fed.us</a>
USF&WS	=	US Fish and Wildlife Service, US Department of Interior <a href="http://www.fws.gov/">www.fws.gov/</a>
USGS	=	US Geological Service <a href="http://www.usgs.gov/">www.usgs.gov/</a>
USLE	=	Universal Soil Loss Equation
WAE	=	While Actually Employed (NRCS temporary position)

WASCOB	=	Water and Sediment Control Basins
WDP	=	Well Decommissioning Program
WHIP	=	Wildlife Habitat Incentives Program
WREP	=	Wetland Reserve Enhancement Program
WRP	=	Wetland Reserve Program

The preceding list contains the most commonly used acronyms that soil and water conservation district directors will encounter. This list is by no means complete and probably never will be. As technology changes, new technology is developed, and new programs are created, new acronyms are added to the partnership's jargon on a periodic basis.

### **FORMATION DATES OF DISTRICTS**

- |                                |                    |
|--------------------------------|--------------------|
| 1. St. Clair (Shiloh-O'Fallon) | July 22, 1938      |
| 2. Henry                       | August 4, 1939     |
| 3. Greene                      | September 27, 1939 |
| 4. Winnebago                   | May 20, 1940       |
| 5. Montgomery                  | September 6, 1940  |
| 6. JoDaviess                   | January 29, 1941   |
| 7. Peoria                      | April 21, 1941     |
| 8. Johnson                     | June 2, 1941       |
| 9. Carroll                     | August 15, 1941    |
| 10. Marshall-Putnam            | December 6, 1941   |
| 11. Boone                      | January 8, 1942    |
| 12. Stephenson                 | February 4, 1942   |
| 13. Ford                       | March 6, 1942      |
| 14. Rock Island                | March 10, 1942     |
| 15. McLean                     | April 2, 1942      |
| 16. Ogle                       | April 2, 1942      |

17. Shelby	April 6, 1942
18. Edgar	April 8, 1942
19. Tazewell	April 9, 1942
20. Warren	May 11, 1942
21. Piatt	May 12, 1942
22. Bureau	May 14, 1942
23. Adams	June 22, 1942
24. Vermilion	June 29, 1942
25. Morgan	August 13, 1942
26. Lee	September 9, 1942
27. Jefferson	October 21, 1942
28. DeWitt	February 8, 1943
29. Champaign	April 12, 1943
30. Stark	April 16, 1943
31. Randolph	May 12, 1943
32. Macon	May 17, 1943
33. Henderson	June 16, 1943
34. Woodford	January 6, 1944
35. Edwards	April 25, 1944
36. Iroquois	April 25, 1944
37. Kane	April 25, 1944
38. LaSalle	April 25, 1944
39. McDonough	April 25, 1944
40. Whiteside	April 25, 1944
41. Mason	May 9, 1944
42. Menard	May 26, 1944
43. Gallatin	May 31, 1944
44. Bond	July 19, 1944
45. Fayette	July 19, 1944
46. Macoupin	July 19, 1944
47. Knox	July 27, 1944
48. Hancock	October 16, 1944
49. Marion	November 10, 1944
50. Jackson	December 18, 1944
51. Clay	January 24, 1945
52. Crawford	March 7, 1945
53. Lawrence	March 7, 1945
54. Richland	March 7, 1945
55. Wabash	March 7, 1945
56. Livingston	April 3, 1945
57. Moultrie	April 3, 1945
58. Pope-Hardin	May 1, 1945
59. Schuyler	May 11, 1945
60. White	August 10, 1945
61. Massac	December 11, 1945
62. Brown	March 5, 1946
63. Effingham	April 25, 1946
64. Kankakee	April 25, 1946

65. Mercer	April 25, 1946
66. Madison	May 9, 1946
67. Pike	July 23, 1946
68. Williamson	August 2, 1946
69. Saline	September 6, 1946
70. Will	September 6, 1946*
71. Franklin	September 12, 1946
72. DeKalb	January 6, 1947
73. Grundy	January 6, 1947
74. McHenry	January 6, 1947
75. Pulaski-Alexander	January 6, 1947
76. Clinton	April 8, 1947
77. Scott	April 14, 1947
78. Washington	April 29, 1947
79. Cass	May 5, 1947
80. Christian	May 6, 1947
81. Kendall	June 2, 1947
82. Union	July 1, 1947
83. Douglas	July 2, 1947
84. Monroe	July 2, 1947
85. Jasper	March 3, 1948
86. Calhoun	April 20, 1948
87. Perry	April 20, 1948
88. Fulton	June 8, 1948
89. Wayne	August 23, 1948
90. Clark	April 20, 1948
91. Cumberland	June 8, 1949
92. Hamilton	June 18, 1949
93. Coles	December 23, 1949
94. Jersey	March 30, 1950
95. North Cook	August 30, 1950
96. Logan	June 29, 1952
97. South Cook	March 23, 1953*
98. Lake	November 13, 1957
99. Sangamon	February 19, 1959
100. McHenry-Lake	November 8, 2011

\*These two Districts combined February 16, 1962.

## ***SECTION 2***

# ***DIRECTORS, ASSOCIATE DIRECTORS & BOARDS***

## **WHO CAN BE A DIRECTOR?**

The governing body of the SWCD shall consist of five (5) Directors, who shall be owners or occupiers of land within the District in which they serve. The Directors are:

- Chairman
- Vice-Chairman
- Secretary and/or Secretary/Treasurer
- Director
- Director (if Secretary/Treasurer are the same person)

## **WHAT DO THEY DO?**

They fulfill the responsibilities as established by the District Act, Department requirements or established SWCD policies. These duties include, but are not limited to:

- Program Management
- Financial Management
- Personnel Management
- Legislation

### **General Duties of SWCD Officials:**

Chairman:

- Provide leadership for the SWCD and set the tone for how the SWCD will operate, both internally and with the community
- Plan the agenda with input from Directors and staff
- Preside at meetings, or arrange for the Vice-Chairman to preside
- Open and close all meetings on time and insist on regular attendance
- Conduct meetings according to recognized parliamentary procedures
- Encourage all Directors to participate in the discussion
- Create and appoint committees; assign responsibilities; ask for regular reports; dissolve committees when their work is completed
- Make sure that all new directors and associates are informed of, and understand their duties
- At the close of the Chairman's term, he/she shall turn over the Chairman's material to his/her successor, and explain his/her responsibilities

Vice-Chairman:

- Act in the place of Chairman whenever needed
- Assume duties at the Chairman's request
- In case of the resignation or death of the Chairman, the Vice-Chairman will assume the role of Chairman until the Board is reorganized
- Serves as Chairman of at least one standing committee; guides and directs activities of the various committees as needed
- Consults with and advises the Chairman on matters of program and policy
- Often serves as the personnel manager

Secretary:



- Notify members of each upcoming meeting
- Provide the chairman with a list of business items that should be placed on the agenda
- Keep minutes of each meeting
- Keep a record of all committees
- Notify committee members of their appointment
- Initiate correspondence on behalf of the Board
- Sign official copy of the Board meeting minutes
- Often serves as the legislative contract person

**Treasurer:**

- Responsible for all financial matters of the District. If the Treasurer cannot be in the office on a frequent basis, or otherwise easily accessible to sign checks, the Administrative Coordinator (AC) can be given the authority to issue checks. However, the AC should never sign his/her own paycheck.
- Responsible for the ongoing audit of the District financial records, as well as the implementation of appropriate internal controls.
- The Treasurer should refer to the Finances section of the DOH for more specific information.

**Board Member:**

- Assume duties and carry out tasks assigned by the Chairman
- Serve as Chairman of at least one standing committee
- Assist other Board members as requested
- Be familiar with the total program and work closely with all officers, committees, and auxiliaries
- Prepare to serve in one or more of the Board offices

**SWCD DIRECTOR DEVELOPMENT:**

SWCD Director Development is, perhaps, the most important factor in regards to the proper operation of the District. Directors are the decision makers and natural resource management leaders for the SWCD. Development and training will help them possess the skills needed to do the best job possible. Development programs should meet the immediate and long-range objectives of the District, as well as the personal goals of the Director. Taking advantage of development opportunities is a way to add new skills and sharpen existing skills. Development may be a new way of thinking for many Directors, but it should be seen as an investment in their future and that of the SWCD.

Each individual director should be responsible for their own development and for seeking out development opportunities. With the quantity and complexity of the work increasing, with reorganizations and budget cuts, each director should be able to handle each individual situation by being prepared for that task. The District's customers, the public, have the right to expect their elected Directors to be well-informed.

## *Soil & Water Conservation District (SWCD) Board of Directors Job Description*

Illinois Soil and Water Conservation districts were created for the purpose of facilitating the conservation and orderly development of Illinois land and water resources lead by **locally elected government officials** known as the SWCD Board of Directors. The Board of Directors is the policy-making body for the local unit of government. It consists of five voting members and as many associate members as appointed by the chairman.

### Qualifications:

To be eligible to hold the office of director of a soil and water conservation district, a person must be of legal voting age and must occupy or own land within the boundaries of the district.

### Term:

The term of office for a director is two years with two board members elected one year and three the next year.

### Responsibilities and Powers of the Board:

1. The Illinois Soil and Water Conservation District Act as listed in the State of Illinois Compiled Statutes in Chapter 70 paragraphs 405/1 et seq. govern the local districts.
2. Elect the Officers of the district.
3. Approve or disapprove the Districts annual budget, which has been developed by the Budget Committee.
4. Approve or disapprove the Annual Plan of Work.
5. When requested to do so by the state association, give guidance and assistance to the state association in developing and effectuating plans and programs for improving the effectiveness of district operations.

### Board Member Duties

1. Attend the monthly board meeting as set by the local board. Usually lasting form two to three hours. Directors may receive reasonable compensation for their services not to exceed \$20 per day and may be reimbursed for expenses, including traveling expenses, necessarily incurred in the discharge of their duties.
2. Participate as a valuable team member by attending Board meetings, sharing experiences and offering insights.
3. Bring issues and concerns to the Board, listen to and respect others and maintain a consensus-building attitude.
4. Vote on local issues, support and carry out Board decisions.
5. Serve as a knowledgeable advocate for district programs, policies and services.
6. Foster effective two-way communications between the local board and local cooperators.
7. Serve on district committees as appointed by the district chairman.

8. Attend all other district functions as held by the district. i.e. district annual meeting, tree sales, etc.
9. Attend the Council Meeting as held on a quarterly basis. This may mean traveling to another district within your council. The local district may reimburse the costs associated with the meeting.
10. Attend the Association of Illinois Soil and Water Conservation District (AISWCD) annual meeting in Springfield, IL (normally a three-day event held during late July or early August). This meeting provides training and education and the costs associated with the meals, direct room charges and mileage will be paid by the local SWCD.
11. You are expected to attend training meetings as provided by the AISWCD and by the Illinois Dept of Agriculture. This may be up to four days throughout the year.
12. Also training may be done at the local and or council level and your participation is expected.
13. You are encouraged to attend National Association of Conservation Districts (NACD) regional meetings in the summer and the NACD national meeting in February. Some districts may help offset the costs of these meetings.

## THE BOARDS LEGAL AND SOCIETAL ROLE

**Duty of Care** - Act as an ordinary prudent person would in a like circumstance. This requires diligent, attentive, informed participation.

**Duty of Loyalty** - Act in good faith, in the best interests of the organization. Duty of loyalty imposes procedural safeguards and standards of substantive fairness in situations where there is conflict of interest; when there is a director on both sides of a transaction, or when the director and the organization are in competition on side of the transaction.

**Duty of Obedience** - Act to ensure the organization operates in keeping with the laws and rules governing its formation and status and in accordance with its own bylaws and mission.

## EIGHT FUNCTIONS OF A SWCD BOARD

**Program Function:** Includes needs assessments, program planning, program management and evaluation.

Minimum Board Responsibilities:

- a. Understanding each program and how it implements the mission of the SWCD
- b. Approving annual plan of operations (APO)
- c. Agreeing on methods for program evaluation
- d. Overseeing program progress and accomplishments

**Planning Function:** This is the act of defining a desired future and the means to bring it about. Central step in planning for a SWCD include:

- a. Deciding what result(s) the SWCD exists to achieve and for whom
- b. Selecting the general business programs the SWCD will do to achieve those results
- c. Designing the structure and functions necessary to carry out the business and its programs effectively and efficiently.

Minimum Board Responsibilities:

- a. Establishing the values that guide the SWCD
- b. Ensuring there is a SWCD vision of the long term future
- c. Ensuring there is a clear SWCD mission
- d. Ensuring there is a clear definition of the ultimate result the SWCD wants to achieve
- e. Ensuring there are long range goals to guide/focus the SWCD over the next 3-5 years
- f. Ensuring there is an APO
- g. Ensuring there is an adequate budget to complete the APO
- h. Monitoring and overseeing APO progress

**Financial Management Function:** Includes responsibility for financial planning, budgeting, accounting, payroll, taxes, annual government filings, internal controls, financial analysis, cash management and risk management.

- a. Approving an annual budget
- b. Monitoring budget through fiscal reports and ensuring a balanced budget
- c. Obtaining and accepting an annual audit
- d. Overseeing investments
- e. Ensuring legal compliance

**Financial Development Function:** Includes financial development planning, and all categories of fund raising including grants, individual contributions, special events, membership campaigns, capital campaigns, and in-kind contributions.

Minimum Board Responsibilities:

- a. Establish a financial development plan
- b. Be a donor
- c. Monitor plan accomplishment

**Human Resource Function:** Includes paid staff and volunteers. Covers personnel policies, affirmative action policies, record keeping, legal compliance, selection of personnel, organization charts, job design, compensation, motivation, supervision, performance, appraisal, career and professional development, diversity, and labor relations.

Minimum Board Responsibilities:

- a. determining need for staff positions
- b. Developing job descriptions
- c. Hiring staff
- d. Supervising staff
- e. Ensuring compliance with laws regarding employers
- f. Approving policies for affirmative action, and personnel policies
- g. Monitoring adherence to and the effectiveness of policies
- h. Setting the personnel strategy of the organization
- i. Acting as court of last appeal

**Marketing and Public Relations Function:** Includes market research, market planning, product/service development, packaging and distribution, pricing, promotion, sales, communications and public relations.

Minimum Board Responsibilities:

- a. Knowing the SWCD=s markets
- b. Knowing how effectively and efficiently the SWCD is reaching and serving these markets
- c. Linking the SWCD to external markets
- d. Authorizing spokespersons
- e. Ensuring that an annual report is prepared

**Information function:** Includes establishing a management information system and technology and software to support it.

Minimum Board Responsibilities:

- a. Determining what information is needed, in what form, when and FOR WHOM
- b. Utilizing the above information for oversight, decision making, and planning

**Board Affair Function:** Includes roles, responsibilities and functions, relationship to staff, and organization of the board.

Minimum Board Requirements:

- a. Defining the board
- b. Ensuring the continuity of the board
- c. Evaluating the effectiveness and efficiency of the board and taking action to improve them.

### **SWCD DIRECTOR DEVELOPMENT**

Directors need good information to make good decisions. The directors basic duties of care, loyalty and obedience hinge on knowing what is best.

