



UPPER PRIMARY PARENT HANDBOOK



INTERNATIONAL
SCHOOL
OF **CAPE TOWN**



INTERNATIONAL
SCHOOL
OF CAPE TOWN

OUR VISION

“Empowering students to shape a brighter future.”

We aim to be:



A centre of academic excellence.



A talent incubator for teachers and students.



A learning environment that is distinctive and nurturing.

Impacting the future, together.

OUR VALUES

“At home in the world.”

We believe:



That contemporary learning takes place within a challenging, nurturing and supportive environment.



That we are enriched by our diverse community, and are committed to creating a space in which everyone is respected.



That we have a shared humanity, inspiring a commitment to ethical responsibility as local and global citizens.

OUR MISSION

“Equipping students with the skills needed for an ever-changing world and a passion for a lifetime of learning.”

To do this, we:

1

Apply global best practices to provide a balanced programme of academic, social, emotional and physical input.

2

Provide a nurturing and supportive environment that is safe and fosters positive relationships.

3

Provide a dynamic environment where children enjoy learning and develop 21st-century skills.

4

Celebrate our diversity by respecting all faiths and cultures.

5

Provide opportunities for students to make positive contributions to their local and global communities.

6

Address challenges faced by students and families by partnering with them to reach a solution.

Equipping Students to Change the World.



WELCOME

Welcome to the Upper Primary phase of the International School of Cape Town, located at the Woodland Heights campus.

The purpose of this handbook is designed to give you an overview of what to expect in Upper Primary (also called Key Stage 2), including important details about the start of the school term, class times, code of discipline, and subjects offered. Although this guide will give you an overview of our expectations and curriculum, we realise that you may have further questions. Please do not hesitate to contact your child's teacher if you have any questions or would like to share important information about your child. **Your Class Teacher is your first point of contact** and will communicate with you on a regular basis throughout the year.

We wish you every success and happiness in your studies at ISCT.



GENERAL INFORMATION

SCHOOL YEAR

Our school year runs from January to December. The year is divided into four terms. We try to align our terms broadly with those of the Western Cape Education Department but also take into consideration our Cambridge exam dates and the needs of our international families. Although our school year runs from January to December the ages of our children are more aligned with UK school intake, running from August to July.

When moving from a UK curriculum school to join ISCT, please calculate your child's age on 1 January:		
Year 3	7y 6mo - 8y 6mo	For children coming into Upper Primary from a different curriculum (such as South African CAPS), we also take into account their current/previous grade as well as in which term of the year the child starts at ISCT.
Year 4	8y 6mo - 9y 6mo	
Year 5	9y 6mo - 10y 6mo	
Year 6	10y 6mo - 11y 6mo	

SCHOOL DAY

The school day for Upper Primary is 07:40-14:15.

School finishes early on a Friday, and classes are staggered for the end of day pick up. Please note the timings for each year group below:

Year group	Monday - Thursday	Friday
Year 3	14:20	13:20
Year 4	14:15	13:20
Year 5	14:15	13:30
Year 6	14:15	13:30

A TYPICAL DAY IN UPPER PRIMARY

Arrival time

Children arrive at Woodland Heights and walk through the loggia (verandah area) towards the playground.

Line up time

07:40 When the school bell sounds, children line up on the playground in their classes. A staff member greets the children before they lead to their classrooms.

Registration

Children enter their classrooms quietly and prepare themselves and their belongings for the day. Each class teacher has routines, classroom habits and greetings to set the tone for the day and help to start the day well during morning registration.

Morning Lessons

08:00-10:00 The first two hours of the day are generally dedicated to Maths and English lessons. During the week we also have an Upper Primary assembly and a communal singing period.

First Break

10:00-10:25 Children take their lunchboxes outdoors or purchase items from the tuckshop. Year groups are allocated to specific field or playground areas, with staff members to supervise these areas. For the first ten minutes of break children are encouraged to sit in a social setting and eat their snack items, before they start to play. We encourage healthy snacks every day. A bell signals the end of break. Children make their way to the lining up area on the playground.

