



The International  
School of Belgrade  
Since 1948

**The International School of Belgrade**

**TECHNOLOGY PLAN 2015-2018**

June 2015

# Table of Contents

Technology Background	2
ISB Technology Mission Statement	2
ISB Technology Vision Statement	2
ISB Technology Goals	3
Standards for Students and Teachers	4
Infrastructure	10
Hardware	10
Assessment and Evaluation of Needs	11
Technology Support	11
Software	12
Proposed Technology Needs	13
Technology Integration	14
Technology Training Plan	15
Staff and Administrative Involvement	16
Assessment Procedure	16
Technology Task Force	16

# Technology Background

ISB has been heavily invested in technology since 2007. In the 2014 – 2015 school year, the total student population was 393, yet the number of computers is over 450. To support the importance of connectivity and minimal disruption to the learning environment as a result of digital technology, ISB also has invested in the necessary infrastructure and robust wireless network capability. Teachers and students are using web-based collaboration and instructional tools, and grading reports are distributed electronically to parents. The faculty/computer ratio is 1:1 and the student/computer overall ratio is 2:1.

Beginning in the fall of 2010 the school instituted a 1:1 laptop program for grades 6-8. This program was expanded in 2011 to grades 9-11, and in the fall of 2012 to grade 12. The laptop life cycle at ISB is based on a 3-year period.

In the fall of 2012 a ipad pilot program was initiated with the goal of exploring the possible incorporation of ipads between teachers and students as part of our hardware adoption program. The outcome of this pilot program was that by 2014-2015, Lower School, especially the early childhood grades, had 40 ipads to use, with ipads also available for use at the Upper School to complement laptop integration.

## ISB Technology Mission Statement

ISB students and teachers enrich their educational experience by using digital technology as a tool for effective inquiry, encouraging creativity and problem solving, and for the facilitation of communication, personal productivity, and lifelong learning.

## ISB Technology Vision Statement

Students graduating from ISB will possess the technological knowledge, skills, and attitudes to succeed in an increasingly complex, global society.

# ISB Technology Goals

**Goal 1 - Students:** To be able to adapt and manipulate various digital technologies and applications to ensure a richer learning environment.

**Goal 2 - Powerful teaching:** Through a school wide teaching and learning approach, build awareness and understanding of varied teaching methodologies, and communicate to the whole ISB community best practices and student and staff accomplishments.

**Goal 3 - School-to-Parent community connections:** Parent community to have updated and continuous access to the classroom learning environment, whilst also being kept informed about all ISB events, programs, and practices.

**Goal 4 - Technology training for the learning community:** Develop and implement opportunities for technology training for the entire learning community to increase productivity, efficiency and communication.

## The following areas will support the ISB Mission and Vision:

1. **Cross-curricular rubrics and integration**
2. **Access to technology tools**
3. **Usage of school-wide student/administrative information systems**
4. **Development student information reporting system**
5. **Maintenance and enhancement of infrastructure, services and network**

# Standards for Students and Teachers - International Society for Technology and Education (ISTE)

## **Standards for Students**

### **1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. Apply existing knowledge to generate new ideas, products, or processes.
- b. Create original works as a means of personal or group expression.
- c. Use models and simulations to explore complex systems and issues.
- d. Identify trends and forecast possibilities.

### **2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. Contribute to project teams to produce original works or solve problems.

### **3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

- a. Plan strategies to guide inquiry.
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. Process data and report results.

### **4. Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. Identify and define authentic problems and significant questions for investigation.
- b. Plan and manage activities to develop a solution or complete a project.
- c. Collect and analyze data to identify solutions and/or make informed decisions.
- d. Use multiple processes and diverse perspectives to explore alternative solutions.

### **5. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. Advocate and practice safe, legal, and responsible use of information and technology.
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. Demonstrate personal responsibility for lifelong learning.
- d. Exhibit leadership for digital citizenship.

### **6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. Understand and use technology systems.
- b. Select and use applications effectively and productively.
- c. Troubleshoot systems and applications.
- d. Transfer current knowledge to learning of new technologies.

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### **Suggested Activities**

The following is a list of a few important types of learning activities in which students might engage as a means to meet the NET Standards for students.

