

BEFORE THE DOWNERS GROVE PARK DISTRICT  
BOARD OF PARK COMMISSIONERS

IN RE THE MATTER OF: )  
 )  
Meeting Minutes )

BOARD OF PARK COMMISSIONERS MEETING  
May 6, 2010  
7:00 o'clock P.M.

PROCEEDINGS HAD before the VILLAGE OF  
DOWNERS GROVE BOARD OF PARK COMMISSIONERS, taken at  
the Lincoln Center, 935 Maple Avenue, Downers Grove,  
Illinois, before Marlane K. Marshall, C.S.R.,  
License #084-001134, a Notary Public qualified and  
commissioned for the State of Illinois.

1 PRESENT: (continued)

2 MR. SEAN J. EHLKE, Ehlike Lonigro  
Architects

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4 MR. MICHAEL G. LONIGRO, Ehlike Lonigro  
Architects

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1 BOARD OF PARK COMMISSIONERS PRESENT:

- 2 MR. ROBERT J. GELWICKS, President
- 3 MR. FRED GUSEL, Vice President
- 4 MS. CATHERINE C. MAHONEY, Treasurer
- 5 MS. JANET BARR, Secretary
- 6 MR. MATT CUSHING, Commissioner

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8 PARK DISTRICT STAFF PRESENT:

- 9 MR. DAN A. CERMAK, Administrator
- 10 MR. TODD REESE, Director of  
Parks
- 11 MS. SANDY PFUNDHELLER, Director of  
Recreation
- 12 MS. DEBORAH J. UTECHT, Director of  
Administrative Services
- 13 MS. BRANDI NICE, Public Information  
Supervisor
- 14 MS. LEE ARNSMAN, Assistant Director  
of Recreation
- 15 MR. PAUL FYLE, Landscape Architect
- 16 MR. ANGUS SHIELDS, Recreation  
Supervisor
- 17 MR. MICHAEL O'SHEA, Youth Sports
- 18 MS. PAM RANK, Clerk

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1 PRESIDENT GELWICKS: Good evening. The May 6th,  
2 2010 Downers Grove Park District Board meeting is  
3 called to order. Roll call, please?

4 MS. RANK: Miss Barr?

5 MS. BARR: Here.

6 MS. RANK: Mr. Cushing?

7 MR. CUSHING: Here.

8 MS. RANK: Mr. Gelwicks?

9 PRESIDENT GELWICKS: Here.

10 MS. RANK: Mr. Gusel?

11 MR. GUSEL: Here.

12 MS. RANK: Miss Mahoney?

13 MS. MAHONEY: Here.

14 PRESIDENT GELWICKS: Would all please rise for  
15 the Pledge of Allegiance?

16 (Whereupon the Pledge of Allegiance  
17 was recited.)

18 PRESIDENT GELWICKS: Madam Secretary, do you  
19 have any communications to share with us this evening?

20 MS. BARR: I do not.

21 PRESIDENT GELWICKS: Anybody? Moving on we have  
22 an opportunity for visitors to address the board.

1 Would anybody like to address the board? Not at this  
 2 time? Okay. Moving on Dan, the consent agenda.  
 3 MR. CERMAK: Yes, this evening you have the  
 4 approval of the minutes from April 15th, both regular  
 5 and executive sessions; payout number three for  
 6 Accessibility Consultation and Training Services;  
 7 payout number 13 to JFNew & Associates for work related  
 8 to Lyman Woods streambank stabilization; a request for  
 9 authorization to bid a replacement mower, a Jacobson  
 10 2000 9016 mower -- that's one of our very large 5 gang  
 11 units -- the approval of the revised intergovernmental  
 12 agreement between the Village of Downers Grove and the  
 13 park district for construction of stormwater  
 14 improvements at Washington Park. And that concludes  
 15 the consent agenda. I ask your approval as  
 16 presented.  
 17 PRESIDENT GELWICKS: Can I have a motion, please?  
 18 MS. MAHONEY: I move to approve the consent  
 19 agenda as presented.  
 20 MR. CUSHING: Second.  
 21 PRESIDENT GELWICKS: Roll call, please?  
 22 MS. RANK: Miss Mahoney?

1 MS. MAHONEY: Aye.  
 2 MS. RANK: Mr. Cushing?  
 3 MR. CUSHING: Aye.  
 4 MS. RANK: Miss Barr?  
 5 MS. BARR: Aye.  
 6 MS. RANK: Mr. Gelwicks?  
 7 PRESIDENT GELWICKS: Aye.  
 8 MS. RANK: Mr. Gusel?  
 9 MR. GUSEL: Aye.  
 10 PRESIDENT GELWICKS: Motion is approved.  
 11 MR. CERMAK: Thank you very much. The next item  
 12 is the Lincoln Center renovation and master plan  
 13 presentation. And this is a project we have been  
 14 working on for some time. Director Pfundheller will  
 15 walk you through the steps that have been taken in  
 16 the last six months or so, and then we'll have a brief  
 17 presentation from the architects.  
 18 MS. PFUNDHELLER: Thanks, Dan. Back in  
 19 September, 2009 the board approved a recommendation  
 20 from staff to secure the services of Ehlke Lonigro  
 21 Architects to complete a renovation master plan and  
 22 report for the Lincoln Center facility. As part of

1 that process staff met with the architects. They  
 2 discussed program growth, industry trends, alternate  
 3 revenue opportunities, gaps in service, underutilized  
 4 spaces and security concerns related to current  
 5 operations at the Lincoln Center. As a result the  
 6 following key areas of focus were identified for the  
 7 renovation plan: Maximize use of the Lincoln Center  
 8 building through renovation, upgrades and/or additions;  
 9 assess current building conditions; improve the  
 10 existing building functions and programming; address  
 11 current space deficiencies; accommodate future program  
 12 growth; and identify expansion opportunities for the  
 13 auditorium.  
 14 Through a series of meetings with staff,  
 15 on-site inspections and review of existing building  
 16 plans and current usage patterns, the architects  
 17 developed a three-phase plan for renovation which  
 18 provides the least impact to daily operations. The  
 19 phased plan includes work on multiple floors throughout  
 20 each phase and allows the park district to maintain  
 21 activities and function during the construction.  
 22 Additionally this approach involves construc-

1 tion expenses to be budgeted over multiple years.  
 2 The architect also surveyed the existing mechanical,  
 3 electrical, plumbing and fire protection services  
 4 within the facility and have provided recommendations  
 5 that address any required upgrades or areas of concern.  
 6 The estimated cost for the Lincoln Center  
 7 renovation master plan project including any recom-  
 8 mended upgrades to the building systems is  
 9 \$10,230,000 for all three phases. Architects Sean  
 10 Ehlke and Mike Lonigro are here today to present an  
 11 overview and a brief Power Point of the Lincoln Center  
 12 renovation master plan and report, and you have all  
 13 received copies of the actual report as well as the  
 14 Power Point presentation in your packet. So with  
 15 that I will turn it over to Sean and Mike.  
 16 MR. CERMAK: Before we jump into that, could you  
 17 tell the board what we focused on, age groups,  
 18 preschool, senior, cultural arts?  
 19 MS. PFUNDHELLER: Sure.  
 20 MR. CERMAK: And stress what we see the future  
 21 of the building programming as being?  
 22 MS. PFUNDHELLER: Sure. What we tried to do

1 was group the different program areas. So all of  
 2 the preschool-related classes would be on one floor,  
 3 cultural arts would be on another floor and then focus  
 4 in the gym area youth sports and elementary age moving  
 5 a lot of those programs over here to this building.  
 6 And we also focused on a dance area so that we can  
 7 do more crossmarketing within the building. So  
 8 you're in one program that's for dance and you might  
 9 be interested in another one that's across the hall.  
 10 Same with cultural arts. So we tried to group them  
 11 that way. And we're going to start doing that as  
 12 much as we can with the current building structure.  
 13 Starting June 1st we are going to move some things  
 14 around in here and see how that works. Anything else?  
 15 MR. CERMAK: Did you expand preschool in areas  
 16 too?  
 17 MS. PFUNDHELLER: Preschool we have added --  
 18 In the plan there's a couple more rooms added hoping  
 19 to have more growth in that preschool area. We think  
 20 that youth sports is a big area that will grow as well  
 21 as the dance program which has already been showing  
 22 growth. In the past probably six months we have had

1 pretty good growth in that area. And then the  
 2 auditorium, there's also an expansion concept for that  
 3 if we were to get into more of the performing arts  
 4 and theater.  
 5 MR. CERMAK: So we're seeing this as a preschool  
 6 center, an Active Adult Center, dance and some  
 7 elementary sport programming areas?  
 8 MS. PFUNDHELLER: Yes. Yeah. A little expansion  
 9 on the Active Adult but really focusing on preschool  
 10 and the youth sports here, cultural arts programming  
 11 for that same age group.  
 12 MR. CERMAK: I think that concept led the --  
 13 really led the renovation philosophy.  
 14 MS. PFUNDHELLER: Yes.  
 15 PRESIDENT GELWICKS: Do we have a revenue plan  
 16 for Lincoln Center?  
 17 MR. CERMAK: Not associated with this plan.  
 18 PRESIDENT GELWICKS: No, currently. I mean do  
 19 we know how much revenue is driven by the Lincoln  
 20 Center today and --  
 21 MR. CERMAK: Sure.  
 22 PRESIDENT GELWICKS: -- and then how do we

1 project that to grow based on making the changes like  
 2 this?  
 3 MR. CERMAK: We haven't done that step yet, but  
 4 that could easily be done.  
 5 PRESIDENT GELWICKS: I think that's an important  
 6 aspect of this.  
 7 MR. CERMAK: Right.  
 8 PRESIDENT GELWICKS: I mean I think you outlined  
 9 the various function areas, but I think given the  
 10 significant potential costs here I think we need to  
 11 understand it from a what does it mean from a  
 12 revenue standpoint or what does it mean from an opera-  
 13 tional standpoint in terms of costs. Do the opera-  
 14 tional costs go down by a certain amount because of  
 15 the changes or go up by a certain amount? I think  
 16 we need to understand that also.  
 17 MR. CERMAK: I think that should not be very  
 18 difficult to produce at all.  
 19 PRESIDENT GELWICKS: Okay.  
 20 MR. GUSEL: Would it affect staffing as well?  
 21 Obviously by increasing the size of rooms, sizes of  
 22 programs would that impact -- would we increase

1 staffing?  
 2 MS. PFUNDHELLER: Not any full-time staff --  
 3 MR. GUSEL: Okay.  
 4 MS. PFUNDHELLER: -- or year-round permanent  
 5 part-time, anything like that. It would really be  
 6 the instructors. And that's as the program expands  
 7 you would hire what you needed.  
 8 MR. GUSEL: Okay.  
 9 MR. CERMAK: Okay.  
 10 MS. PFUNDHELLER: Sean and Mike?  
 11 MR. CERMAK: Sean and Mike also of Fishel Park  
 12 band shell fame.  
 13 MR. EHLKE: Well, good evening. I am Sean  
 14 Ehlke. And I am just going to make a few comments  
 15 and I am going to turn it over to Mike to run through  
 16 the plans tonight. But I think Sandy pretty much  
 17 expressed what we were tasked to do.  
 18 And I just want to read a paragraph that we  
 19 have in our report that says, Building Components.  
 20 "The main focus identified by the park district is  
 21 to improve existing building functions and programming,  
 22 address current space deficiencies and accommodate

1 future program growth. Renovation, upgrading and  
 2 additions are all considerations for maximizing the  
 3 use of the existing building." Then we go on to the  
 4 various areas and so forth.