Directors are busy people. Being a good SWCD director takes a lot of time out of an already full schedule. Some directors serve only one 2 year term, some directors stay on the boards for 20-30 years.

The Bureau of Land and Water Resources struggles with how to efficiently and effectively deliver useful information to directors that will enable them to meet their obligations and fulfill the eight functions of the board. The BLWR is constantly developing new methods to provide directors with information they need to make good decisions. Currently, the BLWR provides the following:

1. Every Quarter each SWCD receives a report from the Bureau with current news regarding new programs, program changes and updates, personnel changes, upcoming events and deadlines, etc. This is a major communication tool between the BLWR and SWCDs.
2. The BLWR in Springfield sends correspondence directly to each SWCD with information that is important that will not be included in the Bureau monthly report.
3. Each summer, the BLWR and AISWCD holds a Summer Conference in Springfield with sessions dealing with a variety of topics of interest to directors such as: New Chairman Sessions, New Treasurers Sessions and other sessions on current issues and concerns.
4. The Bureau hosts Spring Workshops and New Director Orientation, as needed, on a regional basis. Topics covered here depend on the current issues facing SWCDs.
5. Regional Reps (one, some or all) have the expertise to provide the following prepared topics:
  - a. New Director Orientation
  - b. Director Basic Training
  - c. Effective Boards
  - d. Total Quality Management
  - e. Roadmap to Problem Solving
  - f. Marketing Your SWCD
  - g. Chairman's Duties and Responsibilities
  - h. Treasurer's Duties and Responsibilities
  - i. Strategic Planning for SWCDs
  - j. Organizational Management Skills

6. In addition, Regional Reps can provide directors with information or answer questions on most SWCD issues excluding personnel management.
7. Other BLWR staff can provide information/training on:
  - a. Farmland Protection
  - b. Groundwater Quality
  - c. Sustainable Agriculture
8. This Director Training Handbook is an important resource for director development. Most issues facing a SWCD will be covered in the Handbook. Directors should be familiar with what is in it so they can refer to it as needed.

## **5 ILCS 420 – ILLINOIS GOVERNMENTAL ETHICS ACT**

### **DISCLOSURE OF ECONOMIC INTEREST**

Sec. 4A-101. Persons required to file. The following persons shall file verified written statements of economic interests, as provided in this Article:

- .....
- (g) Persons who are elected to office in a unit of local government, and candidates for nomination or election to that office, including regional superintendents of school districts.
  - (h) Persons appointed to the governing board of a unit of local government, or of a special districts, and persons appointed to a zoning board, or zoning board of appeals, or to a regional, county, or municipal plan commission, or to a board of review of any county, and persons appointed to the Board of the Metropolitan Pier and Exposition Authority and any Trustee appointed under Section 22 of the Metropolitan Pier and Exposition Authority Act, and persons appointed to a board or commission of a unit of local government who have authority to authorize the expenditure of public funds. This subsection does not apply to members of board or commissions who function in an advisory capacity.
  - (i) Persons who are employed by a unit of local government and are compensated for services as employees and not as independent contractors and who:
    - a. are, or function as, the head of a department, division, bureau, authority or other administrative unit within the unit of local government, or who exercise similar authority within the unit of local government;
    - b. have direct supervisory authority over, or direct responsibility for the formulation, negotiation, issuance or execution of contracts entered into by the unit of local government in the amount of \$1,000 or greater;
    - c. have authority to approve licenses and permits by the unit of local government; this item does not include employees who function in a ministerial capacity;
    - d. adjudicate, arbitrate, or decide any judicial or administrative proceeding, or review the adjudication, arbitration or decision of any judicial or administrative proceeding within the authority of the unit of local government;
    - e. have authority to issue or promulgate rules and regulations within areas under the authority of the unit of local government; or
    - f. have supervisory responsibility for 20 or more employees of the unit of local government.

Sec. 4A-105. Time for filing. Except as provided in Section 4A-106.1, by May 1 of each year a statement must be filed by each person whose position at that time subjects him to the filing requirements of Section 4A-101 unless he has already filed a statement in relation to the same unit of government in that calendar year.



Sec. 4A-107. Any person required to file a statement of economic interests under this Article who willfully files a false or incomplete statement shall be guilty of a Class A misdemeanor. Failure to file a statement within the time prescribed shall result in ineligibility for, or forfeiture of, office or position of employment, as the case may be; provided, however, that if the notice of failure to file a statement of economic interests provided in Section 4A-105 of this Act is not given by the Secretary of State or the county clerk, as the case may be, no forfeiture shall result if a statement is filed within 30 days of actual notice of the failure to file.

# ***SECTION 3***

# ***ELECTIONS***

## ELECTIONS

Section 20 of the Illinois Soil and Water Conservation Districts Act assigns authority to the Illinois Department of Agriculture to determine how SWCD elections will be conducted, as well as who is eligible to vote and who can hold office.

*Please refer to the Elections Section in the District Operational Handbook (DOH), Volume I for more information.*

**GOVERNING BODY OF THE DISTRICT:** The governing body of the SWCD shall consist of 5 Directors. Three of the five will be elected during the months of January and February in even numbered years; the remaining two will be elected during the same time period in odd numbered years.

**ELIGIBILITY TO HOLD OFFICE:** To be eligible to hold the office of an SWCD Director, a person must be of legal voting age and must own or occupy land within the boundaries of the District.

**FILLING VACANCIES BY APPOINTMENT:** If a Director becomes unable to serve, the Board will declare the office vacant, and may appoint a replacement. The replacement must meet the eligibility requirements. The appointed person will serve until the next election of Directors, at which time a person shall be elected to serve in that Director's capacity.

**FILLING VACANCIES BY ELECTION:** If a vacancy occurs within 120 days, but more than 30 days, before a scheduled election for Directors, the Board need not appoint a replacement. A replacement will be elected at the next scheduled election to fulfill the remainder of the term. More complete procedures are found in the DOH.

**NOTICE OF ELECTION:** Two election notices are published in at least one area newspaper. Notice posting is mandatory if no newspaper serves the District.

**ELIGIBILITY TO VOTE:** To be eligible to vote in a District election, a person must be of legal voting age and must own or occupy land within the District's boundaries.

**ELECTIONS:** Elections may be held at the District's Annual Meeting or at a General Election. See the ELECTIONS section in DOH-1.

**TAKING OFFICE:** Terms of office commence the first Monday in March of the year elected.

**ORGANIZATION OF THE BOARD:** The Directors shall elect officers from among their members as soon as possible after the first Monday in March.

# ***SECTION 4***

## ***BOARD MEETINGS***

## **BOARD MEETINGS**

**QUORUM:** A majority (3) of the Directors shall constitute a quorum. No official action shall be taken in the absence of a quorum.

**NUMBER OF REGULAR BOARD MEETINGS REQUIRED:** The District Act does not require a specific number of Board meetings per year, however, the workload of the District seems to indicate that monthly meetings are needed to keep the affairs of the District current.

**TIME AND PLACE:** All public meetings shall be held at specified times and places that are convenient to the public.

**BOARD MEETINGS OPEN TO THE PUBLIC:** According to the Open Meetings Act, all meetings of public bodies shall be open to the public. This pertains to all regular and special District Board and committee meetings.

**CLOSED SESSIONS:** Closed sessions may be held by the Board for the following reasons ONLY:

- For collective negotiation with employees or their representatives
- To consider employment or dismissal of an employee or officer
- To hear testimony on a complaint lodged against an employee or officer to determine its validity
- To consider the appointment of a member to fill a vacancy on the Board
- Where the acquisition of real property is being considered or where the selling price of real estate is being considered
- To discuss litigation when an action against, affecting, or on behalf of the particular public body has been filed and is pending in a court or administrative tribunal (or when such action is imminent)
- To settle or establish a reserve for a personal injury claim against the public body

The District Board may, upon majority vote of the quorum present, close a future meeting or a portion of the present meeting provided the decision is made at a public meeting. A roll call vote is required to go into closed session. **NO FINAL ACTION CAN BE TAKEN DURING A CLOSED SESSION.**

**SUGGESTIONS FOR MONTHLY BOARD MEETINGS:**

- Select a regular date and stick with it!
- Start on time
- Follow an order of business
- Provide each person present with a copy of the agenda
- Conduct your meetings in a business-like manner
- Check the annual Plan of Work (APW) to make sure activities are being carried out as planned
- Hear reports from appointed committees, district employees, and NRCS advisors
- Keep a complete record of actions taken by the Board
- Encourage everyone to participate
- Visit AFTER the meeting!!!

**MEETING AGENDAS:** A good meeting agenda is necessary if a meeting is to be successful. If participants are not sent an agenda prior to the meeting, they will walk into the meeting cold, with no preparation or thought on the items for discussion. The meeting is more likely to be disorganized and all items may not be given the consideration they deserve. Items may even be forgotten.

**MINUTES:** Minutes of meetings are important documents. They are the official record of the transactions and proceedings as required by law and are a permanent record. They should be complete and accurate. A set of minutes should contain enough information to enable everyone to look at them at a later date and determine which items were discussed and what action was taken. Each set of minutes must be signed by the Board Secretary and retained in the SWCD office.

**CONTENT OF BOARD MEETING MINUTES:** Official District minutes should contain, at a minimum, the following items:

- Date and time of call to order of meeting
- Place of meeting
- Type of meeting (regular or special)
- Names of Directors present and absent
- Names of other present and what organization they represent
- Name of presiding officer
- Action on reports: minutes corrected/accepted; Treasurer's report accepted; time sheets reviewed, approved and signed; employee, advisor, and committee reports; correspondence
- Appointments to committees, etc.
- Motions, discussions, and action
- Discussion of old and new business items
- Plans for next meeting
- Adjournment time

## **HINTS FOR MEETING CHAIRMEN**

- Guide the discussion, but do not dominate the thinking of the group.
- Be patient, friendly and understanding. Do not expect immediate results.
- Encourage all members to participate. Everyone is a valuable resource.
- When individual disagreements occur, have the group straighten them out. Avoid taking sides and personally disagreeing with individuals.
- When possible, use the power of group opinion through skillful questioning. Avoid using the influence of your position as leader.
- Restrict your opinion to occasions when only you can supply the answer.
- Once a point has been adequately covered, summarize and move on.
- In order to keep the meeting moving forward, summarize frequently and reflect the essential points.
- Respect the ego and integrity of each participant.
- Before attempting to deal with a negative attitude, look for the cause.
- Encourage the group to adopt contributory ideas.
- Give less aggressive members credit for their contributions.
- Try to let individuals get their 'gripes' out into the open.
- Make the most of each person's individual talents and experience.
- Be sensitive to the effect personal affairs or problems may be having on an individual's behavior or point of view.
- Cultivate your own poise and emotional control.
- Use the lecture method only if and when it is essential.
- Keep the time schedule. Thank members for their contributions.
- Supplement visual aids with discussion to assure complete understanding.
- Send a summary of the meeting results to each participant asking him to examine it for possible errors. Include minority points of view.

## **PERSONALITIES – AND HOW TO DEAL WITH THEM**

Skill in dealing with people is vital to the success of any meeting. The characteristics of certain personality types will require special attention. Some of these types are listed here – with some helpful suggestions for dealing with them.

**FOGGY TALKER:** Subtly rephrase his statement in better words, but make him feel you are quoting him.

**TALKER:** You have to hold this fellow down. He is useful in getting the discussion started and in summarizing, but overlook him occasionally. If he gets too difficult, thank him and suggest that others participate.

**TIMID AND SHY:** This fellow needs encouragement. Build up his confidence in himself. Call on him for answers to questions related to his ability and experience. Once he has contributed, make occasional reference to his suggestions.

**OVER-AGGRESSIVE:** When he makes a good point, give him credit, but don't let him tie up the discussion. When he's wrong, try to get a group member to put him straight. Keep your temper.

**RAMBLER:** When he pauses to catch his breath, break in and suggest that the discussion is getting a bit off beam. Restate the relevant points and move on.

**OFF THE BEAM:** Be tactful. Don't disagree abruptly. Try to guide him back to the subject with questions. If disagreement is necessary, let the group do it.

**AXE GRINDER:** Let him get some of his gripes off his chest, but don't delay the discussion too long. Try to get a group member to answer him. If necessary, offer to discuss his problem with him later.

**LEANER:** Don't let this fellow lean on you and lead you into voicing your own opinions or giving a lecture. Turn his questions back to the group.

**CLASHER:** It takes two to clash, and don't you be the other one. Cut across the argument with direct questions to the topic. As a last resort, ask frankly that personalities be left out of the discussion.

**SIDE TALKER:** Bring his attention back to the problem by asking his views on a specific question.

**THE ANSWER MAN:** He wants to answer every question and is often valuable. He can also ruin a meeting if given free rein. He is best managed by encouraging others to express their opinions.



**THE AGGRESSOR:** He deflates the value of others by disapproving of their ideas unless he agrees. In that case, he tries to take the credit. Handle him by failing to hear many of his objections. If possible, get him to feel he 'belongs' by recognizing a legitimate objections and siding with him.

**THE QUIBBLER:** This person disagrees and opposes beyond reason and brings back issues that have already been rejected. Make him explain the point of his remarks and he will usually give up.

**THE SULKER:** The sulker won't take part because he knows much less than the group – or much more. If he knows less, give him some easy questions to get him contributing. If he knows more, ask him to fill in the others.

**THE SILENT TYPE:** This person may be an introvert. Encourage him to express his own ideas. If he still balks, try to get him to comment on ideas of others.

It is important to remember that these people are not trying to make it difficult for you. All they want is recognition as individuals. They need the help and encouragement that your direction can give.

# *Introduction to Robert's Rules of Order*

1. [What is Parliamentary Procedure?](#)
  2. [Why is Parliamentary Procedure Important?](#)
  3. [Example of the Order of Business](#)
  4. [Motions](#)
  5. [Types of Motions](#)
  6. [How are Motions Presented?](#)
  7. [Voting on a Motion](#)
- 

## What Is Parliamentary Procedure?

It is a set of rules for conduct at meetings, that allows everyone to be heard and to make decisions without confusion.

## Why is Parliamentary Procedure Important?

Because it's a time tested method of conducting business at meetings and public gatherings. It can be adapted to fit the needs of any organization. Today, Robert's Rules of Order newly revised is the basic handbook of operation for most clubs, organizations and other groups. So it's important that everyone know these basic rules!

Organizations using parliamentary procedure usually follow a fixed order of business. Below is a typical example:

1. Call to order.
2. Roll call of members present.
3. Reading of minutes of last meeting.
4. Officers reports.
5. Committee reports.
6. Special orders --- Important business previously designated for consideration at this meeting.
7. Unfinished business.
8. New business.
9. Announcements.
10. Adjournment.

