

Exhibit H

COMMUNITY INPUT MEETING

MEETING: Tuesday, January 28, 2025 at
The Amoss Center at
Harford Technical High School
200 Thomas Run Road
Bel Air, Maryland 21015

SITE PLAN: Proposed New Combination Harford Academy and Elementary School Project

THIS PLAN
PROPOSES: A New Combination Harford Academy
and Elementary School Project
located at 301 N. Fountain Green,
Bel Air, Maryland 21015

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The above-captioned matter was held on Tuesday, January 28, 2025, commencing at 6:05 p.m. at The Amoss Center, Harford Technical High School, 200 Thomas Run Road, Bel Air, Maryland 21015

REPRESENTING THE DEVELOPER:

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1 P R O C E E D I N G S

2
3 MR. SNEE: Welcome to tonight's
4 Community Input Meeting. Let the record reflect
5 it's about 6:05 p.m. on January 28th. We're here at
6 Harford Technical High School and The Amoss Center.
7 Welcome.

8 And we're going to talk about the combined
9 Harford Academy and the new elementary school at the
10 Eva Mar site at 301 N. Fountain Green.

11 That was taken 30 years ago, so ignore it.
12 But if you have any questions after tonight, feel
13 free to call me: 410-893-7500.

14 I've been retained by North Tech to conduct
15 tonight's CIM. With our team is Kerry Porter-Hill.
16 Kerry is our architect. You'll be hearing from her
17 on the site plan.

18 Kieran Wilmes. Kieran --

19 MR. WILMES: Hi.

20 MR. SNEE: -- is with the architectural
21 team. Laura, also with the architectural team.

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1 Is she here?

2 MR. WILMES: She's not here.

3 MR. SNEE: She's not here. Okay.

4 Peter Soprano. He's Site ReSources, our
5 civil engineer.

6 Cathy Bendis from Harford County Public
7 Schools, Missy Valentino and Harry Miller and Chris
8 Morton for Harford County.

9 MR. MORTON: I'm Chris. Harry is
10 suffering with a root cancel right now. Sorry.

11 MR. SNEE: All right. So tonight the
12 purpose of the Community Input Meeting is to get
13 started. It's the first step in the development
14 approval process here in Harford County. And I'm
15 meeting the first step.

16 So we cannot submit any approval documents
17 until we do the CIM and do a certification to
18 Harford County that this has been conducted. So
19 that will be done.

20 The purpose is then to introduce the site
21 plan, which Kerry will do, tell you what our plans

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1 are and then turn it over to you for any questions,
2 comments, whatever that we can address tonight.

3 But, again, the first step in the process.

4 Megan, go ahead.

5 So just the legalese for the notice
6 requirements pursuant to the Subdivision Regulations
7 of Harford County, we have to do certain things,
8 notify the adjacent property owners, done January
9 6th, Planning & Zoning, January 7th, and the County
10 Council representative on the 7th, two weeks prior.

11 You probably saw the signs up; one's at
12 543, one's on Eva Mar. They have to be put up at
13 least two weeks prior to tonight.

14 We publish this in the Aegis and The Sun
15 for two weeks; dates January 3 and January 8. And
16 you're all familiar with the property. The former
17 Presbyterian Home site, 301 N. Fountain Green. It's
18 identified as Tax Map 0041, Parcel 131, Lot 145.
19 It's zoned R1 and it's currently owned by Public
20 Schools.

21 And Kerry is going to talk about the site

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1 plan.

2 MS. PORTER-HILL: We wanted to start
3 out with, first, vital statistics about the
4 building.

5 So the total area -- approximate area of
6 the building is about 223,000 square feet. The
7 project is going to be -- the building is going to
8 include three different schools.

9 So Harford Academy, which is a replacement
10 school for Harford County, which is right next door
11 to us right now. It is the school for the most
12 medically fragile students in the County who have
13 special needs.

14 The building is going to have an ultimate
15 capacity of about 150 students. And the operating
16 hours are hours of operation for Harford County,
17 8:40 a.m. to 3 p.m.

18 In addition to Harford Academy, it will
19 also have an elementary school. And this elementary
20 school is to address enrollment and Blueprint Pre-K
21 expansion as well as the physical and spacial needs

1 for elementary school students throughout Harford
2 County.

3 The capacity for the elementary school
4 portion of the building is about 600 students.

5 Hours of operation are from 9 a.m. to about 3:30
6 p.m., just to give you an idea of that.

7 And then, also, there's going to be a model
8 school. And the model school is really a school to
9 support students who are interested in becoming
10 teachers and also to support career development
11 initiatives throughout the county. A smaller group
12 of people for that, about 17 people for that one.

13 In terms of the site in just a little bit
14 more detail, it is 44.49 acres. Joe already talked
15 about the fact that it's R1. Because in terms of
16 zoning, because we do have three different schools
17 on site, we have about 400 parking spaces to
18 accommodate all of those schools.

19 And then just to take a brief look at the
20 schedule. Right now, we're in the designing phase.
21 And we're anticipating that the design phase is

1 going to be done in November of 2025, so that's
2 November of this year, and then moving through
3 bidding and procurement and getting approval from
4 the Board in February of 2026 and then having Notice
5 to Proceed and contractors coming on-site in March
6 of 2026, with construction starting then and moving
7 it on through substantial completion in July/June of
8 2028 and opening in August of 2028. So that's the
9 general schedule for the project.

10 We wanted to start out by talking about the
11 site plan. We'll just sort of look at all of the
12 amenities that are on the site plan.

13 Moving from north, going clockwise around
14 the building, so on the north side of the site,
15 there are play fields which is a multipurpose field
16 for playing softball.

17 Moving south, there's parking for Harford
18 Academy as well as a bus drop-off area for them.

19 Moving along the east side of the building,
20 there is a multipurpose field and walking track --
21 so multipurpose field and track with a hard play

1 area outside of Harford Academy.

2 This part will be Harford Academy
3 instructional areas on the north side of the
4 building. There is a maintenance area with
5 receiving here. (Pointing.)

6 And then moving into this area, there are
7 play areas for intermediate play and pre-K play or K
8 play with the multipurpose field in between them and
9 then paved play. And then an area for just outside
10 of dining for folks to spill out and do some outdoor
11 dining. (Pointing.)

12 And as we move around the building, there
13 is a K and pre-K play, here, with the elementary
14 school bus loop and elementary school parking along
15 the south. (Pointing.)

16 And then sort of finishing our wrap around
17 the building, this is visitor and parent drop-off
18 parking with access -- direct access to the main
19 entrance to the building.

20 We wanted to look in a little bit more
21 detail about how cars and buses get to the site and

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1 moves through the site. So we wanted to talk a
2 little bit about buses, first.

3 So for Harford Academy, the Harford Academy
4 bus loop is located on the north side of the site.
5 As we talked about before, this is -- Harford
6 Academy is on the north end of the building. So
7 buses for Harford Academy will be coming from the
8 north, entering into this north entrance and
9 dropping off along the north side of the building
10 and then going -- circling around and exiting out
11 through the parking lot and going out the same
12 entrance that they came in. So that is Harford
13 Academy buses.

14 And then for the elementary school buses,
15 they would be coming in from the south, entering in
16 the south entrance, going into the bus loop,
17 dropping off and then heading out the way they came
18 in. So in terms of bus circulation, that -- that's
19 how it's working.

20 And then for parking for both the schools,
21 the entrance would be in here for the Harford

1 Academy staff parking. That is where the
2 predominant amount of parking is on the site. So
3 there may be some elementary school staff parking in
4 this north area as well. And then staff parking for
5 the elementary school is here. And they will be
6 coming in at this south entrance. (Pointing.)

7 And I'm sorry. I should have mentioned
8 Harford Academy staff will be coming in this
9 entrance as well. (Pointing.)

10 In terms of visitor and parent drop-off,
11 that is this parking -- small parking lot and
12 drop-off area located to the west of the building.
13 Those folks will be coming in from the south, coming
14 in, dropping off here at the main entrance and then
15 exiting out the way they came in.

16 We also wanted to look just a little bit at
17 the floor plan for the building. Like we talked
18 about before, the main entrance to the building is
19 here. So this is the visitor and student-parent
20 drop-off, here, you would come in except for during
21 arrival and dismissal. (Pointing.)

1 When we were talking about folks at the
2 elementary school bus loop and the Harford Academy
3 bus drop-off, they will be coming into the building
4 through their classroom areas through the smaller
5 blue arrows on the other plans, here, but at all
6 other times, except for arrival and dismissal folks,
7 will be coming into the main entrance through the
8 secure vestibule.

9 And then if you're going to the model
10 school, this is model school space, you can continue
11 coming in and sort of go off to the right in this
12 area. This is the elementary school -- where the
13 primary elementary school instructional area is.

14 (Pointing.)

15 In the center portion of the building, if
16 you just kept going straight, these are where we
17 have a lot of the shared spaces where -- the school
18 shared spaces where the spaces are shared with the
19 public. (Pointing.)

20 We have the media center. This is the
21 elementary school gymnasium, dining for both Harford

1 Academy and the elementary school, PE for Harford
2 Academy. And then there's some specials, like
3 electives. Like art is here. Music is here.
4 There's other music rooms here as well. (Pointing.)

