

SANSKRITI INTERNATIONAL SCHOOL

MONTHLY

NEWSLETTER

SEPTEMBER 2026



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MESSAGE FROM THE PRINCIPAL

Dear Parents,

Greetings and Namaste!

Thank you for your support this past month. It has been a busy and rewarding one, and I am glad of the chance to write to you before the holidays begin.

Literacy Week was a highlight for us, and it reaffirmed the importance of sustaining a culture of reading and writing within our school. My sincere thanks to all the guests who generously shared their time and perspectives with our learners. Literacy shapes how we understand ideas, communicate with others and engage with the world, and I hope the interest nurtured during the week continues well beyond it.

The Sanskriti MUN, too, offered our learners a space for important dialogue on some of the world's most pressing issues, encouraging them to listen, question and consider perspectives beyond their own. This year, however, the devastating floods in Rasuwa meant that many learners and schools from outside the valley were unable to join us. At a time when we had gathered to discuss challenges facing communities around the world, it was impossible not to feel the weight of what was unfolding in our own country. Our thoughts remain with all those affected by the floods and with the families who have suffered loss.

Alongside these moments, there was much to be glad of. I was pleased that our learners had the opportunity to experience China beyond what they may have known about it, and to see them consider different perspectives and develop a more nuanced understanding of how people live and experience the world differently. I have also enjoyed watching our Senior Boys Basketball team make its mark this month. Their tournament wins have given us plenty to celebrate, and I congratulate our players and coaches on what they have achieved. It is heartening to see our school team growing stronger.

As we prepare for the forthcoming festive season, I wish the entire Sanskriti family a very happy and prosperous Dashain. May this be a time of togetherness and renewal for all of us, and may it bring comfort to those who need it most this year.

Happy Dashain!

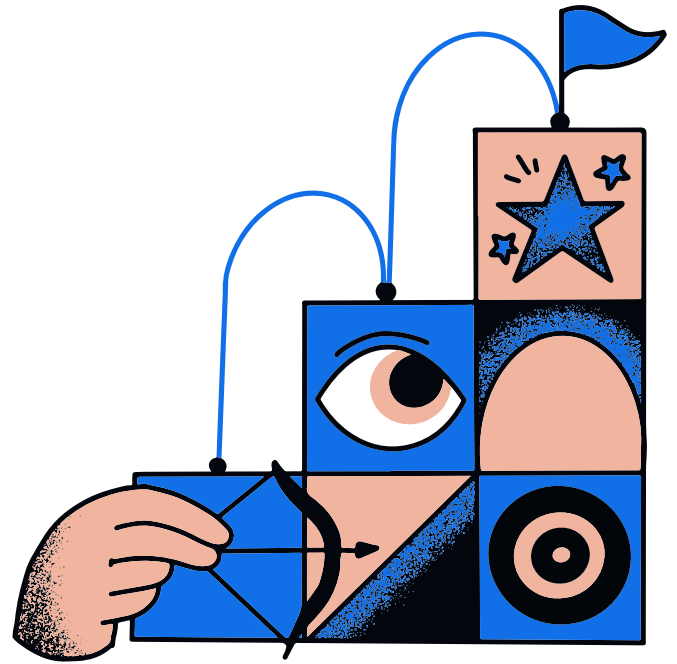
Warm Regards,
Timila Shrestha

MISSION

To enable a growing number of individuals to achieve balanced success in learning and life by consistently delivering innovative and quality education

VISION

Our shared vision is to provide a happy, caring and stimulating learning environment where learners can achieve their fullest potential by embracing respect and international mindedness to contribute to the ever changing world.

