

# THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

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**MEMORANDUM TO: CHAIRPERSON AND MEMBERS OF THE BOARD**

**FROM: WARREN KENNEDY, DIRECTOR OF EDUCATION AND  
TERRY LYONS, SUPERINTENDENT OF EDUCATION:  
ACCOMMODATION**

**SUBJECT: REPORT OF THE BOUNDARY STUDY FOR THE BELLE RIVER  
FAMILY OF SCHOOLS**

**DATE: JUNE 18, 2013**

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**Background:**

At the January 15, 2013, regular meeting of the Board, Trustees approved the following recommendation regarding the Belle River Family of Schools:

- **THAT THE SUPERINTENDENT RESPONSIBLE FOR ACCOMMODATIONS FACILITATES A BOUNDARY STUDY TO ADDRESS CAPACITY ISSUES WITHIN THE BELLE RIVER FAMILY OF SCHOOLS**

The Superintendent responsible for accommodation studies is Terry Lyons.

**Rationale**

In its efforts to maximize efficiencies allowing resources to be allocated to student programming the Board must continue to perform systematic reviews. Cost effective strategies addressing shifting demographics, declining enrolment, and aging infrastructure are a necessity. Good stewardship requires adaptation to our current system of delivery.

**Methodology**

- Consultation with School principals, Bill Toews, Belle River District High School; Larry Anderson, Belle River Public School; Janet Hannigan, Centennial Central Public School; Dustin O'Neil, Lakeshore Discovery Public School
- Committee comprising of school personnel, parents and community members was struck in January of 2013
- Regular Meetings with the committee from January 2013 to June 2013
- Identification and analysis of data and related information required
- Development of enrolment projection charts based on October 31, 2013 enrolment data
- Development of charts and maps for possible new boundary recommendations
- Development of a link from each school's website directly to the PARC icon on the GECDSB website where boundary study information could be found
- Minutes of meetings posted to the Board website in a timely fashion
- Keeping each school community informed via School Council meeting reports, school newsletter articles, and community information letters
- Community information meeting to apprise the community of the study's recommendations

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- Letters, distributed via students, to families of each school in the study
  - Meetings with school staff of all schools involved in the study
  - Consultation with Area Superintendent of Education
  - Consultation with Transportation Consortium staff
  - Consultation with Superintendent of Program regarding the French Immersion Review
  - Consultation with Facility Services and Information Technology

### **Goals of the Study:**

- To alleviate capacity issues at Lakeshore Discovery School.
- To improve utilization rates within the school family
- To minimize disruption, where possible, to current school boundaries.
- To create community schools, geographically, where possible.
- To consider physical dividers (major arteries, railways, etc.).
- To attempt to provide equitable access to French Immersion programming
- To develop a plan for the relocation of students with the least amount of disruption, where possible
- To be fiscally responsible, in consideration of student transportation issues
- To recognize the impact of transportation (school bus) routes in boundary recommendations.
- To develop a long term solution

### **SCOPE OF THE STUDY:**

The Greater Essex County District School Board is responsible for operating and maintaining its schools as effectively and efficiently as possible with an emphasis on programming that will support student achievement. When a Boundary study is initiated, all schools identified become part of the review, and as a result may experience a boundary adjustment or grade restructuring. A boundary study is not governed by the Ministry of Education's Accommodation Review Guidelines. As a Board we have made a commitment to keep our communities informed and determined that a committee would be struck and a community meeting would be held in an effort to collect community input.

When Lakeshore Discovery School's western boundary was adjusted in 2009 as the boundary for Tecumseh Vista Academy was determined, the community was advised that it would not provide enough relief for the school and the eastern boundary would have to be adjusted in the near future. The continuing popularity of French Immersion, the implementation of Full Day Kindergarten and the desire of parents to send their children to a "new" school, has accelerated that need.

As the Boundary Committee embarked on the task specified and reviewed all of the schools within the family, the following challenges emerged:

- 1. Over capacity at Lakeshore Discovery School with FDK scheduled for September of 2014 and projected continuous growth**
- 2. Declining enrolment at Belle River DHS and Centennial Central**

**GENERAL**

The Belle River Family of Schools is comprised of 4 schools, Belle River District High School, Belle River Public School, Centennial Central Public School, and Lakeshore Discovery School. The schools and their respective boundaries are shown in the figure below (Fig #1)