5 Really what we were tasked to do was really  
 6 come in and assess, look at the various building  
 7 components, plumbing, mechanical, electrical, fire  
 8 protection, and really get into the program require-  
 9 ments and how the current spaces actually accommodate  
 10 those program requirements. And I think one of the  
 11 things that you will see tonight is we took efforts  
 12 to really try to group like program elements together,  
 13 and that was kind of the driving force for what we  
 14 were doing. So with that I am going to turn it over  
 15 to Mike and he can run through the plans.

16 MR. LONIGRO: Good evening, everyone. I am Mike  
 17 Lonigro, the other half of Ehlike Lonigro Architects.  
 18 I thought we would start off with the existing plans  
 19 of what the building is, just a brief overview for  
 20 everyone to be on the same page.

21 Essentially what we have is the gym to the  
 22 farthest to the south with some storage and a ramp

1 that brings you down. There's a couple preschool  
 2 rooms on the lower level. There's a preschool room  
 3 here, preschool room next to the gym, some restroom  
 4 facilities, an old shower room, a public lounge which  
 5 is not used very much, a registration or reception  
 6 area. There is another set of toilet rooms back here.  
 7 There is some storage that's used for various things.  
 8 There's some exterior storage out the south end. You  
 9 also have an existing boiler room. That's the  
 10 lowest elevation in the building. There is a lounge  
 11 area and then some additional toilet rooms over here.

12 The second and third floor again to the  
 13 south is the existing auditorium space, bathrooms.  
 14 This is a senior room. This is multi-storage in this  
 15 space for various groups. These three rooms here are  
 16 used by the senior and Active Adult area. There is  
 17 your kitchen area that was recently renovated. And  
 18 then these couple rooms here are used for dance right  
 19 now. This room is a multipurpose room. This space  
 20 is just a roof over the boiler room.

21 And then on the fourth and fifth floor again  
 22 there is some dance rooms, these two rooms to the east

1 are existing art rooms, this is art storage with a  
 2 kiln, and then this is the staff offices currently,  
 3 this is the room that we're in, and then this is used  
 4 for the Discovery preschool area.

5 So as Sandy said, this is broken down into  
 6 three phases. The first phase is broken into two  
 7 parts. We looked at how could we use the building  
 8 while either new construction or renovation was being  
 9 done at the same time. So currently this is the  
 10 main entrance here over to the west that's hidden from  
 11 the parking lot over to the south. Our thought was  
 12 to create an entrance to the south nearest to the  
 13 parking lot because that's where everyone generally  
 14 comes from. There is some -- from what we understand  
 15 some walk-in traffic from Maple Avenue, but again the  
 16 primary entrance would be to the south.

17 So with that what we looked at was creating  
 18 an addition around the existing gym. And within that  
 19 addition would be the entrance with a vestibule again  
 20 focused towards the parking area. There would be a  
 21 large lobby space that as folks walked in there would  
 22 be a reception desk, behind it a work room for staff

1 and initially a private office that would help manage  
 2 the reception area. To the one side of the lobby  
 3 space then we created an area for the seniors and  
 4 Active Adults. So there is a separate office for them  
 5 to register for their various functions. There is a  
 6 card room, there is a senior lounge, and then this  
 7 right here is a -- we have called it a senior program-  
 8 ming room which could be multifunctional for them.  
 9 There was a request to make the gym more  
 10 accessible and make it larger if possible. The way  
 11 we achieved that was -- If you recall on the existing  
 12 there was storage to the west and a ramp to the east.  
 13 Both of those were removed as well as entrances to the  
 14 current gym closed up. We created a new elevator  
 15 with a stair coming down to the gym lobby. Storage  
 16 was then located outside of the gym thus giving us a  
 17 larger gym space.

18 MR. GUSEL: Would the seating be removed then?

19 MR. LONIGRO: Yes, it would all be gone.

20 PRESIDENT GELWICKS: Are those viewing windows  
 21 along that aisle there?

22 MR. LONIGRO: Yes, there would be two viewing

1 windows from the lobby space. And you will see as  
 2 phasing goes along those would continue to give a  
 3 connection between the public space and what's going  
 4 on in the gym.  
 5 Then going up to the second/third floor  
 6 there was the idea of creating a larger auditorium  
 7 space that could be used by outside entities. So  
 8 the highlight of this is the auditorium with a larger  
 9 stage area, seating for 250 people that could be  
 10 removed and then that could be used for different  
 11 functions. They could put tables in there and chairs,  
 12 or it could be set up as an auditorium space. To the  
 13 west are a couple meeting rooms that would be achieved.  
 14 There is a two-story space that looks down into the  
 15 lobby. There is a decorative ornamental stair that  
 16 comes up to this floor with a space for performance  
 17 breaks where the public could come out as well as to  
 18 the north of the theater area. The elevator would  
 19 also be used to get to this floor. And then there  
 20 is a dressing area for performers to be used.  
 21 MS. BARR: A question for you. Is that like a  
 22 flat space? Because they talked about it being, I

1 don't know, like a stadium seating kind of thing.  
 2 MR. CERMAK: She's wondering if the seats are  
 3 on an incline.  
 4 MR. LONIGRO: No, at this point it is all one  
 5 level.  
 6 MS. BARR: Oh, okay.  
 7 MR. LONIGRO: The stage is raised. At one time  
 8 were we talking about doing it between two floors?  
 9 MS. PFUNDHELLER: I don't think so.  
 10 MR. EHLKE: I think the feeling was to try and  
 11 keep it as multifunctional. And so we have a number  
 12 of multipurpose spaces in here, but we also looked  
 13 at trying to not complicate the structure as well.  
 14 So the idea was to have removable seating, be able  
 15 to gain that space back for other functions.  
 16 MS. BARR: Okay.  
 17 MR. LONIGRO: As we go up then to the upper  
 18 floors, the whole theater and stage area is a  
 19 two-story space so there would be nothing over that.  
 20 But to the north of that would be a control room for  
 21 the auditorium, an additional meeting room and then  
 22 storage. Some of this would impact the current fifth

1 floor where staff is, but from what we saw there was  
 2 an open office right here that staff could stay in  
 3 place and people would just juggle to various offices  
 4 at this point.  
 5 MR. CERMAK: Mike, would you show the board where  
 6 we're sitting right now?  
 7 MR. LONIGRO: We are sitting right here.  
 8 (indicating)  
 9 MR. CERMAK: Okay.  
 10 MR. LONIGRO: So again all of this work in phase  
 11 1A would be to the south and east and west of the  
 12 current gymnasium.  
 13 PRESIDENT GELWICKS: Now, does this require an  
 14 entire new roof like where the auditorium is?  
 15 MR. LONIGRO: Yes, because that would be new  
 16 space.  
 17 Again just to reiterate some of the points  
 18 of phase 1A, what you get in there, there is a new  
 19 registration and lobby, there is a private office and  
 20 a work room, there's a new main entrance, new Active  
 21 Adult and senior areas, the existing gym is renovated,  
 22 there is a new gym entrance to the south, a new

1 elevator and stair, new auditorium seating for 250  
 2 people, a new auditorium lobby area, new meeting rooms,  
 3 a new control room for the auditorium and storage.  
 4 All of this is at an estimated cost of -- new and  
 5 renovated area of just over \$5 million.  
 6 As an alternative, which we don't have in  
 7 this Power Point presentation but are in your report  
 8 booklets, there is a concept that shows retaining the  
 9 existing auditorium and just renovating that space  
 10 instead of taking on all the structural elements to  
 11 reorient and create that as a larger space.  
 12 PRESIDENT GELWICKS: If you did that do you  
 13 structurally change things above the first floor --  
 14 MR. LONIGRO: With the renovated --  
 15 PRESIDENT GELWICKS: -- by leaving the auditorium  
 16 as is?  
 17 MR. LONIGRO: There are some implications that we  
 18 would have to look at, but essentially the structure  
 19 that's in place there would stay the same.  
 20 PRESIDENT GELWICKS: So it's primarily a first  
 21 floor addition then?  
 22 MR. LONIGRO: It would be a first floor -- I

1 mean there would be something that you would get to  
 2 the west as well. As that addition wraps around the  
 3 gymnasium you could get space continuing up.  
 4 PRESIDENT GELWICKS: How many parking spaces do  
 5 we lose?  
 6 MR. LONIGRO: I don't recall offhand what that  
 7 was. But the thought is that there would be additional  
 8 parking that would have to be added to the west of the  
 9 current lot to pick up more spaces.  
 10 MR. CERMAK: The west or the south. We are going  
 11 to guess at about twenty-five.  
 12 MR. EHLKE: We certainly lose the parking spaces  
 13 that are tucked right up to the building right now.  
 14 PRESIDENT GELWICKS: Correct.  
 15 MR. EHLKE: But that curve is really set up so  
 16 that it kind of keeps a similar kind of traffic flow.  
 17 It pushes it a little bit to the south, and those  
 18 few spaces that are south of the gym are impacted.  
 19 But we -- With the addition along the west side of  
 20 the site of the parking lot we gain them all back  
 21 and more.  
 22 MR. LONIGRO: The second --

1 PRESIDENT GELWICKS: Excuse me, Mike. The  
 2 seating in the auditorium for 250, what does it seat  
 3 today?  
 4 MS. PFUNDHELLER: Right around 200.  
 5 MR. CERMAK: I think it's 192 in the fire code.  
 6 In reality probably comfortably 165, 170.  
 7 PRESIDENT GELWICKS: Well, the way it's laid out  
 8 on the -- depicted on the picture it's complete rows  
 9 all the way across which -- Is that how you get 250?  
 10 Because just to your point, Dan, 190 versus 160, it's  
 11 probably the same thing. It's 250 versus 220 or  
 12 something like that depending on how you lay it out.  
 13 MR. EHLKE: Right.  
 14 PRESIDENT GELWICKS: Is that fair?  
 15 MR. LONIGRO: That's fair.  
 16 MR. EHLKE: You could set it up with a center  
 17 aisle. Would you? I mean the layout that we showed,  
 18 I think we have the proper number from the rows that --  
 19 I don't know. There's maybe 17 or something that come  
 20 across.  
 21 PRESIDENT GELWICKS: Sure.  
 22 MR. EHLKE: You can do it that way with the

1 width of the side aisles. But in reality --  
 2 PRESIDENT GELWICKS: That's, I will say, a packed  
 3 house.  
 4 MR. EHLKE: Right.  
 5 PRESIDENT GELWICKS: This would be great in some  
 6 cases, but mostly you wouldn't be doing that. That's  
 7 the max number so I understand that?  
 8 MR. EHLKE: That's the biggest performances that  
 9 you would hold there.  
 10 MR. GUSEL: Is there storage for all those chairs  
 11 built into this?  
 12 MR. EHLKE: Go back.  
 13 PRESIDENT GELWICKS: Why are you worried about  
 14 storage?  
 15 MR. CERMAK: He knows.  
 16 MR. GUSEL: I know. Well, then how do you get  
 17 them if the storage is not on that floor?  
 18 MR. LONIGRO: Storage is right here.  
 19 (indicating)  
 20 MR. GUSEL: You could put 250 chairs in there?  
 21 MR. LONIGRO: Sure. Again they're stackable  
 22 chairs that you are looking at. You are not looking