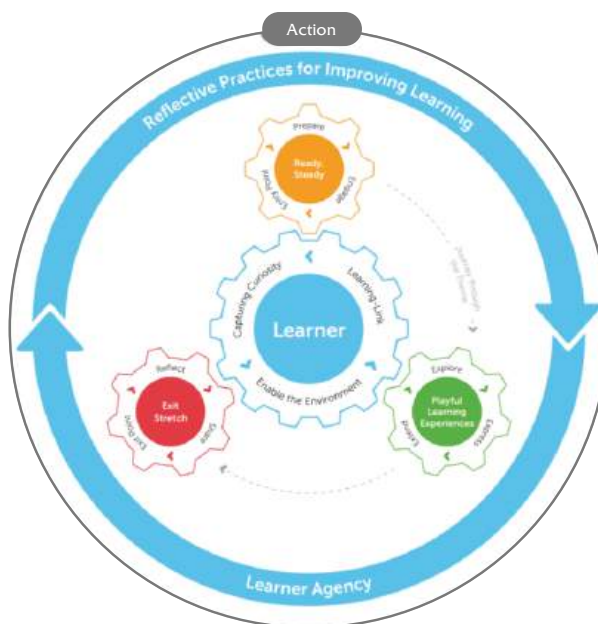


IPC GOALS



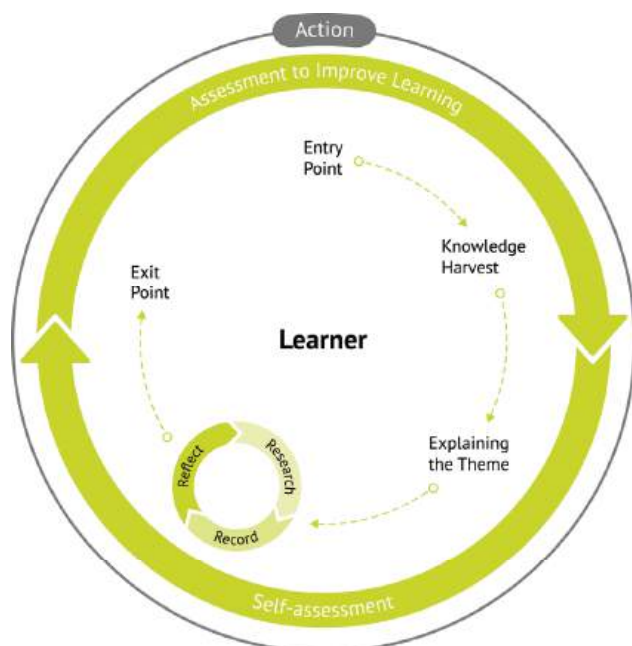
INTERNATIONAL EARLY YEARS CURRICULUM (IEYC)

The IEYC uses international best practices, holistic enquiry and play-based approaches that cover all curriculum areas including personal, social and emotional development for children aged 2 to 5 years old.



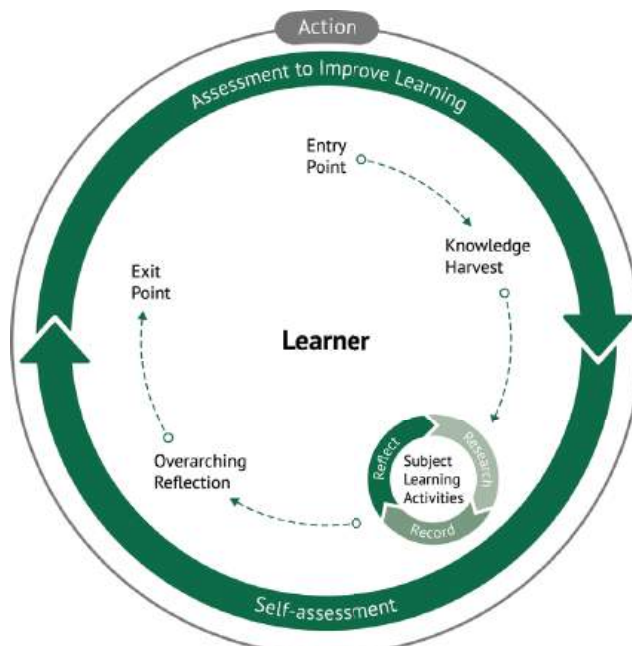
INTERNATIONAL PRIMARY CURRICULUM (IPC)

International Primary Curriculum is a comprehensive, thematic, creative curriculum for 3 to 11 year olds, with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning.