Mid-morning Lessons

10:30-12:30

Second Break

13:30-12:55 Staff members on duty supervise children during break time and lining up. Children lead back to classrooms in their lines.

Last Lesson

13:00-14:00

End of Day

Lessons end, and children prepare themselves and their classroom for the end of the day. This is an opportunity for children to develop their independence as they check their belongings, ensure they understand homework tasks, and help with tidying up responsibilities in the classroom. Class teachers accompany children to the **car park area** to be collected by parents or carers at this time.

Extra-Curricular Activities or Aftercare

Children attending ECAs or Aftercare are sent to the playground when their teacher takes the rest of the class to the car park. Children are supervised by Aftercare staff in this area before coaches/teachers collect children for after school activities. Children return to this area after activities. Parents must fetch children **from the playground**. Please let a staff member know.

COMMUNICATION



Ed Admin Parent Portal & Edana Parent App

You will receive a link to our online management system (website and app). Here you will be able to view your child's extra murals, reports and school calendar. Staff members can be emailed directly through this portal.



Newsletters

The whole-school newsletter is emailed every Thursday and includes a link to the Upper Primary newsletter. This letter includes news about upcoming events, reminders, and celebrates awards and achievements of Key Stage 2 children.



Parent-Teacher Conferences and Reports

Parent-Teacher meetings take place twice a year, in the first and third terms. Should the need arise for parents to see the teachers any other time, please email your class teacher to make an appointment to meet in person or speak on the phone. Reports are written at the end of Term 2 and Term 4.



Class representatives

At the beginning of each year, we call for volunteer class representatives. One parent from each class takes on the responsibility of coordinating the rest of the parents regarding various outings, parent socials, and school fundraising events. The class representative acts as the link between the teachers and the parents.



Parent Liaison Group (PLG)

The PLG are responsible for encouraging parents to become involved and engaged in various school activities.



Contacting Teachers

Teachers do not check emails or take phone calls during teaching time. Please allow two working days for a response to emails. Parents can also write a note for their child to give to their teacher, or talk to the class teacher at afternoon pick-up.



Contact Reception

For matters requiring a more urgent response, please contact reception. The receptionist will pass on messages with same-day information, for example if a child is sick, if parents are running late, or need to collect a child early for a medical appointment.

EVERYDAY ARRANGEMENTS

DROP-OFF & PICK-UP

Morning Drop-Off:

Children *may* be dropped off at Woodland Heights from 07:00. **Children who arrive before 07:20 wait on the loggia** (verandah). Our security guards assist with the morning Stop & Go driveway system, and there is a staff member in the car park area from 07:15. Parents should not accompany children beyond the entrance to loggia.

From 07:20, Upper Primary children walk through the loggia to the KS2 playground, where a staff member supervises.

The morning bell rings at 07:40. Primary School children line up in their respective classes on the Upper Primary playground at this time.

Prefects/staff members in the car park will sign in late arrivals between 07:40 and 08:00.

Parents will need to accompany children and sign in at the reception desk for any arrivals after 08:00 (including returning to school after medical appointments etc.)

Afternoon Pick-Up:

At the end of the day, children are accompanied by their class teacher to the car park zebra crossing for pickup, unless signed up for an Extra-Curricular Activity in the afternoon.

Parents can park in the outside parking area and wait at the pedestrian gate, or make use of the driveway Stop & Go system. Security guards will help lead children safely to cars in the Stop & Go system. Please listen to any instructions or requests from security guards or other staff members.

Children must say goodbye to their teacher or let a staff member know before leaving the zebra crossing area.

Children are supervised in this area until 14:30 [13:40 on Fridays]. After this time they are taken to Aftercare. *Primary School children are not allowed to wait unsupervised at any time.*

Collecting from Aftercare or Extra-Curricular Activities (ECA):

Children attending Homework Club or ECAs *meet back on the KS2 playground from 15:15*. Please let a staff member know when you collect your child. Children are expected to say goodbye to their ECA teacher or the Aftercare Supervisor when they leave.