The method used by members to express themselves is in the form of moving motions. A motion is a proposal that the entire membership take action or a stand on an issue. Individual members can:

1. Call to order.
2. Second motions.
3. Debate motions.
4. Vote on motions.

There are four Basic Types of Motions:

1. Main Motions: The purpose of a main motion is to introduce items to the membership for their consideration. They cannot be made when any other motion is on the floor, and yield to privileged, subsidiary, and incidental motions.
2. Subsidiary Motions: Their purpose is to change or affect how a main motion is handled, and is voted on before a main motion.
3. Privileged Motions: Their purpose is to bring up items that are urgent about special or important matters unrelated to pending business.
4. Incidental Motions: Their purpose is to provide a means of questioning procedure concerning other motions and must be considered before the other motion.

How are Motions Presented?

1. Obtaining the floor
  - a. Wait until the last speaker has finished.
  - b. Rise and address the Chairman by saying, "Mr. Chairman, or Mr. President."
  - c. Wait until the Chairman recognizes you.
2. Make Your Motion
  - a. Speak in a clear and concise manner.
  - b. Always state a motion affirmatively. Say, "I move that we ..." rather than, "I move that we do not ...".
  - c. Avoid personalities and stay on your subject.
3. Wait for Someone to Second Your Motion
4. Another member will second your motion or the Chairman will call for a second.
5. If there is no second to your motion it is lost.

6. The Chairman States Your Motion
  - a. The Chairman will say, "it has been moved and seconded that we ..." Thus placing your motion before the membership for consideration and action.
  - b. The membership then either debates your motion, or may move directly to a vote.
  - c. Once your motion is presented to the membership by the chairman it becomes "assembly property", and cannot be changed by you without the consent of the members.
7. Expanding on Your Motion
  - a. The time for you to speak in favor of your motion is at this point in time, rather than at the time you present it.
  - b. The mover is always allowed to speak first.
  - c. All comments and debate must be directed to the chairman.
  - d. Keep to the time limit for speaking that has been established.
  - e. The mover may speak again only after other speakers are finished, unless called upon by the Chairman.
8. Putting the Question to the Membership
  - a. The Chairman asks, "Are you ready to vote on the question?"
  - b. If there is no more discussion, a vote is taken.
  - c. On a motion to move the previous question may be adapted.

#### Voting on a Motion:

The method of vote on any motion depends on the situation and the by-laws of policy of your organization. There are five methods used to vote by most organizations, they are:

1. By Voice -- The Chairman asks those in favor to say, "aye", those opposed to say "no". Any member may move for a exact count.
2. By Roll Call -- Each member answers "yes" or "no" as his name is called. This method is used when a record of each person's vote is required.
3. By General Consent -- When a motion is not likely to be opposed, the Chairman says, "if there is no objection ..." The membership shows agreement by their silence, however if one member says, "I object," the item must be put to a vote.
4. By Division -- This is a slight verification of a voice vote. It does not require a count unless the chairman so desires. Members raise their hands or stand.

5. By Ballot -- Members write their vote on a slip of paper, this method is used when secrecy is desired.

There are two other motions that are commonly used that relate to voting.

1. Motion to Table -- This motion is often used in the attempt to "kill" a motion. The option is always present, however, to "take from the table", for reconsideration by the membership.
2. Motion to Postpone Indefinitely -- This is often used as a means of parliamentary strategy and allows opponents of motion to test their strength without an actual vote being taken. Also, debate is once again open on the main motion.

Parliamentary Procedure is the best way to get things done at your meetings. But, it will only work if you use it properly.

1. Allow motions that are in order.
2. Have members obtain the floor properly.
3. Speak clearly and concisely.
4. Obey the rules of debate.  
Most importantly, *BE COURTEOUS*.

# Robert's Rules of Order Motions Chart

Based on *Robert's Rules of Order Newly Revised (10th Edition)*

<b>Part 1, Main Motions.</b> These motions are listed in order of precedence. A motion can be introduced if it is higher on the chart than the pending motion. § indicates the section from Robert's Rules.							
§	PURPOSE:	YOU SAY:	INTERRUPT?	2ND?	DEBATE?	AMEND?	VOTE?
§21	Close meeting	I move to adjourn	No	Yes	No	No	Majority
§20	Take break	I move to recess for ...	No	Yes	No	Yes	Majority
§19	Register complaint	I rise to a question of privilege	Yes	No	No	No	None
§18	Make follow agenda	I call for the orders of the day	Yes	No	No	No	None
§17	Lay aside temporarily	I move to lay the question on the table	No	Yes	No	No	Majority
§16	Close debate	I move the previous question	No	Yes	No	No	2/3
§15	Limit or extend debate	I move that debate be limited to ...	No	Yes	No	Yes	2/3
§14	Postpone to a certain time	I move to postpone the motion to ...	No	Yes	Yes	Yes	Majority
§13	Refer to committee	I move to refer the motion to ...	No	Yes	Yes	Yes	Majority
§12	Modify wording of motion	I move to amend the motion by ...	No	Yes	Yes	Yes	Majority
§11	Kill main motion	I move that the motion be postponed indefinitely	No	Yes	Yes	No	Majority
§10	Bring business before assembly (a main motion)	I move that [or "to"] ...	No	Yes	Yes	Yes	Majority

**Part 2, Incidental Motions.** No order of precedence. These motions arise incidentally and are decided immediately.

§	PURPOSE:	YOU SAY:	INTERRUPT?	2ND?	DEBATE?	AMEND?	VOTE?
§23	Enforce rules	Point of Order	Yes	No	No	No	None
§24	Submit matter to assembly	I appeal from the decision of the chair	Yes	Yes	Varies	No	Majority
§25	Suspend rules	I move to suspend the rules	No	Yes	No	No	2/3
§26	Avoid main motion altogether	I object to the consideration of the question	Yes	No	No	No	2/3
§27	Divide motion	I move to divide the question	No	Yes	No	Yes	Majority
§29	Demand a rising vote	I move for a rising vote	Yes	No	No	No	None
§33	Parliamentary law question	Parliamentary inquiry	Yes	No	No	No	None
§33	Request for information	Point of information	Yes	No	No	No	None

**Part 3, Motions That Bring a Question Again Before the Assembly.**

No order of precedence. Introduce only when nothing else is pending.

§	PURPOSE:	YOU SAY:	INTERRUPT?	2ND?	DEBATE?	AMEND?	VOTE?
§34	Take matter from table	I move to take from the table ...	No	Yes	No	No	Majority
§35	Cancel previous action	I move to rescind ...	No	Yes	Yes	Yes	2/3 or Majority with notice
§37	Reconsider motion	I move to reconsider ...	No	Yes	Varies	No	Majority

# ***SECTION 5***

## ***FUNDING***



## **SOURCES OF FUNDING**

### **STATE FUNDS**

The financial needs of the district are provided in part by a state funding program. These funds are made available to the Department of Agriculture, Bureau of Land and Water Resources, by the state legislature. Funds are appropriated annually and allocated to the districts on a fiscal year (July 1 to June 30) basis, usually in 4 equal quarterly installments.

### **COUNTY FUNDS**

Districts are eligible to receive appropriations from their county boards. There is no limitation to the amount a district may receive from its county board. The Illinois Compiled Statutes, 55 ILCS 5/6-20001 state, "The county boards of the several counties of this State are hereby authorized and empowered to make appropriations to and for the use of county soil and crop improvement associations and home improvement associations, or any other like associations organized for the improvement of general agricultural or home conditions annually, which is hereby declared to be for county purposes, and to be paid to the treasurer of such association as soon as the annual taxes shall have been collected in like manner as all other expenditures are authorized and expended by said boards."

### **MUNICIPAL FUNDS**

Municipalities may appropriate tax dollars to districts in any amount.

### **VOLUNTARY CONTRIBUTIONS**

Contributions may be solicited. Many districts receive contributions from:

- A. Farm Organizations
- B. Implement Dealers
- C. Agri-Business Companies
- D. Service Organizations
- E. Social Organizations
- F. Ecological/Conservation Organizations
- G. Banks and Lending Institutions

These organizations and businesses often make contributions to sponsor specific district projects such as annual meetings, conservation field days, publications and newsletters. The district is classified as a 501(a) organization (unit of government) by the IRS. While contributions made to the district are tax deductible, the district is not considered, and should not be referred to, as a not-for-profit organization.

## **SALE OF CONSERVATION-RELATED ITEMS**

- A. Fish
- B. Trees
- C. Marking flags
- D. Laths and stakes
- E. Tile probes
- F. Hand levels
- G. Erosion netting and staples
- H. "Deep Water" signs
- I. Copper sulfate
- J. Pond kits
- K. District-owned equipment no longer needed
- L. Cooperator identification signs
- M. Plat books
- N. Rodent control bombs
- O. Advertising space in the district newsletter or annual report
- P. Airlift tickets
- Q. Annual meeting tickets
- R. Affiliate or honorary district memberships
- S. Tree planting bars
- T. Bulbs
- U. Prairie Plants
- V. Residue Ropes
- W. Hats

Effective January 1, 1998, certain legal restrictions apply to the kinds and types of plant materials and trees that SWCDs can sell.

## **REVENUE SHARING FUNDS**

Revenue sharing funds may be available to districts through their county boards. There are few restrictions on the use of these funds which can be appropriated to the districts in any amount.

## **EQUIPMENT**

Equipment may be owned and operated by the district to provide conservation work for the public. The district may also rent or lease their equipment for a fee. Such equipment might include:

- A. No-till planters
- B. Reduced tillage implements
- C. No-till drills
- D. Tree planters
- E. Tiling machines

- F. Earth moving equipment
- G. Etc.

## **GRANT PROPOSAL**

Being awarded a grant by an agency or organization to address specific conservation concerns can provide funding for district programs. A reference book listing grants available through foundations and organizations is available at local libraries.

## **REAL ESTATE**

Districts may lease or own property. Districts may lease, sublease, or rent to other parties.

## **USER FEES**

Fees **MAY** be charged by the district for natural resource information reports (22.02a), soil boring/septic tank suitability reports, duplication of documents, equipment rental, etc. The district should set reasonable and customary rates for these services.

## **INTEREST AND DIVIDENDS**

Districts may receive interest from checking or savings accounts and certificates of deposits (CDS). Dividends may also be realized by the district from short term investments. **Note:** The Public Funds Investment Act (30 ILCS 235/0.01 et seq) places certain restrictions on the kinds of investments that 'public agencies' can make.

## **BORROWING MONEY**

Districts may borrow money and secure loans from any legal lending institution, but in no event shall the district pledge the faith or credit of the State of Illinois or any county or other political subdivision except the district. When borrowing money or in securing a loan, the district may pledge their assets or their anticipated income depending upon the requirements of the lending institution.

## **STATE FUNDING ALLOCATION POLICIES**

The Illinois General Assembly makes funds available to the Illinois Department of Agriculture, Bureau of Land and Water Resources, to be allocated to districts. These funds are allocated to districts in accordance with the State's fiscal year (July 1 - June 30) in the form of grants. Grant categories normally consist of the District Operations Grant, which consists of office operations, including Director Travel, Administrative Coordinator salary and Social Security, and the Resource Conservationist's salary, and the Partners for Conservation Grant, which is used for programs initiated by the District in aiding landowners with conservation practices, Streambank stabilization practices, well sealing, etc.

The Illinois Grant Funds Recovery Act (30 ILCS 705/1 et seq.) requires that the Illinois Department of Agriculture and each district enter into a Grant Agreement each year. This requirement began in FY 1987 and sets forth specific guidelines for the Grantor (IDOA) and the Grantee (SWCD) to follow in the disbursement and administration of the grants.

It is important that the district maintain accurate and complete financial records so that a 'paper trail' can be 'attached' to all receipts and disbursements to prove that those receipts and disbursements were made in accordance with laws governing public funds. These financial records will be vitally important at the end of the fiscal year when the District must provide the Illinois Department of Agriculture (Department) with an audit or a Financial Management Plan showing the prior fiscal year's activities.

The following lists of allowable and non-allowable expenses are provided as a general guideline in the normal disbursement of District Operations Grant funds. When in doubt about the proper expenditure of state funds the district should consult their Regional Representative.

### **ALLOWABLE EXPENSES**

1. Salaries and benefits for district employees.
2. Travel expenses for district employees approved by directors.
3. Directors' and associate directors' travel expenses while attending district board meetings.
4. Training expenses incurred by directors and employees.
5. District liability insurance and other insurance needed for district activities.
6. Repairs and maintenance of district equipment.
7. Office supplies (paper, pencils, stencils, etc.).
8. Postage.
9. Telephone bills.
10. Printing and duplication expenses.
11. Meeting room rental for hearings and any other meetings called by the district.
12. Director election expenses.
13. Equipment.
14. Advertising.

15. Conservation education materials.
16. Tours and demonstrations.
17. Awards.
18. Youth conservation programs.
19. Films and slides.
20. Exhibits and displays.

#### **NON-ALLOWABLE EXPENSES**

1. Food and entertainment: Costs of amusements, social activities, and incidental costs not relating to district business.
2. Bad debts: Any losses arising from uncollectible accounts and other claims and related costs.
3. Contingencies: Contributions to an emergency reserve or any similar provision for unforeseen events.
4. Contributions and donations.
5. Fines and penalties: Costs resulting from violations of, or failure to comply with, federal, state, and local laws and regulations.
6. Anything not fully documented with receipts, time and attendance records, etc.
7. AISWCD dues.
8. NACD dues.
9. Depreciation and use allowances on publicly-owned buildings.
10. Anything not pertaining to the grant intention.

#### **POLICIES/RESTRICTIONS ON ALL OTHER FUNDING**

Unless the grantor places restrictions as to the use of the funds which it has allocated to the district, the district may use non-state funds at its discretion. The one guideline a district may want to keep in mind, however, is this, "Will the intended use further the purpose for which the district was formed?"

#### **DEPOSITING OF DISTRICT FUNDS AND MAINTAINING ACCOUNTS**

District funds must be deposited in any duly incorporated financial institution within the state which is insured by the Federal Deposit Insurance Corporation or Federal Savings and Loan Insurance Corporation (i.e. - state or national banks, savings and loans, or the Illinois Public Treasurer's Investment Pool). All funds received by the district should be deposited directly into an applicable checking account and from this account transferred to savings accounts, CDS, repurchase agreements, etc., to make a clear trail as to where the funds were directed. All funds which are not needed for immediate disbursement shall be invested within 2 working days at prevailing rates or better.

If your district finds it difficult to manage funds originating from different sources, separate accounts may be the answer. Your district may have certain restrictions required by other

sources of funding which would require separate accounting. All funds handled by districts must be accounted for in a financial audit.

The district's bookkeeping system must reflect a complete and accurate record of all receipts and disbursements. Receipts, check stubs, canceled checks, and bank statements must be kept for financial review and auditing purposes. All expenditures of funds are to be approved by the district board, and approval for each expenditure must be shown in the minutes.

A district building up a large reserve of funds, at the expense of providing anything less than the best district program possible, is not consistent with the purpose for which Soil and Water Conservation Districts were established. This would not be the case if reserve funds are being accumulated for a specific future objective to further the district's program. For this reason, the district's financial statement should identify the intended purpose for which excessive reserve funds will be used. This will make it less likely that those who review district audit reports will construe reserve funds as excess funds.