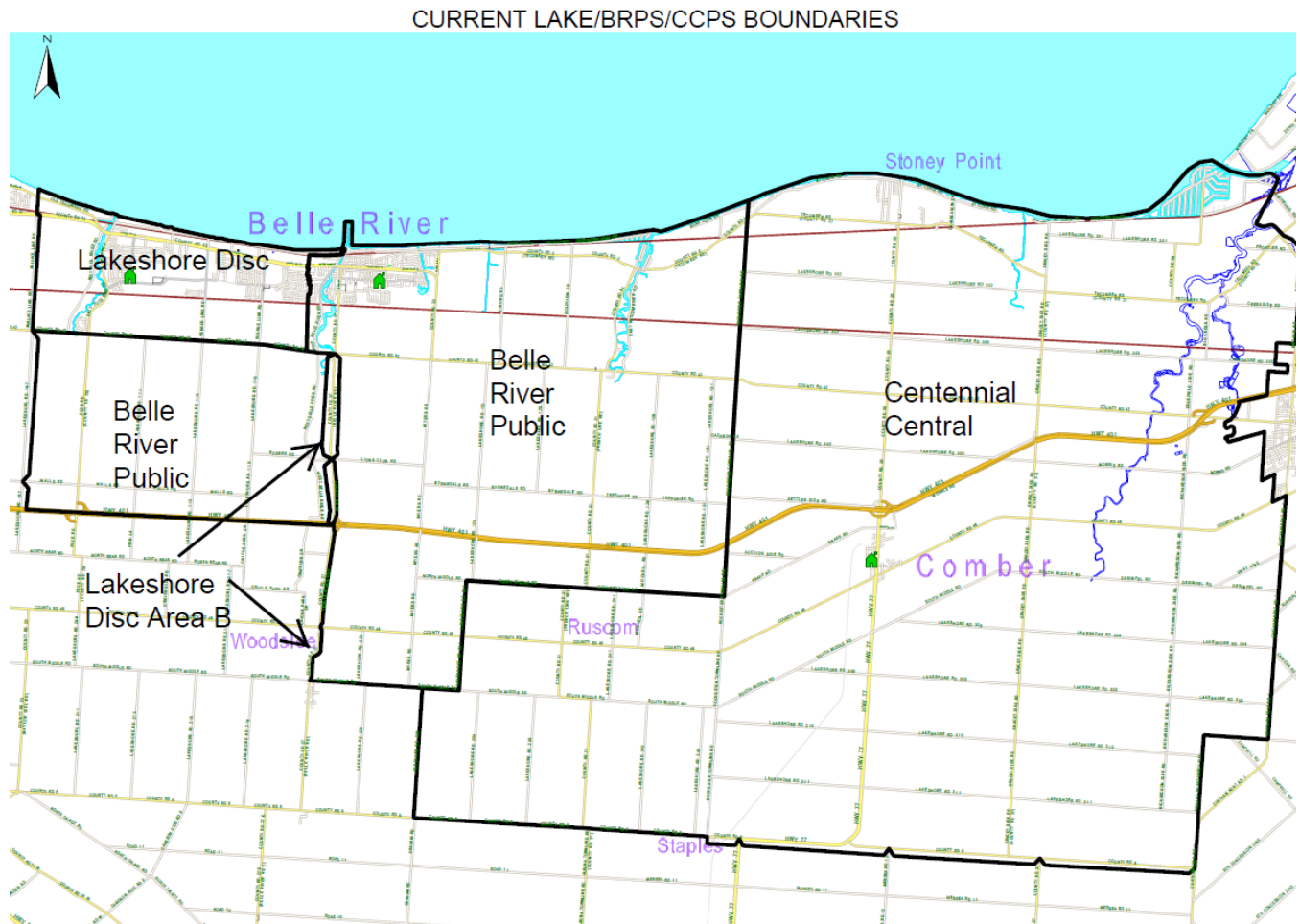


Fig #1

**ENROLMENT REVIEW**

Belle River District High School’s enrolment has experienced a decline due to realignment of boundaries when Tecumseh Vista Academy opened and declining enrolment in the secondary panel in general. The chart below (Fig #2) indicates that the lowest enrolment point will be in 2014 after which time, enrolments will once again begin to increase. Empty student spaces may allow for grade restructuring possibilities in the future, which will provide additional relief to elementary schools within this family, should they experience anticipated growth beyond capacity rates.

Belle River District High School

	Gr 9	Gr 10	Gr 11	Gr 12	Pre-Gr 9	Total
<b>2009-2010</b>	234.50	269.50	239.00	296.50	2.50	<b>1042.00</b>
<b>2010-2011</b>	277.50	245.00	269.50	288.00	3.00	<b>1083.00</b>
<b>2011-2012</b>	166.50	281.00	243.00	300.00	7.00	<b>997.50</b>
<b>2012-2013</b>	161.00	165.00	281.00	297.00	11.00	<b>915.00</b>
<b>2013-2014</b>	179.35	164.00	168.00	334.37	7.00	<b>852.72</b>
<b>2014-2015</b>	199.19	182.35	167.00	204.72	8.33	<b>761.60</b>
<b>2015-2016</b>	203.96	202.44	185.60	201.98	8.78	<b>802.76</b>
<b>2016-2017</b>	202.30	206.71	205.19	224.61	5.70	<b>844.52</b>
<b>2017-2018</b>	195.72	205.30	209.71	247.73	7.60	<b>866.07</b>
<b>2018-2019</b>	213.33	198.72	208.30	253.41	7.36	<b>881.12</b>
<b>2019-2020</b>	243.71	216.33	201.72	251.58	6.89	<b>920.23</b>
<b>2020-2021</b>	193.30	246.46	219.08	243.54	7.29	<b>909.66</b>
<b>2021-2022</b>	207.24	196.05	249.21	264.23	7.18	<b>923.90</b>
<b>2022-2023</b>	235.50	209.74	198.55	299.96	7.12	<b>950.87</b>
<b>2023-2024</b>	225.77	238.00	212.24	239.48	7.19	<b>922.69</b>
<b>2024-2025</b>	226.83	228.27	240.50	255.83	7.16	<b>958.60</b>
<b>2025-2026</b>	225.50	229.33	230.77	289.56	7.16	<b>982.32</b>

Fig #2

In Fig #3, the chart depicts the enrolment projections for the total population of Lakeshore Discovery School. The subsequent charts (Fig #4) break the populations down into English and French immersion enrolment projections. Fig #3 demonstrates the effect of the Western boundary adjustment upon the opening of Tecumseh Vista Academy. In the year 2014, Lakeshore will implement FDK which based on projections will require the addition of another 5 portables to their existing 12 for a total of 17 portables. These numbers continue to grow as forecasts are extended over the next decade. Consequently, the current situation is not sustainable. Of note, as shown by Fig #4, the balance between English and French is almost 50/50 at this time.