The numbers in the parentheses after each item identify the standards (1-6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

<b>The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK-Grade 2 (Ages 4-8):</b>	<b>Standard link to</b>
---	-------------------------

- |   |       |
|---|-------|
| 1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources.  | 1, 2  |
| 2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. | 1,3,4 |
| 3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means.                              | 2,6   |
| 4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area.            | 1,2,6 |
| 5. Find and evaluate information related to a current or historical person or event using digital resources.                                  | 3     |
| 6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals.           | 1,3,4 |
| 7. Demonstrate safe and cooperative use of technology.  | 4     |
| 8. Independently apply digital tools and resources to address a variety of tasks and problems.  | 4,6   |
| 9. Communicate about technology using developmentally appropriate and accurate terminology.   | 6     |
| 10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites.                 | 6     |

<b>The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3-5 (Ages 8-11):</b>	<b>Standard link to</b>
--	-------------------------

- |  |         |
|--|---------|
| 1. Produce a media-rich digital story about a significant local event based on first-person interviews.                      | 1,2,3,4 |
| 2. Use digital-imaging technology to modify or create works of art for use in a digital presentation.                        | 1,2,6   |
| 3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher.              | 3,4     |
| 4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses.            | 3,4,6   |
| 5. Identify and investigate a global issue and generate possible solutions using digital tools and resources                 | 3,4     |
| 6. Conduct science experiments using digital instruments and measurement devices.  | 4,6     |
| 7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. | 4,6     |
| 8. Practice injury prevention by applying a variety of ergonomic strategies when using technology.                           | 5       |
| 9. Debate the effect of existing and emerging technologies on individuals, society, and the global community.                | 5,6     |
| 10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems.   | 4,6     |

<b>The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6-8 (Ages 11-14):</b>	<b>Standard link to</b>
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- |   |     |
|---|-----|
| 1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. | 1,2 |
|---|-----|

- |  |         |
|--|---------|
| 2. Create original animations or videos documenting school, community, or local events.  | 1,2,6   |
| 3. Gather data, examine patterns, and apply information for decision making using digital tools and resources.   | 1,4     |
| 4. Participate in a cooperative learning project in an online learning community.  | 2       |
| 5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content.   | 3       |
| 6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. | 3,4,6   |
| 7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.  | 3,4,6   |
| 8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners.  | 2,3,4,5 |
| 9. Integrate a variety of file types to create and illustrate a document or presentation.  | 1,6     |
| 10. Independently develop and apply strategies for identifying and solving routine hardware and software problems.   | 4,6     |

**The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 9-12 (Ages 14-18):** **Standard link to**

- |   |         |
|---|---------|
| 1. Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content.   | 1,4     |
| 2. Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries.                  | 1,2     |
| 3. Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness.  | 3,6     |
| 4. Employ curriculum-specific simulations to practice critical-thinking processes.  | 1,4     |
| 5. Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions.   | 1,2,3,4 |
| 6. Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. | 4,5,6   |
| 7. Design a Web-site that meets accessibility requirements.   | 1,5     |
| 8. Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources.  | 3,5     |
| 9. Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources.  | 1,5     |
| 10. Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity.   | 4,6     |

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## Standards for Teachers

### 1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- Promote, support, and model creative and innovative thinking and inventiveness.
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
  - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
  - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

## **2. Design and Develop Digital-Age Learning Experiences and Assessment**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS's. Teachers:

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

## **3. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

## **4. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

### **5. Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

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## Infrastructure

The International School of Belgrade is located on three locations: Lower School, Upper School and Business Office. ISB has both physical and virtual servers which are maintained by the IT department. All locations are connected with fiber-optic links (10Gbit/s), which represent the backbone for the IT network infrastructure. Every classroom and office is connected with ethernet and wireless connectivity. For internet connectivity the school uses a high speed fibre optic connection whose bandwidth can be increased as the demands rise.

All faculty at ISB have a laptop/ desktop computer. The school uses IP telephony for internal and public communication. The PA system at ISB, based on this technology, provides two-way communication with all classrooms at every ISB location. In addition, all ISB locations are equipped with an IP CCTV system which monitors the complete perimeter and some major indoor facilities.

## Hardware

ISB hardware supports student learning, teaching, enhancement of curriculum and improvement of administrative duties. To ensure mastery of information literacy skills for all students, the following technology-based learning resources are available to the members of the learning community:

### **The Lower School**

- Three check-out laptop carts with each 18 laptop computers (grades 3 – 5)
- 20 classroom located laptop computers for grades 1 – 2
- Media Lab equipped with 19 desktops
- 40 checkout ipads
- All faculty is equipped with a laptop computer and several staff additionally have ipads
- All classrooms are equipped with a ceiling mounted projector, screen and Apple TV
- Lower School campus is equipped with a robust wireless infrastructure
- The Lower School Media Lab has digital still and video cameras for check-out, and TV/DVD sets as well CD/tape devices.