## **ILLINOIS FUNDS ACCOUNT**

The Bureau of Land and Water Resources in cooperation with the Illinois State Treasurer's Office, requested that each district establish two Illinois Funds Accounts in Fiscal Year 1999. The establishment of the Illinois Funds Accounts allows the Bureau to authorize the direct deposit of state monies into each district's accounts. The accounts allow funds to be transferred to districts in a more timely manner than was previously possible and they provide districts with significantly higher interest rates than most passbook savings accounts or short-term certificates of deposit.

One Illinois Funds Account, titled the Operations Account, is for deposit of all district operations and employee salary grants. The second account, titled the Program Account, is for deposit of all cost share monies or program related grants. Currently, Partners for Conservation Fund program money is transferred to districts using this account. Upon notification to the district by the Treasurer's Office, the district may have full and complete access to all funds in the account.

## **FINANCIAL RECORDS TO BE MAINTAINED**

District financial records should include, but not be limited to, the following: Cash Receipts, Petty Cash Book, Payroll Ledger, Income and Expense Ledger, Savings Account(s), Checking Account(s).

## **CASH RECEIPTS JOURNAL:**

Maintain for fish, tree, and flag sales, etc. whenever receiving money in the form of cash. Entries in this journal should be easily traced to deposit slips. (Mark receipts as to date of deposit).

## **PETTY CASH BOOK :**

Must be maintained if your district office utilizes a petty cash fund for small purchases.

Petty cash procedures:

- . replenishing or maintaining a petty cash account should only be done by check. Petty cash accounts should never be used as a depository for cash receipts;
- . dated receipt for all transactions;
- . periodic review by district board and/or district treasurer; and
- . ledger that displays all transactions and shows running balance. These books can be obtained at any office supply store.

## **RECEIPTS**

Receipts should be kept for all expenditures made by the district. For items which receipts are not normally issued, a receipt book should be kept to document the expense. These books are available at any office supply store.

An example of when the district may need such a receipt may be the following instance. The district no-till planter needs some welding done on it. You know a farmer who will do the welding. When you pay him for the work, have him sign a receipt as having received that amount of money from the district.

## **INVESTING STATE FUNDS**

Districts may invest their state funds in interest-bearing accounts, CDS or other short term investments. Most districts do not need to carry large balances in their checking accounts. It is logical to put the excess where it will earn interest until needed. Do a good job of anticipating future needs before investing in a short-term CD because early withdrawal penalties might apply.

Another excellent investment is the Illinois Public Treasurer's Investment Pool. This fund has paid interest rates higher than CDS with the added benefit of total liquidity at all times.

Investing state funds in bonds, CDS, money market certificates, etc., which have a maturity rate of more than 9 months, is not advisable. Such an action only serves to point out that the district probably does not need such a large allocation from the state. **Note:** Certain legal restrictions apply to the investment of public funds. Refer to '**Interest and Dividends**' - page 3.

## **INVESTMENT OF FUNDS OTHER THAN STATE FUNDS**

It is legal to invest district funds originating from sources other than the state, unless the entity granting the funds places restrictions on the investment of such funds to the district. Caution! As with state funds, investing large sums of money for long periods of time would indicate to financially supportive agencies or organizations that the district is financially capable of carrying out its annual program without additional support. **Note:** Certain legal restrictions apply to the investment of public funds. Refer to '**Interest and Dividends**' - page 3.

## **INVESTMENT POLICY**

The Public Funds Investment Act (30 ILCS 235/0.01 et seq.) was amended effective July 31, 1998, to add wording that requires all public bodies to adopt an investment policy for the purpose of establishing cash management and investment guidelines for stewardship of public funds by January 1, 2000. A sample investment policy that has been adopted by most SWCDs is provided in Exhibit 20.

## **DOCUMENTING INVESTMENTS, INTEREST PAID, DIVIDENDS, ETC.**

If investments are made, the financial statement must show any interest or dividends received from those investments. Purchase of any investment should likewise be done by check and entered on the financial statement.

The decision of the board to make any such purchase should be made a matter of record in the board meeting minutes. When the investment matures or is sold, the receipt income must be recorded on the financial statement.

In addition, when funds are transferred from the savings account to the checking account, the bank should supply the district with a deposit slip or some other record of the transfer in order to avoid confusion in auditing procedures.

## **MAINTAINING A RESERVE**

Although districts are not encouraged to accrue large savings accounts, they are encouraged to maintain a reserve, if possible, to see them through any unforeseen emergency and tight financial times. The size of such a reserve is left to the discretion of the district board, but in general, should not exceed 35% to 55% of the district's annual operating budget.

Caution must be exercised, however, in amassing large balances in checking, savings, time certificates, and other types of investments.



## **RESTRICTED FUNDS ACCOUNTS**

Any single use, single purpose fund maintained by the district must be held in a restricted funds account. Such accounts would include CPP funds, designated equipment purchase accounts, building maintenance and mortgage retirement funds, and other similar "special use" funds accounts. To establish such an account, the district must pass a restricted fund ordinance. The restricted fund ordinance is handled the in the same manner as the district's budget ordinance.

# ***SECTION 6***

## ***PERSONNEL***

## PERSONNEL

Soil and Water Conservation Districts are local units of government and district directors are public officials. They are responsible for administering district programs as effectively as possible. The district directors bear the responsibility and accountability for the personnel management policies and decisions needed to make their staff effective and productive. It is vital that district directors take an active role in conceiving, formulating and implementing personnel policies.

The overall responsibility of managing the district personnel lies with the district directors. Some of the responsibilities associated with managing the district personnel may be delegated, but there are some things for which the directors must assume responsibility.

For example, directors must:

1. Assure that their employees have written current personnel policies.
2. Assure that their employees have a complete and concise position description.
3. Review personnel policies to be sure they are adequate and current.
4. Insure personnel policies and decisions are based on merit principles.
5. Insure that personnel management is conducted according to written policy.
6. Develop a training plan and a training-needs inventory for their employees based on their position description.
7. Insure that their employees become well trained to meet the obligations of their position descriptions.
8. Conduct semi-annual performance evaluations on all SWCD employees.

Much leg work can be done in carrying out the above responsibilities by district employees or associate directors. However, ultimate decisions and responsibility rest on the directors' shoulders. Example: a district employee can draft the personnel policies, but the board must review them, make any adjustments and approve them.

**ASSISTANCE IN DISTRICT PERSONNEL MANAGEMENT:** By law, the Bureau of Land and Water Resources is responsible for providing administrative support to districts. This includes personnel management advice and counsel. A district should look to the Bureau of Land and Water Resources as the primary source of assistance in personnel matters and should coordinate its personnel management activities through the Bureau. The BLWR has established 5 Regional Representatives who are available to provide assistance to SWCD directors and staff on all personnel management concerns.

**EMPLOYEE SUPERVISION:** District personnel, employed with district funds, are accountable to and are supervised by the district board. Since directors cannot be in the office on a day-to-day basis, they cannot closely supervise their employees. Sometimes directors have found it desirable to ask for the NRCS District Conservationist's assistance in this task. Board members may want to ask for the district employees' feelings regarding such an arrangement. This arrangement should only be made with the mutual consent of the NRCS Assistant State

Conservationist and the District Conservationist. Under this arrangement, ground rules must be established early in the process to head off any potential problems in the future.

In some instances, district employees, such as district technicians, are assigned to work directly with Natural Resources Conservation Service (NRCS) employees. While NRCS provides technical supervision to insure quality control of the assistance rendered to cooperators, the district maintains administrative control over the district employee. This will insure that district priorities are given proper consideration.

Regardless of who may supervise the district's employees, the directors are the employer and, as such, are wholly responsible for the conduct and welfare of their employees.

**MINIMIZING TURF BATTLES:** District Directors must take the lead in establishing clearly defined areas of responsibility and chain of command where district employees are housed with or work closely with employees of the NRCS and other cooperating agencies. This can minimize problems of conflicting work assignments and supervision of employees. An inter-agency agreement for this purpose has been established and should be in your files. It is called the "Working Agreement" between the Bureau of Land and Water Resources of the Illinois Department of Agriculture, the (Your) County Soil and Water Conservation District, and the Natural Resources Conservation Service, U.S. Department of Agriculture.

**POSITION DESCRIPTION:** Soil and Water Conservation Districts are required to develop a complete and concise position description for each employee. These position descriptions clearly define the job duties of each employee. Position descriptions should be reviewed with each employee at the beginning of each contractual year and updated yearly as needed. They need to accurately reflect the employee's duties.

**EMPLOYEE JOB ASSIGNMENT/SWCD ANNUAL PLAN OF WORK:** Improving employee performance and clarifying job assignments is a goal for SWCD Directors. They can accomplish it by periodically reviewing their APW and making job duty assignments for all District employees. These assignments should be placed in the employee's job description and performance standards. Reviewing the APW at monthly board meetings allows Directors, employees, and the NRCS staff to become aware of the items that need to be accomplished in the upcoming months.

**PERFORMANCE STANDARDS:** Soil and Water Conservation Districts are required to develop and maintain performance standards for each employee. These standards are developed to assist Soil and Water Conservation District Directors in evaluating their employee's performance. These performance standards should be reviewed with each employee at the beginning of each contractual year and semi-annually. If necessary, the standards can be updated during each evaluation.

**PERFORMANCE EVALUATION:** All employees want and have the right to know what is expected of them in their jobs and how well they are performing. A performance evaluation

based on written performance standards should help achieve peak performance from employees. The performance evaluation should be conducted AT LEAST twice a year for each employee. The Personnel Section of DOH-1 has additional information on personnel evaluations.

**TIME SHEETS:** It is VERY IMPORTANT that ALL employees complete a time sheet. A time sheet documents an employee's time and also their activities for that date/week. This time sheet allows both the Board and the employee to track a vacation, sick leave, compensatory time and personal days. It is important to monitor this time so that an employee doesn't accumulate too much time. Time sheets MUST be signed by the employee and their supervisor. They MUST be approved and signed at each SWCD board meeting. This practice allows the Board to show fiscal responsibility in the use of tax money during the required audits.

**EMPLOYEE TRAINING:** Good employee training is critical to the proper operation of an SWCD. Employees are relied upon to carry out the day-to-day activities of the district and they should be trained to do the best job possible. Effective training and development programs will meet the immediate and long-range objectives of the District, as well as the personal goals of the employees. Employee development should be seen as an investment in the future of your District.

An Individual Training Plan, more commonly referred to as a training needs inventory (TNI) should be developed each year for the employee. This process (developed cooperatively between the employee, SWCD Director and the District Conservationist), is designed to document the necessary training for an employee to be able to accomplish specific tasks. The TNI can be developed by referring to the employee's position description, performance standards and the District's annual plan of work, noting the tasks required, referring to the "core courses" available and indicating on the TNI the courses required. The TNI must be approved by the Board and sent to the FOD ASTC by March 1 of each year.

**PERSONNEL POLICIES:** Written personnel policies are required as part of the district operational grant agreement. Once a district board has formulated personnel rules and procedures, and adopted them as their operational policies, these written policies must be provided to all employees. Where district employees are governed by the rules and regulations of other jurisdictions, copies of those regulations should be secured for the employees.

**DEVELOPING PERSONNEL POLICIES:** The Bureau of Land and Water Resources has developed a standard set of personnel policies. Soil and Water Conservation Districts MUST use this set of policies as a basis for their own personnel policies. Soil and Water Conservation Districts may add to these policies to cover areas not covered in the existing policies. For reference, you may request and study copies from county, city and private industry.

**MAINTENANCE OF PERSONNEL POLICIES:** The directors will review and update the personnel policies annually. Policies must be on file in the office and in each employee's personnel file.

**MAINTENANCE OF A PERSONNEL FILE:** The Soil and Water Conservation District must maintain a personnel file for each SWCD employee.

**PERSONNEL FILES OF EMPLOYEES:** It is mandatory to maintain personnel records to meet legal obligations (stipulated in SWCD Grant Agreement) and to promote the efficiency of district operations. Any system that is established should be coordinated to avoid duplication and unnecessary collection of data.

Basic personnel records that should be kept for each district employee include:

1. Application for employment (Employee's resume if it contains information different from the application for employment)
2. Employment Contract
3. Position descriptions
4. Performance evaluations/standards
5. Proof of auto insurance
6. Form listing persons to contact in case of emergency
7. Personnel Policies
8. Daily activity reports
9. Time sheets
10. Records of leave (Annual, Sick, Military, etc.)
11. Employee record of earnings
12. Payroll vouchers
13. Quarterly report of wages paid
14. Employee W2 forms
15. Records of training (TNI)
16. Report of accident or occupational disease
17. Records of disciplinary actions
18. Letter of resignation
19. Retirement records

**NEPOTISM:** Nepotism is the employment of relatives. It is strongly recommended that the District avoid hiring close relatives of the Board members, SWCD employees, and NRCS employees. The hiring practices of government and industry are criticized if people in authority hire, or influence others to hire, members of their own family. The Federal government has imposed rather rigid restrictions on the employment of members of the same family in the Federal service. Districts should avoid the favoritism, or the appearance of favoritism, which is associated with employing members of the immediate family of District officials, District employees, or agency personnel having close relationships with Districts.

This policy has NOT been established for the purpose of depriving any citizen of an equal chance for a District job. This policy has been made solely to eliminate the appearance of preferential treatment. The definition of immediate family should be determined by each District and be included in their Personnel Policies. Immediate family members which would constitute nepotism include:

- |           |             |         |             |       |         |
|-----------|-------------|---------|-------------|-------|---------|
| • Father  | Aunt        | Nieces  | Mother      | Uncle | Nephews |
| • Son     | Husband     | Cousins | Daughter    | Wife  | In-laws |
| • Brother | Grandfather | Sister  | Grandmother |       |         |

**EQUAL EMPLOYMENT OPPORTUNITY:** In passing the Civil Rights Act of 1964, Congress established as a compelling national priority that discrimination in employment be eliminated. As a public entity, districts are responsible for insuring that discrimination on the basis of race, color, national origin, age, religion or sex does not occur in any aspect of employment, including advertising, recruitment, referrals, testing, hiring, assignment, transfer, promotion, training, apprenticeship, disciplinary action, layoff and recall, termination, compensation, benefits and all other terms, conditions and privileges of employment.

A handbook for State, county and municipal governments regarding their responsibilities in the area of equal employment opportunity is available by writing the U. S. Equal Employment Opportunity Commission, 1801 L. Street, N.W., Washington, D. C. 20507, phone (800-669-4000).

**SEXUAL HARASSMENT:** It shall be the policy of each Soil and Water Conservation District to prohibit sexual harassment in the workplace. Employees have the right to work in an environment free of unwanted sexual harassment.

Sexual harassment is defined as unsolicited, deliberate or repeated sexually explicit derogatory statements, gestures whether written and/or visual or physical contacts which are objectionable to the recipient and which cause discomfort or humiliation. Sexual harassment may involve pressure from a person of either sex (anyone - peers, directors, supervisors, subordinates, employees, visitors) against a person of the opposite or same sex and may occur in any employment relationship.