Lakeshore Discovery School

<b>Total</b>	<b>JK</b>	<b>SK</b>	<b>Gr 1</b>	<b>Gr 2</b>	<b>Gr 3</b>	<b>Gr 4</b>	<b>Gr 5</b>	<b>Gr 6</b>	<b>Gr 7</b>	<b>Gr 8</b>	<b>Total</b>
<b>2009-2010</b>	77.50	75.50	140.00	123.00	123.00	130.00	92.00	83.00	85.00	91.00	<b>1020.00</b>
<b>2010-2011</b>	56.00	80.00	139.00	128.00	122.00	117.00	121.00	88.00	77.00	82.00	<b>1010.00</b>
<b>2011-2012</b>	45.00	48.50	128.00	108.00	97.00	95.00	106.00	97.00	72.00	62.00	<b>858.50</b>
<b>2012-2013</b>	52.00	47.50	96.00	128.00	116.00	100.00	95.00	100.00	98.00	73.00	<b>905.50</b>
<b>2013-2014</b>	49.15	55.50	93.92	97.30	129.30	117.30	101.30	96.30	101.30	99.30	<b>940.67</b>
<b>2014-2015</b>	98.74	104.69	110.08	95.23	98.60	130.60	118.60	102.60	97.60	102.60	<b>1059.31</b>
<b>2015-2016</b>	98.96	105.27	103.95	111.28	96.42	99.80	131.80	119.80	103.80	98.80	<b>1069.87</b>
<b>2016-2017</b>	99.40	105.65	104.44	105.34	112.67	97.83	101.20	133.20	121.20	105.20	<b>1086.14</b>
<b>2017-2018</b>	101.17	105.98	104.86	105.74	106.65	113.98	99.12	102.50	134.50	122.50	<b>1097.00</b>
<b>2018-2019</b>	100.61	107.89	105.17	106.15	107.04	107.95	115.28	100.42	103.80	135.80	<b>1090.13</b>
<b>2019-2020</b>	101.07	107.28	107.01	106.47	107.45	108.34	109.25	116.58	101.72	105.10	<b>1070.28</b>
<b>2020-2021</b>	101.65	107.87	106.54	108.41	107.87	108.85	109.74	110.64	117.97	103.13	<b>1082.66</b>
<b>2021-2022</b>	102.08	108.38	107.01	107.84	109.70	109.17	110.16	111.04	111.95	119.28	<b>1096.59</b>
<b>2022-2023</b>	102.62	108.83	107.50	108.30	109.14	111.00	110.47	111.45	112.34	113.25	<b>1094.90</b>
<b>2023-2024</b>	102.91	109.40	107.95	108.79	109.61	110.44	112.31	111.77	112.75	113.64	<b>1099.56</b>
<b>2024-2025</b>	103.46	109.80	108.60	109.34	110.20	111.00	111.84	113.71	113.17	114.15	<b>1105.27</b>
<b>2025-2026</b>	103.85	110.29	108.90	109.90	110.65	111.49	112.31	113.14	115.00	114.47	<b>1109.99</b>

Fig #3

English	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Total
2009-2010	20.00	24.00	56.00	44.00	67.00	58.00	47.00	34.00	48.00	49.00	447.00
2010-2011	17.00	21.50	53.00	51.00	45.00	64.00	53.00	45.00	32.00	46.00	427.50
2011-2012	19.50	18.50	49.00	56.00	51.00	50.00	65.00	55.00	47.00	35.00	446.00
2012-2013	21.50	21.00	45.00	63.00	68.00	58.00	53.00	62.00	57.00	48.00	496.50
2013-2014	20.85	23.42	46.36	45.69	63.69	68.69	58.69	53.69	62.69	57.69	501.49
2014-2015	41.93	45.46	52.79	47.06	46.39	64.39	69.39	59.39	54.39	63.39	544.55
2015-2016	42.05	45.69	51.68	53.43	47.70	47.03	65.03	70.03	60.03	55.03	537.68
2016-2017	42.28	45.88	51.31	52.42	54.17	48.45	47.78	65.78	70.78	60.78	539.62
2017-2018	42.88	46.10	51.70	52.00	53.12	54.87	49.14	48.47	66.47	71.47	536.22
2018-2019	42.86	46.75	52.01	52.39	52.70	53.81	55.56	49.83	49.16	67.16	522.25
2019-2020	43.09	46.71	52.64	52.70	53.08	53.39	54.51	56.26	50.53	49.86	512.77
2020-2021	43.38	47.02	52.66	53.39	53.45	53.83	54.14	55.25	57.00	51.28	521.39
2021-2022	43.59	47.27	52.94	53.35	54.08	54.14	54.53	54.83	55.95	57.70	528.38
2022-2023	43.86	47.50	53.19	53.63	54.05	54.77	54.84	55.22	55.53	56.64	529.22
2023-2024	44.05	47.78	53.45	53.88	54.33	54.74	55.47	55.53	55.91	56.22	531.36
2024-2025	44.34	48.04	53.80	54.19	54.63	55.07	55.49	56.22	56.28	56.66	534.72
2025-2026	44.54	48.30	54.02	54.50	54.89	55.32	55.77	56.18	56.91	56.97	537.39
French	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Total
2009-2010	57.50	51.50	84.00	79.00	56.00	72.00	45.00	49.00	37.00	42.00	573.00
2010-2011	39.00	58.50	86.00	77.00	77.00	53.00	68.00	43.00	45.00	36.00	582.50
2011-2012	25.50	30.00	79.00	52.00	46.00	45.00	41.00	42.00	25.00	27.00	412.50
2012-2013	30.50	26.50	51.00	65.00	48.00	42.00	42.00	38.00	41.00	25.00	409.00
2013-2014	28.30	32.08	47.56	51.61	65.61	48.61	42.61	42.61	38.61	41.61	439.18
2014-2015	56.81	59.23	57.29	48.17	52.21	66.21	49.21	43.21	43.21	39.21	514.76
2015-2016	56.91	59.58	52.27	57.85	48.72	52.77	66.77	49.77	43.77	43.77	532.19
2016-2017	57.12	59.77	53.13	52.92	58.50	49.38	53.42	67.42	50.42	44.42	546.52
2017-2018	58.29	59.88	53.16	53.74	53.53	59.11	49.98	54.03	68.03	51.03	560.78
2018-2019	57.75	61.14	53.16	53.76	54.34	54.14	59.72	50.59	54.64	68.64	567.88
2019-2020	57.98	60.57	54.37	53.77	54.37	54.95	54.74	60.32	51.19	55.24	557.51
2020-2021	58.27	60.85	53.88	55.02	54.42	55.02	55.60	55.39	60.97	51.85	561.27
2021-2022	58.49	61.11	54.07	54.49	55.62	55.03	55.63	56.21	56.00	61.58	568.21
2022-2023	58.76	61.33	54.31	54.67	55.09	56.23	55.63	56.23	56.81	56.61	565.68
2023-2024	58.86	61.62	54.50	54.91	55.28	55.70	56.84	56.24	56.84	57.42	568.20
2024-2025	59.12	61.76	54.80	55.15	55.57	55.93	56.35	57.49	56.89	57.49	570.55
2025-2026	59.31	61.99	54.88	55.40	55.76	56.17	56.54	56.96	58.09	57.50	572.60