Extra-Curricular Activities (ECA)	Aftercare: Homework Club	Aftercare: Supervised Play
End at 15:15 (14:15 on Fridays) Collect from the playground by 15:30 (14:30 Fridays).	Mon-Thurs: 14:30-15:15 Collect from the classroom venue if earlier than 15:15.	Until 17:00 Mon-Fri Collect from the playground.

AFTERCARE

Primary School children are not allowed to wait unsupervised anywhere on the school grounds. We offer after school supervision, charged in half hourly increments and billed monthly to parents' school fees account. There is an additional charge for late collection after 17:00. Please contact bursar@isct.co.za for the most up-to-date Aftercare rates.

If you plan to have your child in Aftercare on a regular basis, please email your teacher. This is helpful as children going to Aftercare go there directly rather than waiting out in the car park/loggia area.

If you are running late, your child will be supervised in Aftercare and you will be billed. We wait at the pickup point until 14:30 Monday to Thursday and 13:40 on Fridays. Thereafter your child will be signed into Aftercare.

Please note that only the parents of the child are allowed to sign the child out of aftercare unless prior arrangements have been made with the class teacher and Aftercare supervisor. **If your child is going home with a friend, lift or driver please let us know.**

High School siblings may fetch children from Aftercare if parents have informed the class teacher and/or Aftercare Supervisor of this arrangement. The KS2 child may only be fetched by their sibling once the parent/adult has arrived at school to collect. Primary School children must have adult supervision - they may not wait with older siblings at the car park area (or anywhere else on the school grounds).

1. Homework Club: 14:30-15:15

- The first part of Aftercare is called 'homework club'. This is a quiet time for children to work on their homework. This ends at 15:15 and children are then taken to the playground to play.
- As homework is not given out on Fridays, there is no homework club on a Friday - children play on the KS2 playground (or indoors if the weather is wet).

2. Aftercare: 15:15 - 17:00

- KS2 playground near the Year 3 classrooms.
- Wet weather: KS2 classrooms are used on a rotational basis. Please see posters located near the KS2 entrance and on walls near the classrooms.

Aftercare contact details:

Mrs Lana Julius (Aftercare Supervisor)

Mr Cheslyn Wesson (Aftercare Assistant)

☎ 083 285 6321 14:15 - 17:00 (emergencies or essential communication only)

A WHOLESOME LUNCH

Please send a healthy lunch to school or you can order from the school tuckshop run by Feedem.

Each child should have a labelled water bottle at school each day. We encourage children to stay hydrated, and children are allowed to drink **water only** during their lessons. There is a water cooler available for children to refill their bottle during the day.

Ideas for lunches:

Fruit, sandwiches, dried fruit, bran muffins and fruit juice are suggestions.

We do not recommend chocolates, sweets, fizzy drinks or sports drinks. However if these items are included in lunchboxes/purchased from the tuckshop we will only allow these to be eaten at second break or after school in Aftercare. For safety reasons, **no lollipops** are allowed.

We are an allergy aware school so we encourage parents to please refrain from placing nuts into their children's lunch boxes.

Due to dietary requirements and food allergies, we do not allow children to share food with each other.

TUCKSHOP

Feedem offers a pre-order option, as well as a cashless system, using the Tap Tuk website, app and card.

Primary School children are not allowed to purchase tuckshop items for other children. Children are not allowed to give, lend or borrow money.

TOYS, GAMES & DEVICES

Children are not allowed to bring toys or games to school unless this has been arranged with the teacher. This includes collectables and items for swapping or selling. Primary School children are not allowed to have cellphones or any electronic devices at school. We do not recommend that children wear or bring expensive items to school. Smart watches such as tracker watches may only be used if notifications and call/messaging settings can be turned off. Headphones should be a basic, relatively inexpensive set that does not require charging.

NO HAT - NO PLAY

Please ensure that your child has a school hat to wear each day at school. We have a *No hat - No play* rule. This rule applies to any outdoor sports and activities. To encourage good habits in the children, please ensure that they apply sunscreen before school each day.