INTERNATIONAL MIDDLE YEARS CURRICULUM (IMYC)

A challenging, engaging, internationally-minded, concept-focused curriculum designed specifically for the unique learning needs for 11 to 14 year olds in lower secondary.





Multiple Perspectives is when learners view an idea with different opinions and are able to look at the same theme in different ways to bring integration among the subjects so that their understanding is deepened.

8 PERSONAL GOALS



GOAL OF THE MONTH



ADAPTABLE

To Explore The World With An Open Mind

अनुकूलनीय



A WEEK OF STORIES AND CELEBRATION



From 1-8 September, Literacy Week unfolded alongside the Krishna Janmashtami celebrations, with stories, books, conversations, and creative activities shaping the week's experiences. Learners returned to 'Little Kanha and the Butter Pot' through storytelling, picture discussions, new vocabulary, and conversations, gradually building familiarity with the characters, events, and sequence of the story.

Their exploration continued in the library, where they browsed Krishna-related books, followed by art and craft activities inspired by their understanding of the story. On September 2, a visit to ISKCON added another dimension as learners listened to Krishna stories, explored the decorations, and joined in bhajans.

The week culminated in the Krishna Janmashtami celebration on 4 September, with learners dressed as Krishna and Radha and taking part in bhajans, music, movement, and games. Across the week, stories moved naturally from books and conversations into art, music, and shared experiences.



A CLOSER LOOK AT INCLUSIVE PRACTICE



On September 20, 2026, teachers from Sanskriti International Preschool attended the 1st Nepal Autism Summit 2026, an experience that brought greater depth to our understanding of inclusive early education.

The summit reinforced an important principle: supporting a child begins with understanding the child. Listening to autistic individuals and families offered perspectives that cannot be gained from professional knowledge alone, while discussions on early observation and developmental differences highlighted the value of noticing, responding, and seeking support at the right time.

For our teachers, the experience was an opportunity to reflect on how classroom practices can make space for different ways of communicating, interacting, learning, and participating. It strengthened the understanding that inclusion is not about expecting every child to engage in the same way, but about recognising individual needs and thoughtfully adapting our approach.

The learning will continue to inform how we observe, support, and work alongside families to help every learner participate meaningfully.

FINDING HAPPINESS IN THE GARDEN



On September 22, 2026, our Grade 1 learners visited the Garden of Dreams as part of their unit, 'If You're Happy and You Know It'. The visit gave them an opportunity to connect their classroom learning with a real-life experience in nature.

As they explored the garden, learners observed its plants, flowers, trees, ponds, and other natural features. A squirrel moving around the garden quickly caught their attention, giving them a chance to observe an animal in its natural surroundings.

Throughout the visit, learners recorded their observations and reflected on how being outdoors made them feel. They shared feelings of happiness, excitement, and curiosity as they explored the garden and spent time with their friends.

The experience encouraged learners to notice the world around them and recognize the simple experiences that bring happiness.



A MORNING OF GOALS AND TRADITIONS



Grade 2A learners led the school assembly on September 25, with a presentation on adaptability, personal growth, and leadership. They spoke about their 8 Personal Learning Goals, considering how qualities such as being an effective communicator, collaborator, and adaptable thinker shape the way they respond to new situations. They also connected these ideas to the 7 Habits of Highly Effective People, exploring how the habits can guide their choices and actions in everyday life.

The assembly then turned to Indra Jatra, with learners introducing the school community to the festival's significance and traditions. Their presentation offered a glimpse into the cultural heritage of Kathmandu while giving them an opportunity to share something meaningful from their own context.

