



College Station Independent School District

Success...each life...each day...each hour

MEMORANDUM

To: Amy Drozd, CFO

From: Carmella Shafer, Director of Purchasing

Date: February 2, 2022

Subject: Purchase tablets (IPADS) for Riverbend ES with Title 1 Funds

Riverbend Elementary School, in conjunction with the Technology Department, has identified the need for 250 tablets (IPADS) to support the campus's improvement plan goal number 1, more specifically objective 1.1, provide a variety of learning experiences that address district learning needs, interests, aspirations, and cultural backgrounds of all learners using Title 1 funds. Based on these needs, Technology solicited quotes from multiple vendors for tablets.

Supplier	250 Tablets	Quote
Apple Store for Education	IPAD 10.2 (64 GB)	\$79,922.00
Avinext	Galaxy TAB A8 10.5 (32 GB)	\$67,250.00

Technology recommends the purchase of the iPads as the better value for the district. Currently the campus utilizes iPads for elementary students to access iRead, Education Galaxy and ST Math via Apps designed for the iPads. To keep a consistent learning environment, utilizing the same hardware minimizes the lost instructional time of a student having to learn the nuances of a separate operating system and application. In addition to the differences in OS's and applications, the district utilizes JAMF for management of all iPads within the district. Currently the district does not have a method to manage the Galaxy tablets, which would require the purchase of a second management system, support, and training to properly operate within the CSISD environment.

We are recommending purchasing the tables from Apple Store for utilizing the DIR Co-Op contract number DIR-TSO-3789 for a total of \$79,922.00 using Title 1 funds. All items on these contracts have been competitively bid and awarded based on state statutes and meet the competitive bid requirements stipulated in Texas Government Code, Section 791.025 025 and the Office of Management and Budget (OMB) 2 CFR Part 200 for federal fund expenditures.

It is the recommendation of Carmella Shafer, Director of Purchasing, and David Hutchison, Director of Technology that we purchase the above IPADS with Title 1 funds from Apple Store for Education for a total of \$79,922.00.


Carmella Shafer, Director of Purchasing


David Hutchison, Director of Technology



Angella LaBove <alabove@csisd.org>

Proposal 2110460227

1 message

Apple <donotreply@apple.com>
 To: mreza@csisd.org, alabove@csisd.org
 Cc: yvette.reza79@gmail.com

Wed, Jan 5, 2022 at 1:51 PM



Apple Store for Education Institution

Proposal**Proposal Number**

2110460227

Account Number/Name

65243

COLLEGE STATION ISD

Created On

01/05/2022

Created By

Eva Vasquez

Thank you for creating your proposal, details are provided below. You can access this proposal from your Apple Store for Education Institution by searching proposal number 2110460227.

Comments from Proposer:

Title purchase for RB iPads

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	MK2Y3LL/A 10.2-inch iPad Wi-Fi 64GB - Space Gray (10-pack)	250	294.00	73,500.00 USD
Subtotal				73,500.00 USD
Estimated Tax				0.00 USD
Total				73,500.00 USD

Please note that your order subtotal does not include sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed. Your order total may include estimated sales tax that is subject to change at the time your order is processed.



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Formerly MicroAge College Station

The Personal Computer Store, Inc.
1400 University Drive East - College Station, TX 77840
Phone (979)846-9727 Fax (979)268-1017
www.Avinext.com

Quotation

Quote #	Date
197837	01/05/22
Sales Rep	
Matthew Castillo	
979-846-9727 Ext. 280	
castillo@avinext.com	

For	Phones			
David Hutchison College Station ISD 1812 Welsh Ave. College Station, TX 77840 United States	(979) 764-5569			
	PO #	Terms	Ship Date	Ship Via
		Net 30 days	1/12/2022	Drop Ship STD

	Part	Description	Qty	Price	Ext. Price
1	COMNCPA1	NCPA Technology Contract 01-97	1	\$0.00	\$0.00
2		RB TABLETS			
3	SM-X200NZAAXAR	GALAXY TAB A8 10.5 3+32GB (WI-FI) DARK GRAY	250	\$269.00	\$67,250.00
				SubTotal	\$67,250.00
				Sales Tax	\$0.00
				Shipping	\$0.00
				Total	\$67,250.00

QUOTES ARE VALID FOR 30 DAYS FROM THE DATE SHOWN ABOVE. PRICES SUBJECT TO CHANGE - PRICES BASED UPON TOTAL PURCHASE - ALL DELIVERY, TRAINING OR CONSULTING SERVICES TO BE BILLED AT PUBLISHED RATES FOR EACH ACTIVITY INVOLVED - GENERALLY ALL HARDWARE COMPUTER COMPONENTS PROPOSED ABOVE ARE COVERED BY A LIMITED ONE TO THREE YEAR WARRANTY, COVERING PARTS AND LABOR ON A DEPOT BASIS - WE SPECIFICALLY DISCLAIM ANY AND ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO ANY IMPLIED WARRANTIES OR WITH REGARD TO ANY LICENSED PRODUCTS. WE SHALL NOT BE HELD LIABLE FOR ANY LOSS OF PROFITS, BUSINESS, GOODWILL, DATA, INTERRUPTION OF BUSINESS, INCIDENTAL OR CONSEQUENTIAL MERCHANTABILITY OR FITNESS OF PURPOSE, OR DAMAGES RELATED TO THIS AGREEMENT.