BIRTHDAYS

We love to celebrate your child's birthday by singing to them on their special day, as well as in weekly assemblies. Children in Upper Primary are allowed to wear civvies on their birthday (or a school day closest to their birthday if it falls on a weekend or school holidays).

We are happy for you to provide something small to eat - such as a cupcake - for each child in the class. Please don't send in party packs, takeaway meals, or a full-sized cake. **No lollipops** allowed for safety reasons.

If your child has any special dietary requirements, please notify the teacher. We also ask parents of children with specific dietary requirements to provide a special snack pack for the teacher to keep in class, so that the child may also have an appropriate treat to eat if the birthday treat provided is not suitable.

If invitations to birthday parties need to be physically handed out, this may only happen at school if all the children in the class are invited. If only a few children are invited then please send the invitations outside of school. This avoids any heartache from those who haven't been invited.

STATIONERY

The school provides all workbooks, paper and textbooks required during the course of the year. Parents provide personal stationery items such as pencils, glue, scissors and colouring pencils. A stationery list for each year can be obtained from the school website under the [parent information section](#).

A few non-stationery items such as headphones and a combination code padlock are also included on that list of requirements.

TECHNOLOGY

- Headphones required: Basic wired headphones with standard headphone jack. *Please don't send expensive headphones, airpod-type buds, or bluetooth headphones that require charging.*
 - Smart watches such as tracker watches may only be used if notifications and call/messaging settings can be turned off. *Children and parents may not communicate directly with each other through any type of device.*
 - Parents may send in iPad accessories such as a stylus and keyboard, if this has been arranged with the class teacher and cleared with IT. *It is the responsibility of the child and parents to look after these items and charge when necessary.*
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LOST PROPERTY

All items that the children bring to school must be clearly marked. Unclaimed school clothing goes to the Nearly New Shop or is given to charity if not claimed.

We will make every effort to ensure that items that are clearly labelled are returned directly to KS2 children (or sent to their classrooms) but parents and children should also check the Lost Property area at reception. While items

ALLERGIES & MEDICINES

Please ensure that your class teacher knows of any allergies that may impact on your child's school day. Health information in each child's Ed Admin profile should be checked and updated by parents. For health and safety reasons, children are not allowed to keep any medication on their person, in their bags or in the classrooms. Medicines of any kind must be clearly labelled and given to class teachers/receptionist (to be kept at reception), along with a [medication form](#).

Frequently used or emergency medication is stored in a clearly labelled box so that any staff members may assist in emergencies. Examples of this are inhalers, epi-pens, and food allergy antihistamines.

TEACHING & LEARNING

At ISCT, we believe that through the UK curriculum we are able to provide a range of positive learning experiences that are richer and broader than merely covering content. The approach and flexibility of this system allows us to guide children in cultivating empathy, creativity, critical thinking, resourcefulness and resilience - skills and attitudes that will equip them for lifelong learning.



CURRICULUM

Core Subjects

English

Maths

Science

Foundation Subjects

History

Geography

Design Technology

Computing

Music

Physical Education

PSHE (Personal, Social, Health & Economic) including Healthy Relationships and Puberty

Modern Foreign Language (referred to as 'Additional Languages' at ISCT - further information below)