1 at nice cushy chairs.  
 2 MR. CERMAK: Typically what we have now is  
 3 storage off to the west. There's a small room for  
 4 stacked chairs, and then we will bring them up from  
 5 other floors if we have a big group going to meet in  
 6 there.  
 7 MR. GUSEL: Okay.  
 8 MR. CERMAK: But an excellent point.  
 9 PRESIDENT GELWICKS: You do have the elevator  
 10 right next to it, so --  
 11 MR. LONIGRO: Okay. Then phase 1B is essentially  
 12 seen as part two of phase 1. It can be broken into  
 13 an entirely separate phase unto itself, but we saw  
 14 this as the completion of phase 1.  
 15 So phase 1B is then to the north of the  
 16 existing gym in this area. What that would do is that  
 17 it would create essentially a connection to the north  
 18 half of the existing facility by this corridor. There  
 19 would be two additional offices that would be picked  
 20 up in what would be -- eventually is going to become  
 21 the administrative area. There is a small general  
 22 office area that's created, a conference room for

1 staff. The current ramp that is in place gets wider.  
 2 That little reception area is removed to bring you  
 3 down to this level. That comes down about 12 to 18  
 4 inches. New toilet rooms are created. There is a  
 5 second way to get out of the gym via this stair, and  
 6 then there is a connection at the senior programming  
 7 area again to allow them to get to the bathrooms. It  
 8 also includes exterior yard storage as part of this.  
 9 On the second and third floor then we pick  
 10 up a multipurpose room -- I don't know what this  
 11 is -- this is a storage room, and then there are two  
 12 music and vocal rooms for lessons. Again there are  
 13 bathrooms that are added which we heard from staff  
 14 that there were not enough bathrooms in this facility  
 15 let alone bathrooms on floors. Several places you  
 16 have to walk down to another floor or up to a floor  
 17 to get to the bathrooms. So these bathrooms are  
 18 stacked on top of the bathrooms that are below them.  
 19 And then this space over here becomes temporarily a  
 20 preschool room that is vacated by the current regis-  
 21 tration office because the registration will go down  
 22 to the first floor as part of phase 1A.

1 Again just to recap some of the things as  
 2 part of phase 1B, there would be the renovation of  
 3 current space on the north side of the gym, new  
 4 administrative offices on grade level including a  
 5 private and general offices as well as a conference  
 6 room, new toilet facilities at the grade level as  
 7 well as floor three, connection to the new Active  
 8 Adult senior area, building storage, the relocation  
 9 of the existing preschool rooms that are impacted on  
 10 the first floor would be moved to the second floor,  
 11 new voice and music rooms, new multipurpose room  
 12 all with an estimated cost of about \$1,530,000.  
 13 PRESIDENT GELWICKS: I have -- You raised an  
 14 interesting question in my mind with regards to how  
 15 you get to the restroom facilities once you do 1B.  
 16 In 1A how do I get to a restroom?  
 17 MR. LONIGRO: That's why we considered phase 1  
 18 as one element but at the same time it's two. So it  
 19 was our thought that it would be -- if it could be  
 20 done as one phase it would be or it would be one right  
 21 after another. If it can't be done there would be  
 22 things in phase 1B that would have to be moved as

1 part of 1A in order to make those connections.  
 2 Phase 2 is essentially a -- In the  
 3 current area where we're currently entering the  
 4 building it's going to be -- what you will see as we  
 5 go up on the floors it's going to be vertical additions  
 6 to the building. On this floor for the first floor  
 7 essentially it finishes the creation of the adminis-  
 8 trative offices. So you get an additional five  
 9 offices, an area for a general staff person, and then  
 10 there is a new elevator that is created to replace  
 11 the current elevator which is seen as old and slow  
 12 and not running very well.

13 As part of the second and third floor you  
 14 will also see now an addition to the east side which  
 15 is over the existing boiler room. This room starts  
 16 our preschool area which we are trying to then create  
 17 in all of these rooms to the north on the second floor.  
 18 Additionally over the new administrative area is  
 19 another preschool room that will be added.

20 Finally on the upper floors this is where  
 21 we start creating more of a cultural arts floor. So  
 22 here we have a large dance room/exercise room with a

1 dividing wall where this room could be broken into  
 2 two or it could be one large room. Over the existing  
 3 entrance area you will find a large art room complete  
 4 with its own storage and kiln area. There is an  
 5 additional meeting room, there is a game room, and  
 6 then over here we have a computer lab and then another  
 7 multipurpose room.

8 So phase 2 is essentially two vertical  
 9 additions in the center of the existing building.  
 10 There is the elimination of the existing main entrance,  
 11 there is the completion of the administrative area  
 12 with five new offices and a general office area,  
 13 there is a new central elevator, there's two new  
 14 preschool rooms, a new art room with its own storage  
 15 and kiln area, there is expanded dance and exercise  
 16 rooms, there's the relocation of all dance rooms to  
 17 the fourth floor, there's the renovation of the  
 18 existing administrative offices on the fifth floor  
 19 into multipurpose room and a computer room, there's  
 20 new toilet rooms on the fifth floor, an additional  
 21 meeting room and then the relocation of the Discovery  
 22 Tot room from the fifth floor will be put down to

1 ground floor. This phase is estimated with the new  
2 and renovated area at about \$1,800,000.

3 And then finally phase 3 focuses on the  
4 north end of the building. This is a combination of  
5 renovation and addition to the north end of the  
6 building. Essentially the addition would be to the  
7 northwest of the current facility as well as a new  
8 exit stair to the northeast. On this floor, which is  
9 the level that's half below grade, this becomes your  
10 preschool/mini gym/multipurpose area. Again this is  
11 depicted with a folding partition. So this room can  
12 be divided into two rooms or it can be one large room.  
13 Off of this is a small kitchen. And this was seen  
14 as an area that could be turned over to the public for  
15 parties. So that's why there is the connection of  
16 this little kitchen area. Bathrooms would be redone  
17 for that level as well.

18 The floor above it, the second floor, again  
19 contains all preschool rooms now. So there's one, two,  
20 three, four, five, six preschool rooms. It also  
21 includes some storage which we are borrowing out of  
22 the existing large corridor there. Again there's

1 toilet rooms for that floor which would be stacked  
2 on the toilet rooms for the floor below. And then  
3 there is a staff lounge I believe is what that is --  
4 yes, a staff lounge at this level.

5 PRESIDENT GELWICKS: Do we really need two sets  
6 of restrooms on that floor?

7 MR. LONIGRO: Yes, you are going to need them  
8 for the two different sections.

9 PRESIDENT GELWICKS: No, you have got -- Next  
10 to the auditorium, isn't that a restroom?

11 MR. LONIGRO: Here? (indicating)

12 PRESIDENT GELWICKS: Yes.

13 MR. LONIGRO: Well, that's on another floor up.  
14 So this is the third floor here separated by these  
15 stairs. So this is a level down, this is a level up.

16 PRESIDENT GELWICKS: I got you.

17 MR. LONIGRO: So what you are going to see as  
18 you look at all of these there will be toilet rooms  
19 on every level as opposed to going down to a level  
20 or up to a level.

21 MR. EHLKE: I think one of the other comments I  
22 would make is that the plan that we have developed,

1 one of the requests was to be able to shut off  
2 various areas for different hours of use and so  
3 forth. So that's why we ended up with things on  
4 each level, to work the various rooms that were there.

5 MR. LONIGRO: And then finally on the fourth  
6 floor again on the north end this is an addition at  
7 the northwest corner again. Again that's a vertical  
8 addition that goes up all three floors. This is seen  
9 as a multipurpose room at this point. Adjacent to that  
10 is a storage area for that floor and then again new  
11 bathroom facilities with storage immediately adjacent  
12 to it.

13 What I didn't point out in some of the other  
14 plans is that there is generally a storage area  
15 adjacent to any of the new bathrooms that we're putting  
16 in place. That was seen as a place to store paper  
17 products for the restrooms rather than going all the  
18 way down to the boiler room like they currently do  
19 and coming up, say, to the fifth floor or the fourth  
20 floor with all the supplies.

21 And in conclusion phase 3 is concentrated  
22 on the north end of the current facility. It provides

1 a little bit more street presence to Maple Avenue.  
2 There is the expansion of the current preschool room  
3 on the lower level into a mini gym for the preschool  
4 programs and also can serve as a large multipurpose  
5 area. There's a new small kitchen area, there is a  
6 new exit stair that serves all floors to the north,  
7 new toilet facilities on the ground floor, the second  
8 floor and the fourth floors, new preschool rooms, a  
9 new staff lounge, new preschool storage, second floor  
10 entirely devoted to the preschool program, new multi-  
11 purpose rooms, the fourth floor devoted entirely to  
12 dance and exercise programs and again all at an  
13 estimated cost new and renovated of about \$1,800,000.

14 MR. EHLKE: I think I would add in conclusion a  
15 couple of things that weren't really highlighted in  
16 Mike's presentation is that in all this work you're  
17 essentially adding significantly to the existing  
18 structure. I think we're adding about 20,000 square  
19 feet. The existing structure is about thirty-three,  
20 34,000. But as part of that expansion and in our  
21 numbers we are picking up the various mechanical and  
22 electrical systems that need to be upgraded. For

1 example, the electrical service which was -- I think  
 2 there's an 800-amp service that was in the original  
 3 service, but then when the rooftop units were done  
 4 back in the mid-'70s there was an electrical service --  
 5 a secondary electrical service that was brought in.  
 6 One's like 208 and the other one at 480. So there's  
 7 these two different systems. That would all be --  
 8 In what we are showing here tonight that would be a  
 9 new electrical service coming in. Because on the  
 10 east side of the building there are the overhead lines  
 11 coming in. When we do that infill on the east side  
 12 we would bring in underground service to the lower  
 13 level.

14 The only other real key mechanical component,  
 15 I think, is the water service feeding the building  
 16 doesn't have an RPZ unit which if you are doing  
 17 anything today you would have to have. That's anti-  
 18 cipated in here.

19 And where we stand tonight in time, looking  
 20 at the rooftop units that serve the existing building  
 21 our engineers estimate there's probably about five to  
 22 ten years of life in those units. Those are gas-fired

1 heating and cooling units. So yes, there's a  
 2 three-phase approach here that we're showing, but  
 3 there's life in certain systems that when you start  
 4 to do things, you know, hopefully you can kind of use  
 5 those things that are in place, but eventually you're  
 6 going to have to be replacing rooftop units, you  
 7 know, five, ten years out and so forth.

8 And I think the last comment I would say  
 9 is that, you know, the original building was built  
 10 like 1867 and then the addition to the south. So you  
 11 have, you know, a 140-year-old structure here that has  
 12 undergone additions, renovations and that. Our  
 13 professional opinion is as we learn the building and  
 14 the systems it's really -- it's got good bones. And  
 15 there are certain areas that have to have some remedial  
 16 work, but by and large you guys have done a lot of  
 17 work over time, you know, replacing windows, the  
 18 rooftop units, tuckpointing and all that. I don't  
 19 have to tell you all that. But there's good bones  
 20 here, and so I don't think you're -- what's being  
 21 shown here tonight is you are not really having to go  
 22 back and really rebuild a lot of the stuff that you

1 have here.