Fig #4

Although there has been new construction in the Town of Belle River urban area it is mostly providing homes for the “over age 55” population and not families with school aged children as had been previously forecast. Full Day Kindergarten was implemented for September 2010. With that in mind, Belle River Public School’s enrolment is stable but projected to increase slightly into the future (Fig #5). The Ministry of Education recently approved funding for an eight classroom addition at the school which will account for approximately 196 additional student spaces.

Belle River Public School

	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Total
2010-2011	29.00	45.00	32.00	38.00	48.00	41.00	43.00	45.00	46.00	49.00	416.00
2011-2012	44.00	36.00	42.00	37.00	41.00	48.00	44.00	45.00	48.00	46.00	431.00
2012-2013	48.00	47.00	35.00	43.00	36.00	41.00	47.00	47.00	40.00	51.00	435.00
2013-2014	46.70	55.87	47.26	35.70	43.70	36.70	41.70	47.70	47.70	40.70	443.74
2014-2015	46.83	52.83	54.54	47.86	36.30	44.30	37.30	42.30	48.30	48.30	458.87
2015-2016	47.08	52.78	52.27	55.24	48.56	37.00	45.00	38.00	43.00	49.00	467.94
2016-2017	47.02	53.55	52.09	52.77	55.74	49.06	37.50	45.50	38.50	43.50	475.24
2017-2018	47.63	53.12	52.60	52.59	53.27	56.24	49.56	38.00	46.00	39.00	488.02
2018-2019	47.65	53.91	52.42	53.20	53.19	53.87	56.84	50.16	38.60	46.60	506.45
2019-2020	47.74	53.95	53.08	52.92	53.70	53.69	54.37	57.34	50.66	39.10	516.56
2020-2021	47.93	53.97	53.08	53.58	53.42	54.20	54.19	54.87	57.84	51.16	534.25
2021-2022	47.90	53.99	52.93	53.38	53.88	53.72	54.50	54.49	55.17	58.14	538.10
2022-2023	48.07	53.97	52.94	53.23	53.68	54.18	54.02	54.80	54.79	55.47	535.16
2023-2024	48.16	54.15	52.92	53.24	53.53	53.98	54.48	54.32	55.10	55.09	534.98
2024-2025	48.26	54.26	53.10	53.22	53.54	53.83	54.28	54.78	54.62	55.40	535.29
2025-2026	48.36	54.37	53.20	53.40	53.52	53.84	54.13	54.58	55.08	54.92	535.41

Fig # 5

Centennial Central School is underutilized, quite small and expected to experience continued declining enrolment (Fig #6). The school is a considerable distance away from any other schools and serves a finite population.

Centennial Central Public School

	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Total
2010-2011	8.00	12.00	17.00	13.00	21.00	20.00	25.00	30.00	27.00	28.00	201.00
2011-2012	8.00	7.50	25.00	16.00	16.00	23.00	22.00	24.00	29.00	22.00	192.50
2012-2013	9.50	9.00	19.00	24.00	19.00	15.00	24.00	22.00	29.00	28.00	198.50
2013-2014	9.25	9.50	20.75	19.10	24.10	19.10	15.10	24.10	22.10	29.10	192.20
2014-2015	19.10	18.89	21.90	20.75	19.10	24.10	19.10	15.10	24.10	22.10	204.23
2015-2016	17.82	20.13	22.55	22.00	20.85	19.20	24.20	19.20	15.20	24.20	205.35
2016-2017	18.08	18.24	23.40	22.55	22.00	20.85	19.20	24.20	19.20	15.20	202.92
2017-2018	18.60	18.75	21.39	23.50	22.65	22.10	20.95	19.30	24.30	19.30	210.84
2018-2019	18.52	19.34	22.09	21.49	23.60	22.75	22.20	21.05	19.40	24.40	214.85
2019-2020	18.43	19.07	22.59	22.09	21.49	23.60	22.75	22.20	21.05	19.40	212.66
2020-2021	18.39	19.11	22.40	22.69	22.19	21.59	23.70	22.85	22.30	21.15	216.37
2021-2022	18.40	18.98	22.36	22.40	22.69	22.19	21.59	23.70	22.85	22.30	217.46
2022-2023	18.57	19.08	22.29	22.46	22.50	22.79	22.29	21.69	23.80	22.95	218.41
2023-2024	18.46	19.15	22.31	22.29	22.46	22.50	22.79	22.29	21.69	23.80	217.74
2024-2025	18.55	19.14	22.50	22.41	22.39	22.56	22.60	22.89	22.39	21.79	217.22
2025-2026	18.57	19.23	22.49	22.60	22.51	22.49	22.66	22.70	22.99	22.49	218.72

Fig #6

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## **ANALYSIS**

### **Developing Data and Proposals:**

Initially, individual school projections were developed based on present student populations. These populations were then mapped to determine the concentrations of students in the various areas of the north shore. Once the present population distribution was determined grade by grade, then proposals were developed to redistribute the student populations. Proposals were then used as the basis for school population projections to determine which proposals best met the goals of the study.

A number of considerations were taken into account in recommending the boundaries outlined in this report.