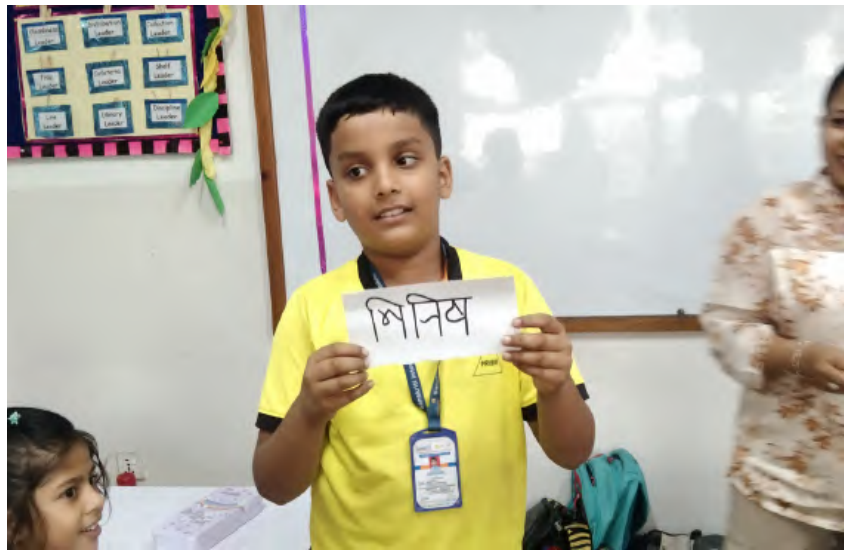
With each learner taking a role in presenting, explaining, and sharing, the assembly was a space for Grade 2A to practise the very qualities they had been speaking about.

नेपाल लिपिमा नाम लेखाइ

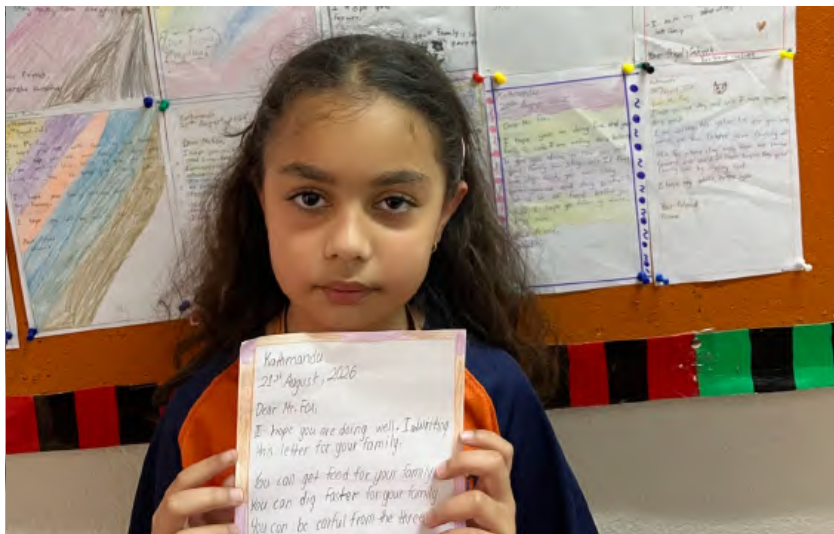
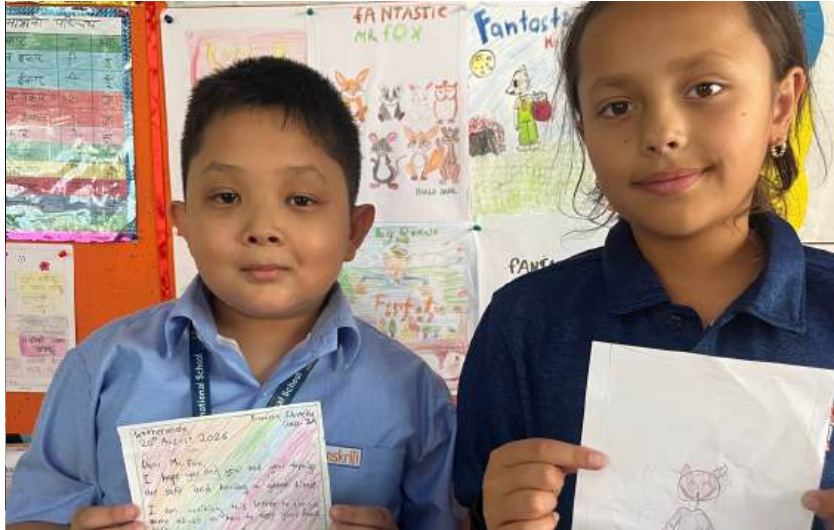
साक्षरता सप्ताहका अवसरमा कक्षा ३ का विद्यार्थीहरूले नेपाल लिपिमा आफ्नो नाम खोज्दै “Guess Your Name” गतिविधिमा रमाइलो अनुभव गर्दछन्। वर्णमालाको पुनरावलोकन गर्दा कनपछि उनीहरूले आफ्नो नाममा आउने अक्षरहरू छुट्याए र ती अक्षरका आधारमा नेपाल लिपिमा आफ्नो नाम कस्तो देखिन्छ होला भनेर अनुमान गर्दै लेखे।