2 PRESIDENT GELWICKS: What would it cost to build  
 3 this building from scratch?

4 MR. EHLKE: Well, I think we came up --

5 MR. CERMAK: Or maybe another way to ask that is  
 6 build 54,000 square feet from scratch.

7 MR. EHLKE: Well, I think when we looked at our  
 8 number with the site work being included we were about  
 9 \$12,200,000. And if you take that by the 54,000  
 10 square feet that comes out to be about \$225 a square  
 11 foot. But, you know, in a phased approach and stuff  
 12 here and whatever you would be well over that square  
 13 foot cost. Honestly I don't really want to venture  
 14 a number tonight, you know, for new. I don't feel  
 15 comfortable doing it because, you know, what you would  
 16 end up doing is you would have to demolish this and  
 17 then where would you build a new structure? Is it  
 18 on this property? Would it be on this property or  
 19 somewhere else? I don't know.

20 PRESIDENT GELWICKS: Just assume here. I am  
 21 just curious as to are we putting \$10 million into  
 22 something that would cost \$10 million to build from

1 scratch, or are we putting \$10 million into something  
 2 that would cost \$30 million to build. I am just  
 3 trying to -- And this is -- We are not planning to  
 4 do it. I am just trying to understand the value  
 5 proposition here.

6 MR. EHLKE: I think if you were starting from  
 7 scratch I think you're going to be in the realm of  
 8 about \$300 to \$350 a square foot.

9 PRESIDENT GELWICKS: Okay. That's fair. Okay.

10 MR. CERMAK: If I can just back up, I had failed  
 11 to realize that we do have new commissioners and I  
 12 would like to give you a little background how we  
 13 got to this point. As Sean said, this building was  
 14 the first -- The first part of this building was  
 15 built in 1867 and then there were additions. I am not  
 16 quite sure how many additions, but I think over time  
 17 just like the Washington School there were several  
 18 additions. This was used as a school building from  
 19 1867 until the mid-'70s or early '70s when the park  
 20 district bought it from District 58 when they  
 21 abandoned the structure.

22 We then proceeded to renovate this building

1 in totality in 1978, and I believe we moved in here  
2 in about 1980. Since that time -- And Sean alluded  
3 to this or maybe Mike did. Since that initial reno-  
4 vation in '80 we have done some substantial work  
5 including, I believe, two new roofs, all of the HVAC  
6 systems were put in, I believe, in the mid-'90s which  
7 gave us finally central heating and air conditioning,  
8 tuckpointing of the exterior of the building, all  
9 new windows, and that was probably a six or \$700,000  
10 job -- and those of you that remember the old windows  
11 really appreciate the new ones -- as well as several  
12 phases of cosmetic upgrades throughout the years which  
13 would include plastering, painting, new ceiling tiles.

14 MS. PFUNDHELLER: Lighting.

15 MR. CERMAK: Lighting. We do have energy  
16 efficient lighting in here through a state grant.  
17 So we have done some things throughout the years.

18 MR. GUSEL: Asbestos removal.

19 MR. CERMAK: Asbestos removal was another big  
20 one for a hundred fifty or \$200,000. So I wanted to  
21 give you a little bit of background how the Lincoln  
22 Center got here and how it's been part of the community.

1 I do believe it's an historic icon in the community,  
2 and you can see it as you walk through the halls. So  
3 I think that's an important fact to remember.

4 The way we got to the renovation concept  
5 was staff had for years wanted to move the offices  
6 located on the second floor down to the lobby. And  
7 the price tag on that was about seven hundred fifty,  
8 maybe \$800,000. After many years of sitting in  
9 capital meetings and having lively discussions with  
10 the board on that, the board suggested perhaps we  
11 should do a master renovation plan and look at the  
12 future of this building, which brought us to last  
13 September when Ehlike & Lonigro were hired to start  
14 this process.

15 PRESIDENT GELWICKS: Very good. I mean I think  
16 this is wonderful. If money was not an object start  
17 tomorrow. I mean I think there's a lot of positive  
18 things that we have talked about that are needed for  
19 here that are shown here. So I think it's a grandiose  
20 plan. In today's world with everything else we have  
21 got going on I think we really need to evaluate it  
22 from a -- I will say a business perspective of how

1 does it fit.

2 One thought that I had, Dan -- and again  
3 this is just off the top of my head -- I don't know  
4 how many offices we have at Warrentville from a staff  
5 perspective, but I am wondering if as we think about  
6 this whether consolidating Warrentville into here --  
7 I understand the maintenance is a separate issue.  
8 But from a staff standpoint if we're going to do this  
9 kind of a renovation here could we potentially take  
10 care of the office needs at Warrentville here,  
11 consolidate and then potentially reuse that facility  
12 or sell that facility as a way to help fund some of  
13 what we're doing here? And granted there's a lot of  
14 other issues there, but that's the kind of thing I  
15 think we ought to be thinking about as a way to  
16 potentially help drive some of the funding on something  
17 like this. I mean I don't know if that's feasible,  
18 but that hits me because there's so much going on  
19 here.

20 I don't see this building as heavily utilized  
21 today. Whether it should be or shouldn't be it never  
22 seems heavily utilized. Now, part of that back to

1 your point about segmenting it out because depending  
2 on which piece of the building you're in it's utilized  
3 at this time of day versus another time of day  
4 another part of the building is being used. So I  
5 recognize that. But it doesn't seem to be fully  
6 utilized. So I think if we were going to move  
7 forward with a project like this I think we need to  
8 understand from a business perspective how does  
9 business change. And granted with a brand new facility  
10 with all the things you're talking about I think  
11 there's some wonderful opportunities here. But I  
12 think we have to understand from a business standpoint  
13 as if this were a private business is a \$10 million  
14 investment going to pay me back or do I need to curtail  
15 it and cut it back significantly to something less  
16 because it doesn't by itself cost justify.

17 There is no way you are going to cost  
18 justify it on a revenue basis and I understand that.  
19 But you do have a lot of things that are going to  
20 have to be done to this building over time such as  
21 HVAC and all sorts of things of that nature, and I  
22 would question whether some of the water issues and

1 some of the other things that are in here may not  
 2 have to be addressed in the next five to ten years.  
 3 So you do have some offsetting costs also there.  
 4 So I think there is a potential here. I  
 5 just think we just have a lot more I will say business  
 6 case work to do to make this thing viable. But this  
 7 is a wonderful master plan, and certainly I think it  
 8 really needs to be considered. But we have got a  
 9 lot of work to do to get there. Anybody?  
 10 MR. CUSHING: I would have to agree with you. I  
 11 think it's a tremendous plan. I think it's -- You  
 12 used grandiose. But I think the scope of it is so  
 13 large that we definitely have to look at revenues that  
 14 can come in from it. I don't think -- You said we  
 15 can't justify it just purely on a revenue basis, but  
 16 can -- and I guess this would be a better question  
 17 for them -- but can it be broken down into even  
 18 smaller chunks that can be addressed as some of  
 19 those -- as some of the mechanical needs might come  
 20 along? I guess we don't want something to -- We  
 21 don't want to wait for something to trigger a  
 22 renovation, but --

1 PRESIDENT GELWICKS: Like the Fishel band shell?  
 2 MR. CUSHING: Correct. Trying to avoid those  
 3 type of situations. But if you could take a look and  
 4 say, you know, some of the water situations if you  
 5 say five to ten years and you could plan to start the  
 6 renovation in three, maybe that's something a little  
 7 bit more cost feasible. Again I think maybe looking  
 8 at it in smaller chunks if it can be addressed that  
 9 way. I understand you're looking at a gymnasium and  
 10 auditorium which just the scope of that in itself is  
 11 going to probably limit what you can cut. But I would  
 12 think that would be something to take a look at.  
 13 PRESIDENT GELWICKS: Anybody else?  
 14 MR. GUSEL: I think it's a good plan. And I was  
 15 in a similar thought process, wow, there's a lot of  
 16 new office space coming in here so what does that do  
 17 for Warrenville or potential as a revenue stream. But  
 18 I do think, you know, yes, that \$10 million, that's  
 19 a big number, but we have to look at over time. I  
 20 mean how many preschool classes do we currently have?  
 21 If we're going from two to six rooms, you know,  
 22 long-term we are going to be expanding and there will

1 be revenue generated off that. If the gym size  
 2 increases we can program it more, maybe run more things  
 3 out of there that could be league-based, revenue-based.  
 4 It is not going to pay for itself in a short period  
 5 of time, but there will be some revenue generated  
 6 from that obviously even with some of the cultural  
 7 arts stuff that's potentially on the plan. Great  
 8 job. But again I think, yeah, we do have to look at --  
 9 Obviously funding is the big trigger.  
 10 PRESIDENT GELWICKS: Another thought I had though  
 11 was a big part of this is the Active Adult Center.  
 12 And when I looked at all the money that we spend and  
 13 the things that we focus on, very little of it goes  
 14 towards that group. I mean because most of what --  
 15 a lot of their energy is focused on this building or  
 16 activities around here or could be expanded here if  
 17 you had better accessibility and everything else with  
 18 a better location. I mean I have to believe with  
 19 everything that's going on demographically in this  
 20 town and with a lot of people being able to live in  
 21 close proximity that we could really make this into  
 22 something. But having that first floor entrance and

1 having all the other things there would make it much  
 2 more viable. And that's a group of people that when  
 3 you look at how we do things, I mean we spend a lot  
 4 of money on athletic facilities and a lot that  
 5 focuses on other groups, but there are some groups  
 6 be it the preschool and then the older generation that  
 7 this would benefit significantly. And it's nice to  
 8 be able to spread that around.  
 9 MR. GUSEL: Agreed.  
 10 MS. MAHONEY: I would like to start tomorrow.  
 11 However, what I think might be helpful and useful  
 12 for those who are looking at this is to have what we  
 13 have been talking about, these mechanicals and/or  
 14 other things that are going to be coming up like we  
 15 have talked about in the next three to five years,  
 16 have those numbers separated out of this ten million.  
 17 Because I think a lot of people are going to see ten  
 18 million and go oh, my God, which they should. But I  
 19 think if they understood that whatever part of that  
 20 ten million is for things that we are going to have  
 21 to do within a relatively short period of time, then  
 22 it's like do you spend money after something that's

1 not so good or do you spend that money after something  
 2 that's much better. So I think that would be helpful  
 3 when we get to working on these phases and understand-  
 4 ing what the next step is. I would find that helpful  
 5 in looking at things like that. I don't know what  
 6 the here's an option but what's the other option is.  
 7 I see just to keep going along as what you mentioned  
 8 just doing things -- and I don't mean this in a bad  
 9 sense -- but just ad hoc, you know -- Just okay, we  
 10 put the windows in. I remember that, you know. And  
 11 we had to put a roof on. We did get the air condition-  
 12 ing. I remember that. So, you know, it's like just  
 13 doing that when it comes around for lack of a better  
 14 way to say it. And I guess that's the alternate  
 15 option. Because we are not -- I don't believe we are  
 16 going to shut down this building. So I think that's  
 17 the -- You know, I think that may be the choices.  
 18 MR. CERMAK: You're absolutely right. We're  
 19 looking at -- We still have the request on the staff's  
 20 part to move that office downstairs. I have talked  
 21 to the preschool teachers recently. Those preschool  
 22 rooms have not been redone in twenty years. We're