- the implementation of full day kindergarten will certainly exacerbate Lakeshore Discovery School's ongoing struggles
- the need to allow for student population growth resulting from new residential housing developments in the area
- the 8 classroom addition that has been approved for Belle River Public School
- any adjustment to boundaries should provide some relief to the accommodation issues at Lakeshore Discovery Schools by redirecting students
- any adjustment to boundaries, grade restructuring or program location needs to provide for a viable student population with respect to short and long term projections
- the need to provide continued viability to each school in the family of schools

After a comprehensive review of different scenarios and boundaries the following proposals were determined to be the most beneficial:





### BELLE RIVER PUBLIC FRENCH IMMERSION – PROPOSED BOUNDARY

**North:** Lake St. Clair

**East:** Essex/Kent County line

**South:** County Rd 8

**West:** Naylor Side Rd (County Rd 23)(Both sides not included) north to County Rd 46 east to Pleasant Park Side Rd (both sides not included) north to North Rear Rd to Lakeshore Rd 107 (both sides not included) north to County Rd 42. East along County Rd 42 to Rourke Line Rd (both sides not included) north to Lake St Clair.

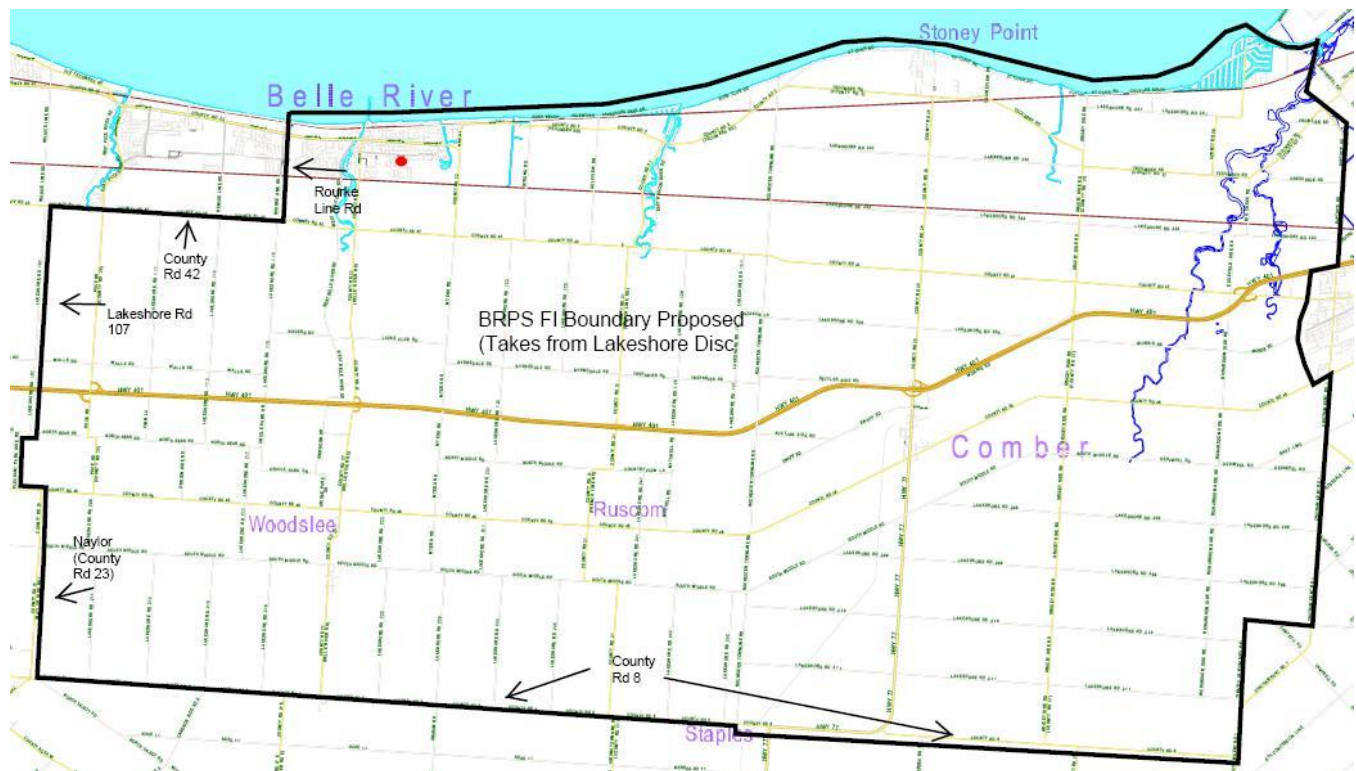


Fig #8

### CENTENNIAL CENTRAL – PROPOSED BOUNDARY

**North:** Lake St Clair

**East:** Essex/Kent County line

**South:** County Rd 8

**West:** County Rd 8 west to Lakeshore Rd 229 north to South Middle Rd, west to Belle River Rd (County Rd 27)(Both sides included) north to Hwy 401, east to County Rd 31 (both sides included) north to County Rd 42, west to Golfview Dr. North along Golfview Dr (both sides not included) to CP Rail, east along rail back to County Rd 31 (both sides included) north to Lake St Clair. Includes Riverside Rd and Canal Rd north of County Rd 2.