2021-2022 PRE-APPROVAL FOR USE OF TITLE I FUNDS

Submitted by: <u>Angie LaBove</u>	Campus/Dept: <u>River Bend El.</u>
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1. Does this purchase carry out the intent and purpose of Title I, Part A? The intent and purpose of Title I, Part A is to provide supplemental funding to help schools with high concentrations of students from low-income families provide a high-quality education that will enable all children to meet the state's performance standards. These programs must use effective methods and instructional strategies that are grounded in scientifically based research.	<u>Yes</u>	No
2. Is the expenditure reasonable and necessary to carry out the intent and purpose of the program?	<u>Yes</u>	no
3. Does the program/activity/strategy supported by this purchase address a need identified in your campus needs assessment?	<u>Yes</u>	no
4. Will the program/activity/strategy supported by this purchase upgrade the educational program on the campus?	<u>Yes</u>	no
5. Are the Title I, Part A funds used to support this program/activity/strategy supplemental to the regular educational program?	<u>Yes</u>	no
6. Enter your Campus Improvement Plan (CIP goal, objective, and strategy in which the program/activity/strategy supported by this purchase is described). <u>Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.</u>	CIP goal: <u>1</u> Obj: <u>1.1</u>	CIP Page #

How will the program/activity/strategy supported by this purchase be evaluated to measure a positive impact on student achievement? <u>enhance instructional practices by implementing innovative and personalized</u>
How will the program/activity/strategy supported by this purchase upgrade the education program on this campus?
Parent and Family Engagement Purchases: Does this purchase involve parents/families in their student's academic achievement? Can the parent's role in academic success be documented?
What scientifically-based research supports this purchase? Educational Research Documentation (ERD) form attached OR Other documentation attached

~~Attach this form, along with the Evidence of Research Documentation to the purchase~~

~~request.~~ Additional information (if needed):

2014-15 EDUCATIONAL RESEARCH DOCUMENTATION (ERD)

Highlight or circle all standards/best practices that support your purchase request and attach to a Pre-Approval for Use of Funds Form

RECOMMENDATIONS ON TEACHING WRITING RECOMMENDATIONS ON TEACHING READING

Student ownership and responsibility by:

- helping students choose their own topics and goals for improvement
- using brief teacher-student conferences
- teaching students to review their own progress

Class time spent on writing whole, original pieces through:

- establishing real purposes for writing and students' involvement in the task
- instruction in and support for all stages of writing process
- prewriting, drafting, revising, and editing

Teacher modeling writing--drafting, revising, sharing--as a fellow author and as demonstration of processes

Learning of grammar and mechanics in context, at the editing stage, and as items are needed

Writing for real audiences, publishing for the class and for wider communities

Making the classroom a supportive setting for shared learning, using:

- active exchange and valuing of students' ideas
- collaborative small-group work
- conference and peer critiquing that give responsibility for improvement to authors.

Writing across the curriculum as a tool for learning

Constructive and efficient evaluation that involves:

- brief informal oral responses as students work
- thorough grading of just a few of student-selected, polished pieces
- focus on a few errors at a time
- cumulative view of growth and self-evaluation
- encouragement of risk taking and honest expression

RECOMMENDATIONS ON TEACHING SOCIAL STUDIES

In-depth study of topics in each social studies field, in which students make choices about what to study and discover the complexities of human interaction

Emphasis on activities that engage students in inquiry and problem solving about significant human issues

Student decision making and participation in wider social, political, and economic affairs, so that they share a sense of responsibility for the welfare of their school and community

Participation in interactive and cooperative classroom study processes that bring together students of all ability levels

Integration of social studies with other areas of the curriculum

Richer content in elementary grades, building on the prior knowledge children bring to social studies topics; this includes study of concepts from psychology, sociology, economics, and political science, as well as history and geography; students of all ages can understand, within their experience, American social institutions, issues for social groups, and problems of everyday living

Students' valuing and sense of connections with American and global history, the history and culture of diverse social groups, and the environment that surrounds them

Students' inquiry about the cultural groups they belong to, and others represented in their school and community, to promote students sense of ownership in the social studies curriculum

Use of evaluation that involves further learning and that promotes responsible citizenship and open expression of ideas
Reading aloud to students

Time for independent reading

Children's choice of their own materials

Exposing children to a wide and rich range of literature

Teacher modeling and discussing his/her own reading processes

Primary instructional emphasis on comprehension Teaching reading as a process:

- Use strategies that activate prior knowledge
- Help students make and test predictions
- Structure help during reading
- Provide after-reading applications