Examples of sexual harassment are:

1. Explicit or implicit promise of career advancement in return for sexual favors (promotion, training, awards, details, lax timekeeping, lower standards of performance).
2. Explicit or implicit threats that the victims career will be adversely affected if the sexual demands are rejected (non-promotion, poor performance appraisal, reassignment to a less desirable position/location).
3. Deliberate, repeated, unsolicited verbal comments, gestures, or physical actions of a sexual nature (touching, pinching, patting of another person, etc.)
4. Unwelcome sexual advances.
5. Requests for sexual acts or favors.
6. Conduct which has the potential to affect an employee's work performance negatively and/or create an intimidating, hostile or otherwise offensive work environment.

In some cases sexual harassment constitutes unlawful sex discrimination for which legal remedies are available under Title VII of the Civil Rights Act of 1964, as amended. The Illinois Human Rights Act protects employees and students against sexual harassment. In other cases, the nature of harassment is such that internal personnel procedures may be the appropriate form of redress.

Any employee believing he/she is being sexually harassed, should implement any or all of the following in addressing the matter:

1. Recognize sexual harassment for what it is and understand that it is not your fault. You have a right to complain and take action.
2. Directly confront the offender. Make it clear you are not interested and that the behavior is unacceptable.
3. Keep a written record of the incidents of harassment, your complaints and the results. Record the name(s) of any observer(s) seeing the harassment occur.
4. Submit your complaint and information regarding the harasser to any one or more of the following:
  - a. Your immediate supervisor.
  - b. The harasser's supervisor.
  - c. The Personnel Committee from the SWCD Board.
  - d. The Board Chairman.
  - e. The Full SWCD Board.
  - f. Equal Employment Opportunity Counselor.
  - g. Union Representative (if applicable).
  - h. Federal Women's Program Manager.
5. File a formal complaint of the alleged violation within 180 days of the date it occurred with either the Department of Human Rights, 100 West Randolph, Suite 10-100, Chicago, Illinois 60601; phone (312) 814-6290; 222 South College, Room 101A, Springfield, Illinois 62706, phone (217) 785-5100; or United States Equal Employment Opportunity Commission, 536 South Clark, 9th Floor, Chicago, Illinois 60605; phone (312) 353-2713.
6. Speak with good friends, co-workers and relatives. Having a strong support system is important.
7. If needed, seek out appropriate and proper legal counsel.

It is imperative that SWCD Directors and employees acknowledge that Sexual Harassment is a violation of the Federal Civil Rights Act of 1964, as amended and will not be tolerated by the SWCD and cooperating agencies. Prevention is the best tool!

**COMPENSATION:** Compensation is one of the areas of greatest interest to employees. Regardless of other factors, such as job satisfaction and good working relationships with fellow workers, employees are primarily concerned with their own welfare and that of their families. Pay and fringe benefits must be competitive if districts are to attract and retain high caliber personnel.



An employee compensation package consists of both salary and benefits. For comparability, the value of benefits should be included with the salary when discussing compensation. In designing a compensation package, the district should make every effort to provide a fair and equitable benefit package to ALL employees.

**DETERMINING COMPENSATION:** Districts should make a continuing effort to assess the pay and benefits prevalent in their communities.

One way of determining comparable compensation for district employees is by a salary and benefit survey of the area or employment market. The survey can be conducted by personal visit, phone and mailed questionnaire or through local colleges, community colleges or businesses. A personal visit will provide more accuracy and understanding for comparability, but it is also the most time consuming. However the survey is conducted, an adequate number of employers should be contacted to provide as valid a survey as possible.

**ESTABLISHING SALARIES:** Districts should insure that the salaries of their workers are fair and equitable. Salaries should neither be so high as to make the cost of district administration unnecessarily expensive nor so low as not to be competitive or to place district employees in a substandard employment category. The objective is comparability. A reasonable day's pay for a reasonable day's work is the goal. Districts that have budget problems in providing actual salary dollars might consider providing additional benefits to insure comparable compensation.

Salary schedules should be developed by the directors. The rate of pay can have a tremendous influence upon the caliber of employee attracted to the position. Salary schedules should be in line with the complexity of the position. If the position demands a person with a college degree and/or additional work experience, a higher salary will be necessary.

**MINIMUM WAGE:** The Minimum Wage Law stipulates that an employer must have at least four full-time and/or part-time employees before it is required to pay the minimum wage.

The current State of Illinois minimum wage requirement is \$8.25 per hour.

**COST OF LIVING INCREASES:** A cost of living increase is provided, within limits of the annual appropriations, to every Soil and Water Conservation District in the State of Illinois by the Bureau of Land and Water Resources for the Resource Conservationist and the Administrative Coordinator. This increase is provided in the District Operational Grant. If your district has additional employees, you will then need to look to other sources of funding for cost of living increases for them.

he cost of living increase provided by the Bureau of Land and Water Resources is merely an increase to keep the employee current with the cost of living. It is not to be considered as a merit raise for exceptional productivity and/or increases in competency through training and on the job experience.

**MERIT SALARY INCREASES:** All suggested merit salary increases, except cost of living increases, should be based only on the quantity and quality of work performed. Basing salary increases on such items as longevity with the district should be avoided. A merit personnel system by definition, means that the salary of an employee is based upon the responsibility and difficulty accorded to the position, the merit of the individual in that position, as evidenced by a job related performance evaluation. A merit salary increase may also be given upon completion of required training or the required certification.

A suggested merit salary increase schedule is as follows:

<u>Performance Rating Category</u>	<u>% Increase in Salary</u>
Unsatisfactory	0%
Needs Improvement	2.5%
Satisfactory	5%
More than Satisfactory	7.5%
Superior	10%

**DETERMINING WHICH BENEFITS TO OFFER:** The Bureau of Land and Water Resources has established minimum benefits that **MUST** be offered to **ALL** SWCD employees (SWCDs may provide additional benefits as desired). These benefits are itemized in the DOH, Personnel Section. Individual Boards may provide additional benefits as desired.

Employee benefits include all compensation received by the employee in excess of the base salary. Many benefits, such as tuition payments and district paid life and medical insurance, actually provide a tax break because the district can purchase more with "before tax dollars" than the employees could purchase if they were paid an equal sum and purchased their own insurance or paid their own tuition.

Few employees realize the advantage of these benefits. Therefore, these factors should be stressed when hiring or when discussing compensation and benefits with employees.

**CONTROLLING THE COST OF BENEFITS:** In order to avoid unduly high benefit costs, district directors should constantly be aware of the scope of the benefits package. The following suggestions should help to control costs.

1. Keep accurate records. Records will show trends in costs of various benefits. Include the out-of-pocket expense, such as the cost of health insurance premiums, plus the cost of various types of leave granted.
2. Maintain good attendance. Absence from work for any reason costs the district. Hold it to a minimum.
3. Consider alternatives. Once a benefit is established it is difficult to change. Consider substitution of a lower cost benefit for a higher cost benefit, if it is of equal desirability to the employee.

4. Insure comparability. Stay within the average benefits package provided to other employees in the area.

**STANDARDS OF CONDUCT AND ETHICS:** A district program cannot be effective unless it is carried out by a district staff which, in addition to being technically competent, demonstrates professional integrity in its conduct. All district employees have a responsibility to perform their assigned duties, to support their supervisors and the district board and to uphold the public trust. One of the best ways of maintaining these standards is by the examples set by district directors. All employees should be expected to maintain high standards of ethics and personal conduct. The following minimum requirements should be considered.

1. No employee shall engage in any outside employment or other activity which interferes in any way with the full performance of duties and responsibilities of his/her position.
2. No employee shall have a direct or indirect financial interest that conflicts substantially, or appears to conflict substantially, with the duties and responsibilities of a district employee or engage in a financial transaction that results from information obtained through employment.
3. No employee shall use or allow the use of district, State or Federal property of any kind for other than officially approved activities.
4. No employee shall use or allow the use of official information gained through employment, which has not been made available to the general public, for furthering a private interest.
5. No employee shall fail to pay just debts, since the creditor frequently involves the district in attempts to make restitution.
6. No employee shall engage in a riot or civil disorder where acts of violence may cause danger to property or injury to people.
7. No employee shall engage in criminal, infamous, dishonest, immoral, notoriously disgraceful or other conduct prejudicial to the district.
8. Employees are expected to conduct themselves in a professional manner while at work and when representing the SWCD before the public. The impression the employee makes in his/her contacts with the community reflect upon the employee and the SWCD. Employees are expected to be courteous and helpful to people encountered, maximize use of their time and avoid extremes in dress, appearance and behavior.
9. No employee shall falsify or alter information provided on employment forms and/or time sheets.

10. Employees shall maintain a level of conduct which prohibits neglect of duty, failure or refusal to perform duties, incompetence, immoral or indecent behavior, theft of SWCD, State, Federal, or employee property, use of abusive, threatening or profane language, assault, fighting or sleeping on duty.

## **SWCD EMPLOYEE PERSONNEL PACKAGE**

The attached materials have been developed by a committee of SWCD employees, SWCD Directors and NRCS and IDOA staff. The purpose of the materials is to provide assistance to the SWCD Directors in the effective management and utilization of their employees. The materials are designed to complement the SWCD's Annual Plan of Work and to help meet stated objectives in the Long Range Plan.

There are six separate elements to the personnel package:

- SWCD Employment Procedure Checklist
- Position Description for District Employees
- Position Classification System
- SWCD Employee Performance Standards and a Guide for Evaluating Employee Performance
- Individual Development Plan
- Request for Training

Each of the above elements is designed to complement, and to be used with, the other five to provide a complete package.

Examples are included and offered as a way to properly complete one set of form for each SWCD employee.

Following is a brief description and statement of purpose for each of the listed forms, along with instructions for completing the form.

## SWCD EMPLOYMENT PROCEDURES CHECKLIST

This form is a checklist of activities that should be performed by the board each time there is an employee change. The purpose is simply to keep track of actions that should occur whenever an employee leaves (no matter what the reason) and is replaced. *Instructions: Keep track of each activity and insert the date in the adjacent blank when the activity is completed.*

PROCEDURE/ACTIVITY	DATE COMPLETED
1. Employee exit questionnaire completed. See District Operational Handbook (DOH)-I, Personnel Section, Pages E50-E52.	_____
2. SWCD board accepts vacating employee's signed resignation letter stating last day of employment.	_____
3. Contact Regional Representative about vacancy.	_____
4. Prepare new job description. Review the District's Long Range Plan and Annual Plan of Operations to determine if the job description for the vacant position is in line with the district's focus for that position. If the district would like to redirect the emphasis for this position, now is an excellent time to do so.	_____
5. Determine salary and benefits that will be offered.	_____
6. Advertise the vacancy. See DOH-I, Personnel Section, pages 6-8.	_____
7. Review applications/resumes and determine interview format. See DOH-I, Personnel Section, pages 9-16.	_____
8. Schedule and conduct interviews. Check references for finalists.	_____
9. Contact Regional Representative for grant verification.	_____
10. Select candidate for position. Confirm employment.	_____
11. Send letters to unsuccessful candidates.	_____
12. Complete employment contract, W-4, and emergency information.	_____
13. Complete and mail personnel change forms.	_____
14. Complete orientation activities found on page 17 of the Personnel Section of DOH-I.	_____
15. Send copies of employment contract information to Regional Representative.	_____

## POSITION DESCRIPTION FOR DISTRICT EMPLOYEE

Position descriptions, by their very nature, are broad and general. They are intended to provide direction to the employee and employer concerning what kinds of job related activities can and should be expected of the employee by the employer. Because they are so broad and general, position descriptions should never be used as a measure of an employee's performance or to evaluate that performance.

*Instructions: This position description contains four broad areas of responsibility; administrative, information/education, technical and clerical, and is designed to be used as an all-inclusive mater set of duties to fit the usual and customary job responsibilities of all SWCD employees.*

Each area of responsibility contains from nine to twelve individual duties that normally could be expected to occur while performing that responsibility. To develop a job (position) description that is relevant to the employee and to the district, it is vital that the board and the employee participate fully in the development of the job description, using the SWCD's Annual Plan of Work.

Determine which of the SWCD's employees will be responsible for the accomplishment of the plan's stated objectives. Once that determination has been made, determine each employee's individual job duties and circle those that are appropriate on each employee's individual master position description.

Note: It is important that only duties that will require 5% or more of the employee's time be selected. There are several reasons for using 5% as the minimum time requirement. The most important reasons are: It limits the position description to no more than 20 duties, thus avoiding a laundry list. It requires the board and the employee to look at only those duties that are of significant importance to the district. And, it helps the board and the employee develop realistic performance objectives for the evaluation period.

When considering percentage of time, the following table might be useful:

1 employment year = 52 weeks x 40 hours per week	=	2080 hours
Less 2 weeks vacation	=	80 hours
Less 11 holidays	=	88 hours
Less 3 Personal Days	=	24 hours
Estimated training time for 1 <sup>st</sup> year	=	240 hours
(training time will involve fewer hours for employees after the first year, but will always exceed 80 hours)		

Excluding sick days or other days when the employee might not be expected to work, a work year consists of 1648 hours. 5% of 1648 hours is 82.4 hours, or about 10.3 days. A typical SWCD full-time employee will have an average work year of 206 days.

The SWCD employee performance standards form has a column to list estimated hours for each objective. Assigning a time to each objective will serve to help the employee set priorities when more than one item needs to be addressed at the same time, and it will reduce the potential for overloading an employee with an impossibly heavy workload.

## **POSITION DESCRIPTION FOR DISTRICT EMPLOYEES**

The basic responsibility of the \_\_\_\_\_ position is to provide administrative leadership, educational/technical/clerical assistance, and representation for the County Soil and Water Conservation District in their promotion and practice of the wise use of natural resources. The responsibilities are carried out through the implementation of the Long Range Plan and the Annual Plan of Work in accordance with the authorities and responsibilities as contained in the Illinois Soil and Water Conservation Districts Act.

### **RESPONSIBILITIES**

#### **A. ADMINISTRATIVE**

1. Understand and explain with Directors and follow procedures for any amendments to District Operations Handbook, the District Act, District Employee Handbook, current legislation, NACD policy, AISWCD policy, memoranda and agreements between the District and other agencies, and important correspondence.
2. Prepare reports and respond to correspondence and legislative issues as requested by BLWR, AISWCD, NRCS, NACD or any other cooperating agencies and/or individuals.
3. Prepare for monthly Board meetings: develop agenda, monthly activity report, research all information and options necessary for Board decisions, prepare NRI reports, provide leadership to Board committees.
4. Prepare and evaluate with the Board the Annual Plan of Work, Annual Budget and Long Range Plan.
5. Interpret needs and seek additional funding alternatives and volunteer services for the implementation of the District's Annual Plan of Work such as: developing reports and proposals for the County Board, organizing fundraisers (tree sales, fish sales, prairie plant sales, equipment rentals, grant letter writing, etc.), and utilizing the cooperative efforts of local agencies and volunteers.
6. Develop and recommend District policies and procedures for Board approval. Implement and evaluate these policies.
7. Develop and organize meetings, workshops, tours, etc. that further the wise use of the natural resources in the county.
8. Attend meetings, workshops, training courses, tours, etc. held by BLWR, AISWCD, NRCS, Land Use Council, NACD or other cooperating agencies that will enhance District programs.