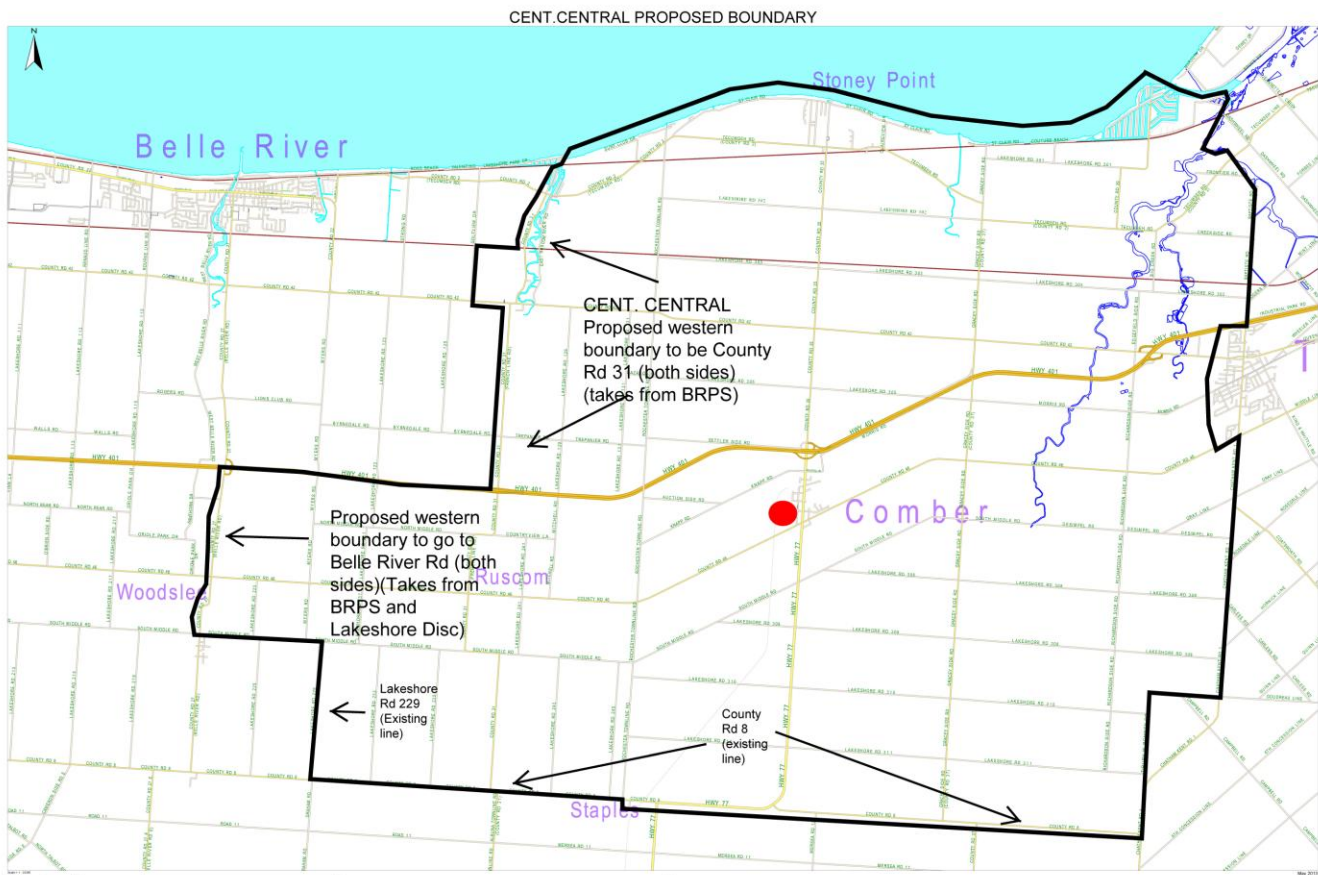


Fig #9

## LAKESHORE DISCOVERY – PROPOSED BOUNDARY – ENGLISH AND FRENCH IMMERSION TRACKS

**North:** Lake St Clair

**East:** Rourke Line Rd (both sides included)

**South:** County Rd 42

**West:** Wallace Line Rd (both sides not included)

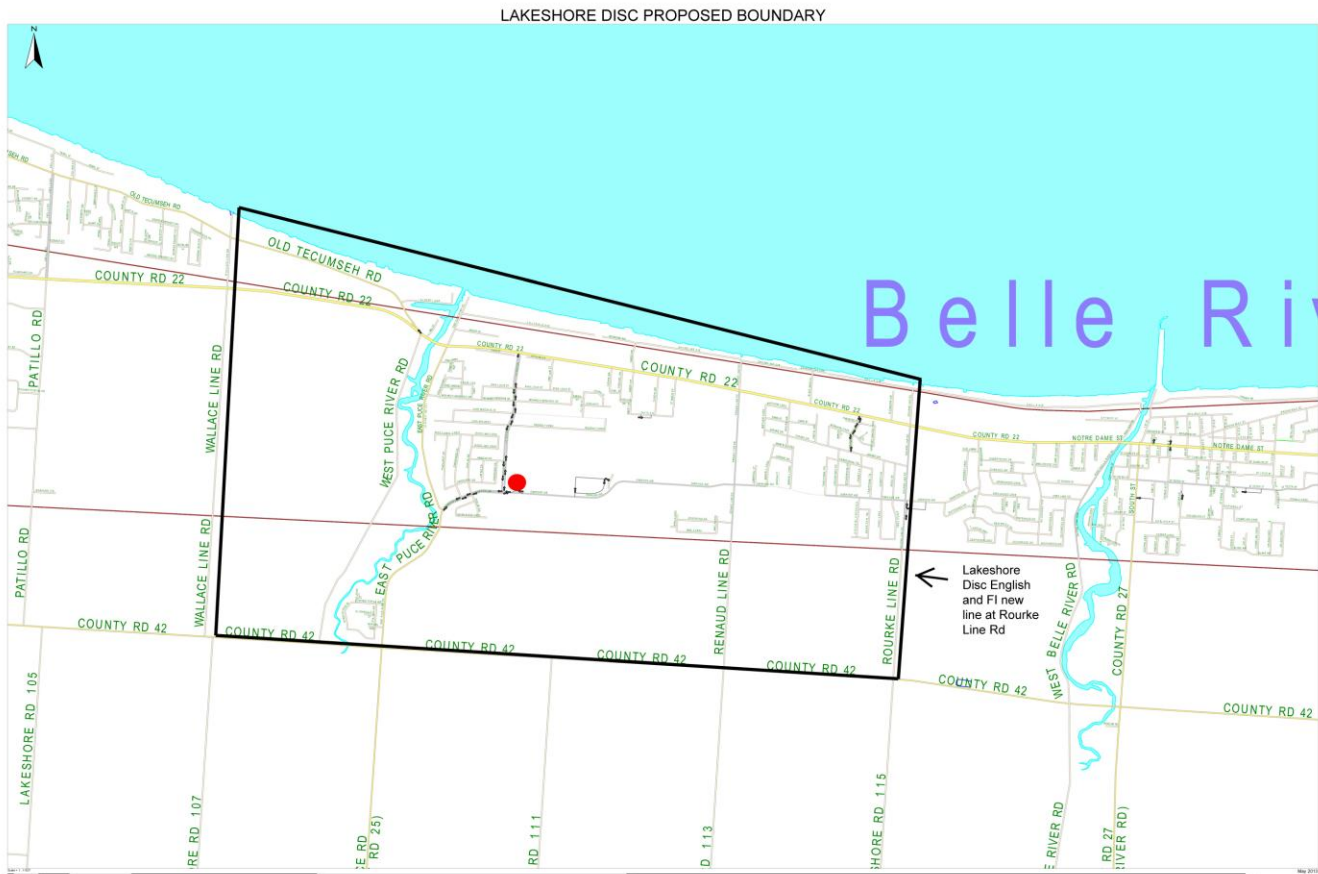


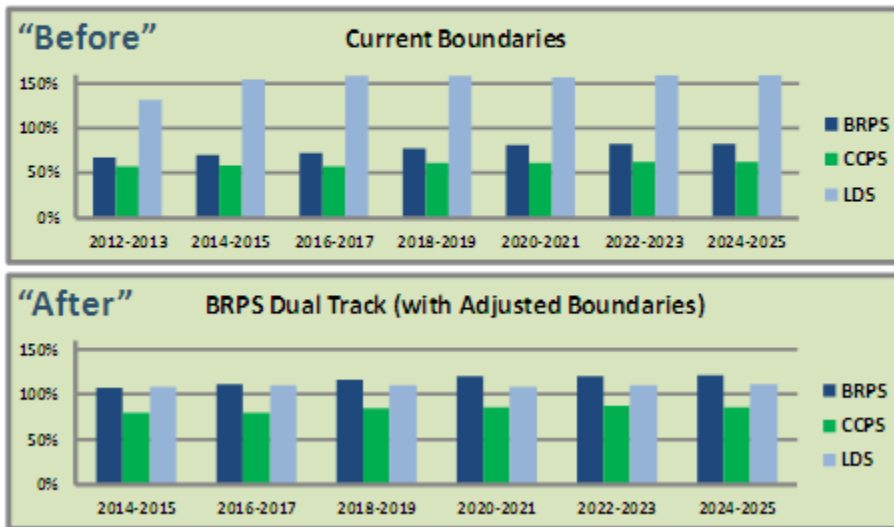
Fig #10

### IMPACT OF PROPOSED BOUNDARY CHANGES

Enrolment within the Belle River FOS will be more equally distributed. A second FI program will be created in a long standing French community. Transportation times for students living in the Eastern quadrant of the Board will be reduced.