1 going to have to get in there -- Whether it's part  
 2 of this plan or we go back to an ad hoc plan we're  
 3 going to have to make certain kinds of improvements  
 4 if we want to sustain the program in a quality manner.  
 5 And the quality of the program -- and many of you  
 6 have had your children in the preschool -- is  
 7 important as an attractive feature for young parents  
 8 to bring their kids here. So you're absolutely  
 9 correct.  
 10 This building -- What you saw tonight in  
 11 my opinion was the future. The future could also  
 12 be -- And really what you saw tonight was related  
 13 to where we think the program area is going to grow.  
 14 The building can function as it is with cosmetic and  
 15 mechanical improvements at much less cost. But we  
 16 think that this is where the future is, and that's  
 17 how we looked at this renovation master plan.  
 18 PRESIDENT GELWICKS: Well, and I think downtown  
 19 as a viable location, which Downers Grove is attempting  
 20 to make it, this building becomes more viable also.  
 21 MR. CERMAK: I think this building is -- Well,  
 22 in my opinion it will always be viable. It won't be

1 the busiest recreation center we have. We know that  
 2 the Recreation Center on Belmont Road is our active  
 3 sports and fitness recreation center. We almost have  
 4 two different centers in town. That's the active  
 5 center, this is more the passive and elementary  
 6 recreation/education center and the dance center.  
 7 So we really have got two different things going on  
 8 here.  
 9 So this building will -- When this building  
 10 first opened it was the only community center in town.  
 11 It was a busy, hopping place. But that's changed  
 12 with the construction of the new Recreation Center.  
 13 So this building has really taken on a different role,  
 14 and it's our challenge to fill the rooms with  
 15 recreation programs. You can see the staff believes  
 16 preschool is here to stay, and we do to. Sandy, do  
 17 you want to add anything?  
 18 MS. PFUNDHELLER: No. I would just say if we  
 19 don't -- if we look at this and do a little more of  
 20 a business plan with it and decide that is not the  
 21 route to go, I think there are some renovations that  
 22 we need to do to the preschool especially to remain

1 competitive in that program area because we are seeing  
 2 a lot more competition there. So I think the  
 3 preschool and the Active Adult --  
 4 PRESIDENT GELWICKS: But I think with a master  
 5 plan even doing those ad hoc as you say in conjunction  
 6 with what a master plan is and we're doing it in  
 7 sync with where we'd like to head here, that makes a  
 8 lot more sense then versus just being independent on  
 9 their own.  
 10 MR. CERMAK: There's some synergy. What this  
 11 exercise did is forced us to say where do we want  
 12 those other preschool rooms at. So I think we need  
 13 to go back and regroup on those kind of things too.  
 14 MR. GUSEL: I would just hate to do any renova-  
 15 tions in the current preschool rooms knowing that --  
 16 you know, as an ad hoc knowing that okay, then we  
 17 have invested that money but now we are moving them  
 18 up to the third floor and what we did down there is  
 19 basically --  
 20 PRESIDENT GELWICKS: A throwaway.  
 21 MR. GUSEL: You can bring up all the toys, but  
 22 anything else is in the dumpster as they're pulling

1 stuff out as part of a renovation. That would be  
 2 throwing away money. I wouldn't want to do that.  
 3 MS. ARNSMAN: I was just going to add the Active  
 4 Adult Center continues to grow. But we also have so  
 5 many baby boomers that we're trying to fuzzy the line  
 6 a little more of Active Adult versus adult programming.  
 7 So, you know, the art angle and choosing adult programs  
 8 that don't have the label of Active Adult Center will  
 9 also hopefully be having its own level of synergy with  
 10 what we're doing for active adults.

11 PRESIDENT GELWICKS: The exterior of the building  
 12 in terms of anything that gets done here, is the  
 13 vision that it's brick similar to the current facing,  
 14 or was there any thought about that? I assume there's  
 15 costs in here for something of that nature.

16 MR. EHLKE: Yeah. Our feeling was that we would  
 17 maintain the masonry materials. I think we sought to  
 18 really add some interest and an identifiable entrance  
 19 that we were looking at significant glass, aluminum  
 20 storefront framing but some detail at the entrance to  
 21 really cement the entrance at that southwest corner.

22 PRESIDENT GELWICKS: Okay.

1 MR. EHLKE: And as soon as you drive around --  
 2 The majority of the entrance facility is from the  
 3 parking lot. As soon as you drive around you would  
 4 know that -- the first time here you would know that  
 5 that's the entrance in where now it's kind of nebulous  
 6 as to in that courtyard and so forth. In the exercise  
 7 we actually did start looking at that as the entrance  
 8 area, and then as the programs developed and conver-  
 9 sation give and take with staff we moved over to  
 10 really that connection to the parking lot.

11 PRESIDENT GELWICKS: Right. It makes a lot of  
 12 sense.

13 MR. EHLKE: It does, I think, yeah.

14 PRESIDENT GELWICKS: Again on a clean sheet of  
 15 paper it makes a lot of sense. Maybe it doesn't when  
 16 you look at it from a cost standpoint at some point  
 17 in the future.

18 There's one comment in your structural  
 19 diagnosis that concerns me. And it says -- It is  
 20 not page numbered but it's on the page after Building  
 21 Systems. It says Structural System. The next page.  
 22 In the top paragraph it says, "The one area of

1 potential concern is the interior masonry on the east  
 2 side of the gymnasium with a duct passing through the  
 3 wall. The interior masonry is wavy and appears to  
 4 be bowing inward." Given what we just went through  
 5 at Fishel, am I to be concerned?

6 MR. EHLKE: Our structural engineer and we looked  
 7 at that. What we see is it's bowing in slightly. When  
 8 you look at the exterior of the brick there doesn't  
 9 seem to be any evidence of that bowing. The concrete  
 10 block is really the structural support, and we see  
 11 it just bowing. We don't see it that it's like Fishel  
 12 which had a sinking problem, a foundation problem. We  
 13 don't see that in this location. And we think it  
 14 probably is just a matter of some kind of additional  
 15 anchorage that would have to go through the wall to  
 16 kind of like form ties or something to basically  
 17 secure those two, you know, the brick and the block,  
 18 and straighten out the masonry.

19 PRESIDENT GELWICKS: Is that something you would  
 20 recommend we do today? Near term?

21 MR. EHLKE: No. I think it was -- It looks --  
 22 It looked like it was not a condition that was going

1 to get worse or was anything that was in jeopardy  
 2 from a visual looking at it and our engineer looking  
 3 at it. But the feeling was is that we responded, we  
 4 identified it and we discussed it. The thought was  
 5 any work that does get done in the gym, that's the  
 6 time to do it.

7 PRESIDENT GELWICKS: Do we have it measured in  
 8 a way that would allow us to recognize that it's  
 9 getting worse? Is there a way to --

10 MR. EHLKE: We didn't do anything along those  
 11 lines, and I would tend to doubt that there has been  
 12 anything to this point.

13 MR. CERMAK: Nothing has been done. But I believe  
 14 we can put a measuring tool on it.

15 MR. EHLKE: Yes.

16 PRESIDENT GELWICKS: It just seems like based  
 17 on what they say here it would be worthwhile doing  
 18 and just six months from now see if it's --

19 MR. CERMAK: We have a note to watch it, but we  
 20 can proceed in that manner and put the measurement  
 21 device on it. That's a good idea.

22 PRESIDENT GELWICKS: So where do we go from here?

1 What's next?  
 2 MR. GUSEL: \$10 million.  
 3 PRESIDENT GELWICKS: Okay. Hey, NFL pro players.  
 4 We can put that label. We could give them an office.  
 5 MR. GUSEL: You got a guy?  
 6 MR. CUSHING: I have a question on, I guess,  
 7 utilization. We talked about it being a little under-  
 8 utilized. I guess looking at it from a sales process,  
 9 trying to go out in the community and sell a \$10  
 10 million renovation on a building that some people  
 11 might see as underutilized, is there a way -- I mean  
 12 can we attack that immediately in terms of are we  
 13 working on pushing those programs now to try and  
 14 push the growth in here so that maybe by the time we  
 15 get out there and really try and sell this to the  
 16 community we can say well, look at the growth we  
 17 have had? Can we continue to push that, you know,  
 18 over the next year, two years, ten years if we continue  
 19 on this path we're going to have to spend even more  
 20 money down the road; let's do it now? So, you know,  
 21 are we attacking that right now? Are we kind of  
 22 pushing those programs to grow and utilize the whole

1 structure now?  
 2 MR. CERMAK: Yes, we are. We have recently  
 3 completed within the last year or two a complete room  
 4 inventory. And what we looked at is how many hours a  
 5 day are we using these rooms, what groups are using  
 6 these rooms and how can we fill these rooms. Ladies,  
 7 is that about what we looked at?  
 8 MS. ARNSMAN: Exactly. Then in June is when all  
 9 of the rooms will be shifted where the programs that  
 10 we believe will attract the same audience will be  
 11 together. So when you open -- Hopefully when you  
 12 open the fourth floor doors you will know you're in  
 13 a preschool area where there's crossmarketing going  
 14 on and energy going there.  
 15 MR. CUSHING: Kids running everywhere. It'll  
 16 be hard to miss, right?  
 17 MS. ARNSMAN: Yes. We're trying to create that  
 18 now and put everything where we want it to be in the  
 19 building. And then also, you know, it opens up some --  
 20 We're combining some of the art in one room to open  
 21 another dance studio so we can hopefully expand where  
 22 we see --

1 MR. CUSHING: I guess we get close to bursting  
 2 at the seams.  
 3 MR. CERMAK: I think the building itself is --  
 4 Once again it's different than the Recreation Center.  
 5 It's a school building that has many classrooms in it.  
 6 Those classrooms by virtue of people working all day  
 7 will be empty. But at 6:00 o'clock at night, 6:00  
 8 to 10:00 they will fill up or the preschool rooms in  
 9 the early morning and early afternoon classes will  
 10 all fill up. So it's kind of a catch-22. It's not  
 11 a building designed for recreation; it's a building  
 12 designed for education. The second use has become  
 13 recreation. But we have addressed it and we are  
 14 continuing to address it. We have had some personnel  
 15 changes that I think are -- We're seeing the results  
 16 of more positive members and participation. So this  
 17 is an area of focus for us.  
 18 MR. CUSHING: I have got to think preschool --  
 19 MR. GUSEL: Try to park here on a Saturday  
 20 morning.  
 21 MR. CERMAK: There's times you can't find a  
 22 parking space here.