### **The Upper School**

- All grade 6 – 12 students have a laptop computer as part of the 1:1 laptop program
- 10 checkout ipads
- All faculty is equipped with a laptop computer and several staff additionally have ipads
- All classrooms are equipped with a ceiling mounted projector, screen and Apple TV
- Upper School campus is equipped with a robust wireless infrastructure

- The Upper School Media Lab has digital still and video cameras for check-out, and TV/DVD sets as well CD/tape devices.

## Assessment and Evaluation of Needs

Ongoing assessment is a critical element of the ISB Instructional Technology Plan. Technology expenditures are guided by the following criteria:

1. How will the equipment be used to support and/ or enhance the curriculum?
2. Does this equipment meet or exceed school-wide guidelines?
3. What are the equipment specifications and do they meet minimum instructional standards?
4. What are the budgetary considerations?

## Technology Support

ISB is committed to sustaining technology resources providing technical support and training through the following personnel: IT Director, IT Specialist, two IT technicians and a Librarian.

The IT Director's role is to manage and administer all ISB's technology systems and resources and to propose and implement, in co-operation with other members of the Senior Administrative Team, new instructional and operational services. Additionally, they are responsible for overseeing the technology budget that supports the equipment life cycle, software and service licensing and technology improvements.

The IT Specialist role is to develop and maintain custom databases and applications that represent a centralized communication platform which is used by all ISB stakeholders. Among the most important databases is the School Information System (SIS) which serves as a communications backbone between ISB Staff, Families and Students.

The two IT Technicians work together in providing technical support to all ISB Staff and Students. Their scope of work is very broad and covers many areas such as computer troubleshooting and repair, helpdesk support, CCTV and PA systems maintenance, electronic locking systems and many more.

The Librarian has a role to co-teach with classroom teachers on the subjects of information literacy and research, using integrated technology, in all subject areas and grade levels. Plan and teach a scaffolded research and information literacy curriculum from grades PK-12. Assist

patrons in using the library's facilities and technical services. Maintain the library collections, online databases, information programs, resources and/or services for instructional and administrative functions. Be a resource to parents, students, and teachers in the areas of research, literacy, and technology for those purposes. Promote literacy through library programming.

In the PYP, the Teacher-Librarian performs the above tasks in the context of the grade level Units of Inquiry (UOI). Library classes should be responsive to the UOI in which students are currently working. This includes, but is not limited to, collection of resources, information literacy, research on topics in UOI, promotion of literacy and multiple genres connected to UOI, and use of technology tools to research, collect/organize/share information, create, and/or present. The Teacher-Librarian should be a resource to every research-based task or project, but especially to the PYP Exhibition.

In the MYP and DP, the Teacher-Librarian performs the above task in the context of subject-area units and research projects. The Librarian is a co-teacher and resource for information literacy and research while using integrated technology to enhance and support. This includes, but is not limited to, collection of resources, information literacy, research on topics for subject-area projects, promotion of literacy and multiple genres, and use of technology tools to research, collect/organize/share information, create, and/or present. The Teacher-Librarian should be a resource to every research-based task or project, but especially to the MYP Personal Project and the DP Extended Essay.

## Software

Software (online applications and desktop applications) is evaluated on a periodic basis to ensure that it provides the necessary vehicle to further enhance student learning by taking into consideration the various levels of performance, learning differences, and learning styles.

Software strengthens the curriculum by: allowing the extension of the learning environment beyond the scope of the school day and school resources; permitting increased learning engagement; providing immediate feedback, as well as preparing students for continuing education.

Staff and students utilize online resources to research information from newspapers, newswires, journals, periodicals as well as scholarly and historical documents. These resources support classroom instruction in every subject area.

The ISB Library Media Center (LMC) is an integral part of the learning process. The LMC uses technology to expand student access to information needed in the classroom and support

literacy goals. The LMC instructor collaborates with classroom teachers and students when planning and undertaking assignments and research projects in his/her role to develop school-wide information literacy. Support is given to students on the selection of appropriate resources materials including online public access catalogue (OPAC), online subscription databases, other digital resources and skill development. The library maintains the OPAC, online subscription databases and provides access to other digital resources for all subject areas and grade levels.

## Proposed Technology Needs

ISB will continue to invest into up-to-date devices and expand and maintain the existing network, multimedia and support technology in the classrooms. Current technology lifecycle guidelines require new desktops to be purchased every five years, and laptops every three years. Due to the constantly growing web based content and number of applications, ISB will continue to invest into expanding the bandwidth of the internet fiber optic connection.

As of school year 2015/2016 all ISB staff will have an option of choosing the OS platform or PC for their laptop/desktop computer. In addition the Upper School 1:1 laptop supplied program will be terminated with the school transitioning into the Bring Your Own Device (BYOD) model.