## PROJECTED UTILIZATION

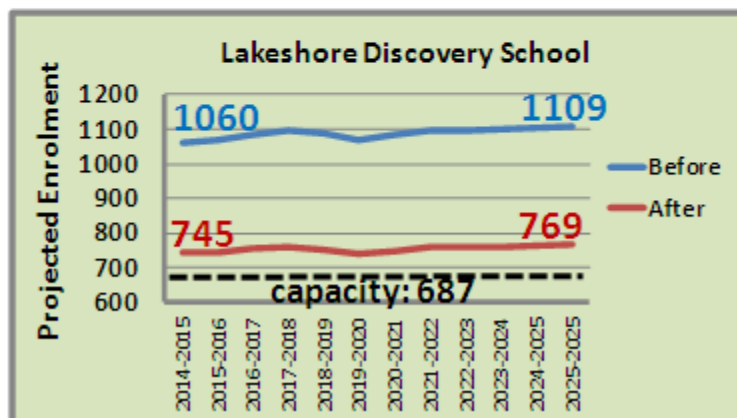
- Capacity pressures are more evenly distributed



Long term capacity relief at Lakeshore Discovery (Fig # )

## IMPACT ON LDS

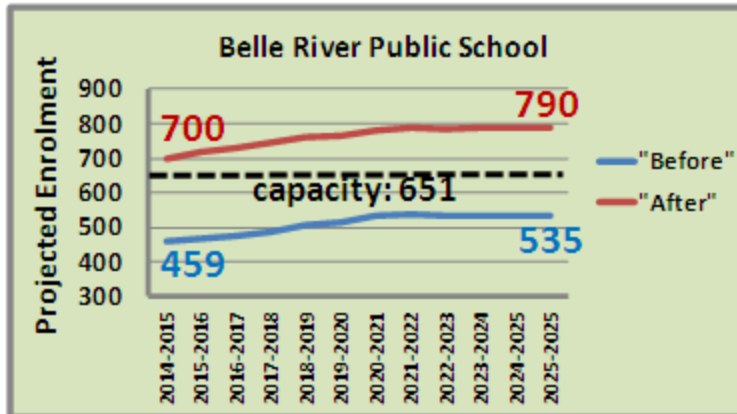
- Student population remains relatively stable over time
- Boundary changes provide immediate and significant reduction in capacity pressure





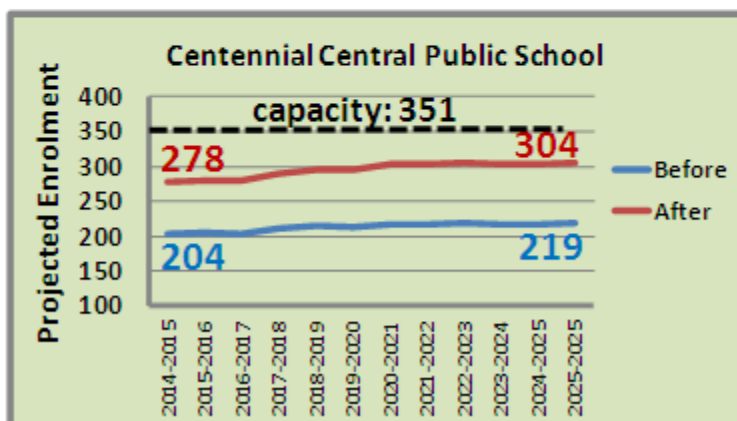
## IMPACT ON BRPS

- Student population slowly increases over the next decade
- Increased enrolment could lead to the addition of portables