5 And then if you continue through this area
6 and into the north part of the building, these are
7 the Harford Academy instructional areas with
8 classrooms and labs.

9 So that is the basic layout of the first
10 floor. All of Harford Academy is on the first floor
11 because it is in order to maximize accessibility.
12 We wanted it all to be on the first floor so that
13 folks didn't have to navigate stairs or elevators.

14 So if you go up to the second floor, this
15 is primarily -- this is grades 2 through 5 for the
16 elementary school. It is instructional areas and
17 academic and instructional support for the
18 elementary school. So that is -- that's the floor
19 plans for the building.

20 We can look on the outside. We'll take a
21 quick look at the outside of the building now. This

1 is exterior elevations. We did talk about the west
2 elevation is that elevation here, Elevation A, which
3 is facing Eva Mar. It does have --

4 This is the main entrance. And we were
5 trying to work with color and an element to sort of
6 make it recognizable coming up Eva Mar Boulevard.
7 That is the front entrance of the building so you
8 know where to go. So we're working on that, sort of
9 signifying that entrance.

10 And then looking at the other elevations,
11 the elevation on the north for Harford Academy to
12 come into their three wings from the bus loop and
13 the elementary school coming from their bus loop
14 into this entrance. So those are just our first
15 looks at the elevations.

16 Going to the next one, we also wanted to
17 take a quick look at three dimensions and talk a
18 little bit about materials.

19 So these axonometric drawings, which show
20 the building, are in three dimensions. We're
21 looking at using primarily brick as the exterior

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1 material for the building, with brick and maybe some
2 metal panels and small amounts of stone to help
3 integrate it into the surrounding context in terms
4 of from the houses and some of the other buildings
5 around it and looking at using, you know, a nice
6 brick with a color to help signify that entrance in
7 trying to make it -- to celebrate the entrance to
8 the building.

9 So those are the exterior -- that's the
10 exterior character of the building with axonometric
11 drawings.

12 And that's really the presentation. Are
13 there any questions?

14 MR. SNEE: If you could, ma'am, step up
15 here in front of the court reporter. Let me turn
16 this back on. Just state your name, please, your
17 address for Ann, and she'll be happy to take that
18 down.

19 MS. CORD: Brook Cord. I am at 1825
20 Hamlet Place North in Bel Air.

21 MR. SNEE: And that's 21015.

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1 MS. CORD: Yeah. Yeah. 21015.

2 MR. SNEE: Thank you.

3 MS. CORD: In the floor plan, you said
4 the one part is open to the public.

5 How -- why are we letting the public into a
6 building with children when we already have the risk
7 of what we have today?

8 MS. BENDIS: It's not the day --

9 MR. SNEE: Come up, please, Cathy.

10 MS. BENDIS: Cathy Bendis.

11 MR. SNEE: Cathy, state your full name
12 and address for Ann, please.

13 MS. BENDIS: Can I give my business
14 address?

15 MR. SNEE: Yes. Sure.

16 MS. BENDIS: Cathy Bendis, 102 S.
17 Hickory Avenue, Bel Air, Maryland 21014.

18 MR. SNEE: Thank you.

19 MS. BENDIS: So that would only be for
20 use of facilities. So for outside groups, that
21 would have to go through a process. That's not

1 typically something that would be during the school
2 day.

3 MS. CORD: So the track and stuff like
4 that --

5 Like actually inside the building we're
6 letting people go in even if it's out of school?
7 Like anyone can come in? The public can come into
8 an elementary school?

9 MS. BENDIS: No.

10 MR. SNEE: Hold on. Just a minute,
11 please. We have to make a transcript. It's part of
12 the certification. So we have to do one person at a
13 time, please, or Ann will commit hari-kari if it
14 doesn't go that way.

15 MS. BENDIS: So we have a use of
16 facilities process. So just like, again, we're here
17 this evening or for any outside group that would
18 want to come in, that would have to be vetted.
19 That's not something where the media center is going
20 to open to the public during the day when students
21 are in session.

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1 MS. CORD: Okay. Okay.

2 MS. BENDIS: Did you want to say
3 anything else about that, Chris?

4 MR. SNEE: Chris, state your full name
5 and address.

6 MR. MORTON: Chris Morton, 22 Colonial
7 Road, Bel Air, Maryland 21014.

8 So when we use the term "community," we
9 actually partner -- almost every project we partner
10 with Parks and Rec. And they're actually
11 participating in the project. So we're talking
12 about the gymnasium for Parks and Rec activities,
13 you know, basketball programs, things like that.

14 And that's what Kathy was saying. Like
15 they have to get permission. There is security put
16 in place. They don't just come in the building.
17 You know, they're monitored.

18 MS. CORD: Okay. While I have the
19 microphone, the model, when you're saying the area,
20 what is that?

21 MR. SNEE: Do you want the pointer?

1 MS. CORD: Is that the community
2 college? Is is high school? Like what age is that?

3 MR. MORTON: So there's -- you know, if
4 you watch the news and things, there's a teacher
5 shortage. So our Board, our Superintendent are
6 committed to homegrown, you know, like get our own
7 students.

8 So right now we work with the TUNE School.
9 TAM is a program. So, basically, when those
10 students are going through those programs, like TUNE
11 is elementary ed and special education dual
12 enrollment. So this facility is elementary. It's
13 also on the elementary side --

14 This is a weird mic. You almost got to
15 have your lips on it. I'm sorry.

16 -- so even the elementary has a early
17 childhood portion to it. And then you have, you
18 know, the public day school portion.

19 So there's going to be a lot of really good
20 opportunities for teachers to have opportunities to
21 do observations, to work with kids in a controlled

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1 manner for special ed but also the same for the
2 elementary school side.

3 MS. CORD: Okay.

4 MR. SNEE: Thank you. Anyone else?

5 Yes, ma'am. Come on up, please.

6 MS. FREBURGER: Keri Freburger, 1705
7 Eva Mar Boulevard, Bel Air.

8 Real quick for that question you had. It's
9 17 high school students, I think, is what you're
10 asking the age. It would be 17 high school-age
11 students doing that.

12 My question is the bus loop, if you could
13 go to the picture of the bus loop.

14 So you said Harford Academy students will
15 be entering, I guess, through Tyrell or Cloverfield?
16 Like they'd come in on Cloverfield to Tyrell, is
17 that correct?

18 MS. PORTER-HILL: Yes. Coming from
19 here. I'm sorry. Coming from here. (Pointing.)

20 MS. FREBURGER: Right. So you're going
21 to have all of the Harford Academy buses every

1 morning coming through the residential streets?

2 MS. PORTER-HILL: That is a potential,
3 yes.

4 MS. FREBURGER: Okay. And then the
5 elementary school bus loop comes in from 543. When
6 they come in from 543, they enter Eva Mar, they make
7 the right into the bus loop. They're doing a
8 drop-off. So there's no reason for the buses to
9 line up.

10 So when they drop off and they go in front
11 of the school building, are they going to continue
12 up on the side where the ponds are and then exit
13 out?

14 MS. PORTER-HILL: No.

15 MS. FREBURGER: So which way are they
16 going?

17 MS. PORTER-HILL: So what they'll do is
18 they'll come in, they will go around here, pull up
19 along -- they'll either -- if there are a lot of
20 them, they may stack like we're showing here.

21 (Pointing.)

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1 MS. FREBURGER: Well, not for drop-off.

2 There's no time for stack-up for drop-off.

3 MS. PORTER-HILL: So they can pull up
4 along here, parallel to the curb and drop off, and
5 then they will leave out --

6 MS. FREBURGER: How can they leave --

7 I'm just confused, because they can't leave
8 out if other buses are coming in.

9 MS. PORTER-HILL: This is --

10 Sorry.

11 MR. SNEE: It's okay.

12 MS. PORTER-HILL: There is enough room
13 for buses to come in and go out here. It may be
14 showing a little tight here but it is --

15 MS. FREBURGER: It's wide enough for
16 two buses next to each other?

17 MS. PORTER-HILL: Yes. I mean, it
18 looks tight here but it is --

19 MR. MORTON: It even has to be wide --

20 MR. SNEE: One at a time, please.

21 MS. FREBURGER: So then what is the

1 purpose of the long asphalt driveway going up along
2 the ponds?

3 MS. PORTER-HILL: So that is to get
4 access around the building just for folks to come
5 in. So you can come in.

6 So receiving and maintenance is here. So
7 they could come in here. Also for the fire marshal
8 and the fire truck to get access, complete access
9 around the building, having a loop road like that is
10 really good so they can get everywhere --

11 MS. FREBURGER: Okay.

12 MS. PORTER-HILL: -- to the whole
13 perimeter of the building.

14 MS. FREBURGER: So if they're entering
15 at two different times for the two different
16 schools, why are the buses coming in through the
17 neighborhood for Harford Academy?

18 Why can they not come in on 543?

19 It's a staggered drop-off. They're 40
20 minutes apart or 20 minutes apart, even if one is
21 Tier III, one's Tier IV, why are they going through

1 the neighborhood?