त्यसपछि सुरु भयो आफ्नो नाम ले
खिष्टको फल्यास कार्ड खोज्ने रोचक
चरण। कार्ड भेटेपछि विद्यार्थीहरूले
त्यसलाई आफ्नै लेखाइसँग दाँज्दै
कुन अक्षर मिल्यो, कहाँ फरक पन्यो
भनेर जाँच गरे र आवश्यक सुधार
गरे।

आफ्नै नामलाई केन्द्रमा राखेर गरि
एको यो अभ्यासले नेपाल लिपिका
अक्षर चिन्ने र लेख्ने सीपलाई परिचित
सन्दर्भसँग जोड्यो । आफ्नो अनुमान
मिल्दा देखिएको उत्साह र गल्ती
आफै सच्याउँदाको आत्मविश्वासले
गतिविधिलाई अझ अर्थपूर्ण बनायो ।
यसरी, साक्षरता उनीहरूले दैनिक
जीवनसँग जोडिएको विषयका रूपमा
अनुभव गरे ।



A LETTER TO FANTASTIC MR. FOX



On September 5, Grade 3 learners explored informal letter writing through Roald Dahl's 'Fantastic Mr. Fox'. After reading the story, they wrote letters to Mr. Fox, offering advice on how he could keep himself and his family safe from the challenges they faced.

The activity encouraged learners to draw on details from the story while thinking carefully about Mr. Fox's choices and circumstances. Their letters reflected their understanding of the character, with learners sharing their own suggestions, concerns, and ideas in their writing.

Alongside developing their letter-writing skills, the activity gave learners an opportunity to respond to a literary character from their own perspective. By combining their understanding of the story with their own ideas, they turned their reading into a purposeful piece of writing.

It was a thoughtful Literacy Week activity that brought together reading, writing, creativity, and empathy.

WHEN PARENTS AND TEACHERS READ ALOUD

From August 31 to September 9, Grade 4 classrooms welcomed parents and teachers for shared reading sessions as part of our Literacy Day celebration. Parents joined the classrooms to read storybooks aloud, giving learners opportunities to listen closely, ask questions, share their thoughts, and respond to the stories together.

Our in-house teachers also joined different classrooms for read-aloud sessions, bringing engaging stories and creating space for discussion and imagination.

What made the celebration special was the range of voices that filled the classrooms. Parents and teachers each brought a different story and a different way of reading, while learners listened, responded, and shared their ideas.

Across the celebration, reading became something the wider school community could take part in together, bringing books, conversations, and people together in the classroom.



A group of students are seated at a long, light-colored wooden table in a library. They are focused on reading books. In the foreground, a student in a green shirt is looking at a book titled 'The Big Book of Fantastic Earth Faces'. Other students in blue and orange uniforms are also reading. The table is cluttered with books, papers, and pens. In the background, tall bookshelves filled with books line the wall. A red wall is visible on the left side of the image.



The visit offered Grade 5 learners a different setting in which to read, explore ideas, and enjoy books together.