Non-curriculum lessons

- **Library**

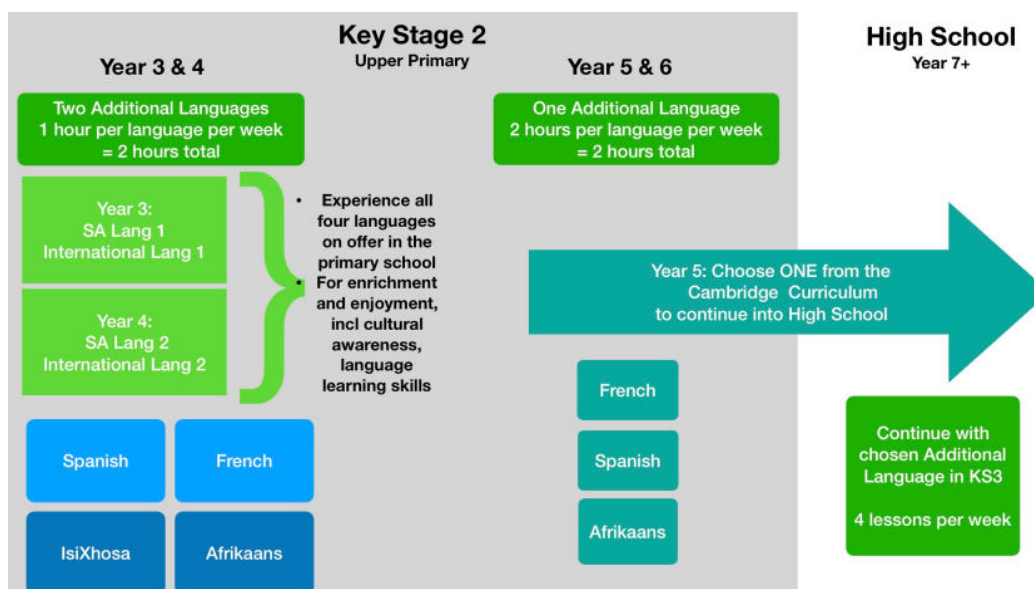
A weekly opportunity to spend time in the library with reading activities and returning/choosing library books.

- **Community Singing**

Upper Primary classes gather once a week to learn and sing songs together.

- **Assembly**

Weekly gathering to share an informative or inspiring message, celebrate birthdays, and congratulate children on their achievements.



Additional Languages

Year 3 & 4: Over the course of the two years, each child will experience all four languages.

1 hour per language, per week (Total of 2 hours of Additional Languages lessons per week)

Year 3 - Whole class will have one South African language & one international language

Year 4 - Each child will study the other South African language & international language.

The aim of Additional Languages lessons at this stage is to *introduce* children to the language and culture, with activities to develop and use simple vocabulary and phrases.

Being introduced to learning Additional Languages is intended to be enriching and explorative.

We encourage children to look for similarities and differences between languages, to identify language patterns, and to imitate and experiment with sounds. These language learning skills are beneficial to children, whether they continue learning that specific language or not.

At the end of Year 4, your child will choose ONE of the four languages to continue with for Year 5, Year 6 and into High School.

Year 5 & 6: One Additional Language

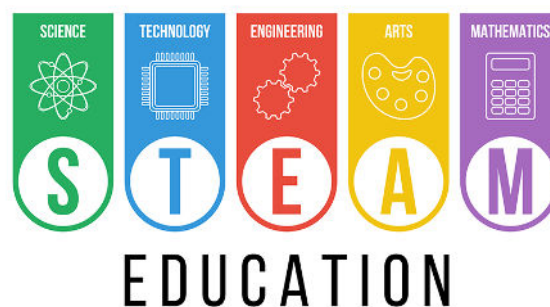
Two lessons per week (Total of 2 hours of Additional Languages lessons per week)

At this stage, language learning becomes more focused and intensive. There is a more academic approach to progressively develop from the basic building blocks of phonics and sentence structure.

STEAM

STEAM is an educational approach to learning that emphasises the importance of the interrelated nature of *Science, Technology, Engineering, Art, and Mathematics*.

[You can read more about our approach to STEAM on our website.](#)



INCORPORATING TECHNOLOGY INTO LEARNING

Integrating technology into teaching and learning has numerous benefits. In Upper Primary we use iPads to help to foster collaboration, critical thinking and creativity. We have easy access to resources that teachers can use to help to personalise learning and streamline assessment in ways that feel interactive and engaging for children. Teachers and children have more flexibility in where, when and how learning takes place. Technology does not replace instruction and we are not aiming to be paperless in our classrooms, but iPads are a useful tool for enhancing teaching and learning.

Children in Upper Primary are encouraged to explore and create within their learning environment, with clear rules and boundaries to help them to use tech and the internet safely and responsibly. Devices are managed by the school, and each device can be monitored by the teacher while at school. Classrooms have iPad lockers that double as charging stations, so that devices are easily accessible and ready for use whenever needed. In some lessons, teachers share lesson resources and materials through Google Classroom. As the children get older, homework tasks can also be sent through this platform. From Year 4 onwards, iPads can also be taken home for homework and projects.