9. Responsible for the management of the day-to-day operations of the District. (May supervise one or more employees.)
10. Organize, promote and facilitate Annual Meeting and prepare Annual Report.
11. Develop a system for efficient office administration and workload accomplishment to include filing, scheduling, etc.
12. Serve as the field office's computer systems administrator.

**B. EDUCATION/INFORMATION**

1. Develop, organize and promote Soil and Water Stewardship Week activities and materials.
2. Develop, organize, and promote an Arbor Day/Earth Day program and the IDNR 3rd grade tree program.
3. Maintain a current listing of resources available (i.e. agencies, materials, organizations and others who can assist with environmental education) and distribute this information to the schools, teachers, libraries and community group leaders.
4. Develop and implement District's own youth conservation education programs such as: teacher workshops, contests, presentations, tours for classrooms, schools and youth groups.
5. Responsible for the public relations of the District through news releases, displays, newsletters, radio programs, pictures, correspondence (i.e. thank you and follow-up letters), and any other communications to enhance public relations.
6. Develop and implement District's own adult conservation education programs such as: tours, workshops, demonstrations, test plots, contests, presentations, meetings, handout materials for cooperators, community groups and all citizens of the county.
7. Assist with local science fairs, FFA Land Use Judging Contest, 4-H programs, County Teacher's Institute, etc.
8. Cooperate with and encourage local groups, landowners, schools, Pheasants Forever Chapters, Quail Unlimited and other related resource groups in the establishment of wildlife habitat and outdoor classrooms.
9. Administer the District awards program (AISWCD, NACD, Goodyear) by compiling a list of possible candidates, completing entries, sending news releases, etc.

**C. TECHNICAL**

1. Provide conservation assistance (as detailed in the Soil and Water Conservation District=s plan of work) to landowners/occupiers through planning, surveying, designing and reporting of conservation practices.
2. Seek assistance from NRCS, if needed, in the design and application of conservation practices.



3. Promote, plan and apply non-structural practices such as residue management, windbreaks, wildlife habitat, vegetative establishment, vegetative buffer strips, livestock waste management vegetative practices, filter strips, etc.
4. Implement and follow guidelines of the Illinois Water Use Act.
5. Prepare Natural Resource Information (NRI) reports for any land use change in the county.
6. Implement the Erosion and Sediment Control program, T by 2000 program, T-Transect Survey, Farmland Protection program, Cost-Share program and any other state programs delegated to the District.
7. Provide assistance to the District and the sponsor and seek assistance from NRCS in watershed projects to identify concerns and implementing solutions.
8. Implement any forestry program such as SIP, Forestry Development Act, local windbreak cost-share program, urban/community forestry program, etc.
9. Implement District's equipment rental program.
10. Provide technical information and assistance to the public concerning local natural resource concerns.
11. Implement any special State, Federal, County, or other projects (i.e. Streambank Stabilization Program, C-2000 Cost Share Program, 319 Water Quality, Groundwater Protection, Solid Waste Management, etc.)

**D. CLERICAL**

1. Operate computer programs pertaining to SWCD and NRCS.
2. Maintain District and NRCS files, records, cooperator agreements, mailing lists, pictures, newspaper clippings, etc., as prescribed by the Board, NRCS and State guidelines.
3. Serve as office receptionist to SWCD and NRCS; open and distribute mail, answer correspondence, inventory, order and maintain office supplies.
4. Take orders, prepare bills, receive payment, and maintain records for materials and other services such as trees, fish, flags, equipment rental, newsletter advertisers, etc.
5. Prepare for monthly board meeting: agenda, notices, monthly activity report, minutes, and financial report.
6. Maintain all financial records and prepare all taxes, reports for audit, payroll, etc.
7. Maintain District office and real estate properties records, and NRCS and State surplus property records.
8. Provide current information on conservation compliance regulations to landowners/operators and other customers.
9. Provide assistance to field office in reporting progress.
10. Responsible for preparation, file update and data entry of reconstitutions.
11. Make necessary arrangements for all meetings, workshops, tours, etc., as directed by the Board.
12. Provide clerical support for field office.

## **POSITION CLASSIFICATION SYSTEM**

The position classification system is a tool that is used to compare SWCD employee positions on a relative basis. For example, two different positions, both classified as position level “C” would be equally difficult based on a combination of knowledge required by the position, supervisory controls, and complexity of work. Neither this, nor any classification system, classifies positions on the quantity or quality of work produced. Work performance is based on quantity and quality of work produced.

*Instructions: To use the classification system, follow steps 1 through 5 of the “Guide for Classifying SWCD Staff Positions”.*

### **GUIDE FOR CLASSIFYING SWCD STAFF POSITIONS**

- STEP 1.** Select the duties for this position from the position description. The position description includes four major areas of responsibilities - Administrative, Education/Information, Technical, and Clerical. Duties can be from any one area, two areas, three areas, or all four. Each duty selected should be a major responsibility requiring at least 5% of the employee's time. For a full-time employee, 5% is equal to 82.4 hours or about 10.3 days. Circle the number next to each duty selected.
- STEP 2.** Go to the Section labeled "Knowledge Required by this Position" (Section I) and circle the corresponding duty numbers as on the position description duties. Also circle corresponding points for each duty. Total the number of duties and points for each area of responsibility and for all four areas of responsibility. Indicate the appropriate level based on total points.
- STEP 3.** In Section II, select the supervisory level that best describes the supervisory controls of this position. Each level is described by the way work is assigned, employee initiative for carrying out the work and solving problems, and the way completed work is reviewed. Although there may be some overlap between two levels, the three items for each level generally go together. Level 1 has the highest degree of supervisory controls and Level 3 the least. Circle the appropriate level for supervisory controls.
- STEP 4.** In Section III, insert the total duties for each area of responsibility from Section I, "Knowledge Required by the Position" for each area of responsibility. Total the number of duties. Divide the number of duties for each area of responsibility by the total number of duties (line E) and multiply by 100 to get the percent of total duties. Using the level descriptions, select the appropriate level, 1, 2, or 3 and circle.

STEP 5. Complete the position summary with the levels determined in Sections I, II, and III. Numerically total the levels for the three factors. Determine the position level for the position by comparing with the position level chart.

SUMMARY This classification system compares District staff positions on a relative basis. For example, two different positions both classifying as position level "C" would be equally difficult based on a combination of knowledge required by the position, supervisory controls, and complexity of work. Neither this nor any classification system classifies positions on the quantity or quality of work produced. Work performance is based on quantity and quality of work produced.

## POSITION CLASSIFICATION SYSTEM - SWCD STAFF WORK SHEET

### I. Knowledge Required by the Position

A.	Administrative	<u>Duty</u>	<u>Points</u>	<u>Duty</u>	<u>Points</u>
		1	3	7	2
		2	2	8	1
		3	3	9	3
		4	3	10	2
		5	3	11	2
		6	3	12	3
Total Duties _____		Total Points _____			
(12 maximum)		(30 maximum)			

B.	Education/Information	<u>Duty</u>	<u>Points</u>	<u>Duty</u>	<u>Points</u>
		1	1	6	3
		2	2	7	1
		3	2	8	1
		4	3	9	2
		5	2		
		Total Duties _____	Total Points _____		
		( 9 maximum)	(17 maximum)		

C.	Technical	<u>Duty</u>	<u>Points</u>	<u>Duty</u>	<u>Points</u>
		1	3	7	2
		2	3	8	2
		3	3	9	2
		4	2	10	2
		5	3	11	3
		6	3		
		Total Duties _____			Total Points _____
		(11 maximum)			(28 maximum)

D. Clerical	<u>Duty</u>	<u>Points</u>	<u>Duty</u>	<u>Points</u>
	1	2	7	1
	2	2	8	3
	3	1	9	3
	4	3	10	3
	5	2	11	1
	6	3	12	1

Total Duties \_\_\_\_\_ Total Points \_\_\_\_\_  
(12 maximum) (25 maximum)

E. Total Duties \_\_\_\_\_ E. Total Points \_\_\_\_\_  
(A+B+C+D) (A+B+C+D)

0 - 20	Total Points _____	_____ Level 1
21 - 40	Total Points _____	_____ Level 2
41 - 60	Total Points _____	_____ Level 3
61 - 80	Total Points _____	_____ Level 4
81 - 100	Total Points _____	_____ Level 5

If E. Total Points equals 0-20, check Level 1.

## II. Supervisory Controls

- Level 1 - Supervisor provides continuing assignments by indicating what jobs or types of jobs the employee will do.
- Employee carries out recurring assignments on own initiative. Refers problems to supervisor. Consults board on politically sensitive issues and policies.
  - Completed work is often reviewed for accuracy and compliance with instructions.
- Level 2 - Supervisor makes assignments by defining what is to be accomplished.
- Employee plans and carries out more assignments and coordinates work with others. Refers only unusual problems to supervisor. Consults board on politically sensitive issues and policies.
  - Completed work is reviewed in terms of meeting accomplishment goals.
- Level 3 - Supervisor makes assignments in terms of broadly defined mission.
- Employee designs, plans and carries out broad program or project activities. Solves problems on own initiative. Consults board on politically sensitive issues and policies.
  - Completed work is accepted as correct. Work is not normally reviewed.

III. Complexity of the Work

<u>Area of Responsibility</u>	<u>Number of Duties</u>	<u>Percent of Total Duties</u>	
A. Administrative	_____	_____	$(A \div E) \times 100$
B. Education/Information	_____	_____	$(B \div E) \times 100$
C. Technical	_____	_____	$(C \div E) \times 100$
D. Clerical	_____	_____	$(D \div E) \times 100$
E. Total (A+B+C+D)	_____		

- Level 1 - 45% or more from one area of responsibility.  
Level 2 - 30% or more from each of two areas of responsibility.  
Level 3 - 25% or more from each of three areas of responsibility.

IV. Position Summary

Knowledge Required                      Level \_\_\_\_\_

Supervisory Controls                      Level \_\_\_\_\_

Complexity of Work                      Level \_\_\_\_\_

Total Points                      \_\_\_\_\_

<u>Total</u> <u>Points</u>	<u>Position</u> <u>Level</u>
-------------------------------	---------------------------------

0-3	Level A
-----	---------

4-5	Level B
-----	---------

6-7	Level C
-----	---------

8-9	Level D
-----	---------

10-11	Level E
-------	---------

Position Level of this Position \_\_\_\_\_

## SWCD EMPLOYEE PERFORMANCE STANDARDS

Employee performance standards are goals and objectives for which the employee will be held responsible. The purpose of assigning goals and objectives is to more clearly state the assigned job duties required of the employee. Each job duty must have at least one performance standard resulting in a measurable, tangible output when accomplished. Some job duties, because of the way they relate to the district's programs, may have several performance standards.

*Instructions: Select a block of time when the Chairman or designated board member(s) and employees can sit down together and look at the Annual Plan of Work. Select job duties based on Annual Plan of Work elements. Once done, assign at least one performance standard per job. It is important that the selected workload doesn't exceed available time.*

To be of value in evaluating an employee's performance, each standard must be concise, clear and result in some measurable output. The measurable output can be a product such as a newsletter, an activity such as a conservation tour, a result such as a constructed practice, a deadline or any other criteria to which an outcome can be applied. It is important to choose outcomes carefully, the more measurable an outcome is, the easier it is for the employee to know what is expected and the easier it is for the board to evaluate the employee's performance.

When completed, sign the performance standards and make two copies. One copy is to be given to the employee, the other is to be placed in the employee's personnel file.

Use the column for estimating hours required to complete each standard to avoid impossible workloads.

*Note: There are no mechanisms provided in the Personnel Package to include "other duties as assigned". This is NOT an oversight. If a duty is important enough to be assigned, it should be considered as an addition to the employee's performance standards as a "short term objective". Once added to the performance standards, then the employer has the opportunity to evaluate the effectiveness of the job.*

Refer to the "SWCD Employee Performance Standards Evaluation Process" for guidance in conducting the performance evaluation.



## PERFORMANCE STANDARDS/EVALUATION

Employee's Name \_\_\_\_\_ Period Covered \_\_\_\_\_ to \_\_\_\_\_

### PART I

Page 1 of \_\_\_\_\_

<b>PERFORMANCE DUTIES AND STANDARDS</b>  <b>PERFORMANCE DUTIES</b> - Main job or tasks to be accomplished.  <b>STANDARDS</b> - Standards are those conditions that will exist or those specific work items that will be accomplished when the employee is performing the main job or task satisfactorily.		<b>PERFORMANCE RATING</b> (5) Superior (4) More than Satisfactory (3) Satisfactory (2) Needs Improvement (1) Unsatisfactory				
	Estimated time in hours	Weight	EVALUATION NOTES			
Standards Sub Total		Points Sub Total				
		Total hours				

## INDIVIDUAL DEVELOPMENT PLAN

The Individual Development Plan (IDP) is a formalized approach to document an employee's current level of ability, the level at which the board would eventually like the employee to perform, and the method by which the employee will be provided the skills to be able to achieve that level. It is also important to consider the employee's desire for professional advancement.

*Instructions: The employee's performance standards, the district annual plan of work, and the district's long range plan and the employee's professional development goals should all serve as sources of subject or objective topics to include on the individual development plan. It is important to have both the employer and the employee involved in the development of the IDP.*

## INDIVIDUAL DEVELOPMENT PLAN

Employee Name \_\_\_\_\_

Date \_\_\_\_\_

SUBJECT OR OBJECTIVE	SUBJECT KSA LEVELS		METHOD OF COURSE	TRAINER OR FACILITY	DATE		CERTIFICATION OF TRAINING ITEMS COMPLETED
	PRESENT	REQUIRED			BEGIN	COMPLETED	

The KSA Concept:    Knowledge    Skills    Abilities

The KSA concept recognizes that certain abilities, skills, and knowledge are required to successfully perform the duties of a position.

Numerical ratings used to describe KSA levels of employees are as follows:

1. Awareness - has limited knowledge of task; cannot perform it.
2. Understanding - has knowledge of basic principles and procedures but can perform task only if assisted in each step.
3. Perform with supervision - can perform the task but requires close supervision and checking of work.
4. Apply independently - can perform independently unless special problems are encountered; only a general check of work is required.
5. Proficiency - can perform independently; can train others to do the task.

## REQUEST FOR TRAINING

This form, also referred to as a TNI (Training Needs Inventory) is the only method of requesting training for SWCD employees. The form is sent to districts in late fall with a return date to the NRCS area office of early February. This form is also used by area and state training committees to schedule training for all NRCS and SWCD employees.