READING BUDDIES: SHARING BOOKS, SHARING IDEAS



As part of Literacy Week, Grade 6 learners visited Jana Sudhar Community School, Swayambhu, on September 3, 2026 for a Reading Buddies session. They brought along storybooks and novels collected from Grades 1-10, along with handmade bookmarks prepared for the occasion.

The visit brought learners from both schools together around books and conversation. They shared their favourite reads, exchanged ideas, and spoke about their interests and aspirations, creating an opportunity to discover common ground while learning about each other's experiences.

The book-sharing was only one part of the experience. The conversations that followed gave learners space to listen, communicate, and connect beyond their own classroom and school.

The Reading Buddies initiative offered a simple but meaningful way to share books while creating connections between two groups of young readers.

नेपालभाषा र संस्कृतिसँगको अन्तरक्रियात्मक सिकाइ

२०८३ साल भदौ १७ गते, साक्षरता सप्ताहको अवसरमा कक्षा ७ का विद्यार्थीहरूका लागि नेपालभाषा, नेवार संस्कृति तथा परम्परा सम्बन्धी विशेष अन्तरक्रियात्मक सत्र सञ्चालन गरिएको थियो। शिक्षिका सुधा महर्जनज्यूको सहजीकरणमा भएको सत्रमा विद्यार्थीहरूले नेपालभाषाको परिचय, यसको दैनिक प्रयोग तथा भाषा र संस्कृतिबीचको सम्बन्धबारे जान्ने अवसर पाए।

महर्जनज्यूले आफ्ना अनुभव र विभिन्न उदाहरणमार्फत नेपालभाषा नेवार समुदायको इतिहास, पहिचान, कला, संस्कृति र जीवनशैलीसँग कसरी जोडिएको छ भन्ने विषयमा चर्चा गर्नुभयो।

विद्यार्थीहरूले प्रश्नहरू राख्दै छलफलमा सक्रिय सहभागिता जनाए। प्रश्नोत्तर र अनुभव आदान-प्रदानका क्रममा उनीहरूले नेपालभाषाका शब्द, प्रयोग तथा यसको संरक्षणबारे थप जानकारी हासिल गरे।

IMYC को सञ्चार र संस्कृति सम्बन्धी सिकाइसँग जोडिएको यस सत्रले विद्यार्थीहरूलाई भाषा र संस्कृतिलाई आफ्नै समुदाय र पहिचानसँग जोडेर बुझ्ने अवसर प्रदान गर्‍यो।



SEEING DEVELOPMENT FROM A NEW PERSPECTIVE



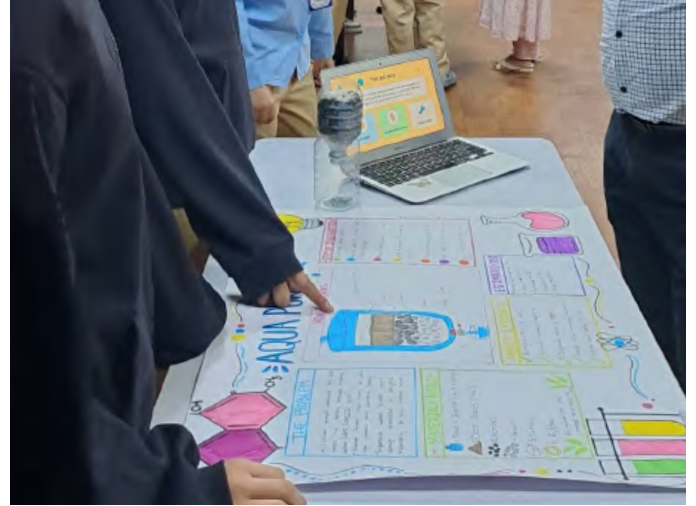
On September 10, 2026, Grade 8 learners visited the Sky Glass Swing Bridge in Halchowk as part of their IMYC 'Development' unit. The visit provided an opportunity to explore how tourism and infrastructure can influence the surrounding community.