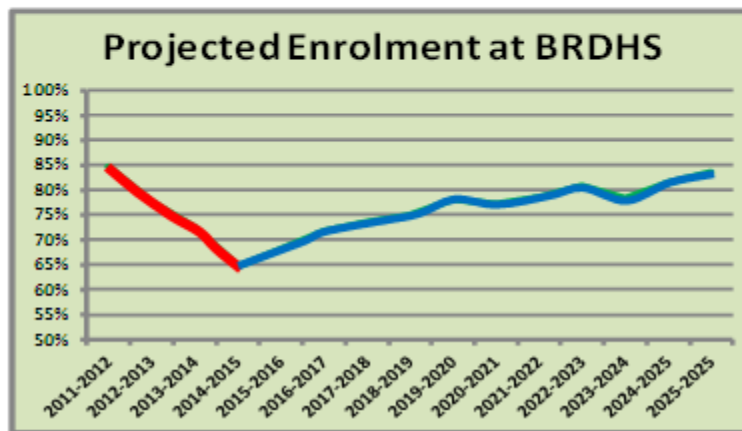
## IMPACT ON CCPS

- With boundary changes, the enrolment approaches capacity over time
- Addresses and promotes the viability CCPS



## **IMPACT ON BRDHS**

- **'Phased-in' grades at Tecumseh Vista Academy have led to a short-term decline in enrolment at BRDHS**
- **Student population should recover naturally over time**



By consensus, the committee determined to move forward with the original recommendations presented to the community.

It is anticipated that the outcomes will provide longer term relief and sustainability for schools, while allowing for anticipated growth to be accommodated and will determine school boundaries for a number of years to come. We have endeavored to provide relief for Lakeshore Discovery School and a balanced population at a new dual track site at Belle River Public School.

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**Recommendations:**

After analyzing possible school boundary scenarios and accompanying data, it is recommended:

1. THAT EFFECTIVE SEPTEMBER 1, 2014, BELLE RIVER PUBLIC SCHOOL BECOMES A DUAL TRACK SCHOOL.
2. THAT EFFECTIVE SEPTEMBER 1, 2014, BOUNDARIES ARE ADJUSTED FOR BELLE RIVER PUBLIC, LAKESHORE DISCOVERY AND CENTENNIAL CENTRAL SCHOOLS, AS:

**BELLE RIVER PUBLIC ENGLISH TRACK – PROPOSED BOUNDARY**

**North:** Lake St Clair

**East:** County Rd 31 (Both sides not included), south to CP Rail, west along rail to Golfview, South along Golfview (both sides included) to County Rd 42, east back to County Rd 31 (both sides not included) south along County Rd 31 (both sides not included) to Hwy 401.

**South:** Hwy 401

**West:** Hwy 401 to Lakeshore Rd 107 (both sides not included), north to County Rd 42, east to Rourke Line Rd (both sides not included), north to Lake St Clair

**BELLE RIVER PUBLIC FRENCH IMMERSION – PROPOSED BOUNDARY**

**North:** Lake St. Clair

**East:** Essex/Kent County line

**South:** County Rd 8

**West:** Naylor Side Rd (County Rd 23)(Both sides not included) north to County Rd 46 east to Pleasant Park Side Rd (both sides not included) north to North Rear Rd to Lakeshore Rd 107 (both sides not included) north to County Rd 42. East

**CENTENNIAL CENTRAL – PROPOSED BOUNDARY**

**North:** Lake St Clair

**East:** Essex/Kent County line

**South:** County Rd 8

**West:** County Rd 8 west to Lakeshore Rd 229 north to South Middle Rd, west to Belle River Rd (County Rd 27)(Both sides included) north to Hwy 401, east to County Rd 31 (both sides included) north to County Rd 42, west to Golfview Dr. North along Golfview Dr (both sides not included) to CP Rail, east along rail back to County Rd 31 (both sides included) north to Lake St Clair. Includes Riverside Rd and Canal Rd north of County Rd 2.

**LAKESHORE DISCOVERY – PROPOSED BOUNDARY – ENGLISH AND FRENCH IMMERSION TRACKS**

**North:** Lake St Clair

**East:** Rourke Line Rd (both sides included)

**South:** County Rd 42

**West:** Wallace Line Rd (both sides not included)

3. THAT THE PRINCIPALS OF THE AFFECTED SCHOOLS, IN CONSULTATION WITH THEIR SCHOOL COUNCILS, WORK WITH SENIOR ADMINISTRATION TO IMPLEMENT AND COMMUNICATE THE CHANGES.



4. THAT EFFECTIVE IMMEDIATELY; BASED UPON HOME ADDRESS: ALL FAMILIES REGISTERING AT AN AFFECTED SCHOOL WHO RESIDE IN AN AREA TO BE TRANSITIONED TO A NEW LOCATION EFFECTIVE SEPTEMBER 2014, SHALL BE PROVIDED A LETTER FROM THE PRINCIPAL ADVISING OF THE CHANGE.
  
5. A LIMITED EXCEPTION WILL BE CONSIDERED FOR CURRENT GRADE 6 STUDENTS REQUIRED TO TRANSITION (GRADE 8 FOR SEPTEMBER OF 2014) TO COMPLETE THEIR ELEMENTARY SCHOOL CAREER AT THEIR CURRENT SCHOOL. BOARD TRANSPORTATION WILL NOT BE PROVIDED.

**Appendices:**

Notes from Committee meetings  
Notices of community meetings as shared with school communities  
Notes from Community meeting  
Community Input received via PARC mailbox  
Maps outlining proposed boundary