

Facilities Scheduling Tool Recommendation

School Board Study
Session
April 27, 2026

AUSTIN PUBLIC SCHOOLS STRATEGIC PLAN

OUR MISSION

(Our Core Purpose)

Inspire. Empower. Accelerate.

OUR VISION

(What We Intend to Create)

Preparing all learners to make a difference in the world.

Our Core Values

(Drivers of Our Words and Actions)

- Responsible: Demonstrates accountability to self and others
- Resilient: Develops perseverance and self-confidence
- Learner: Challenges self to think critically
- Communicator: Listens actively and shares learning and experiences
- Contributor: Engages as a productive member of the community and global society

OUR STRATEGIC PRIORITIES

(Drivers of Our Continuous Improvement)

1. Support and resources to ensure a safe and welcoming learning environment
2. Packer Profile for all learners
3. District-wide multi-tiered systems of support for all learners
4. Excellence in resource management



STUDENTS

I am supported and challenged in my learning and believe I will be successful

- Teachers and all staff are approachable, listen and respond to my needs
- My teachers have time to talk through and help answer questions or help solve problems I have
- I am trusted to make good choices, be engaged in my learning, and held accountable but not overwhelmed

I feel that school is safe and that school is challenging and fun

- I am heard and respected for who I am by school staff and students
- The school and my interactions with students and staff are safe, positive and inclusive
- I enjoy coming to school every day and have time to be with friends during school
- I understand what is expected from me at school
- I am supported in my mental health needs

I am an engaged learner at school and in our community

- I have a voice and choice in how and what I learn
- My learning is hands-on, meaningful, challenging and helps me prepare for my future
- My teachers like me and believe in me
- I have teachers and staff that work with me in a way that benefits all students
- I am physically comfortable in the school setting
- This school should be about me not the teachers



FAMILIES

I am part of my child's education and feel welcomed, valued, and respected as a family

- My child is physically and emotionally safe at school
- My child feels a sense of belonging at school, is cared for, and valued
- My student can voice their thoughts and ideas without being discriminated against so they continue to learn

My child enjoys coming to school and is safe, included and respected so they are learning every day

- My child is challenged (not overwhelmed) in learning and development, listened to, and provided choice and voice in learning options
- Teachers know my child well and creates a fun, interactive approach to learning which is responsive to my child's and family needs

I am engaged in a partnership with my child's school so I know what to do to help my child continue to grow and learn

- I will feel welcome, informed and encouraged to collaborate with the teachers and staff at the school to help my child grow
- My child's teachers, my child and myself have open communication about their academic progress, social development and well-being
- District and school information is easy to understand and easily accessible
- My child is taught the life skills necessary to be successful in whatever path they choose after high school



STAFF

I am seen, valued, and respected for who I am and the work I do

- I work in a collaborative not competitive environment that honors the unique strengths of each individual
- I am seen as a professional and given the flexibility and support to provide students what they need to be successful
- I am listened to, heard and know that I matter
- I have a level of freedom and innovation within reasonable parameters

I receive the support and resources to do my job well so I am able to create a healthy and safe learning environment

- I am a valued member of a caring, engaged, and collaborative team
- I receive constructive feedback in regards to my position so I can be the best version of myself
- I am treated with respect and fairness with reasonable expectations for work, performance, time, and employment
- I enjoy my job and have flexibility, satisfaction, and recognition

I work in a district that is willing to adapt and change when necessary to best meet the needs of all students

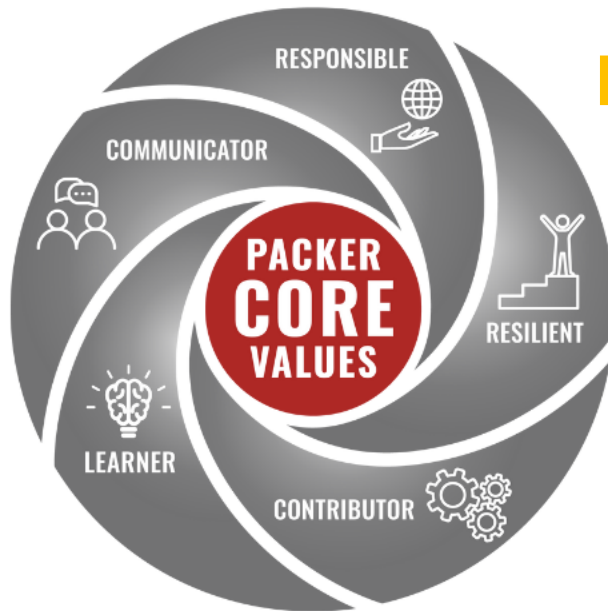
- Diversity, equality, inclusion and equity for everyone
- I have the resources and materials I need in my classroom and for families so they know what they can do to support learning at home
- There is effective communication across the district and community so staff and families have the information they need
- I have adequate training for various aspects of my job





WHAT OUGHT TO BE

The **Desired Daily Experience** sets the foundation of descriptions of the student, family, and staff experiences *if* the strategic plan is successfully implemented in APS.