From the site, learners observed the development of roads, buildings, businesses and visitor facilities around the attraction. They considered how increased tourism has created opportunities for local businesses while also bringing changes to the surrounding area. Learners collected visitor data, explored the forces acting on the bridge structure, and spoke with people at the site to gain different perspectives on these changes.

The experience connected classroom learning with a real-world setting and encouraged learners to consider development from social, economic and structural perspectives.



IDEAS TAKE SHAPE



On September 29, the Grade 9 IMYC Exit Point offered a glimpse of how differently an entrepreneurial idea can take shape. The projects ranged from cookies and chicken achar to homemade washing soap, a recycling model and games created in Scratch. Alongside these, learners presented sustainable business plans and promotional advertisements.

The variety of projects reflected the different ways the learners approached the same broad question of how an idea can become an enterprise. A food product involved decisions about flavour, packaging and pricing; the digital projects required coding and testing; the recycling model focused on waste management; and the business plans considered sustainability alongside growth.

The Exit Point brought together weeks of research, discussion, experimentation and teamwork. More importantly, it gave learners the opportunity to see their ideas from a different perspective: not simply as concepts developed for a project, but as products and services that needed to make sense beyond the classroom.

FROM TABLE TO TEXT: LEARNING BEYOND THE CLASSROOM!

On September 2, our Grade 10 learners explored the world of food, flavours, and entrepreneurship during an educational visit to Salt and Pepper Restaurant. They discovered diverse cuisines, explored menu presentation, and gained insights into how restaurants combine culture, creativity, and business to meet changing consumer preferences.

The learning continued in the classroom, where learners transformed their observations into practical English activities. They designed creative menus and wrote recipes, practising clear instructions, sequencing, vocabulary, and descriptive writing in alignment with the NEB English curriculum.

The experience demonstrated how real-world exploration can make classroom learning more engaging, meaningful, and relevant. It also encouraged learners to think creatively, communicate effectively, and appreciate the entrepreneurial opportunities within the food industry.

At SIS, we believe learning extends beyond textbooks, inspiring curiosity and connecting knowledge with everyday experiences. From exploring flavours to crafting words, our learners discovered that every experience has a story worth telling!



“मानिस, पृथ्वी र समृद्धिका लागि साक्षरता” विषयक प्यानल छलफल सम्पन्न

अन्तर्राष्ट्रिय साक्षरता दिवस २०२६ को अवसरमा संस्कृति इन्टरनेसनल स्कूलमा कक्षा ९ र १० का विद्यार्थीहरूका लागि “मानिस, पृथ्वी र समृद्धिका लागि साक्षरता” विषयक प्यानल छलफल आयोजना गरिएको छ। साहित्यकार तथा व्यवस्थापन विज्ञ स्नेह सायमी, शिक्षाविद् निरञ्जन कुँवर र साहित्यकार लुजा माथेमा प्यानलिस्टका रूपमा सहभागी सो कार्यक्रममा साक्षरता केवल पढ्न र लेख्न जान्नुमा मात्र सीमित नभई सही सूचना पहिचान गर्ने र जानकारी व्यवहारमा उतार्ने क्षमता भएको बताइएको थियो। छलफलका क्रममा पाठ्यपुस्तकबाहेक कथा, जीवनी र लेखहरू पढ्दा विद्यार्थीमा कल्पनाशक्ति, आलोचनात्मक सोच र जीवनलाई हेर्ने नयाँ दृष्टिकोणको विकास हुने कुरामा प्यानलिस्टहरूले जोड दिएका थिए।

कार्यक्रममा वातावरणीय चेतना, जलवायु परिवर्तन, आर्थिक अवसर, सिर्जनशीलता र डिजिटल साक्षरताजस्ता विषयमा विद्यार्थीहरूलाई सचेत गराइएको थियो। मोबाइल, इन्टरनेट र एआईको प्रयोग गर्दा प्रविधिमा पूर्ण निर्भर हुनुभन्दा आफ्नै सोच र सिर्जनशीलतालाई प्राथमिकता दिनुपर्ने सुझाव प्यानलिस्टहरूले दिए। रियाना शाक्यको स्वागत मन्तव्य, सियोना श्रेष्ठ र रिषम महतको सहजीकरण तथा उपप्रधानाध्यापक अमित मन्त्रीद्वारा प्यानलिस्टहरूलाई मायाको चिनो प्रदान गरी सम्पन्न कार्यक्रमले विद्यार्थीहरूलाई आफू, समाज र संसारलाई बुझ्दै जिम्मेवार नागरिक बन्न प्रेरित गरेको छ।