2 MS. PORTER-HILL: So I think one of the
3 reasons why we were talking about having them go
4 that way, too, is if there are emergency situations,
5 when there's a single dismissal and everyone
6 dismisses at the same time, we wanted to get them
7 out and going in different directions.

8 MS. FREBURGER: However, you've now
9 created a hazard for all of the students who are now
10 going to be walkers because you put a school in the
11 neighborhood. So now they are all deemed walkers.

12 And so if Harford Academy is pulling in off
13 of those roads, all of those students from up there
14 will be currently walking to the elementary school.

15 So you now have 20 buses pulling in through
16 a neighborhood on small residential streets where
17 cars park on either side of the street while
18 elementary kids are walking. I just want you to
19 think about that.

20 MR. SNEE: Duly noted, yes.

21 MS. FREBURGER: And then the elevation

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1 on the 543 side, does the second floor not have
2 windows?

3 Where is the second floor for the students?

4 MS. PORTER-HILL: It does. So just to
5 help, this is a two story. This is -- the elevation
6 faces south, which is facing 543, and it's two
7 stories.

8 And so what we have here is this is -- the
9 blue part is glass. Those are windows. And so the
10 floor level or the second floor is about right here.

11 (Pointing.)

12 MS. FREBURGER: And what is the grade
13 of glass that is right there facing 543 that's open
14 to the public, like for safety features?

15 That you have an entire row of classrooms
16 facing a main road, like is the glass protected?

17 MS. PORTER-HILL: It is set back pretty
18 far from 543. It's not -- it's not that close to
19 543.

20 MS. FREBURGER: How far is it from the
21 walking path on 543? Like how far?

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1 There's a public walking path right there.

2 If I just want to know if --

3 Because that's not going to be closed off
4 to the public during school hours.

5 MS. PORTER-HILL: So if you go to the
6 site plan --

7 MR. SNEE: I think Cathy is measuring
8 it.

9 MR. MORTON: About 300 feet.

10 MS. PORTER-HILL: So here's 543 and the
11 walking path is like right here, right?

12 (Pointing.)

13 MS. FREBURGER: And there's nothing
14 that's -- there's no deterrent. There's no safety.
15 Anything to go --

16 There's nothing that's preventing public
17 from going like to the parking lot, like any other
18 school. Anybody can go to the parking lot, correct?

19 So the part that faces the parking lot is
20 all glass.

21 MS. PORTER-HILL: It's not all glass.

1 It's a combination of brick and glass.

2 MS. FREBURGER: Right. It's a
3 full-windowed like area.

4 MS. PORTER-HILL: Yeah, they're big
5 windows.

6 MS. FREBURGER: For both levels. Okay.

7 MR. MORTON: So our standard is low-E
8 double-pane energy-efficient glass. And with our
9 schools we design for maximum daylighting because
10 all the studies show that day lighting is very
11 important to, you know, academics, you know, and
12 learning.

13 So that is -- I'm just answering your
14 question.

15 MS. FREBURGER: Oh, no, I'm just a --
16 well, I teach, and we have windowless classes for AP
17 classes.

18 MR. MORTON: All I'm trying to share
19 with you is the design of this facility is the exact
20 same design that we used on the latest Homestead
21 Wakefield.

1 All the windows in this building are
2 getting replaced. It's low-E double-pane
3 energy-efficient glass. So nobody is putting in
4 like bullet-proof glass, if that's where you're
5 going.

6 MS. FREBURGER: No.

7 MR. MORTON: Because nobody could
8 afford that. So I'm trying to answer your question,
9 that's all.

10 MS. FREBURGER: No, I was just curious
11 because it just seemed like a lot of glass like open
12 to the public. That's fine.

13 MR. SNEE: Yes, ma'am.

14 MS. BATTEN: Emily Batten, 1622 Stannis
15 Court, 21015. My question is about the enrollment
16 process.

17 With opening a new school like this --
18 I had to write my kids' school years down
19 here.

20 So if the school is anticipated opening and
21 my child is in like third or fourth grade, how does

1 a new building like this open?

2 I recall when Red Pump was opening. But I
3 don't remember the specifics of like how they fill
4 it and how they get the grades in, like the student
5 grade levels.

6 MS. VALENTINO: Missy Valentino, 102 S.
7 Hickory, Bel Air, 21014.

8 So we will be going through another
9 balancing enrollment process. I don't know if
10 anybody was around for the last. Of course, that's
11 the only way we can do it, is we have to come up
12 with a boundary for the building to fill the
13 building. That process will be an open community
14 process.

15 I can't guarantee you what the end result
16 will be. I can say that in the past we have
17 grandfathered people in to remain in their own
18 school. But transportation at that point no longer
19 is provided because we can't run buses to two
20 schools at the same time through different
21 neighborhoods.

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1 I don't make that decision. That's a Board
2 decision in the end as to who is grandfathered in
3 and if they want to grandfather anyone in.

4 When they're going through the balancing
5 enrollment process, that will be a public and open
6 process and you will hear about it through the
7 communications through Harford County Public
8 Schools. If you have students in the system now,
9 that will come out through those means.

10 MS. BATTEN: Okay. But when the
11 building opens, it will open pre-K to 5 for the
12 elementary school portion?

13 MS. VALENTINO: Correct. Yes. Right
14 now the plan is to open it pre-K through 5. That is
15 a process. When I say that, there's multiple steps.
16 There's a lot of public input. And in the end the
17 decision comes down to the Board.

18 So I can't really speak what the final
19 decision will be. But at this time, that is the
20 plan.

21 MS. BATTEN: Thank you.

1 MR. SNEE: Thank you.

2 MS. KIRBY: Melanie Kirby. I live at
3 501 Tyrell Court in Eva Mar.

4 My concern is I'm at the corner of Tyrell
5 and Cloverfield. And my concern is with these buses
6 coming in on their way to the school, coming down
7 right past my home.

8 I am definitely concerned about the amount
9 of bus traffic every single day, twice a day coming
10 right by my house. I'm also going to tell you that
11 living on Tyrell, it's already very frustrating to
12 the people that live there, because we can't hardly
13 get down the road without stopping at any point
14 anyway because of the amount of cars that are parked
15 alongside of the road.

16 So you may want to do a serious traffic
17 study to look at that. Because I can tell you there
18 will be accidents. We also have a camera on the
19 side of our house, and multiple times a day the
20 people run that stop sign.

21 MS. PORTER-HILL: There is a traffic

1 study currently underway.

2 MS. KIRBY: Currently? Right now?

3 MS. PORTER-HILL: Yes.

4 MS. KIRBY: Because there is -- like I
5 said, you can't even get down the street without
6 stopping for other oncoming traffic. I can't
7 imagine 17-or-so buses a day.

8 I mean, I don't know how many buses this
9 will be coming through there but it's going to be
10 extremely tight. There's a lot of people walking in
11 the neighborhood. It's just going to create a lot
12 of traffic and safety issues.

13 MR. SNEE: Thank you.

14 MR. WILMES: Can I add one more comment
15 to that?

16 In terms of -- as Kerry said, the traffic
17 study is currently underway. We're going to get a
18 lot of data from that that's going to be coordinated
19 into the design.

20 The traffic routes that we explained
21 tonight are by no means final for buses. That's

1 still being evaluated.

2 We want to introduce the capability for
3 buses to move a variety of different ways in cases
4 of emergencies or different closures or roadwork,
5 what have you. That's doesn't mean that that's set
6 in stone as a final route yet.

7 That needs to be evaluated further with our
8 county, with our civil engineers' input from the
9 traffic study and with the Department of
10 Transportation within the County. So that's a work
11 in progress.

12 Thank you.

13 MR. SNEE: Thank you, Kieran.

14 Anybody else? Yes, sir.

15 MR. PLAJZER: Todd Plajzer, 1831
16 Braavos Court, Bel Air, 21015.

17 Hi. My name is Todd. I'm on the Board of
18 Directors for Eva Mar Farms community. So I'm here
19 trying my best to represent the entire community and
20 some of the concerns that have come up that we've
21 heard.

1 Obviously, it's come up several times here
2 that traffic is a big concern. I just had some
3 questions I was hoping you could clarify. And I
4 apologize if I missed it.

5 Do you guys have any idea how many buses
6 you're expecting for both schools?

7 MS. PORTER-HILL: Eighteen buses for
8 Harford Academy and 16 buses for the elementary
9 school.

10 MR. PLAJZER: And what's the assumption
11 of the number of walkers/drivers versus students
12 being bused in?

13 MS. VALENTINO: That won't be
14 determined until we go through the balancing
15 enrollment process. What is the --

16 MS. BENDIS: A mile.

17 MS. VALENTINO: So it's a mile walk
18 route that's about the distance. There's other
19 factors that play into that, safely being able to
20 cross streets and things like that. But that will
21 be evaluated in the process.

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1 MR. PLAJZER: I know that you mentioned
2 earlier there are some walkways that are
3 incorporated through the neighborhood in that space.

4 Is the intention to keep those walkways or
5 to adjust them in any shape or form?

6 MS. VALENTINO: I believe right now
7 they are there --

8 MR. MORTON: Yeah, we're trying to keep
9 them.

10 MS. VALENTINO: -- at the edge of the
11 property. (Pointing.)

12 MR. PLAJZER: There's also a current
13 walkway that kind of dead-ends in the back of Eva
14 Mar or right off of Braavos Court in the top
15 right-hand corner of your picture.