*Instructions: For new employees, training needs should include core courses that have been recommended for new employees. For employees who have been employed for one or more years, training needs should include identified courses or topical needs that have been identified during the employee evaluation process, in the job description, when responsibilities change or where a higher level of knowledge, skill or ability will benefit the employee and the SWCD.*

## REQUEST FOR TRAINING

Training needs request from: \_\_\_\_\_ County Soil and Water Conservation District

Date: \_\_\_\_\_

Employee(s) Name and Title	Training Needs	KSA Level		Method or Course	Trainer or Facility	Priority
		Present	Required			

Chairman's Signature

Employee's Signature

## ***SECTION 7***

# ***HARASSMENT***

**EXECUTIVE ORDER  
NUMBER 16 (1999)**

**SEXUAL HARASSMENT IN STATE AGENCIES**

**WHEREAS**, in 1980 Executive Order No. 1, entitled “Sexual Harassment”, declared that all state employees have the right to work in an environment free of sexual harassment, provided a descriptive definition of sexual harassment and directed various actions by agencies to provide training, disseminate information and prevent sexual harassment from occurring; and

**WHEREAS**, in 1992 Executive Order No. 7, entitled “Sexual Harassment in State Agencies,” recognized the continuing impact and cost of sexual harassment in the workplace, streamlined the definition of harassment and promulgated a detailed and comprehensive policy for all state Departments, Agencies, Boards and Commissions to adopt; and

**WHEREAS**, in the years following the issuance of these Executive Orders, court decisions and changes in rules and laws, especially a series of United States Supreme Court rulings, have resulted in an expansion of the laws to protect both men and women from sexual harassment; further clarification of what constitutes sexual harassment, and a significant redefinition of the standards for employer liability for sexual harassment by supervisors; and

**WHEREAS**, these recent decisions impose near absolute or strict liability upon an employer when sexual harassment by a supervisor is established and results in a tangible adverse employment action (a significant change in employment status such as demotion, significant change in benefits, failure to promote or termination) and also make it clear that an employer may be liable for sexual harassment by a supervisor that results in a hostile work environment, regardless of whether the employer had knowledge or should have had knowledge of the harassment; and

**WHEREAS**, in hostile work environment claims that result from harassment by a supervisor but do not result in a tangible adverse employment action, employers may rely upon a fair, effective and vigorously implemented sexual harassment policy as an affirmative defense where a person making such allegations has not taken advantage of remedies afforded by readily accessible procedures for reporting, investigating and remediating such charges; and

**WHEREAS**, in the absence of a well defined, readily accessible and effective policy for dealing with sexual harassment charges, an employer’s exposure to liability is greatly increased, and

**WHEREAS**, these recent developments in the law further reinforce the need for employers to undertake all reasonable efforts to prevent and promptly respond to and remedy sexual harassment by co-workers, and

**WHEREAS**, regardless of liability issues, it is essential that agency directors and senior managers clearly indicate to all levels of supervisors and employees that sexual harassment results in the costly and harmful loss of efficiency and productivity and does serious damage to the morale and well being of the agency’s workforce and will not be tolerated.

**THEREFORE**, in order to assure, insofar as possible, the provisions of a work environment free of sexual harassment and that a clear, consistent, firm and up-to-date policy dealing with sexual harassment is applied throughout the agencies of state government, I hereby order pursuant to the authority vested in me by Article V, Section of the Illinois Constitution the following:

1. The head of each department, agency, board or commission under the jurisdiction of the Governor shall adopt and implement the attached Model Policy on Sexual Harassment. Among other provisions the policy describes the state and federal laws which make sexual harassment illegal and the consequences of violating those laws; defines sexual harassment using examples; and sets forth options available to an employee for bringing a complaint within the agency and with outside agencies; and finally, provides for measures to prevent retaliation against an employee for making a complaint.
2. Each such head of a department, agency, board or commission shall assure that the Policy is disseminated to each employee under its jurisdiction.
3. The Department of Human Rights and Central Management Services shall review the Model Policy on Sexual Harassment at least annually and make recommendations for changes to the Governor as needed to reflect the continuing evolution of sexual harassment laws, rules and case law as well as to increase the effectiveness of the Policy.
4. The Departments of Human Rights and Central Management Services shall establish comprehensive training programs for EEO Officers, supervisors and new employees which will (a) explain the Policy and the recourse available to employees who feel they have been subject to harassment, and (b) address the need for a speedy and thorough response to any complaint, report or observation relating to sexual harassment in the workplace including sensitivity training, investigative methods, confidentiality and ranges of disciplinary action.
5. The Department of Central Management Services shall make itself available on an ongoing basis to assist and advise departments, agencies, boards and commissions in internal investigations of alleged instances of sexual harassment and in matters of disciplinary actions.

This Order shall not be construed to abridge or expand the rights of any person under the constitutions or statutes of the United States or of this State.

Executive Order Number 7 (1992) is hereby repealed.

This Order shall be effective immediately.

GEORGE H. RYAN  
Governor

November 5, 1999

## **POLICY STATEMENT**

As Governor, I am committed to providing a workplace that is free from all forms of discrimination, including sexual harassment. Any employee's behavior that fits the definition of sexual harassment is a form of misconduct which may result in disciplinary action up to and including dismissal. Sexual harassment could also subject an agency and, in some cases, an individual to substantial civil penalties.

The State's policy on sexual harassment is part of its overall affirmative action efforts pursuant to federal and state laws prohibiting discrimination based on age, race, color, religion, national origin, citizenship status, unfavorable discharge from the military, marital status, disability and gender. Specifically, sexual harassment is prohibited by Title VII of the Civil Rights Act of 1964 and the Illinois Human Rights Act. Sexual harassment is also prohibited by Executive Order Number 16, which I am issuing today. This order replaces Executive Order No. 7 (1992), and establishes a Model Policy to be adopted by each Department, Agency, Board and Commission under the jurisdiction of the Governor.

As is made clear in the accompanying Model Policy, it is the responsibility of each individual employee to refrain from sexual harassment in the workplace. No employee – male or female – should be subjected to unsolicited or unwelcome sexual overtures or conduct in the workplace. Furthermore, it is the responsibility of all supervisors to make sure that the work environment is free from sexual harassment. All forms of discrimination and conduct which can be considered harassing, coercive or disruptive, or which create a hostile or offensive environment must be eliminated. Instances of sexual harassment must be investigated in a prompt and aggressive manner.

The accompanying Model Policy defines sexual harassment, summarizes the rights and responsibilities of individual employees, describes the responsibility of supervisors in enforcing the policy, and outlines procedures for filing a complaint.

As reflected in Executive Order Number 16, I hereby direct all Departments, Agencies, Boards and Commissions under my jurisdiction to ensure that this Model Policy is adopted, implemented, and circulated to all employees.

**GEORGE H. RYAN**  
Governor

Revised 1999

## **MODEL POLICY SEXUAL HARASSMENT**

It is the responsibility of each individual employee to refrain from sexual harassment, and, it is the right of each individual employee to work in an environment free from sexual harassment.

### **DEFINITION OF SEXUAL HARASSMENT**

According to the Illinois Human Rights Act, sexual harassment is defined as:

Any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when:

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

The courts have determined that sexual harassment is a form of discrimination under Title VII of the U.S. Civil Rights Act of 1964, as amended in 1991.

One such example is a case where an individual is terminated by a supervisor or is denied employment opportunities and benefits after rejecting the supervisor's sexual advances or request(s) for sexual favors. Another example is where an individual is subjected to conduct by co-workers because of his or her gender which makes it difficult for the employee to perform his or her job.

Other conduct, which may constitute sexual harassment, includes:

- **Verbal:** Sexual innuendos, suggestive comments, insults, humor, and jokes about sex, anatomy or gender-specific traits, sexual propositions, threats, repeated requests for dates, or statements about other employees, even outside of their presence, of a sexual nature.



- **Non-Verbal:** Suggestive or insulting sounds (whistling), leering, obscene gestures, sexually suggestive bodily gestures, “catcalls”, “smacking” or “kissing” noises.
- **Visual:** Posters, signs, pin-ups or slogans of a sexual nature.
- **Physical:** Touching, unwelcome hugging or kissing, pinching, brushing the body, any coerced sexual act, or actual assault.

While the most commonly recognized forms of sexual harassment involve the types of conduct described above, non-sexual conduct can also constitute a violation of the applicable laws when that conduct is directed at the victim because of his or her gender (for example, a female employee who reports to work every day and finds her tools stolen, her work station filled with trash and her equipment disabled by her male co-workers because they resent having to work with a woman).

The most severe and overt forms of sexual harassment are easier to determine. On the other end of the spectrum, some sexual harassment is more subtle and depends, to some extent, on individual perception and interpretation. The courts will assess sexual harassment by a standard of what would offend a “reasonable person”.

For this reason, every supervisor and employee must remember that seemingly “harmless” and subtle actions may lead to sexual harassment complaints. The use of terms such as “honey”, “darling” and “sweetheart” is objectionable to many women who believe that these terms undermine their authority and their ability to deal with men on an equal and professional level. And while use of these terms by an individual with authority over a female employee will rarely constitute an adverse employment action, it may lead to the creation of a hostile work environment.

Another example is the use of a compliment that could potentially be interpreted as sexual in nature. Below are three statements that might be made about the appearance of a woman in the workplace:

“That’s an attractive dress you have on.”

“That’s an attractive dress. It really looks good on you.”

“That’s an attractive dress. You really fill it out well.”

The first statement appears to be simply a compliment. The last is the most likely to be perceived as sexual harassment, depending on individual perceptions and values. To avoid the possibility of offending an employee, it is best to follow a course of conduct above reproach, or to err on the side of caution.

Sexual harassment is unacceptable misconduct, which affects both genders. Sexual harassment will often involve a man's conduct directed at a woman. However, it can also involve a woman harassing a man or harassment between members of the same gender.

## **RESPONSIBILITY OF SUPERVISORY PERSONNEL**

Each supervisor is responsible for maintaining the workplace free of sexual harassment. This is accomplished by promoting a professional environment and by dealing with sexual harassment as with all other forms of employee misconduct. It must be remembered that supervisors are the first line of defense against sexual harassment. By setting the right example, a supervisor may discourage his or her employees from acting inappropriately. In addition, supervisors will often be the first to spot objectionable conduct or the first to receive a complaint about conduct which he or she did not observe.

The courts and the Illinois Human Rights Commission have found that organizations as well as supervisors can be held liable for damages related to sexual harassment by a manager, supervisor, employee, or third party (an individual who is not an employee but does business with an organization, such as a contractor, customer, sales, representative, or repair person).

Liability is either based on an organization's responsibility to maintain a certain level of order and discipline among employees, or on the supervisor, acting as an agent of the organization. It should be noted that recent United States Supreme Court cases involving sexual harassment claims against supervisors have made the employer's liability for supervisors' actions even more strict. Therefore, supervisors must understand that their adherence to this policy is vitally important, both with regard to their responsibility to maintain a work environment free of harassment and, even more importantly, with regard to their own individual conduct. The law continues to require employers to remain vigilant and effectively remedy sexually harassing conduct perpetrated by individual(s) on their co-workers. Supervisors must act quickly and responsibly not only to minimize their own liability but also that of the agency.

Specifically, a supervisor must address an observed incident of sexual harassment or a complaint, with equal seriousness, report it, take prompt action to investigate it, implement appropriate disciplinary action, take all necessary steps to eliminate the harassment and observe strict confidentiality. This also applies to cases where an employee tells the supervisor about behavior considered sexual harassment but does not want to make a formal complaint.

In addition, supervisors must ensure that no retaliation will result against an employee making a sexual harassment complaint.

An agency's Equal Employment Opportunity (EEO) Officer is available to consult with supervisors on the proper procedures to follow.

## PROCEDURES FOR FILING A COMPLAINT

An employee who either observes or believes herself/himself to be the object of sexual harassment should deal with the incident(s) as directly and firmly as possible by clearly communicating her/his position to the offending employee, her/his supervisor and the agency EEO Officer. It is not necessary for sexual harassment to be directed at the person making a complaint.

The following steps may also be taken: document or record each incident (what was said or done, the date, the time, and the place). Documentation can be strengthened by written records such as letters, notes, memos, and telephone messages.

All charges, including anonymous complaints, will be accepted and investigated regardless of how the matter comes to the attention of the agency. However, because of the serious implications of sexual harassment charges and the difficulties associated with their investigation and the questions of credibility involved, the claimant's willing cooperation is a vital component of an effective inquiry and an appropriate outcome.

No one making a complaint will be retaliated against even if a complaint made in good faith is not substantiated. In addition, any witness will be protected from retaliation.

Proper responses to conduct which is believed to be sexual harassment may include the following:

**Direct Communication.** If there is sexual harassing behavior in the workplace, the harassed employee should directly and clearly express her/his objection that the conduct is unwelcome and request that the offending behavior stop. The initial message may be verbal. If subsequent messages are needed, they should be put in writing in a note or a memo.

**Contact With Supervisory Personnel.** At the same time direct communication is undertaken, or in the event the employee feels threatened or intimidated by the situation, the problem must be promptly reported to the immediate supervisor or the EEO Officer. If the harasser is the immediate supervisor, the problem should be reported to the next level of supervision or the EEO Officer. However, the employee experiencing what he or she believes to be sexual harassment must not assume that the employer is aware of this conduct. If there are not witnesses and the victim fails to notify a supervisor or other responsible officer, it is likely the employer will be presumed not to have knowledge of the harassment.

**Formal Written Complaint.** An employee may also report incidents of sexual harassment directly to the EEO Officer. The EEO Officer will counsel the reporting employee and be available to assist with filing a formal complaint. The

Department will fully investigate the complaint, and advise the complainant and the alleged harasser of the results of the investigation.

**Resolution Outside Department.** Every department, agency, board and commission has adopted a comprehensive anti-harassment policy. The purpose of this policy is to establish prompt, thorough and effective procedures for responding to every complaint and incident so that problems can be identified and remedied internally. However, an employee has the right to contact the Illinois Department of Human Rights (IDHR) or the Equal Employment Opportunity Commission (EEOC) about filing a formal complaint. An IDHR complaint must be filed within 180 days of the alleged incident(s) unless it is a continuing offense. A complaint with the EEOC must be filed within 300 days. Where the employing entity has an effective sexual harassment policy in place and the complaining employee fails to take advantage of that policy and allow the employer an opportunity to address the problem, such an employee may, in certain cases, lose the right to further pursue the claim against the employer.

An employee who is suddenly transferred to a lower paying job or passed over for promotion after filing a complaint with IDHR or EEOC may file a retaliation charge, also due within 180 days (IDHR) or 300 days (EEOC) of the alleged retaliation.

An employee who has been physically harassed or threatened while on the job may also have grounds for criminal charges, such as assault or battery.

## **FALSE AND FRIVOLOUS COMPLAINTS**

False and frivolous charges refer to cases where the accuser is using a sexual harassment complaint to accomplish some end other than stopping sexual harassment. It does not refer to charges made in good faith which cannot be proven. Given the seriousness of the consequences for the accused, a false and frivolous charge is a severe offense that can itself result in disciplinary action.