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Agenda

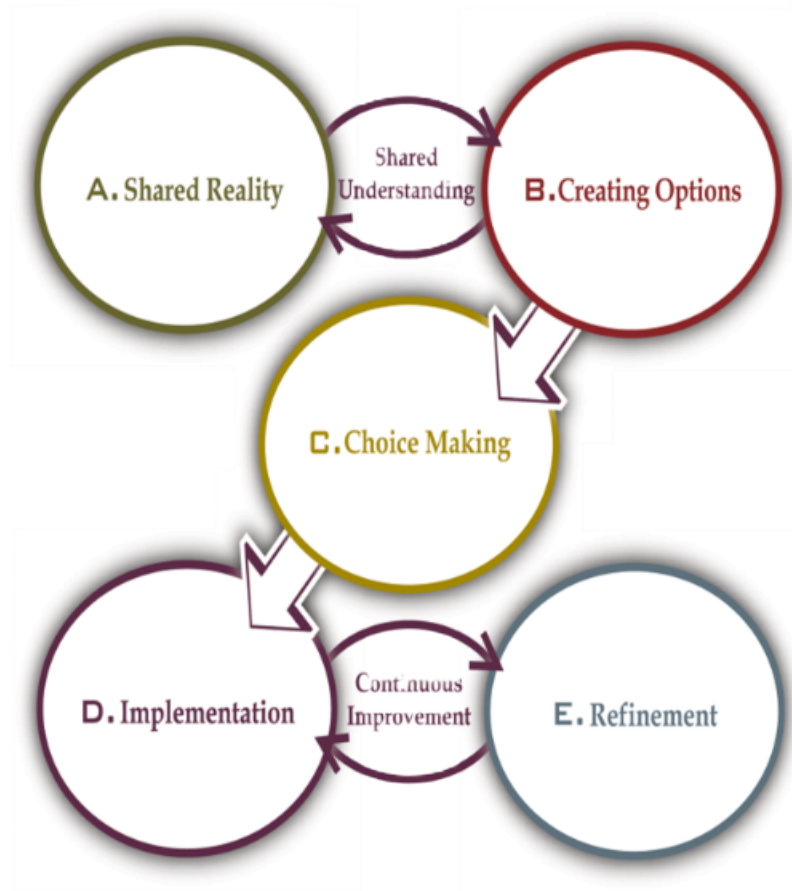
- Essential Question
- Decision Making Process
 - Essential Question
 - Definition of Terms
 - Schedule
 - Members
 - Context and Reality
 - Desired Results
 - Unacceptable Means
- Recommendation

Essential Question

How can we implement an effective and efficient districtwide process with new software for scheduling spaces that ensure space-specific needs are met, and communication is clear, timely, and consistent for all internal and external stakeholders?

DECISION MAKING

PART OF THE FRAL™ Series



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Timeline

Date	Design Team Tasks
February 18	Design Team Process
February 25	Brainstorm and Review Ideas
March 4	Design feedback gathering tool
March 25	Review feedback
April 1	Prepare Recommendations

Date	Decision Making Team Tasks
April 14	Cabinet Review
April 27	Recommendation to School Board
May 11	School Board Approves

Members

Decision-Making Process Teams		
Input Team <i>The input team will provide ideas and feedback throughout the process.</i>	B. Design Team <i>The design team will create options that meet the parameters of the Guiding Change document</i>	C. Choice-Making Team <i>The following choice makers will approve the final selection</i>
Building Sec Principals SLT's Student Leadership AHS Coaches Community Education Dept. Teachers AYB	Sharon Alms Heidi Kaercher Tessa Davis Jen Lawhead Joe Adamson Brandon Bartness Katie Carter Kelly Joseph Julie Kerling Todd Lechtenberg Amy Thuesen Eric Kossoris Matt Schmit	Superintendent's Cabinet

Context and Reality

- Big 9 Calendar
 - MSHSL Events
 - SOME high school meetings
- Building Scheduling
 - No ability to have public and private calendars
 - Every building schedules differently
 - Unpublished and unknown hierarchy of space usage
 - Spaces are frequently double booked

Desired Results

- One calendaring system
 - Internal and external viewing and permissions differentiated
 - Process (vs. People) centered
 - Includes information about the spaces including capacity and tech
- Selecting a system that aligns with current systems and/or builds in efficiencies
- A system that follows privacy laws
 - Defined roles of external and internal users
- Integration with Big 9 Calendar

Unacceptable Means

- Staying with the current reality
- Each building / department having their own system

The team was in 100% agreement that the current reality was unacceptable.

Demonstrations of Products

- Incident IQ
 - We have Tech IQ for IT.
- Brightly
 - We have School Dude for B&G.
- Arux
 - Offers Community Education Tools

Product Evaluation

	Incident IQ	Arux	Brightly
+	<ul style="list-style-type: none"> • IIQ “talks” to Arbiter • Can include photos of the space as well as option to add new forms • District already uses IIQ (not new, an expansion) 	<ul style="list-style-type: none"> • Invoicing and Payment process • Data collection and reports • Has solutions for CE • Visually appealing 	<ul style="list-style-type: none"> • “Talks” to Arbiter: • Liked the calendar view • Ease of use • Assigns tasks for set up and take down
Δ	<ul style="list-style-type: none"> • No CE connection for Enrichment/Kids Korner • Some users find confusing, may be more challenging for the community partners 	<ul style="list-style-type: none"> • Does not “talk” to Arbiter • Another add to the system 	<ul style="list-style-type: none"> • Unknown if B&G will continue long term with this company
Cost	\$700/month plus set up	\$999 monthly fee and 2.99% + \$0.39 per transaction.	\$9,500 to \$12,000/year

Recommendation

- Purchase the Arux Products for Facilities Scheduling
 - MSHSL Activities switching to "Bound" which will integrate events into Arux Facilities Scheduling Tool
- Use Arux Billing and Registration Tools for Kids Korner and Community Education Enrichment

Next Steps

- School Board approval at School Board meeting on May 11
- Build the system with Arux
- Develop internal process documents
- Roll out for SY 26-27