16 So if you go through the field straight up,
17 do you see like almost like a little T?

18 MS. PORTER-HILL: Here? (Pointing.)

19 MR. PLAJZER: Correct. Those are
20 pathways that actually run to the bottom of Braavos
21 Court, down through and potentially joining to

1 Amyclae. And so that path could permit people from
2 the backside of Eva Mar Boulevard and Amyclae, Fox
3 Chase all have access into the school property
4 versus having to walk all the way around.

5 Do you know what intentions you have for
6 that pathway or is that incorporated in your design?

7 MR. MORTON: It belonged to Eva Mar.

8 MR. PLAJZER: The property belongs to
9 Eva Mar. But the school property backs up to the
10 Eva Mar property.

11 So I was just curious, one, the path that
12 goes to Amyclae South is about 100 feet short of
13 their sidewalk and then this dead-ends into a gravel
14 road that was built for Carson's Run. But with it
15 now being Harford County Public Schools' property,
16 that backs up to the school's property. So it
17 almost looks like it dead-ends into some sort of
18 pathway. I can't quite tell.

19 Do you have any clarity on what the
20 intentions could be or would be for that?

21 MR. MORTON: So we can't do anything

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1 offsite. That's the first thing. So we can't do
2 improvements on other people's property. What we
3 could do is connect to it if we have permission.
4 And we do all the time.

5 If you were to go to Homestead Wakefield,
6 we actually discovered that there was a walking path
7 and it was in really deplorable shape. And we
8 cleaned it up and we fenced it and we put sidewalks
9 and lighting. So we do care about walkable,
10 bikeable trails.

11 And that's a great point. And we can
12 certainly kind of look to do those connections. I
13 just want to -- we can't go off our property and do
14 any improvements.

15 MR. PLAJZER: Totally understood. We
16 maintain that property as an HOA. I was just
17 curious if there was any plans to tie into it to
18 just allow better accessibility from the adjoining
19 neighborhoods.

20 MR. MORTON: That's definitely
21 something we can work with the community. That we

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1 do all the time.

2 MR. PLAJZER: Another question on the
3 traffic study that you're currently conducting.

4 Does that account for the additional
5 traffic that you're anticipating as a result of the
6 traffic for the schools, not knowing the number of
7 drivers/walkers?

8 And the reason I bring it up is even on our
9 street we have a bus stop at the end of our street.
10 There's one of -- almost every single parent drives
11 their children to the top and back, so it just
12 creates additional traffic just on our street, let
13 alone expecting a lot of these parents to walk their
14 kids a mile.

15 I wouldn't have any high expectations, to
16 be honest with you, especially people nowadays. I
17 would encourage people to walk. I'd love to walk my
18 kids there. But I just don't honestly see it
19 happening very often.

20 And so the community's only concern, I
21 think, would be if we do a traffic study when the

1 school is not there, the number of commuters is not
2 understood and then all of a sudden there's far more
3 traffic than anticipated.

4 I think some of the community members who
5 live right in that area -- I'm just looking at the
6 houses right off of Eva Mar where the entrance is.
7 There's five houses right there that it's sometimes
8 even tough for them to get out with the existing
9 traffic that exists today, let alone putting two
10 schools.

11 As I said, I'm just trying to speak for
12 some of the community members. I think there's
13 great concern. To confirm, this is what I was told
14 before: There's no intention to change the entrance
15 off of 543 into Eva Mar, not to extend. And so if
16 you have --

17 It's really difficult to get in and out of
18 there today. I think it's the intention to turn the
19 lights on on that intersection during school hours
20 and then turn them off outside of school hours.

21 But does that also account for all of the

1 recreation and sports activities that will go on
2 outside of school hours that will create additional
3 congestion in all of these places on Saturday,
4 Sunday afternoons or morning sports in the fields as
5 well as in the school gyms and things of that
6 nature?

7 So is that being played into consideration
8 for this whole process, where it's not just school
9 hours but it's all hours of days in the weeks.

10 MR. WILMES: So great questions. Thank
11 you for bringing that up.

12 Just as we said, this is a schematic design
13 plan. So there's a long way to go to develop what
14 you're seeing up on the screen based on that.

15 But to answer your question, yes, the
16 traffic study will be based on counts of existing
17 traffic flows with consideration for what's being
18 proposed.

19 So they'll understand the student
20 populations, the proposed bus counts that we talked
21 about in addition to the anticipated car traffic

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1 with both visitors and staff that park on the site.

2 Overlaid on top of that needs to be the pedestrian
3 considerations as well.

4 So after we get input from that traffic
5 study, we'll take another swing at this with our
6 civil engineers, with Peter's team and look at that.
7 And then we'd like to bring that back to the
8 community and have a conversation about pedestrian
9 foot traffic, too, and make sure that we fully
10 understand all of those likely pedestrian routes
11 from the Eva Mar site and the Amyclae side to make
12 sure that everyone's got a safe route.

13 There was a discussion already about
14 students from across 543 or that's unlikely?

15 MS. VALENTINO: I could not imagine
16 them walking.

17 MR. PLAJZER: So they wouldn't be --

18 MR. WILMES: There will not be student
19 walkers from south of 543.

20 To answer your question about Eva Mar
21 Boulevard, this plan is anticipating some level of

1 widening of Eva Mar northbound. The accel and decel
2 lanes, I think we're currently showing it from the
3 intersection up to our third curb cut, is that
4 right?

5 MS. PORTER-HILL: We're looking at
6 widening Eva Mar to a turn lane like midway up from
7 543 to the southern entrance.

8 So like somewhere like around in here
9 widening for access into here and then widening all
10 long here and up here and potentially here, too.

11 (Pointing.)

12 So if there are people coming from the
13 north, it will be a left turn lane to get into that
14 north entrance as well.

15 MS. VALENTINO: I just wanted to add
16 one thing.

17 We actually did take into consideration the
18 student drop-off. We know a lot of parents do drop
19 off students, whether they take a bus, miss the bus,
20 whatever the case may be. At all our schools we
21 have the same thing; a lot of parent drop-off.

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1 When we first looked at this, we actually
2 had a parent drop-off within the bus loop. But we
3 didn't want them to stack on the outside of the
4 road. So that's why they have a separate drop-off
5 loop there just for morning drop-off and parents,
6 because we wanted them to be able to stack up inside
7 of that area instead of stacking up along the road
8 and intertwining with the buses trying to get in and
9 out.

10 MR. PLAJZER: That's great news to hear
11 that there's consideration for widening Eva Mar. I
12 think if you widen it to the point where it was
13 three and/or potentially even four lanes so as
14 people egress and ingress in and out they almost
15 have their own lane to go into and allowing traffic
16 to freely move through past the other lanes. So I
17 think that would resolve a lot of concern if that is
18 the case and plan and you guys are open to that.

19 MR. WILMES: Absolutely.

20 MR. PLAJZER: From a sports field
21 standpoint, it sounds like there will be grass out

1 front of the school and then there's these fields to
2 the right.

3 Do you know what those fields will consist
4 of? Will they be fenced in? What type of access
5 will people have to them?

6 MS. PORTER-HILL: You mean these guys?
7 (Pointing.)

8 MR. PLAJZER: More toward the bottom
9 right.

10 MS. PORTER-HILL: Here? (Pointing.)

11 MR. PLAJZER: Yeah.

12 MS. PORTER-HILL: Those are not being
13 developed as fields. Currently, right now we're not
14 going to be developing those as fields. That's
15 going to remain as open space.

16 MR. WILMES: There's significant grade
17 over there. It's a possibility down the road to
18 develop that as recreational space. It's not
19 currently "ed specced" for the school.

20 The educational specifications calls for a
21 multipurpose field and ball field overlay. And we

1 pointed that out at the north end of the site. I
2 don't think we're contemplating that it's fences
3 right now.

4 MS. VALENTINO: Yes, so right now the
5 only field we have because of the student access --

6 We're a school system. What we're actually
7 building for the students to access during the day
8 would be that field in the back.

9 We also have the side fields, over here,
10 which is predominantly where the students will be
11 accessing during the school day. It could be the
12 larger events, the Field Day event, or something
13 like take, that will take place up top or maybe
14 they're doing a softball unit in gym, and they might
15 go out to the fields that day. Otherwise,
16 everything that we're doing is the school base.

17 (Pointing.)

18 We do own the property on the other side
19 but because of access and getting students to and
20 from, it's just not really usable for us.

21 I can't say that later there won't be a

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1 partnership with Parks and Rec. Maybe they want to
2 come in and put something in. They could put a
3 field there at that time. But we will not be doing
4 that as part of this project.

5 MR. PLAJZER: Just for my clarity, I
6 guess the little white rectangle and parking lot,
7 that represents the Carson's Run trailer that's
8 currently there?

9 MS. VALENTINO: Correct. And that will
10 go away.

11 MR. PLAJZER: I guess my last question.
12 Is there an intention to have a playground
13 facility here?

14 MS. VALENTINO: Yes.

15 I'll let you answer it.

16 MS. PORTER-HILL: So we're showing
17 playgrounds here, here, here. And these are play
18 areas here as well. And there are paved play areas.
19 This is the elementary school inside the building,
20 Harford Academy students here and there are paved
21 play areas outside there, too. (Pointing.)