## **ADMINISTRATIVE CONTACTS:**

Illinois Department of Human Rights  
217/785-5100 Springfield  
217/785-5119 TDD Springfield  
312/814-6200 Chicago  
312-263-1579 TDD Chicago

Illinois Human Rights Commission  
217/785-4350 Springfield  
217/785-5119 TDD Springfield

312/814-6269 Chicago  
312/263-1579 TDD Chicago

Equal Employment Opportunity Commission  
312/353-2713 Chicago  
800/669-3362  
800/800-3302 TDD

# ***SECTION 8***

## ***LEGISLATIVE***

**Current Senate Members** 100th General Assembly

[Leadership Officers](#) **Democrats: 37** **Republicans: 22**

<u>Senator</u>	<u>Bills</u>	<u>Committees</u>	<u>District</u>	<u>Party</u>
<a href="#">Pamela J. Althoff</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	32	R
<a href="#">Neil Anderson</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	36	R
<a href="#">Jason A. Barickman</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	53	R
<a href="#">Scott M. Bennett</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	52	D
<a href="#">Jennifer Bertino-Tarrant</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	49	D
<a href="#">Daniel Biss</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	9	D
<a href="#">Tim Bivins</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	45	R
<a href="#">William E. Brady</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	44	R
<a href="#">Melinda Bush</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	31	D
<a href="#">James F. Clayborne, Jr.</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	57	D
<a href="#">Jacqueline Y. Collins</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	16	D
<a href="#">Michael Connelly</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	21	R
<a href="#">John J. Cullerton</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	6	D
<a href="#">Thomas Cullerton</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	23	D
<a href="#">Bill Cunningham</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	18	D
<a href="#">William Delgado</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	2	D

<a href="#">Dan Duffy</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	26	R
<a href="#">Gary Forby</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	59	D
<a href="#">William R. Haine</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	56	D
<a href="#">Don Harmon</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	39	D
<a href="#">Napoleon Harris, III</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	15	D
<a href="#">Michael E. Hastings</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	19	D
<a href="#">Linda Holmes</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	42	D
<a href="#">Mattie Hunter</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	3	D
<a href="#">Toi W. Hutchinson</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	40	D
<a href="#">Emil Jones, III</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	14	D
<a href="#">David Koehler</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	46	D
<a href="#">Steven M. Landek</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	12	D
<a href="#">Kimberly A. Lightford</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	4	D
<a href="#">Terry Link</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	30	D
<a href="#">David S. Luechtefeld</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	58	R
<a href="#">Andy Manar</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	48	D
<a href="#">Iris Y. Martinez</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	20	D
<a href="#">Wm. Sam McCann</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	50	R
<a href="#">Kyle McCarter</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	54	R
<a href="#">Karen McConaughay</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	33	R
<a href="#">Pat McGuire</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	43	D
<a href="#">Julie A. Morrison</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	29	D
<a href="#">John G. Mulroe</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	10	D
<a href="#">Antonio Muñoz</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	1	D
<a href="#">Laura M. Murphy</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	28	D
<a href="#">Matt Murphy</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	27	R
<a href="#">Michael Noland</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	22	D
<a href="#">Chris Nybo</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	24	R
<a href="#">Jim Oberweis</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	25	R
<a href="#">Christine Radogno</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	41	R
<a href="#">Kwame Raoul</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	13	D
<a href="#">Sue Rezin</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	38	R
<a href="#">Dale A. Righter</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	55	R
<a href="#">Chapin Rose</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	51	R
<a href="#">Martin A. Sandoval</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	11	D
<a href="#">Ira I. Silverstein</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	8	D

<a href="#">Steve Stadelman</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	34	D
<a href="#">Heather A. Steans</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	7	D
<a href="#">John M. Sullivan</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	47	D
<a href="#">Dave Syverson</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	35	R
<a href="#">Donne E. Trotter</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	17	D
<a href="#">Patricia Van Pelt</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	5	D
<a href="#">Chuck Weaver</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	37	R

### **Current House Members** 100th General Assembly

**Democrats:** 67 **Republicans:** 51

<a href="#">Representative</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	<a href="#">District</a>	<a href="#">Party</a>
<a href="#">Carol Ammons</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	103	D
<a href="#">Steven A. Andersson</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	65	R
<a href="#">Jaime M. Andrade, Jr.</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	40	D
<a href="#">Luis Arroyo</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	3	D
<a href="#">Mark Batinick</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	97	R
<a href="#">Daniel V. Beiser</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	111	D
<a href="#">Patricia R. Bellock</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	47	R
<a href="#">Thomas M. Bennett</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	106	R
<a href="#">Avery Bourne</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	95	R
<a href="#">Dan Brady</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	105	R
<a href="#">Peter Breen</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	48	R
<a href="#">Terri Bryant</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	115	R
<a href="#">Daniel J. Burke</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	1	D
<a href="#">Kelly M. Burke</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	36	D
<a href="#">Tim Butler</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	87	R
<a href="#">John M. Cabello</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	68	R
<a href="#">Kelly M. Cassidy</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	14	D
<a href="#">John Cavaletto</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	107	R
<a href="#">Linda Chapa LaVia</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	83	D
<a href="#">Deb Conroy</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	46	D
<a href="#">Melissa Conyears</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	10	D
<a href="#">Jerry Costello, II</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	116	D
<a href="#">Fred Crespo</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	44	D
<a href="#">Barbara Flynn Currie</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	25	D
<a href="#">John C. D'Amico</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	15	D
<a href="#">C.D. Davidsmeyer</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	100	R



<a href="#">William Davis</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	30	D
<a href="#">Anthony DeLuca</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	80	D
<a href="#">Tom Demmer</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	90	R
<a href="#">Scott Drury</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	58	D
<a href="#">Jim Durkin</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	82	R
<a href="#">Marcus C. Evans, Jr.</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	33	D
<a href="#">Sara Feigenholtz</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	12	D
<a href="#">Laura Fine</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	17	D
<a href="#">Mary E. Flowers</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	31	D
<a href="#">La Shawn K. Ford</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	8	D
<a href="#">Mike Fortner</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	49	R
<a href="#">Randy E. Frese</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	94	R
<a href="#">Robyn Gabel</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	18	D
<a href="#">Jehan Gordon-Booth</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	92	D
<a href="#">LaToya Greenwood</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	114	D
<a href="#">Will Guzzardi</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	39	D
<a href="#">Brad Halbrook</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	102	R
<a href="#">Michael Halpin</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	72	D
<a href="#">Norine K. Hammond</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	93	R
<a href="#">Sonya M. Harper</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	6	D
<a href="#">David Harris</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	53	R
<a href="#">Gregory Harris</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	13	D
<a href="#">Chad Hays</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	104	R
<a href="#">Elizabeth Hernandez</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	24	D
<a href="#">Jay Hoffman</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	113	D
<a href="#">Frances Ann Hurley</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	35	D
<a href="#">Jeanne M Ives</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	42	R
<a href="#">Sheri Jesiel</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	61	R
<a href="#">Sara Wojcicki Jimenez</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	99	R
<a href="#">Thaddeus Jones</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	29	D
<a href="#">Stephanie A. Kifowit</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	84	D
<a href="#">Lou Lang</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	16	D
<a href="#">Camille Y. Lilly</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	78	D
<a href="#">Jerry Lee Long</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	76	R
<a href="#">Michael J. Madigan</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	22	D
<a href="#">Theresa Mah</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	2	D

<a href="#">Natalie A. Manley</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	98	D
<a href="#">Robert Martwick</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	19	D
<a href="#">Rita Mayfield</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	60	D
<a href="#">Emily McAsey</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	85	D
<a href="#">Michael P. McAuliffe</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	20	R
<a href="#">Tony McCombie</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	71	R
<a href="#">Margo McDermed</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	37	R
<a href="#">David McSweeney</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	52	R
<a href="#">Charles Meier</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	108	R
<a href="#">Bill Mitchell</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	101	R
<a href="#">Christian L. Mitchell</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	26	D
<a href="#">Anna Moeller</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	43	D
<a href="#">Thomas Morrison</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	54	R
<a href="#">Martin J. Moylan</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	55	D
<a href="#">Michelle Mussman</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	56	D
<a href="#">Elaine Nekritz</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	57	D
<a href="#">David S. Olsen</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	81	R
<a href="#">Lindsay Parkhurst</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	79	R
<a href="#">Brandon W. Phelps</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	118	D
<a href="#">Reginald Phillips</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	110	R
<a href="#">Robert W. Pritchard</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	70	R
<a href="#">Steven Reick</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	63	R
<a href="#">David B. Reis</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	109	R
<a href="#">Al Riley</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	38	D
<a href="#">Robert Rita</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	28	D
<a href="#">Nick Sauer</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	51	R
<a href="#">Sue Scherer</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	96	D
<a href="#">Carol Sente</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	59	D
<a href="#">Dave Severin</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	117	R
<a href="#">Elgie R. Sims, Jr.</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	34	D
<a href="#">Allen Skillicorn</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	66	R
<a href="#">Justin Slaughter</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	27	D
<a href="#">Keith P. Sommer</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	88	R
<a href="#">Joe Sosnowski</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	69	R
<a href="#">Cynthia Soto</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	4	D
<a href="#">Ryan Spain</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	73	R

<a href="#">Brian W. Stewart</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	89	R
<a href="#">Juliana Stratton</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	5	D
<a href="#">Katie Stuart</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	112	D
<a href="#">Daniel Swanson</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	74	R
<a href="#">Silvana Tabares</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	21	D
<a href="#">André Thapedi</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	32	D
<a href="#">Arthur Turner</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	9	D
<a href="#">Michael D. Unes</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	91	R
<a href="#">Litesa E. Wallace</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	67	D
<a href="#">Lawrence Walsh, Jr.</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	86	D
<a href="#">Grant Wehrli</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	41	R
<a href="#">Emanuel Chris Welch</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	7	D
<a href="#">David A. Welter</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	75	R
<a href="#">Barbara Wheeler</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	64	R
<a href="#">Keith R. Wheeler</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	50	R
<a href="#">Ann M. Williams</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	11	D
<a href="#">Kathleen Willis</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	77	D
<a href="#">Christine Winger</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	45	R
<a href="#">Sam Yingling</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	62	D
<a href="#">Michael J. Zalewski</a>	<a href="#">Bills</a>	<a href="#">Committees</a>	23	D

## HOW TO WRITE TO YOUR LEGISLATOR

Don't hesitate to write to your legislators if you have something to say that you think should be called to their attention. Every legislator is sensitive to grassroots opinion. They keep in close touch with voters in their district and letters from constituents are one of the best indications of what those constituents are thinking. Thoughtful, sincere letters on issues that directly affect the writer get the most attention. Such letters are often quoted in committee hearings or in debate.

You want your letter to be persuasive. Here are some fundamental DO's:

- Do address your legislator properly
- Do write legibly
- Do use your own words and your own stationary. If you are writing as the representative of a group, use the organization's stationary
- Do be sure to include your address and sign your name legibly. If you have any family, business, or political connection in regard to the issue, explain it
- Do be courteous and reasonable
- Do write when your legislator does something of which you approve. A note of appreciation will help your legislator remember you favorably next time you write
- Do write early in the session before a bill has been introduced if you have ideas you would like to see included in the legislation
- Do write the chairman or committee members who will hold hearings on your bill. Remember, however, that you have more influence with legislators from your own district
- Do write the Governor after the bill is passed by both houses if you want to influence his decision to sign the bill or veto it

There are a number of things you should NOT do in writing your legislator:

- Don't write on a postcard
- Don't sign and send a form letter
- Don't begin on the righteous note of "as a citizen and a taxpayer". They assume that you are those things
- Don't apologize for writing and taking their time. If your letter is short and expresses your opinion, they will be glad to give you a hearing
- Don't be rude or threatening
- Don't be vague
- Don't send a carbon copy to other legislators. Write to each individually

- Don't write to members of the House while a bill is being considered in the Senate and vice versa.

Remember – it is a straightforward letter carrying the appeal of earnestness that commands the interest and respect of the legislators. It is especially helpful if you can state how the bill would affect you and your community. Legislators must decide how to vote on hundreds of bills at each session. They need and want your help in telling them how these bills would affect their district.

**House of Representatives District \_\_\_\_\_:**

Should be addressed as “The Honorable \_\_\_\_\_”, “Representative \_\_\_\_\_” or “Dear Representative \_\_\_\_\_”

**Senate District \_\_\_\_\_:**

Should be addressed as “The Honorable \_\_\_\_\_”, Senator \_\_\_\_\_” or “Dear Senator \_\_\_\_\_”

**U.S. Congressional District \_\_\_\_\_:**

Should be addressed as “The Honorable \_\_\_\_\_”, Illinois congressman \_\_\_\_\_” or “Dear Congressman \_\_\_\_\_”

**Illinois Senators:**

Burris, Roland W. (D-IL)

523 Dirksen Senate Office Building

Washington, DC 20510

202/224-2854

# ***SECTION 9***

***IDOA***

**BUREAU OF LAND AND WATER RESOURCES  
REGIONAL REPRESENTATIVES  
RESPONSIBILITIES AND DUTIES**

Section 405/6. POWERS AND DUTIES. In addition to the powers and duties otherwise conferred upon the Department, it shall have the following powers and duties:

1. To offer such assistance as may be appropriate to the directors of SWCD's, organized as provided hereinafter, in the carrying out of any of the powers and programs.

*Bureau staff attend board meetings, make office visits, assist in interpreting the Districts Act, assist SWCD staff with program development, train SWCD staff, and provide administrative assistance as necessary or requested.*

2. To keep the directors of each of said several districts informed of the activities and experience of other such districts and to facilitate an interchange of advice and experience between such districts and cooperation between them.

*Bureau staff attend board meetings and council meetings and provide opportunities for training and interchange of advice and experience at Director Workshops, Summer Conference, December Training, Council Meetings, and individual and multi-district meetings, as well as provide regular monthly reports.*

3. To coordinate the programs of the several districts so far as this may be done by advice and consultation.

*Bureau staff attend council meetings and provide training at Summer Conference, Director Workshops, December Training and regional meetings.*

4. To seek the cooperation and assistance of the United States and of agencies of this state, in the work of such districts.

*Bureau staff work closely with NRCS Area and State staff, as well as University of Illinois Extension, IDNR and IEPA.*

5. To consider, review, and express its opinion concerning any rules, regulations, ordinances or other action of the board of directors of any district and to advise such board of directors accordingly.

*Bureau staff may review annual and long range plans, and other proposed SWCD programs and activities to assure compliance with applicable laws.*

6. To prepare and submit to the Director of the Department an annual budget.

*Bureau staff provide input needed to justify grant-in-aid funds for SWCDs that are included in the Department's annual budget.*

7. To develop and coordinate a comprehensive state erosion and sediment control program, including guidelines to be used by districts in implementing this program. In developing this program, the Department may consult with and request technical assistance from local, state and federal agencies, and may consult and advise with technically qualified persons and with the soil and water conservation districts. The guidelines developed may be revised from time to time as necessary. Nothing in this Act shall authorize the Department or any district to regulate or control point source discharges to waters. As amended by act approved August 1, 1977.

*Bureau staff are responsible for representing the Department in assuring that tax dollars are spent in accordance with the intent of the law and in a manner consistent with taxpayers' wishes to control erosion and improve water quality.*

The above paragraphs were taken directly from the Soil and Water Conservation Districts Act and provide examples of how the Bureau of Land and Water Resources coordinates Department programs with SWCDs. Italicized paragraphs explain how BLWR staff work with SWCDs, NRCS and others to implement our mandates.