1 MR. GUSEL: Which is good.  
 2 MR. CERMAK: It depends on when you come here.  
 3 MR. CUSHING: Right.  
 4 MR. CERMAK: Where do we go? Was that the  
 5 question? I think perhaps we need to go back and put  
 6 some numbers on what the future plan might bring in  
 7 as far as revenues. I don't think you can look for  
 8 the -- The main goal would be for an operational  
 9 payback, and then anything on top of that could be  
 10 theoretically applied towards the mortgage.  
 11 PRESIDENT GELWICKS: I think what Cathy brought  
 12 up, listing the various costs that are associated with  
 13 this building that we see coming in the future over  
 14 the next few years, five years, whatever it is. Just  
 15 at least having them identified on a list also so  
 16 that we can play them against. And I think a lot of  
 17 them are laid out in here already.  
 18 MR. CERMAK: Right.  
 19 PRESIDENT GELWICKS: You want a chart?  
 20 MS. MAHONEY: Yes.  
 21 MR. GUSEL: This is going to happen anyway for  
 22 three million or whatever.

1 MS. MAHONEY: Something easy to look at and to  
2 understand.

3 MR. CERMAK: I think that perhaps is the next  
4 step. We know the fallback plan if we decide not to  
5 go forward with this master renovation plan. But I  
6 think let's give the master renovation plan a chance  
7 and look at the numbers in a business sense and see  
8 where those might fall. And then we'll come back to  
9 you with a report in the future.

10 PRESIDENT GELWICKS: And I also would piggyback  
11 off of what Matt had to say about is there a way to  
12 break it into a smaller chunk to get you started if  
13 nothing else, okay, or do you really have to go with  
14 a -- do half of it up front and then add on beyond  
15 that -- behind that?

16 MR. GUSEL: That whole lobby area.

17 PRESIDENT GELWICKS: If they did that lobby area  
18 tomorrow, that would be a big start.

19 MR. CERMAK: Off the west?

20 PRESIDENT GELWICKS: Yes.

21 MR. CERMAK: I know you like that.

22 PRESIDENT GELWICKS: I have believed that for a

1 long time.

2 MR. GUSEL: Expansion of the parking lot is not  
3 included in this price?

4 MR. CERMAK: No, it's not. And we did look at  
5 expanding the lot several years ago. I am not sure  
6 if anybody was on the board.

7 MR. GUSEL: A rough number?

8 MR. CERMAK: But we do have space to do it. We  
9 will have to work very closely with the neighbors.

10 PRESIDENT GELWICKS: Do we need any stormwater  
11 detention when we do something to this building?

12 MR. CERMAK: I don't believe so, but we'd have  
13 to check that out. I don't believe we would disrupt  
14 more than an acre. But there is a possibility we  
15 could actually have to have some. Todd, do you have  
16 anything to say?

17 MR. REESE: I think probably -- I mean if you  
18 do any parking expansion I think between the two we'll  
19 probably trigger a little something. But we have got  
20 some out there. I think we can probably just amend  
21 that.

22 MR. GUSEL: Not like when you are doing a

1 playground where you would have to dig a hole.

2 MR. CERMAK: The back forty here, the park is  
3 actually much bigger than anybody realizes because  
4 of some of the plantings. We actually own property  
5 on the other side of the plantings. I think it would  
6 be possible to do a shallow dish-dry bottom  
7 detention area and maybe add fifty cars if we needed  
8 to.

9 MS. MAHONEY: And still have the playground?

10 MR. CERMAK: Yes. The playground would be  
11 critical and we will make it happen. We have got to  
12 keep it for the preschool and actually the kids that  
13 live in the area.

14 PRESIDENT GELWICKS: Anybody else want to offer  
15 anything? Any comments?

16 MR. CERMAK: Mike? Angus?

17 PRESIDENT GELWICKS: Anybody?

18 MS. NICE: I will say something. I work in this

19 building every day and I think it's utilized quite

20 well actually. I mean I am here after hours, but

21 trying to find a parking space between 9:00 and 11:00

22 A.M. is impossible right now. So it just depends on

1 when you're here.

2 MR. CERMAK: Thank you. I appreciate that.

3 PRESIDENT GELWICKS: Okay.

4 MR. CERMAK: Gentlemen, anything else to add?

5 MR. EHLKE: No.

6 MS. MAHONEY: Thank you very much.

7 PRESIDENT GELWICKS: Thank you. Very nice  
8 presentation. Appreciate it.

9 MR. CERMAK: Shall we move on?

10 PRESIDENT GELWICKS: Move on.

11 MR. CERMAK: Next item on the active agenda is  
12 the youth sports coaches' guidelines review and  
13 discussion. This item actually came about because  
14 of observations of behavior and some incidences with  
15 some of our youth sports programs. Board and staff  
16 talked about relooking at the guidelines that we have.  
17 The staff has done that, and it has come up with some  
18 revisions including zero tolerance. And Director  
19 Pfundheller may take the lead on this or Lee may be  
20 doing it. I am not sure.

21 MS. PFUNDHELLER: Lee.

22 MR. CERMAK: Assistant Director of Recreation

1 Arnsman will make the recommendation.

2 MS. ARNSMAN: In preparation for this discussion  
3 Mike, Angus and I met to review our code of conduct  
4 and our disciplinary action guidelines, and then we  
5 compared what we had in place that we give coaches  
6 now to a zero tolerance policy. We all came to the  
7 table with what we thought were some pretty decent  
8 zero tolerance policies. There's about a dozen of  
9 them. What we determined was that our disciplinary  
10 action guidelines met or exceeded the zero tolerance  
11 policies, however, we never stated that we were zero  
12 tolerance. We had a term in there that we would give  
13 someone probation, which wasn't -- which was a middle  
14 ground that we thought wasn't strong enough.

15 There were also some examples of inappro-  
16 priate conduct that we liked from some of the examples.  
17 One of the most important things is that we did not  
18 have a signature line where somebody was signing off  
19 that they were presented with these guidelines and  
20 that they would uphold them. So we were giving it out  
21 but not expecting any sort of acknowledgment from them  
22 that they read it and understand it. So the page

1 that's attached shows some changes that we were  
2 thinking would make the disciplinary action guidelines  
3 a little more effective. First under the level of  
4 discipline we're adding a statement that, "The Downers  
5 Grove Park District has adopted a zero tolerance  
6 policy for violators of the code of conduct."

7 Under the ejection/suspension for sanctions  
8 for coaches we used to have numbers one through nine  
9 and then we added the ten through sixteen. So those  
10 are all violations that we had taken from other  
11 policies that we liked. Each action has a consequence  
12 based on severity ranging from ejection from the game  
13 to suspension of one or more games that can lead to  
14 dismissal from the league. So we took probation  
15 completely out of the language.

16 And then we also added the signature on  
17 the bottom. And we have these two copies in the  
18 coaches' paperwork. When they are going through the  
19 training they sign one and they keep a copy for  
20 their records. And then we also have one that the  
21 players and parents sign. So it's similar for the  
22 parents and players as well, the same guidelines.

1 Anything I am missing on that?

2 So pending the board discussion and  
3 concurrence, staff would proceed with implementing  
4 the changes with the start of the 2010 summer season.

5 PRESIDENT GELWICKS: I am confused by some of  
6 the wording.

7 MS. ARNSMAN: Okay.

8 PRESIDENT GELWICKS: Zero tolerance to me means  
9 that if you violate any of these actions something  
10 is going to happen to you.

11 MS. ARNSMAN: Ejection from the game is the  
12 automatic.

13 PRESIDENT GELWICKS: Is the automatic what?

14 MS. ARNSMAN: The automatic -- Any of the  
15 violations you're ejected from the game immediately.  
16 That was what all the zero tolerance policies had in  
17 common. And likely depending on the severity  
18 suspension altogether.

19 PRESIDENT GELWICKS: Okay. So if I get ejected  
20 from a game what happens to me as a coach? I am just  
21 using that as an example. Am I suspended?

22 MR. O'SHEA: The thinking was if something was

1 to happen you get ejected. Then from there we would  
2 talk about it from whatever rule that was broken and  
3 figure out if it was going to be a suspension for  
4 the length of the season or a couple games or for  
5 life.

6 PRESIDENT GELWICKS: See, that's where I have a  
7 problem with the word zero tolerance. To me zero  
8 tolerance means if you violate any of these, then see  
9 you later. That's what goes through my head and  
10 that's how I know some other people use that term.  
11 That's the reason I was confused here. Because the  
12 words probation, suspension is used throughout here,  
13 and it's not clear to me which of these causes which  
14 event to occur. So I am confused by the wording.  
15 Because, as an example, I don't know when there is a  
16 probation, but item seven says continuing actions that  
17 led to the probation. When is there a probation? Is  
18 being suspended from coaching probation?

19 MS. ARNSMAN: Right. We have actually removed  
20 probation. One through nine is what was there  
21 previously. So we would probably just completely  
22 remove number seven. We no longer have probation in

1 the examples. One through nine are the old wordings.  
 2 So yes.  
 3 PRESIDENT GELWICKS: Okay.  
 4 MS. ARNSMAN: Now that we don't have probation  
 5 that would be -- ejection from a game is the only  
 6 other possibility.  
 7 MS. BARR: And how do we implement the ejection?  
 8 Does it have to be a park district staff person there  
 9 that would eject the coach?  
 10 MS. ARNSMAN: Right now it's the ref or the  
 11 supervisor of each team.  
 12 MS. BARR: Okay.  
 13 MS. PFUNDHELLER: I think you would leave in  
 14 seven and just change probation to ejection.  
 15 MS. MAHONEY: I think what might be -- Okay.  
 16 I think you have got to first figure out if it's --  
 17 I agree, it's either zero tolerance or it's not. So  
 18 if it's zero tolerance that's not this. But if this  
 19 is what you want it to be and have, then I think what  
 20 you should do which would make it much less stressful  
 21 on staff or whoever is the deciding party here --  
 22 That's where I see a big problem. Who is -- Like

1 Janet said, like who is going to take the ultimate  
 2 responsibility for this? I think what should be done  
 3 if -- Okay. Let's just say -- Okay, pick one of  
 4 these. Leaving the field or facility before a parent  
 5 has picked up all the players. That has an immediate  
 6 no comment result. You're suspended for a game. I  
 7 mean there is no discussion. That takes it away from,  
 8 you know --  
 9 MR. CERMAK: Are you saying specifically tag each  
 10 item --  
 11 MS. MAHONEY: Yes, each item.  
 12 MR. CERMAK: -- with a penalty?  
 13 MS. MAHONEY: Have a specific result for that  
 14 action. And then somewhere in here after you have  
 15 received so many actions or results then there is some  
 16 other thing. So, you know, I think -- I don't think  
 17 this is really zero tolerance because if you did any  
 18 of these things you would be done. But so if this --  
 19 Either you have got to rename it if that's the  
 20 direction we want to go in or we use this with it very  
 21 clear so there is no confusion as to well, this guy  
 22 got a suspension for one game and then someone else

1 got suspended for the rest of the season. You avoid  
 2 all that. You don't need to even, you know -- And it  
 3 doesn't matter if the season had only one game left;  
 4 you still just avoid all that conversation.  
 5 MS. ARNSMAN: In the examples that we looked at  
 6 the only commonality was ejection that day. Everyone  
 7 called that zero tolerance. We didn't have any  
 8 examples where you were banned from the league. So  
 9 zero tolerance was ejection from the game. However,  
 10 there were examples where, like you said, it made it  
 11 a lot easier. We talked about what exactly were your  
 12 consequences for each thing. And that is much easier  
 13 to enforce.  
 14 MS. MAHONEY: Well, it's less subjective; it's  
 15 more objective. It's less subjective. And I am not  
 16 trying to say this in a mean sense. But, you know,  
 17 if you know someone better than you know this other  
 18 person, you might -- somebody may make a different  
 19 decision. And I am not -- I am just saying that's  
 20 the way it works. So I think it would be helpful  
 21 given some of the things that I understand have  
 22 happened in the past if it was like people knew okay,

1 this is it, you knew this, this is what's happening  
 2 and that's the end of it.  
 3 PRESIDENT GELWICKS: Well, I went to the Downers  
 4 Grove baseball website today, and there's a manager  
 5 code -- coach code of conduct. And it says, "I have  
 6 read and understand this code of conduct and fully  
 7 support it, its intent and its essence. If it is  
 8 determined my conduct violated either the letter or  
 9 spirit of this code of conduct to which this code is  
 10 a part of, I understand I will be relieved of  
 11 participating in the program." That's what I signed  
 12 which says pretty clearly that if I violate any of  
 13 this, I am gone.  
 14 MS. ARNSMAN: Yes.  
 15 PRESIDENT GELWICKS: That to me is --  
 16 MR. GUSEL: Zero tolerance.  
 17 PRESIDENT GELWICKS: -- zero tolerance. And  
 18 whether that's what we want or not I don't know, but  
 19 I think that's an example of zero tolerance.  
 20 MS. ARNSMAN: We do have a code of conduct. And  
 21 that section we could add on to our code of conduct.  
 22 PRESIDENT GELWICKS: That's what we're trying

1 to accomplish.