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1 So there are play areas, a series of play
2 areas. The sort of reddish color, those are play
3 areas outside.

4 MR. PLAJZER: Is it the intention to
5 make those available to the general public when
6 school is not in session?

7 MS. PORTER-HILL: Yes.

8 MR. PLAJZER: Thank you.

9 MR. WILMES: Thank you. Great
10 questions.

11 MR. SNEE: Thank you. Anyone else?

12 MR. O'BRIEN: James O'Brien, 1735
13 Shakespeare Drive, Bel Air. I live in Tudor Manor,
14 and I back up to the northern part of this.

15 One question I had is that property that
16 you were talking about on the right, yeah, that,
17 what is that zoned? What will it be zoned?

18 MR. SNEE: It's zoned R1.

19 MR. O'BRIEN: R1.

20 MR. SNEE: Yes.

21 MR. O'BRIEN: And so this project won't

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1 change the zoning to that?

2 MR. WILMES: Correct.

3 MR. SNEE: No, sir.

4 MR. WILMES: Correct.

5 MR. O'BRIEN: My principal concern in
6 looking at this, which much of it, you know, I'm
7 pleasantly surprised or pleased with, but the
8 biggest concern I have, and it's a monumental one,
9 is the traffic coming from the parking lots up
10 through Tyrell Court, then wrapping that H, then
11 going up through that neighborhood and then going
12 up, you know, Shakespeare Drive and up into Tudor
13 Manor.

14 How many parking spaces are on that bottom?

15 MS. SHELDON: Let me go back.

16 MR. O'BRIEN: Yeah, that. How many in
17 there, the ES staff?

18 MS. PORTER-HILL: I think there are 83
19 parking spaces in there.

20 MR. O'BRIEN: Eighty-three. Well,
21 there are like 250 in the northern parking area.

1 Will the elementary school, will they be
2 restricted to the bottom lot?

3 MS. PORTER-HILL: I mean, if they need
4 to park in the north lot, they will park in the
5 north lot.

6 MR. O'BRIEN: They will. Okay. So
7 it's basically 250 spaces plus the involved buses
8 will be coming in that northern entrance. And
9 they're going to be rolling through Tyrell Court.
10 That's the way I see it. And from my prior
11 experience is that traffic generally doesn't stop
12 anything.

13 In other words, you know, so the people
14 from Eva Mar and the people from Tudor Manor should
15 keep a close eye on the traffic development of this
16 because something should be done to prevent, you
17 know, a parade of buses coming in and out, accessing
18 to and from Tyrell Court.

19 It will be a disaster for that area. I
20 mean, it will totally change the nature of it. You
21 have 543. And I don't know what traffic issues will

1 be involved there. But that's not my major concern.

2 The other question I have is for that
3 northern parking. Will there be lighting and will
4 it be on all night or is it --

5 MS. PORTER-HILL: It's typically on a
6 timer.

7 MR. WILMES: And the first order of
8 business is to provide a safe site -- a safe and
9 secure site for after-hours use.

10 MR. O'BRIEN: Of course. Sure.

11 MR. WILMES: All of the fixtures will
12 have cutoff shields so that they're not throwing
13 light beyond the property line, you know, in
14 compliance with the code.

15 And in terms of hours that they run, I
16 can't speak to all of that. I assume it's during
17 operational hours.

18 MR. O'BRIEN: Well, that's something to
19 look at. This is the beginning.

20 MR. WILMES: It is.

21 MR. O'BRIEN: You don't know all the

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1 answers yet. But that's part of the environment of
2 the people that live there.

3 MR. WILMES: Understood.

4 MR. O'BRIEN: And if it ends up being a
5 24-hour glowing, that's not good and not necessary.
6 I mean, enough for security would be what you would
7 need.

8 I guess with that being said, that's the
9 only things I have to say. But everybody here
10 that's concerned who lives in Eva Mar and Tudor
11 Manor should be concerned about this traffic
12 situation up north.

13 That's it. Thank you very much.

14 MR. SNEE: Thank you.

15 Anybody else that didn't get a chance yet?

16 (Nonresponsive.)

17 MS. FREBURGER: I only came up again
18 because no one else asked the question.

19 When is the building getting demolished,
20 the eyesore?

21 UNIDENTIFIED SPEAKER: We're having a

1 block party when it happens. We just want to know
2 when.

3 MR. MORTON: So we have tightened up
4 the site. All the fencing has been tightened up.
5 And there are signs posted. And we're also cutting
6 off access right here. (Pointing.)

7 We're setting two fence posts, because
8 we're getting a lot of traffic running through that
9 we don't want of cars that we don't know and people
10 we don't know. So we're cutting off access. And
11 we're working with the County, because they're
12 taking the trailer and using it somewhere else. So
13 we're working with them for them to relocate that
14 offsite.

15 In terms of the building, we were
16 working -- we were considering doing a controlled
17 burn with the fire department. They don't like to
18 do it during the summers. And then with the weather
19 and you see what's going on in California, we
20 rethought that.

21 We don't have money for construction. We

1 have money for design. We were going to include
2 having the building taken down with the site
3 package. So that won't happen until March, April,
4 May of 2026.

5 MS. FREBURGER: Let me skip ahead.

6 Then where was the \$16 million from Harford
7 County Government that was Fiscal Year '24 used?

8 Was that used and wasted on the old site
9 plan?

10 MR. MORTON: No. That is for design.
11 So that's for architectural and it's for the
12 construction manager.

13 MS. FREBURGER: And in that 16 million
14 there's nothing to take down a half-dilapidated
15 building.

16 MR. MORTON: There's a lot more to what
17 you're saying because there's basements and
18 elevators and it has to be done right.

19 So we tightened up the building --

20 MS. FREBURGER: Can the elevators stay
21 but all the wood come down?

1 Because I mean, really, that's a fire
2 hazard. I mean that --

3 It's like to the point now where it's going
4 to fall down on its own at this point, right?

5 MR. MORTON: I'm answering your
6 question.

7 MS. FREBURGER: So with the budget
8 negotiations that are going on now, is that
9 something that should be asked for based on the
10 Board of Ed?

11 Like should there be money to take down a
12 dilapidated building on one of our properties if
13 HCPS owns that and it's dilapidated?

14 MR. MORTON: So the first round of
15 money is design and the next round of money, and
16 it's multiyear funded, is construction.

17 We won't get any construction funding
18 that's in the Capital Budget, the FY '26 Capital
19 Budget. You can look --

20 There's 45 million local request and local
21 planning from the State. That is the first pot of

1 construction money to be able to award and start
2 this project in the late winter of '26.

3 MS. FREBURGER: So I have here there
4 was money given for Fiscal Year '25 -- sorry -- for
5 '24, the 16 million. Fiscal Year '26 and Fiscal
6 Year '27 have construction money for this for
7 capital improvement money.

8 Was there any money given for Fiscal Year
9 '25, for what we're in now?

10 MR. MORTON: No.

11 MS. FREBURGER: Is that Cassilly?

12 Is that part of something that as community
13 members or HCPS employees we should be asking for;
14 for that money to take down a dilapidated property
15 that is now an eyesore and like kind of like a
16 danger even though it's on the property?

17 Like is that something that gets pushed to
18 the top because now it's a HCPS-owned property?

19 MR. MORTON: So I can't be any more
20 clear.

21 We have fenced it, tightened it up, signed

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1 it. It's more secure than it's ever been in any
2 stage that it's been there.

3 And our plan is to take it down with the
4 site package. That is the safest way to bring the
5 building down. And you have to fill in with
6 controlled fill those deep areas and things like
7 that.

8 MS. FREBURGER: If Bel Air Volunteer
9 Fire Company is willing to do a controlled burn,
10 would you allow that?

11 MR. MORTON: Probably not because of
12 what I had said about the safety concerns of the
13 embers and things that could go into the
14 neighborhoods and cause major damage.

15 Also, if you do some homework, if you burn
16 a building, if you --

17 MS. FREBURGER: I know. I was on the
18 Bel Air Volunteer Fire Company.

19 MR. SNEE: Ma'am? Ma'am, could you
20 just go up there a little?

21 MS. FREBURGER: So controlled burns

1 isn't done --

2 MR. SNEE: There you go.

3 MS. FREBURGER: So controlled burns
4 have been done around residential properties before.
5 That's why I'm just confused. That's pretty far
6 away from a lot of people.

7 MR. MORTON: Not as far as you think.

8 And when you burn a building, you're left with a
9 hazard material. Now you have to clean up the site
10 before I start to grade and do the footings and the
11 foundations of the new building.

12 That isn't the right approach. But I'm not
13 going to tell you not to ask --

14 MS. FREBURGER: No, I'm just wondering
15 if that's what I heard, is that that was the thought
16 that it was going to get a controlled burn. So I'm
17 wondering --

18 MR. MORTON: We considered it.

19 MR. SNEE: Chris, if you guys could
20 just --

21 Again, we just got to get the transcript

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1 accurate.

