

Pre-K to Pre-Med

SCENARIO Summary

Meets Guiding Principle **1** **2** **3**

Beginning in Pre-K and continuing through to high school graduation, students will engage in innovative and multi-age programming. The program will focus on medical professions, health and human systems, and health, wellness, nutrition, and preventive care to nurture interest in and prepare students for careers in the medical field. The expanded programming will ultimately improve the health of our students and our community. Students attending Jordan and Overton elementary schools will continue this programming at the middle school and high school level, and students attending the New Northeast Middle School that do not feed into LBJ Early College High School can choose to attend the LBJ Health Professions program.

Anticipated Date

Timing will be determined upon a comprehensive assessment of complete School Changes project phasing.

Campuses in this Scenario

Jordan Elementary, Overton Elementary, New Northeast Middle School, Norman Elementary, Overton Elementary, LBJ ECHS

Financial Implications

Academic Program

Reinvested 2017 Bond Funds \$210,000
 Deferred Maintenance Savings / "
 Annual Operations & Maintenance Savings \$500,000

Serving Students

Students with a curiosity about health and human services will be exposed to all manner of programs, and have opportunities to interact with physicians, surgeons, researchers, and other professionals in the medical field. Exploration of the many aspects of health affords an early start to a focused career path.

Preparing Our Kids To Succeed By

- Offering engaging curriculum focusing on medical professions and exploring health and medical care between ethnicities and cultures.
- Preparing students to be doctors, nurses, nutritionists, and researchers in the community they serve.
- Providing access to college, career, and life opportunities with industry-based certifications and degrees throughout the program.
- Partnering with community nonpro t organizations and hospitals for mentorships and real-world opportunities.
- Creating opportunities to learn in facilities that support programming through intentional design for clinical rotations in areas such as biomedical engineering, world health, physiology, and preceptorships.
- Adjusting boundaries and feeder patterns to meet the needs of students.

Summary of Changes

Disparities	District-Wide Changes	Programs
9	New Program	Health and wellness curriculum, certifications, and certifications
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
9	Boundary or Feeder Implications	Re ne attendance areas to align programming

To give feedback on this scenario visit <https://tinyurl.com/AISDSceanar>