The Bring Your Own Device (BYOD) initiative is to move further into the digital learning age by facilitating safe and productive use of such devices through the empowerment of students taking a more active ownership of their own learning. From school year 2016/2017 ISB families will be required to purchase their own digital mobile devices (such as laptops/tablets/handhelds) based on the minimum technical specifications that will be provided by the ISB IT department.

# Technology Integration

## Current School-Wide Use Status

### Technology as it relates to Instruction

Past & Current Instructional Technology Use School-wide	Projected Instructional Technology Uses
<ol style="list-style-type: none"> <li>1. Productivity suite               <ul style="list-style-type: none"> <li>● Word Processing</li> <li>● Google Apps</li> <li>● Desktop Publishing</li> <li>● Multi-media</li> </ul> </li> <li>2. Online research               <ul style="list-style-type: none"> <li>● Reference materials online</li> <li>● Online catalog</li> <li>● Data collection</li> <li>● Collaboration (e.g. Moodle, blogs)</li> <li>● Digital books and quizzes</li> </ul> </li> <li>3. Integrating technology               <ul style="list-style-type: none"> <li>● Adaptive instruction (e.g. Livescribe pens)</li> <li>● Digital games</li> <li>● Live conferencing</li> </ul> </li> <li>4. Design programs               <ul style="list-style-type: none"> <li>● 3-D Computer Graphics and Animation</li> <li>● Web page design</li> </ul> </li> <li>5. Technological tools               <ul style="list-style-type: none"> <li>● Laptops (LS carts &amp; 1-to-1 US)</li> <li>● Digital textbook, voice recorders, cameras, projectors</li> <li>● Clickers</li> <li>● Tablets (iPads)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Online live assessments</li> <li>2. Online student portfolios added to assessment</li> <li>3. Media Center               <ul style="list-style-type: none"> <li>● collaborative space</li> <li>● area for instruction</li> <li>● library</li> </ul> </li> <li>4. Expansion/Development of online learning</li> <li>5. BYOD model</li> <li>6. E-books</li> </ol>

## Technology as it relates to staff

Technology tools for all staff	Additional areas to develop
<ol style="list-style-type: none"><li>1. School information system (“Moze”) – Attendance, grades, schedules, directory, communication, etc.</li><li>2. Moodle – class courses, assignments, class syllabus, and communication with the learning community.</li><li>3. Google apps suite.</li><li>4. ManageBac.</li></ol>	<ol style="list-style-type: none"><li>1. Teacher skills in using digital tools to implement the BYOD model</li><li>2. Division/grade level specific technological tools (e.g. “it’s learning” - grade 5, PYP exhibition)</li><li>3. PD workshops (refine “tech Mondays”)</li></ol>

## Technology Training Plan

A technology program (organized and led by classroom teachers) will be based upon the NETS Standards for Teachers and will focus on:

1. Facilitating and inspiring student learning and creativity;
2. Designing and developing digital learning experiences and assessments;
3. Modeling digital work and learning;
4. Promoting digital citizenship and responsibility;
5. Engaging in professional growth and leadership.

The primary goals of the training program are as follows:

- a. to develop a level of expertise amongst the staff on technology uses impact classroom instruction.
- b. to develop a network of “coaches” who will share their technology expertise with their colleagues.

c. to promote collaboration and team building across the school (at all instructional levels) to ensure an authentic learning community.

## Staff and Administrative Involvement

1. Evaluate, update, and revise the Technology Plan.
2. Seek and utilize community resources.
3. Ensure proficiency in the use of digital technology.
4. Continue ongoing support and training.

## Assessment Procedure

The Technology Plan for ISB is a working document, subject to review and revision by the Technology Task Force with input from the school faculty. Data will be gathered through annual surveys, informal interviews, record-keeping of inventory and its assessment, and tech department meetings. The present Technology Plan will be effective till the 2017/2018 SY. Annual reviews will ensure its validity and that as technologies change, students will have the necessary tools and experiences to prepare them for success in a global society. An annual report will be made to the Administrative Team.

## Technology Task Force

The Technology Task Force will meet on a regular basis to plan appropriate digital related workshops and address any digital technology related issues. The Director of Technology is responsible for facilitating these technology committee meetings.

### 2014 – 2015 ISB Technology Task Force members:

Mr. Bane Nikolic (chair)	Director of Technology
Mr. Rob Risch	ISB Director
Mr. Angelo Coskinas	Upper School Principal
Mr. Brian Lettinga	Lower School Principal
Ms. Branka Sreckovic-Minic	DP Coordinator
Mr. Greg Stewart	Grade 5 Teacher
Ms. Zorica Rajkovic	Upper School EAL Teacher
Ms. Tijana Radic	Lower School Instructional Aid