We want our teaching and learning to embrace 21st century skills and prepare students for life beyond school. Technology can enhance learning when incorporated with the essential **face-to-face interactions, hands-on activities, and social engagement** to ensure a well-rounded educational experience.

CAMPS & OUTINGS

Throughout the year, classes go on excursions that build on their classroom learning and afford opportunities to experience the curriculum in a different setting and context. Some examples of our outings in Upper Primary:

Science Centre

Simon's Town Naval Museum

Eagle Encounters

Koeberg Power Station

District Six Museum

Robben Island

We have an annual camp to different locations for each year group, starting in Year 4.

Year 4 - one night sleepover

Year 5 - two night sleepover

Year 6 - two night sleepover

HOMEWORK

It is our belief that at its best homework is a valuable activity which encourages good work attitudes, helps develop independent learning and self discipline, involves parents and enhances what is being done in the classroom. At Primary School level, parents should support children's time management and encourage good habits and routines.

Parents will be informed about the homework expectations at the Parent Information Evening sessions held by class teachers at the beginning of each year.

Sending class activities home for completion is not encouraged unless this has been arranged between parents and teachers.

ASSESSMENT

In primary school, we place a priority on children applying their knowledge to show their understanding rather than measuring their learning through formal testing focused mainly on recalling information. We don't write traditional exams and children's reports do not include test scores or percentages. Instead, reports provide feedback in terms of *expected levels* of understanding and application for that year group (grade).

Throughout the course of the year, teachers use a range of strategies to assess a child's understanding and application. Testing is used as a tool to contribute to the overall picture of an individual child's progress. Even more importantly, teachers use test results to adapt the subsequent teaching and learning to best suit the class and cohort.

In the higher year groups, teachers also incorporate assessments that will help to develop children's test stamina and skills in preparation for high school.

REPORTING PROGRESS TO PARENTS

Parent-Teacher Conferences

We schedule parent teacher meetings at the end of Term 1 and Term 3. These short meetings are an opportunity to discuss your child's strengths and areas for improvement and support. These conferences provide an important opportunity to share in your child's learning.

Reports

In KS2, children are assessed against objectives for their year group. The end of year expectations (also called 'age related expectations') indicate what a child of that age/year group should know, or be able to do by the end of that school year.

During the year, formative assessment will build a picture of each child's progress as they work on and achieve each objective. Reports and parent-teacher progress meetings will provide a snapshot for parents of how a child is progressing within the 'age related expectations', as well as allow the opportunity for clear targets to be set to support each child's progress.

LEARNING SUPPORT

In primary school we aim to help children access the curriculum with an inclusive approach which differentiates tasks and scaffolds learning, helping every child to reach their potential physically, emotionally and academically.

The Learning Support team in Upper Primary consists of Key Stage Head, Learning Support Coordinator and Counsellor working alongside class teachers and teaching assistants. This team of staff work together to help to support all the children in the key stage in both academic and pastoral roles.

The class teacher is the first point of contact for parents and children, but parents might also be contacted by any members of the Learning Support team.

Any of these staff members might observe a child/class in the classroom or at break; ask to speak with a child/group of children/class; work with a child/group in the classroom or outside of the classroom.

In these situations, this action would have been arranged and communicated between the staff members, and the class teacher (as well as any other relevant staff).

Should there be any academic or pastoral concerns arising from these interactions that fall outside of the usual scope of social, emotional, behavioural or academic experiences within a primary school, parents will be informed.

Counselling

Parents and children may request to see the Upper Primary Counsellor by contacting the class teacher. A class teacher may also make a recommendation to parents. If there is a concern that cannot be dealt with by the class teacher, the counsellor will contact parents directly throughout the process. Parents do not pay for these sessions. The counsellor may see a child for a single session or for multiple sessions, and will refer for longer term external counselling or therapy if needed.