Social, collaborative activities with much discussion and

interaction Grouping by interests or book choices

Silent reading followed by discussion

Teaching skills in the context of whole and meaningful

literature Writing before and after reading

Encouraging invented spelling in children's early writings

Use of reading in content fields (e.g., historical novels in social

studies) Evaluation that focuses on holistic, higher-order thinking processes

Measuring success of reading program by students' reading habits, attitudes, and comprehension

RECOMMENDATIONS ON TEACHING SCIENCE

Hands-on activities that include:

- students identifying their own questions about natural phenomena
 - observation activity, often designed by students, aimed at real discovery, employing a wide range of processing skills
 - students hypothesizing to explain data
 - information provided to explain data only after students have engaged in investigation process
 - students' reflection to realize concepts and processes learned • application, either to social issues or further scientific questions
- Focus on underlying concepts about how natural phenomena are explained

Questioning, thinking, and problem solving, especially:

- being skeptical, willing to question common beliefs
- accepting ambiguity when data aren't decisive
- willing to modify explanations, open to changing one's opinion
- using logic, planning inquiry, hypothesizing, inferring

Active participation of science learning to contemporary technological issues and social choices

In-depth study of a few important thematic issues

Curiosity about nature and positive attitude towards science for all students including females and members of minority groups
Integration of reading, writing, and math in science units

Collaborative small-group work, with training to ensure it is efficient and includes learning for all group members

2014-15 EDUCATIONAL RESEARCH DOCUMENTATION (ERD)

Highlight or circle all standards/best practices that support your purchase request and attach to a Pre-Approval for Use of Funds Form

RECOMMENDATIONS ON TEACHING MATHEMATICS MATHEMATICS (cont.)

TEACHING PRACTICES

- Use of manipulative materials
- Cooperative group work
- Discussion of mathematics
- Questioning and making conjectures
- Justification of thinking
- Writing about mathematics
- Problem-solving approach to instruction
- Content integration
- Use of calculators and computers
- Being a facilitator of learning
- Assessing learning as an integral part of instruction

PROBLEM SOLVING

- Word problems with a variety of structure and solution paths
- Everyday problems and applications
- Problem-solving strategies
- Open-ended problems and extended problem-solving projects
- Investigating and formulating questions from problem situations

CREATING REPRESENTATIONS

- Creating one's own representations that make sense
- Creating multiple representations of the same problem or situation
- Translating between representations of the same problem or situation
- Representations using electronic technology
- Using representations to make the abstract ideas more concrete
- Using representations to build understanding of concepts through reflection
- Sharing representations to communicate ideas

COMMUNICATING MATH IDEAS

- Discussing mathematics
- Reading mathematics
- Writing mathematics
- Listening to mathematical ideas

REASONING AND PROOF

- Drawing logical conclusions
- Justifying answers and solution processes
- Reasoning inductively and deductively

MAKING CONNECTIONS

- Connecting mathematics to other subjects and to the real world
- Connecting topics within mathematics
- Applying mathematics

NUMBERS/OPERATIONS/COMPUTATION

- Developing number and operation sense
- Understanding the meaning of key concepts such as place value, fractions, decimals, ratios, proportions, and percents
- Various estimation strategies

- Thinking strategies for basic facts
- Using calculators for complex calculations

GEOMETRY/MEASUREMENT

- Developing spatial sense
- Actual measuring and the concepts related to units of measure
- Using geometry in problem solving

STATISTICS/PROBABILITY

- Collection and organization of data
- Using statistical methods to describe, analyze, evaluate, and make decisions

ALGEBRA

- Pattern recognition and description
- Identifying and using functional relationships
- Developing and using tables, graphs, and rules to describe situations
- Using variables to express relationships

ASSESSMENT

- Making assessment an integral part of teaching
- Focusing on a broad range of mathematical tasks and taking a holistic view of mathematics
- Developing problem situations that require applications of a number of mathematical ideas
- Using multiple assessment techniques, including written, oral, and demonstration formats

BEST PRACTICE IN TEACHING ART

Art making; more doing of art, music, dance, drama

Student originality, choice, and responsibility in art making

Stress on the process of creation, the steps and stages of careful craftsmanship

Art as an element of talent development for all students

Exploration of the whole array of art forms, from Western and non-Western sources, different time periods, cultures, and ethnic groups

Support for every student's quest to find and develop personal media, style, and tastes

Time for art in the school day and curriculum

Integration of arts across the curriculum

Using art as a tool of doing, learning, and thinking

Reasonable class loads and work assignments for arts-specialist teachers

Artists in schools, both as performers and as partners in interdisciplinary work

Long-term partnerships with artists and art organizations

Teachers, principal, and parent involvement in the arts

Zemelman, Steven, Harvey Daniels, and Arthur Hyde. *Best Practice: Today's Standards for Teaching and Learning in America's Schools*. 4th ed. Portsmouth, NH: Heinemann, 2012.

Rev. 7/3/18