2 MS. MAHONEY: You're right, that's different  
3 than this.

4 PRESIDENT GELWICKS: Correct. That's why I was  
5 confused.

6 MS. MAHONEY: We need to figure out which, this  
7 or that, is where we want to go.

8 PRESIDENT GELWICKS: I think what would staff  
9 want? You're coming to us. We're here to support  
10 you. What would you -- What are you trying to  
11 accomplish?

12 MR. CERMAK: The two guys, Angus and Mike, are  
13 the guys who run the adult sports leagues and the  
14 youth sports leagues, and they really deal with this  
15 on an everyday basis.

16 MR. O'SHEA: I mean to me we have the code of  
17 conduct like you guys said for coaches and parents and  
18 players. It allows for discipline.

19 As far as going back to the ejection, the  
20 referee would eject or the supervisor on site will,  
21 you know, eject. You know, but what you said having  
22 something with some language or whatever and you

1 have a certain kind of standard you are going to  
2 follow, that would probably be -- it would be a good  
3 idea.

4 I think the biggest thing -- the biggest  
5 thing just with working with the coaches and stuff  
6 which is to let them know exactly, you know, the  
7 consequences basically. I mean we give them -- I  
8 give them everything as far as the conduct and that  
9 as well as the discipline. But, you know, tying it  
10 into what you said, give them exactly what they would  
11 be looking for then. Another thing we haven't done  
12 or I haven't done is have them sign anything as far  
13 as saying if they don't behave and stuff like that  
14 this is what's going to happen. You know, I don't  
15 know. Anything that would just improve their behavior  
16 more so, not just for certain --

17 MR. GUSEL: Well, I think what we need to do --  
18 And part of it is the nature of sports. But we are  
19 a recreational atmosphere. If they want to go, you  
20 know, gung-ho, play club, you know, you know what?  
21 That's fine, that's your choice. But we are providing  
22 a recreational service. This is fun. This is not,

1 you know, FEDA or -- You know, we are not playing  
2 World Cup soccer here.

3 MS. MAHONEY: FEFA.

4 MR. GUSEL: That too. We are not playing major  
5 league baseball, you know? And you get this at every  
6 level no matter where you are doing it. But to have  
7 them understand if they are ejected that's an  
8 automatic one-game suspension. I had to suspend --  
9 At work this week four soccer coaches were suspended.  
10 You know what? But next week I bet we will have no  
11 problems because it travels through the league. And,  
12 you know, it's week three, we suspended everybody  
13 for one game and we'll have better coaches the next  
14 several weeks. So I think it's just how you lay it  
15 out, you know. Again I think it's also how it's  
16 worded. Based on severity? If you get ejected  
17 you're out for a minimum of one game.

18 PRESIDENT GELWICKS: And again I will give you  
19 an example. Again I printed this off of DGYB's website  
20 tonight. They have got three types of violations, and  
21 depending if it's a Section 1 violation you get a  
22 written warning, second violation you get a week

1 suspension, and then third indefinite of that kind.  
2 Then there's a second kind where it's an automatic  
3 one-week suspension, second violation is indefinite.  
4 And then there's the third kind of violation and the  
5 first violation is you're gone. This is pretty  
6 straightforward. And that's what I -- When I read  
7 this it was confusing to me what we were trying to  
8 accomplish. I think it can be done. It just depends  
9 on what you are trying to do.

10 MS. ARNSMAN: We did look at and had a lot of  
11 discussion about tying an exact consequence. We ended  
12 up going with the statement that it would be up to the  
13 discretion of the manager. But we certainly had a  
14 lot of discussion about going the other way too. It  
15 seemed easier to me to have an exact predetermined  
16 consequence.

17 MS. MAHONEY: I think it takes it away -- I  
18 think in the heat of those situations there is no  
19 more discussion. They already know. And it helps  
20 you be consistent over the whole program. I really --  
21 I would like that. I mean if I were in that position  
22 I would want that discretion -- if you want to say

1 discretion taken away from me because nothing good  
 2 comes of it. It's just a problem.  
 3 And, you know, like assigning certain  
 4 things -- You know, again if you leave the field with  
 5 kids still there, you know, you're a game suspended.  
 6 And this sort of goes with what you just brought up,  
 7 Bob, was that, you know, if you have any three sus-  
 8 pensions in a season, you're gone. It doesn't matter  
 9 if it's three of the same kind. If you have three of  
 10 any you're done for the season. And I understand  
 11 how that affects running the program because then  
 12 you have got a team with no coach. But I think it  
 13 would stop -- I think it would get halted. You might  
 14 end up with one team without a coach, but I don't  
 15 think -- I think then it would stop. Because people  
 16 would see okay, they're serious, this is what happens,  
 17 he did something on this list three times and he's  
 18 gone.  
 19 MR. GUSEL: I am sure you would have a parent  
 20 more than willing -- if they had an issue with a coach  
 21 three times in one season that would be willing to  
 22 step up and fill the spot.

1 PRESIDENT GELWICKS: Especially if everybody  
 2 understood it before the season even started and they  
 3 are consistent with it across all your programs. You  
 4 have a lot of the same people participating in many  
 5 different programs, and eventually it becomes this  
 6 is the rule. And it's getting started.  
 7 But I think just to short-circuit this  
 8 conversation I think you have got all of our support  
 9 here, whatever you need. I just think you have got  
 10 to make -- If you are going to do it you have got to  
 11 make it really clear and concise because then you run  
 12 into all sorts of other problems. And the simpler you  
 13 can make it and the less -- the more objective and  
 14 less subjective the better off you're going to be.  
 15 And I think you have got the support of the board to  
 16 do whatever you need there.  
 17 MR. CERMAK: Why don't I suggest this: Why  
 18 don't I go back and I would like to discuss it with  
 19 staff. I agree, clearer is better. There's less --  
 20 it's less ambiguous. And I can see where people  
 21 reading this might not understand it. I know the  
 22 staff does. The staff administers policy. What we

1 need to do is make sure the coaches and the people  
 2 understand it. So why don't we go back. We're going  
 3 to regroup and we'll bring it back to you once we  
 4 have taken some of your comments into consideration.  
 5 PRESIDENT GELWICKS: Okay. Sounds good.  
 6 MR. CERMAK: Is that okay with you?  
 7 MS. ARNSMAN: Yes.  
 8 MR. CERMAK: Mike, any questions?  
 9 MR. O'SHEA: No.  
 10 MR. CERMAK: Okay. We'll be back at you. Sandy,  
 11 any comments on that?  
 12 MS. PFUNDHELLER: No. I just think it'll be easy  
 13 for the coach portion to make it specific. So when  
 14 you are talking about players and spectators it may be  
 15 a little more difficult because it's not one program,  
 16 it's many programs in many different seasons at  
 17 different facilities, different fields.  
 18 MR. CERMAK: I think the primary concern other  
 19 than -- The primary concern is for coaches. The  
 20 secondary concern with parents is we have to have  
 21 guidelines, but they're a little bit more difficult  
 22 to control. And that responsibility may have to fall

1 on the coach to control his parents.  
 2 MR. O'SHEA: Although we did consider basketball  
 3 for the winter for the parents and that to let them  
 4 know about the conduct of the players. Over 90% of  
 5 them were aware of at least the current code of  
 6 conduct for spectators and players. As a matter of  
 7 fact, the coaches could at least get it across.  
 8 MR. CERMAK: Maybe I started this out wrong. The  
 9 previous policies had worked very well for us for  
 10 many, many, many years. We had one incident last  
 11 year which flared up again this year, and I think  
 12 that's really what brought us to this point. But  
 13 other than that that is the only incident that I am  
 14 aware of that we have really had any issues with in  
 15 the last twenty years. So this has worked. We're  
 16 going to make it work a little bit better.  
 17 PRESIDENT GELWICKS: The other thing that wasn't  
 18 clear to me was we talked youth groups. And when you  
 19 talk DGYB, DOLLS, Roadrunners we talk about them as  
 20 youth groups. Does this apply to them also given --  
 21 And I don't think that was the intent, but that was  
 22 another clarification in my mind was youth groups.

1 We talked about them as youth groups, and I think  
 2 what you are talking about is park district programs.  
 3 MS. ARNSMAN: Right.  
 4 PRESIDENT GELWICKS: And maybe it should apply  
 5 to them also. That's a different discussion. I  
 6 don't think that's where we were coming from. That  
 7 was just another clarification I thought of.  
 8 MS. ARNSMAN: Okay.  
 9 PRESIDENT GELWICKS: Okay?  
 10 MR. CERMAK: Thank you. We'll be back probably  
 11 later this summer with something for you.  
 12 PRESIDENT GELWICKS: Okay.  
 13 MR. CERMAK: The next item is the Fishel Park  
 14 band shell community input process. I believe Sandy  
 15 will review that public relations effort with you.  
 16 MS. PFUNDHELLER: Thanks, Dan. In response to  
 17 suggestions made by the board at the April 15th park  
 18 board meeting, staff has developed an outline for the  
 19 proposed process to solicit community input related  
 20 to Fishel Park band shell design.  
 21 To kick off the process we're proposing that  
 22 tomorrow a special e-mail blast go out that promotes a

1 website poll question that we will put on the home  
 2 page asking for the public to look at the conceptual  
 3 plans and then to place a vote for their favorite.  
 4 And I am going to pass out what that will look like.  
 5 These will be how it'll be presented both on the  
 6 website and as displays that would be in the facilities  
 7 and taken out to the concerts. It shows each plan  
 8 and it also has the cost estimate that's associated  
 9 with each one.  
 10 Starting the week of May 10th we would post  
 11 the band shell design concept on the website. We'd  
 12 put the poll question. It would go live on the home  
 13 page. The displays would go out at the Rec Center,  
 14 the Lincoln Center and the golf course. There would  
 15 be postcards to place votes on site at the facilities.  
 16 They could also vote on line. We would put a blurb  
 17 in the village newsletter, and we'd link from websites  
 18 also to the Chamber and EDC, any other place that we  
 19 can get the information out.  
 20 We're proposing on May 15th to do an open  
 21 house at the Rec Center -- that's a Saturday -- in the  
 22 lower level multipurpose room, kind of a coffee and

1 conversation from 9:00 to 11:00 notifying neighbors  
 2 within 250 feet and stakeholders. We'll be sending  
 3 them a letter about the meeting and also getting that  
 4 information out through press release, on the website,  
 5 any way we can get it out. And then we'd have the  
 6 opportunity for them to vote there as well, ask staff  
 7 and board questions, get feedback that way.  
 8 That would be followed by putting the  
 9 displays that are at the golf course, bringing those  
 10 over to the first two concerts, May 25th and June 8th,  
 11 and also putting information in the June E-news that  
 12 goes out.  
 13 We would have a June 9th deadline for  
 14 community input, and we would close the poll question  
 15 on the website at that point. And then we would be  
 16 able to bring the results back at the June 17th board  
 17 meeting. From there, you know, we feel like that would  
 18 facilitate the additional community input that you were  
 19 looking for. And then we would anticipate moving  
 20 forward with the development of the construction bid  
 21 documents immediately after that June board meeting.  
 22 Any comments? Suggestions? Additions?