2 MS. FREBURGER: Okay. No, I'm just
3 wondering if it was something that you considered,
4 knowing that it was close to homes and knowing
5 hazardous waste you would have to clean up and it
6 was considered and then it wasn't considered because
7 of the things happening in California or because Bel
8 Air Volunteer Fire Company said they didn't want to
9 do it?

10 What's the reason it couldn't be done if
11 they say they want to do it?

12 Is it just more of the cleanup or the
13 money? The cost of cleanup?

14 MR. MORTON: And that we don't have
15 construction funding. So now I have to clean up a
16 site and it's out of sequence.

17 So I understand the question. But I'm
18 answering the best I can.

19 The safest way to take it down is in a
20 controlled manner under the site package.

21 MS. FREBURGER: Okay.

1 When you do the reforestation or any type
2 of fencing or up in the top corner above the play
3 fields, are you going to keep in mind the wildlife
4 that we have all in that entire area?

5 Are you going to deter them from coming in?

6 Is there going to be a fence line so that
7 they're not entering the school property?

8 Because that entire area where the shared
9 parking is, the play fields and reforestation, that
10 is all wildlife.

11 So if you want to kind of keep them out of
12 the school area but still have them live in that
13 reforestation area, is there a way for that?

14 Like I don't know what people do for that.

15 MR. MORTON: So this is a first that
16 anybody mentioned this. It's certainly something we
17 can take a look at through the design process.

18 MS. FREBURGER: Okay. And then another
19 question was type and size of marquees.

20 Where are the marquees going for the
21 school? And are there two separate marquees at the

1 same main entrance?

2 It's going to be two different named
3 schools.

4 MR. MORTON: That's a great question.

5 We haven't worked that out. We're not at
6 that point. But we certainly could share that with
7 folks when that decision is made.

8 Although it's two schools, I'm not so sure
9 like the marquee wouldn't represent a single school.
10 Do you know what I mean?

11 That hasn't been decided as to the final
12 name for the whole building, where that would go,
13 how that would --

14 I could tell you something else because
15 I've, you know, been through this. It will not be
16 allowed to be digital because of the proximity to
17 the homes. So Harford County Government does not
18 allow digital marquees when you're next to or near a
19 residential neighborhood.

20 So if a marquee was to go in, it would be
21 similar to the ones that you see where people would

1 put the letters and things like that.

2 MS. FREBURGER: Is that just because
3 it's in a neighborhood or because it's near a house?

4 Like I know like C. Milton's is digital.

5 It's across the street from houses.

6 MR. MORTON: They did it around a
7 process. They got their hands slapped, and because
8 of hardship, they didn't make them tear it out. But
9 that's when they tightened up everything and no more
10 digital signs within residential neighborhoods.

11 MS. FREBURGER: Okay.

12 Is the 600-student capacity of the new
13 elementary school, what provisions --

14 As an architectural firm you don't know
15 this. But as HCPS representatives, maybe they can
16 let us know what's going to happen with the
17 overcrowding, then, of Southampton and C. Milton?

18 Where are all these students going to go?

19 MS. VALENTINO: So these students are
20 already in our systems. So when we're doing a
21 redistricting, we're not adding students to the

1 system. So it's the same number of students that
2 are currently at C. Milton and Southampton.

3 When we do the redistricting, it's just
4 elementary school. We're not even looking at
5 secondary schools.

6 MS. FREBURGER: So the only problem
7 with that is that Wagner's Farm, not the
8 neighborhood but Wagner's Farm the farm has now been
9 approved for 300 homes. So a lot of those students
10 would either be districted for us or Prospect Mill,
11 once Prospect Mill has opened up their enrollment
12 because everybody is coming here.

13 So maybe not from this school being built
14 but the fact that this school is built then that
15 leaves room in the schools to then have the 300
16 homes from Wagner's Farm.

17 Then where are they going?

18 MS. VALENTINO: So that will be part of
19 the redistricting process. So we actually meet with
20 all of the local planners both in Town planners and
21 in the County. We sit down, we get all the

1 development plans previously approved, anything out
2 there, anything potentially out there and we meet
3 with them, go through that, look at any development
4 plans.

5 And that will be in our redistricting plan
6 so that we can utilize that data as we move into
7 those plans and develop those boundaries.

8 MS. FREBURGER: What percentage of
9 capacity is Southampton right now? Do you know?

10 MS. VALENTINO: I'm not positive right
11 off the top of my head. I'm sorry.

12 MS. FREBURGER: That's okay.

13 MS. VALENTINO: It's not at capacity.

14 MS. FREBURGER: I'm just wondering with
15 Eva Mar being mostly elementary students, they're
16 going to go to Southampton. And then once Wagner's
17 Farm is developed with 300 homes, they're going to
18 go to Southampton.

19 So I know we're concentrating on this. But
20 I'm just wondering if there's provisions for -- we
21 are concentrating on.

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1 MS. VALENTINO: So right now Wagner's
2 Farm is the one right across from Southampton,
3 correct?

4 Am I thinking --

5 MS. FREBURGER: No.

6 MS. VALENTINO: -- of the right one?
7 No.

8 MS. FREBURGER: Wagner's Farm is the
9 one that's up here. If you go behind Amyclae, it's
10 Wagner's Farm, Fox Chase and then there's the rest
11 of the farm, like Wagner's Farm development. But
12 then there is the rest of the actual farmland on 22.
13 (Pointing.)

14 MS. VALENTINO: On the other side.

15 MS. FREBURGER: On 22, heading north
16 before you get to Prospect Mill on the left. The
17 big open farmland that is on 22 heading north to
18 Prospect Mill Road on the left.

19 MS. VALENTINO: Okay. So we'll be --

20 MS. FREBURGER: I believe that was just
21 --

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1 MR. SNEE: One at a time, please.

2 MS. VALENTINO: We will get into that
3 as we go through the redistricting process. I don't
4 want to answer the question --

5 MS. FREBURGER: No. No. Yeah, no,
6 it's okay. I'm not worried about like the
7 redistricting part.

8 I'm just asking, is there provisions
9 already in the works for a new middle school as
10 well?

11 MS. VALENTINO: No. I can tell you no.

12 MS. FREBURGER: All right. That's it.
13 That's my list of questions from everybody. Thank
14 you.

15 MR. SNEE: Thank you.

16 MR. DILLON: Hi. I'm Doug Dillon. I'm
17 at 1791 Falstaff Road, Bel Air, 21015.

18 I just wanted to ask a couple of quick
19 questions about the aprons for ingress and egress of
20 the traffic to the parking areas and are those
21 aprons fixed because of where like Baratheon is or

1 where the break is in the current islands going up
2 Eva Mar Boulevard.

3 Is there any possibility as the design
4 moves forward that you could say the buses that go
5 to Harford Academy come in and out of the same
6 entrance as the buses down below if they're 40
7 minutes staged differently and run up the backside
8 of the school and go in and out that way?

9 And then you could create passenger car
10 traffic in and out of that front lot for the school
11 entrance with just a simple extension to go up into
12 the parking area for cars up in that other big space
13 and that would make it a lot easier for bus traffic
14 to use 543 in and out with a widened Eva Mar
15 Boulevard and a traffic light that's operational.

16 MR. WILMES: I think I understand your
17 question. If I can recap that. Are you suggesting
18 --

19 It sounds like the concern right now is
20 cars coming in and out or buses coming in and out up
21 here and trying to utilize this entrance for all

1 buses around the site? (Pointing.)

2 MR. DILLON: It is. And you can't see
3 it in what you have displayed up there. But if you
4 look on handouts, you can see the portion of Tyrell
5 and you can see the amount of cars that are parked
6 there during the daytime on both sides of Tyrell.

7 And if you're trying to put some portion of
8 18 buses through that traffic in the morning and the
9 evening, it is going to be chaos with cars that are
10 just stopped waiting for buses to clear so that they
11 can pass by.

12 MR. WILMES: Noted. I think, yeah, we
13 certainly understand that and appreciate that
14 feedback. Like we said before, this is going to be
15 analyzed as part of the traffic impact study.

16 MR. DILLON: And as I'm looking at
17 this, if there's a need to get access to passenger
18 car parking up into that larger lot up at the north
19 end, they could easily come in and out through the
20 same entrance as what I guess is the west side lot
21 and just put a little extension between there for

1 passenger cars that is not going to handle bus
2 traffic.

3 MR. WILMES: Yeah, that is being
4 studied.

5 Just to footnote that response a little
6 bit, there is a lot of significant -- there is a
7 significant grade change between these lots that has
8 to be mitigated. So that grading study and
9 topography has to be part of that analysis.

10 MR. DILLON: Understood. But you're
11 going to be moving a lot of dirt no matter what.

12 MR. WILMES: Agreed. Agreed.

13 MR. DILLON: I don't think dirt is
14 going to be the expensive part of this project.

15 And then I guess one final question.

16 The areas that are not designated play
17 fields, are they maintained or are they just wild?

18 Are they going to be cut when the play
19 fields are cut or are they going to be just long
20 grass? If a tree starts growing somewhere, that
21 tree will grow forever or if it's cut that won't

1 happen.