DEBATING THE WORLD AT SMUN



Sanskriti International School's Model United Nations (SMUN) 2026, held from 11-13 September, brought together delegates from Sanskriti and other schools for three days of debate, negotiation, and resolution-building.

Across 11 committees, delegates examined international issues including the US-Iran conflict, nuclear proliferation, and the role of the International Atomic Energy Agency (IAEA) in monitoring nuclear activity. They researched their assigned countries, presented their positions, questioned other delegates, and negotiated with fellow delegates as discussions developed.

The conference also required delegates to move from identifying problems to proposing responses, with resolutions addressing issues such as ceasefires, nuclear oversight, and neutral mediation.

As a visiting Nepali diplomat noted, MUN gives young people the opportunity to engage with the issues that will shape the world they inherit. SMUN provided that space while helping delegates practise research, public speaking, negotiation, and diplomacy.

BEYOND THE CLASSROOM: GIVING BACK THROUGH STORIES



Four SIS Golden Z Club members from Grades 9 and 10 (Malina Syangtan, Shrayala Maharjan, Raniashree K.C. and Rashik Dhakhwa) of Sanskriti International School brought stories to life through a read-aloud session and skit for Grades 6 and 7 learners of Bhanu Ma. Vi. and Sanskrit School at Durbar High School on September 24, 2026. For our young Golden Z members, it was a meaningful first-time experience of using their communication, creativity and personal goals to connect with and give back to the wider community and learn that the joy of learning grows when it is shared.

The session highlighted the importance of reading activities as an effective strategy to help learners understand and comprehend the text better. Reading does not end with understanding the words; responding through writing, discussion, drawing, reflection and real-life connections helps readers process ideas, deepen comprehension, interpret perspectives and become active, critical readers.



FROM MANAGING TO MENTORING: THE GEN ALPHA CLASSROOM



On Sunday, September 13, 2026, Sanskriti International School conducted a professional learning session, "A Refresher on Classroom Management," led by Diptee Ma'am, Director of Sanskriti International School.

The session focused on understanding Gen Alpha behaviour and responding to classroom needs proactively. Teachers explored the ABC Behaviour Chart, looking at the antecedent, behaviour, and consequence to identify patterns and possible triggers. They also discussed how clear expectations, routines, relationships, and timely interventions can support a well-managed classroom.

Proximity was explored as a quiet way to redirect attention without interrupting teaching, as well as a means of reassuring and encouraging quieter learners.

The session also included a discussion on the 5Cs and a practical case study, allowing teachers to analyse classroom situations and consider possible responses. It concluded with individual reflection and identification of strategies teachers could apply in their own classrooms.



THE CHINA EXPERIENCE



From 17–26 September, Grade 6 and 7 learners travelled through Chengdu, Shanghai, Beijing, and Chongqing, exploring different parts of China and experiencing its history, culture, food, and urban life.

The itinerary included Tiananmen Square, the Forbidden City, the Great Wall, traditional old towns, an urban museum, a zoo, and Disneyland. Learners also travelled by bullet train and took a river cruise, experiencing different forms of transport and seeing how cities and communities differ across regions.

The visit to a local school added a cultural exchange to the trip. Learners shared aspects of Nepali culture through dance, music, and speeches, while their Chinese peers presented their own culture and traditions. Meeting and interacting with learners from another country allowed them to compare everyday experiences, traditions, and perspectives.

The trip was designed to help learners understand China through direct experience, while developing cultural awareness and a broader understanding of life beyond their own community.



THANK YOU

and hope you enjoyed reading



For More Information

Visit Our Website



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