Support for learning barriers

Examples of in-class strategies that we might suggest to parents:

- Desk arrangements in classroom.
- Seating: TheraBands, wiggle cushion, exercise ball, weighted blanket/vest [provided by parents].
- Body or brain breaks - leave the room or change task/seating arrangement
- Sensory stimulation such as fidget toy, crunchy snacks, chew necklace.
- Tools integrated in iPads to aid writing and executive functioning such as dictation, audio recordings, photos, Google Classroom.
- Additional tech for iPads (stylus, bluetooth keyboard - provided by parents).
- Occasional academic support with Teaching Assistant (1:1 or small group)

Children are closely monitored in terms of reaching curriculum outcomes, and where appropriate, are referred for support intervention based on individual needs. Teachers, specialists and parents are encouraged to take a teamwork approach to best support children's progress.

External Learning Support

At any point, the ISCT Learning Support team might refer a child/family to an external professional, such as:

- | | |
|---------------------------|-----------------------------|
| ● Speech Therapists | ● Play Therapists |
| ● Audiologists | ● Educational Psychologists |
| ● Optometrists | ● Paediatric Neurologists |
| ● Physiotherapists | ● Psychiatrists |
| ● Occupational Therapists | ● Social Skills Groups |
| ● Family Therapists | ● The Reading Language Gym |

Test Concessions

The class teacher or Learning Support team may suggest support during testing on a trial basis, and in alignment with support provided in class.

In order for these concessions to be continued on a long term basis (or in high school), we will recommend that the child has a full psycho-educational assessment: These concessions will need to be in writing in an Educational Psychologist's report.

EXTRA CURRICULAR PROGRAMME

We offer a number of extra curricular activities on a seasonal rotation to provide further enrichment and interaction outside of lesson hours. Registration is on a termly basis, and children are expected to attend their chosen Extra Curricular Activity (ECA) each week.

ECAs are run by school staff members or vetted external coaches to provide activities such as:

Indoor activities:

Chess
Art & Craft
Creative Performance
Debate & Public Speaking
Strategy Board Games
Sewing
Choir
Fun with iPads

Winter Sports:

Hockey
Soccer
Netball

Summer Sports:

Basketball
Swimming
Mini cricket
Tennis



There are limited spaces available, and children may sign up for only one or two after-school ECAs per term. Further activities can be requested, and we have a waiting list to try to accommodate these requests where possible.

Parents are notified when the signup portal is opened at the start of each term. Parents can register for a limited time only at the beginning of term, and requests at other times must be communicated to the Sports Coordinator at Woodland Heights.

We also host a number of privately run activities: We let parents know the day, time and contact details for these activities, but registration and payment are private arrangements between parents and providers.

Some examples of these are judo, cooking, Living Maths, cheerleading, drama, various dancing genres, and private music lessons.

Details for new season signups are sent to parents via newsletters and can also be found at any time on the school website.

COMMUNITY OUTREACH & SUSTAINABILITY

We believe that no matter how young you are you can make a big difference to the community and environment.

Recycling

Please send your clean, separated recyclables to school with your child.

Children show their teacher and then empty their bags/boxes into the labelled bins in the parking area. We encourage parents and children to reuse these carrying containers.

We also collect plastic bread tags which go towards the donation of a wheelchair, through *Bread Tags for Wheelchairs*.



Tinned Food

Our children are encouraged to bring in tinned food items regularly. All donations go to Food Forward SA - the largest food redistribution organisation in South Africa. Retailers, manufacturers, wholesalers, farmers and growers partner with them to recover their edible surplus food and distribute it responsibly to provide greater access to food for vulnerable groups across.

Second Hand Clothing

We are pleased to support uTurn with second hand clothing. Shoes, garments and bags that are in good condition can be sent to school.

Sustainability & the Environment



We are also an accredited Eco-School.

Along with solar power, water collection tanks, waterwise garden areas and our recycling efforts, we encourage good habits such as turning off lights, using water considerably, and reducing single-use/non-recyclable plastics. For this reason, we don't ask parents to cover workbooks in plastic and we have reduced the amount of laminating that we do in school. We also encourage reusable snack containers rather than disposable packaging.