2 I will give you an example. Over at the
3 Patterson Mill area, there's a lot of area that is
4 not field that's being mowed. But then they came in
5 a few years later and they planted a bunch of trees,
6 like the reforestation area, and that's become wild,
7 which is fine.

8 I just think there's an awful lot of area
9 here that isn't being reforested. And I'm just
10 curious.

11 Is it just going to be wild or is it going
12 to be maintained by the County when they cut the
13 playing fields?

14 MR. MORTON: So we will definitely
15 maintain the facilities. One of the things that
16 both Harford County Government, Harford County
17 Public Schools has been doing is the low mow zones.
18 So to be honest, we would explore that.

19 So the field that we talked about to the
20 right behind where the trailer is could be, you
21 know, where we knock down the grass like halfway for

1 the deer and kind of keep it in a low mow so you're
2 not --

3 You know, I'm not saying it's going to be.
4 But I'm saying that's kind of the direction that a
5 lot of things have gone. But we absolutely would
6 maintain, cut the grass, do the low mow.

7 They will come in with kind of brush haul
8 to kind of knock it down so you don't have the high
9 grass and things like that. That's what we have
10 been doing.

11 Even Youth Benefit, you know, when we
12 developed that site, there's some areas that we went
13 back and created low mowed areas that we just kind
14 of come in and knock it down on the higher areas.

15 So there are options. But we absolutely
16 maintain our properties.

17 MR. O'BRIEN: Very brief. Very brief.
18 Obviously, I focused on the traffic. And I just
19 want to mention that some of the ideas that the
20 gentleman that preceded me brought up were good, at
21 least possible.

1 My first question is, was there or could
2 there be consideration of moving the largest parking
3 lot?

4 Obviously, it would change the design of
5 where it fell. But move that towards 543 and that
6 would eliminate the whole question of the northern
7 egress and ingress and bring everything towards the
8 main road, which probably needs some expansion
9 anyway. And so something could be done to
10 accommodate that.

11 So I throw that out as another idea.

12 Obviously, that's monumental compared to what you
13 have planned here. But that would eliminate a lot
14 of questions.

15 My next question is the traffic input.

16 Is there a CIM for the traffic?

17 I mean, when can community input be
18 presented for the traffic?

19 MR. SNEE: So there's no Community
20 Input Meeting, CIM, for traffic built into the code.
21 This is it.

1 MR. O'BRIEN: Okay.

2 MR. SNEE: So when it's done, it will
3 be publicized on the Department of Planning's
4 website. So you'll see it that way. But if you
5 call my office, I will tell you, because I'll get it
6 and we'll make it available as soon as we do.

7 The law has changed, too, since the last
8 go-round. So we pay for it, the County picks it and
9 they control the process. All we do is write the
10 check. So we're just waiting for them.

11 MR. O'BRIEN: Thank you. I see. So if
12 somebody in the community wanted to give input, they
13 would have to go to the County office and say, Can I
14 see somebody and raise my concerns and present these
15 alternative plans?

16 Because other than that, this is it is what
17 you're saying.

18 MR. SNEE: For the Community Input
19 Meeting statutory process, this is it, yes.

20 MR. O'BRIEN: Let's just say input to
21 the traffic.

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MR. SNEE: Follow up, yes. There's going to be a planner assigned to this from the Department of Planning and Zoning. And there will be a traffic engineer assigned to this as well.

Usually it's Alex Rawls with the Department, okay? So you can go see Alex. He's very good, very approachable, a very nice young man. And then everything else will be up on the website.

MR. O'BRIEN: Okay.

MR. SNEE: Okay?

MR. O'BRIEN: Thank you.

Last point. Based on what I see here and somehow I was concerned about, the aesthetics look decent. You know, they look pretty good, which Harford County is not very good at.

I mean, if you compare us to Howard County or northern Virginia and other places, when they put something up, it matches it pretty well.

But this looks good. And my only point is, I hope you keep to it. In other words, keep to a plan that has some aesthetic, you know,

1 attractiveness.

2 That's all.

3 MR. SNEE: I appreciate that.

4 Missy?

5 MS. VALENTINO: I just wanted to
6 address the larger parking lot at the top and give a
7 little bit of background into how this is set up.

8 So the Harford Academy is on that northern
9 end. While there's less students there, there's
10 more staff because almost each student has somebody
11 with them all day, every day. So the reason for the
12 larger parking lot being there is to put them in
13 that area.

14 Now, we were talking about the possibly of
15 having buses come through. But that doesn't mean
16 that everyone is driving into that parking lot.
17 Anyone coming from home to go into there is probably
18 not going to be driving through the neighborhood.

19 Just your typical going to work every day,
20 you're going to find the shortest route to get
21 there. We don't tell them how to get to work. They

1 are going to get there. So I wouldn't worry as much
2 about them.

3 We have heard you in some of your
4 discussions, and we definitely have heard some ideas
5 and thoughts. And that is the point of this
6 meeting. So we are listening.

7 But I just wanted to clarify that everybody
8 going into that parking lot will not be coming
9 through the neighborhood.

10 MR. DILLON: I forgot to ask one other
11 question with regard to the traffic study, and I
12 don't know if anyone here really can represent
13 whoever is doing the traffic study or not.

14 But my question is, again, looking at how
15 many cars are parked on Tyrell in this image right
16 here, are parked cars part of a traffic study or is
17 it just the number of cars passing through an
18 intersection?

19 And then let's just say they are factored
20 into this. Does somebody have the authority, the
21 County, the State, the Department of Ed, to come

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1 into the neighborhood and say, We're going to post
2 no parking signs on one side of the street?

3 Because I don't think the community would
4 like to see no parking signs on half the side of any
5 of the travel streets.

6 MR. SOPRANO: Peter Soprano, 322 Ester
7 Drive, Forest Hill, Maryland. Civil engineer.

8 Thank you. That's a great question.

9 So the traffic engineers are professionals.
10 They go out to the site. They take counts. They
11 observe. So they are seeing things in realtime as
12 it's happening. Some of those counts have already
13 been done. They're doing their job right now.

14 As they continue to do their job, they are
15 taking in this information and then providing it as
16 part of their report. So we can't necessarily speak
17 for them.

18 But we can say that when we do receive that
19 information, we are going to be analyzing it, taking
20 the inform that you've provided to us tonight as
21 well as all the other concerns and making sure that

1 we review that and discuss with them and try to
2 incorporate it as best we can into the design.

3 MR. DILLON: And what about the no
4 parking? Who has the authority to say, We're going
5 to take over this travel lane because it's County
6 maintained and put in no parking signs on one side
7 of the street or other to clear more travel lanes
8 for buses running through there?

9 MR. SOPRANO: That's a County-related
10 concern. So as the traffic study results come
11 through, they will make their recommendations to the
12 County. And then as part of the process, the County
13 will determine what is needed for the design.

14 MR. DILLON: And that is something that
15 could be part of this process is my question.

16 MR. SOPRANO: I can't answer that.

17 MR. SNEE: It won't be part of this
18 process. But the County will look at it through the
19 Department of Public Works by Joe Siemek. And that
20 would be the right gentleman to approach on that
21 parking issue and signage.

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1 MR. DILLON: Is the design team
2 represented here tonight?

3 MR. SNEE: No. Mr. Siemek at
4 Department of Public Works.

5 MR. DILLON: I understand that.

6 MR. SNEE: Right.

7 MR. DILLON: Is the design team
8 represented here tonight with taking in this input
9 and maybe tweaking what's here?

10 MR. SNEE: Absolutely.

11 MR. DILLON: So, again, what I said
12 earlier about taking the bus traffic and routing it
13 behind the school and circling back and coming out
14 will certainly and probably allay a lot of fears
15 that buses will be traveling through there.

16 There are kids in the neighborhood that
17 utilize the services. There will be buses going
18 through our neighborhood. I don't know that anyone
19 can envision all 18 buses will be going through our
20 neighborhood.

21 We already have kids -- this is not going

1 to address elementary or middle school people, kids,
2 students. We have those buses coming through the
3 neighborhood already.

4 While we aren't walkers, we're getting an
5 elementary school busing going through the
6 neighborhood already. So we're already dealing with
7 bus traffic. I don't think anybody is going to
8 argue that buses shouldn't be coming into the
9 neighborhood to service the students that need
10 busing.

11 The question is, is when you are directing
12 18 buses to a property and you have a State road
13 right at the front of the property, why are you
14 directing them through the neighborhood unless they
15 are picking children up in that neighborhood?

16 MR. SNEE: Understood. And that's
17 something that we will be looking at as the process
18 evolves.

19 But, again, the CIM is just the start. And
20 that's the kind of input we want to hear so our team
21 can respond to it collectively and accordingly. It

1 was a great point, as Peter indicated.

2 Yes, ma'am. And then, yes, ma'am, come on
3 up, please.

4 MS. KIRBY: Again, my concern primarily
5 is this bus traffic on Tyrell.

6 Again, I don't have any problem with buses
7 coming through the neighborhood. But I would like
8 someone to just confirm exactly what this path is
9 going to be and how many times a day. Because my
10 understanding, I think, is that 18 buses will be
11 driving by my house twice a day -- four times a day,
12 twice in the morning, twice in the evening or the
13 afternoon, rather, which means I'll have that noise
14 from essentially 36 buses, I guess, coming by.