1 PRESIDENT GELWICKS: Anybody?  
 2 MS. MAHONEY: I am not available to be a  
 3 commissioner at the May 15th meeting.  
 4 PRESIDENT GELWICKS: I am not either.  
 5 MR. GUSEL: I can be there.  
 6 MS. MAHONEY: I can't be there that day.  
 7 PRESIDENT GELWICKS: The poll on the web, do  
 8 you also solicit independent comments?  
 9 MS. PFUNDHELLER: Yes.  
 10 PRESIDENT GELWICKS: Okay.  
 11 MS. PFUNDHELLER: They can vote for one of the  
 12 five and then there's a comment box.  
 13 PRESIDENT GELWICKS: That's fine. I think that's  
 14 to me the critical part. You know, the vote will be  
 15 interesting, but it's the comments that were the thing  
 16 that I was personally looking for. I am fine. I do  
 17 question though whether or not we should formally  
 18 present this to the village given its visibility and  
 19 also maybe even talk to Greg. I don't know if we  
 20 should do something with EDC or --  
 21 MR. CERMAK: I have done both.  
 22 PRESIDENT GELWICKS: -- or the chamber. I don't

1 know.

2 MR. CERMAK: I presented to -- The village  
3 manager has it, Mr. Bedalov has it, Downers Grove  
4 National Bank has it, the downtown management group  
5 has it. It's actually not quite what you have but  
6 what we had submitted to you previously. Or they  
7 are aware of the five different programs. I mean we  
8 can do that also, Bob. We can go to a formal board  
9 meeting.

10 PRESIDENT GELWICKS: I am just --

11 MS. MAHONEY: It's free TV time.

12 PRESIDENT GELWICKS: Well, it would be great  
13 if they were very supportive of what we're trying to  
14 accomplish just in general, however we would accomplish  
15 that. This is a big part of the community.

16 MR. CERMAK: Can we back up to the 15th with a  
17 couple questions for Sandy? Can we back that open  
18 house up to the 22nd? We could back the open house  
19 up. So then next Saturday we could have it without  
20 throwing our schedule off here. Does the 22nd work  
21 better for anybody?

22 MR. GUSEL: I have a softball game.

1 MS. MAHONEY: I am available that day. We switch.  
2 We are going to go back and forth.

3 PRESIDENT GELWICKS: I think do whatever.

4 MR. GUSEL: Whatever works best.

5 MR. CERMAK: We'll stay with the 15th. This is  
6 like trying to get a park tour together. Okay.

7 MR. CUSHING: What about having them at the  
8 farmers market downtown, just having the drawings  
9 there? You get a lot of people coming downtown that  
10 also might be -- I know we don't want to get them  
11 everywhere, but it's a thought. You have got people  
12 coming downtown that are -- you know, that might be  
13 wanting to take advantage of the concerts.

14 MR. GUSEL: What about the car shows?

15 MS. MAHONEY: They don't start until the end of  
16 May though.

17 MR. CERMAK: They start the end of May.

18 MS. MAHONEY: The car shows? And when does the  
19 farmers market start?

20 MR. CUSHING: Saturday.

21 MS. MAHONEY: Oh, this Saturday?

22 MR. CERMAK: Fresh produce from the warehouses

1 in Chicago. Love those farmers markets.

2 MS. MAHONEY: You could do one there and then  
3 some staff and/or a commissioner could come down those  
4 days too.

5 MR. CUSHING: Yeah.

6 PRESIDENT GELWICKS: Okay. Might I suggest we  
7 take a five-minute break?

8 MR. CERMAK: Are we concluded with this?

9 PRESIDENT GELWICKS: Yes.

10 MR. CERMAK: Are we okay, Sandy? Brandi? Okay.  
11 Good. Thank you.

12 (Following an interruption the  
13 meeting was continued as follows:)

14 PRESIDENT GELWICKS: We are reconvening here. I  
15 think the next item is unfinished business. Mr. Cermak,  
16 I think you have this one.

17 MR. CERMAK: I do? I don't think so.

18 PRESIDENT GELWICKS: No? Oh, that's right, that  
19 got moved.

20 MR. CERMAK: Right.

21 PRESIDENT GELWICKS: I have got the old agenda.

22 Anybody have -- I have got it here too. Anybody

1 have any unfinished business? I have got a couple  
2 questions. What's next with Barth? What's the next --  
3 When do we see something?

4 MR. REESE: Sure. We saw 50% construction docu-  
5 ments about a week ago. We toured the site with the  
6 consultants, walked the perimeter, made some adjust-  
7 ments in pathway -- proposed pathway alignments. We  
8 talked specifically about how each section of the pond  
9 would be treated in terms of would it be the short  
10 stack, tall stack or native planting and made some  
11 minor adjustments, got some feedback from Dan and sent  
12 it back to the consultants. And so now they're  
13 moving forward. I think we're expecting something  
14 back in about a week or so. I don't think it'll be  
15 a 90 or 95% yet, but as far as we're aware we're on  
16 schedule. And I don't have it today, but in the  
17 original memo there was an outline of how we'd proceed.

18 PRESIDENT GELWICKS: Good.

19 MR. REESE: Everything is going great.

20 PRESIDENT GELWICKS: The other question I had,  
21 the TVs in the Fitness Center. My recollection was  
22 that Comcast was going to give us something that was

1 going to be very expensive for us and we were looking  
 2 at Direct TV or something else as a alternative. And  
 3 we ended up back with Comcast. Did that end up  
 4 costing us a whole lot?  
 5 MS. PFUNDHELLER: Their first solution --  
 6 Actually we didn't have a cost on it. One of the  
 7 issues was that they could not get a cost to us. Then  
 8 we got a solution from Dish I believe it was, and  
 9 that was going to cost about \$11,000 for the instal-  
 10 lation and changeover and then \$100 a month. And  
 11 then Comcast came back with a new solution which is  
 12 what we did which was this modulator, I guess, that  
 13 we put in there. And that didn't cost anything for  
 14 the installation. It's just going to be -- We signed  
 15 a contract now for three years and our monthly fee goes  
 16 up --  
 17 PRESIDENT GELWICKS: Whatever.  
 18 MS. PFUNDHELLER: -- \$50 or so.  
 19 PRESIDENT GELWICKS: That's cost effective. Okay.  
 20 I get it. Thanks. Anybody else?  
 21 MS. MAHONEY: I have nothing.  
 22 PRESIDENT GELWICKS: New business, anybody?

1 We have an opportunity for visitors.  
 2 MR. JOHN KIKTA: My name is John Kikta,  
 3 K-i-k-t-a. I was on the District 58 school board  
 4 when we closed this building as a school and sold it  
 5 to you guys.  
 6 This is a public meeting, and I guess I  
 7 would appreciate it if all of you and the staff would  
 8 speak up so the public can hear you. Sometimes you  
 9 we don't quite get the message.  
 10 This is a historic building. It would be  
 11 a shame to ruin it in effect. I think you might  
 12 consider leaving it as is. And for 250 bucks a square  
 13 foot you could put up 20,000 square feet for half the  
 14 cost. Something to consider. Thank you.  
 15 PRESIDENT GELWICKS: Thank you. Can I have a  
 16 motion to adjourn?  
 17 MS. MAHONEY: I move to adjourn to executive  
 18 session under Sections 2(c)(1), 2(c)(5) and 2(c)(6)  
 19 of the Open Meetings Act for the discussion of  
 20 personnel, land acquisition and sale or lease of  
 21 property respectively.  
 22 MR. GUSEL: Second.

1 PRESIDENT GELWICKS: Roll call, please?  
 2 MS. RANK: Miss Mahoney?  
 3 MS. MAHONEY: Aye.  
 4 MS. RANK: Mr. Gusel?  
 5 MR. GUSEL: Aye.  
 6 MS. RANK: Miss Barr?  
 7 MS. BARR: Aye.  
 8 MS. RANK: Mr. Cushing?  
 9 MR. CUSHING: Aye.  
 10 MS. RANK: Mr. Gelwicks?  
 11 PRESIDENT GELWICKS: Aye. Motion approved.  
 12 Good evening, everyone. We are adjourned to executive  
 13 session.  
 14 (Following proceedings had in executive  
 15 session not made a part of this record,  
 16 the following proceedings were had in  
 17 open session:)  
 18 CHAIRMAN GELWICKS; Is there a motion to adjourn?  
 19 MS. MAHONEY: So moved.  
 20 MR. CUSHING: Second.  
 21 CHAIRMAN GELWICKS: Roll call, please?  
 22 MS. RANK: Miss Mahoney?

1 MS. MAHONEY: Aye.  
 2 MS. RANK: Mr. Cushing?  
 3 MR. CUSHING: Aye.  
 4 MS. RANK: Miss Barr?  
 5 MS. BARR: Aye.  
 6 MS. RANK: Mr. Gelwicks?  
 7 PRESIDENT GELWICKS: Aye.  
 8 MS. RANK: Mr. Gusel?  
 9 MR. GUSEL: Aye.  
 10 PRESIDENT GELWICKS: We're adjourned.  
 11 (Which at 10:20 o'clock P.M. were all  
 12 the proceedings had at the meeting of  
 13 the above-entitled cause.)  
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1 STATE OF ILLINOIS )  
 ) SS.  
2 COUNTY OF C O O K )

3  
4 I, MARLANE K. MARSHALL, C.S.R., a  
5 Notary Public duly qualified and commissioned for  
6 the State of Illinois, County of Cook, do hereby  
7 certify that I reported in shorthand the proceedings  
8 had at the meeting of the above-entitled cause, and  
9 that the foregoing transcript is a true, correct,  
10 and complete report of the entire proceedings so  
11 taken at the time and place hereinabove set forth.

12  
13

14 \_\_\_\_\_  
MARLANE K. MARSHALL  
Notary Public  
15 CSR License #084-001134

16

17 My commission expires:  
March 13, 2012.

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