15 I mean, there's more to this than just, you
16 know, you get used to the noise, whatever. The
17 safety issue is there as well. But all of us in Eva
18 Mar Farms, we-all spent a lot of money on these
19 homes. And we have resale values to consider as
20 well.

21 And I think if I was going to buy a house

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1 in this price range, I probably wouldn't buy it if I
2 knew that there were going to be 36 buses driving by
3 my house every day during the school year.

4 It's just -- you know, that may be
5 something that sounds a little petty but it's the
6 reality that we-all have. And we contribute a lot
7 of tax revenue from this neighborhood, real estate
8 taxes alone. So I hope that there's some
9 consideration there.

10 MS. FREBURGER: Can you clarify that
11 it's not just the school year?

12 MS. KIRBY: Yeah, I guess if we can
13 just --

14 MS. FREBURGER: Harford Academy --

15 MS. KIRBY: If we can clarify --

16 MR. SNEE: Just a minute, please.
17 There's a question --

18 MS. KIRBY: -- that the months of the
19 year --

20 MR. SNEE: Just a minute, please.
21 There's a question from the audience.

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1 State your name, please?

2 MS. FREBURGER: It's Keri. It's just
3 to ask another question about she said it's just
4 during the school year.

5 Harford Academy is ESY. They will have
6 year-round summer school as well. The buses will be
7 coming through in the summer as well.

8 MR. SNEE: Was that your question?

9 MS. KIRBY: Yeah, so I guess what Keri
10 and I would both like to know is exactly how many
11 times a day will buses be coming down through
12 Tyrell, how many buses there will be and exactly
13 what path are they coming in?

14 So buses that are picking up kids from
15 outside of Eva Mar Farms, what is the path they are
16 taking to get into Eva Mar Farms?

17 And after they drop kids off at the school,
18 what is the exit plan?

19 Do empty buses come back up Tyrell? And
20 where do they go from there?

21 And in what months of the year can we

1 expect to see this traffic?

2 MS. BENDIS: So the expectation at this
3 point is we're listening to what you have to say and
4 we're hearing all the things that you're saying and
5 listening to what, you know, has been proposed.

6 And we're going to take that all back and
7 try to really absorb it and figure out how we can be
8 really good neighbors because that's the intention
9 behind all of this.

10 So I hear you. I hear, you know, this
11 gentleman's recommendation. And I think it's
12 something that we have to consider. And I don't
13 have an answer for you tonight. But we'll be
14 continuing to work through this process. But the
15 goal is not to, you know, disturb any more than what
16 we would be, you know.

17 And I do want to say, too, one of the
18 things that's important to remember for bus traffic,
19 you could have students in that neighborhood going
20 to other programs, right?

21 So there's nonpublic students, there's

1 regional programs. There's other reasons why buses
2 would be in the neighborhood besides this school.

3 So I can't tell you specific, you know, why they are
4 there or what's going on.

5 But we'll do our best to try to, you know,
6 take into consideration, obviously, the concerns
7 specifically to Tyrell Court and the Tudor Manor
8 side, because I did hear a gentleman speak about
9 that as well.

10 So that's something that I think was really
11 helpful for us tonight and, again, it's part of the
12 process. So we'll be staying in touch. I have your
13 number.

14 MS. CORD: First, thank you. Probably
15 for my school folks, so we have an entrance coming
16 in for Harford and then the elementary school. They
17 come in different ways, but they're all going to be
18 together, right?

19 So as the school develops, I'm concerned
20 about the impact of my kids. Like what does their
21 day to day look like? This is the first elementary

1 school they will go to.

2 So I guess I'm questioning like the
3 operations of the school. How is Harford Academy
4 going to -- basically, will they be interacting with
5 the elementary students?

6 They have what looks like separate
7 playgrounds, stuff like that. So it seems
8 separated. The school calendar, staggered drop-off,
9 pick-up, school year, I have no idea about that.
10 Yeah, I guess like if you could answer just a high
11 level of the operations.

12 And then if we have any more questions as
13 it gets closer, are there going to be further
14 meetings of like how that's going to work, unless
15 it's pretty straight-forward and you can answer it
16 now?

17 MS. BENDIS: Yeah, I mean, some of that
18 will still be figured out as we move into the
19 programming aspect.

20 Actually, at the State level, they want us
21 to have more inclusion opportunities for our

1 students. So that -- the program is designed to be
2 separate but allow for inclusion opportunities.

3 Meaning, kids come in in different parts of the
4 building. They have their homeroom classrooms.

5 When inclusion is good for both sides,
6 that's when those planned interactions will occur.

7 It's not only on the elementary side but also the
8 Harford Academy parents are concerned about the
9 dignity of their students. They have a lot of
10 health issues as well. So that is definitely
11 something that has been considered a lot throughout
12 this process.

13 That's why there's two of pretty much
14 everything in the building so that they can remain
15 separate but still have that one neighborhood school
16 where students can go back and forth.

17 You know, there's plenty of opportunities
18 on both sides. The Harford Academy side will have,
19 you know, a greenhouse and things like that that can
20 offer some great opportunities for the elementary
21 students that would not be there in a typical school

1 just because they're there. It wouldn't be in their
2 regular curriculum but it will be something they
3 would have the opportunity to do but they still
4 would have separate classes, separate, you know,
5 day-to-day operations.

6 MS. CORD: Thanks.

7 MS. VALENTINO: Did that help?

8 MS. CORD: Yeah, that helped. I got
9 confused when you were talking about the separate
10 building and stuff like that. And I didn't see like
11 any true like separation in the floor plan. But I
12 just could be missing something.

13 MS. VALENTINO: It took a lot of
14 meetings to get to that point.

15 MS. CORD: Yeah, no, I know how much
16 work this stuff takes. So, yeah, I appreciate it.

17 MR. WILMES: Appreciate it. Thank you.

18 MR. PLAJZER: A couple questions came
19 up as we heard feedback from the community.

20 I know that there's -- you may have
21 mentioned this already, so I apologize if you did.

1 Do you know what the -- will this school be
2 filled to capacity at opening or will there be
3 additional capacity for future growth?

4 MS. VALENTINO: So when we go through
5 the redistricting process, we would not recommend to
6 fill a school at 100 percent capacity. We'd have to
7 look at it. The goal would be to really balance it
8 among all of our schools.

9 So the reason we put off the redistricting
10 prior to this is because we were balancing
11 enrollment at 95 percent. That didn't make sense to
12 cause all those students to move around to still
13 only have 5 percent capacity within each building.

14 It just didn't make sense to cause that
15 much of a disruption. That's why we're building a
16 new school, so that we can go through that process,
17 give everybody the space they need, allow for some
18 growth, allow for programming space because programs
19 change over time. Some of our older schools just
20 don't have the space for pull-out and things like
21 that. So that was kind of the purpose of this.

1 MR. PLAJZER: A second question to
2 that.

3 It appears many of the schools around
4 Harford County have semipermanent buildings put up
5 for either additional capacity or capability.

6 Is that being planned into this for the
7 future?

8 Is that a consideration of the design at
9 all because it seems like they just kind of now plop
10 them in front of the school, like they did right out
11 front here, right? And you see them all over
12 Harford County.

13 So is that a consideration at all in this
14 design, just out of curiosity?

15 MS. VALENTINO: It's not ever the goal
16 to add portable temporary classrooms, learning
17 cottages, however you want to call them. It's not
18 ideal for any of us to have them at our schools.

19 I will say that I know at Red Pump that we
20 had designed in the ability for that. We can take a
21 look at that when we move into this. But, honestly,

1 the goal is to not have to have them, to design the
2 building for the capacity.

3 Like I said, a lot of times we have older
4 facilities. They are not equipped for how education
5 is provided today. You know, you have classrooms,
6 the hallway. There's classrooms on both sides.
7 There's no pull-out spaces. There's nothing for
8 those extra things that we're putting in place in
9 today's education.

10 MR. PLAJZER: So while never ideal, it
11 doesn't sound like this --

12 There's no plan in place for this design to
13 potentially accommodate something if the need arises
14 in the future. That's not being considered for
15 this.

16 MS. VALENTINO: Correct. At this
17 point, that is not the plan.

18 MR. SNEE: Thank you.

19 Anyone else?

20 All right. We'll conclude then.

21 (Whereupon the Community Input Meeting

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1 was concluded at 7:32 p.m.)

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1 CERTIFICATE

2

3 STATE OF MARYLAND

4 County OF BALTIMORE, to wit:

5 I, Ann M. Lavoie, a Notary Public of the
6 State of Maryland, County of Baltimore, do hereby
7 certify that the Community Input Meeting was held
8 according to law.

9 I further certify that the Community Input
10 Meeting was recorded stenographically by me and this
11 transcript is a true record of the proceedings.

12 I further certify that I am not of counsel
13 to any of the parties, nor in any way interested in
14 the outcome of this action.

15 As witness my hand and notarial seal this
16 20th day of February, 2025.

17 
Ann M. Lavoie

18 Ann M. Lavoie
Notary Public

19 My Commission Expires:
20 October 17, 2025

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