

RGS ADMISSION POLICY 2025

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RGS MISSION STATEMENT ALIGNING WITH IBO , CAMBRIDGE AND AP MISSION STATEMENT

IBO Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

RGS Mission Statement

Ryan Global School delivers high quality teaching and learning within a safe, energetic and intellectually - challenging environment .We encourage our students to be inquirers, reflective and collaborative thus preparing them as lifelong learners and ethical citizens within a democratic society and global community .

CAMBRIDGE MISSION STATEMENT

Cambridge Assessment International Education prepares school students for life, helping them to develop an informed curiosity and a lasting passion for learning. Together with schools, Cambridge Assessment International Education aims at developing Cambridge learners who are confident, responsible, reflective, innovative, and engaged - equipped for success in the 21st Century.

AP MISSION STATEMENT

"The College Board's Advanced Placement Program enables willing and academically prepared students to pursue college-level studies while still in high school. We develop and deliver AP courses in a variety of subjects, each culminating in a rigorous exam. Most four-year colleges and universities in the United States, as well as institutions in more than 100 other countries, grant credit and/or advanced placement for AP Exam scores of 3 or higher."

RGS, IBO, Cambridge, and AP Mission Statements:

Ryan Global School (RGS) is committed to fostering a dynamic, inclusive, and globally relevant education by aligning with the mission statements of the International Baccalaureate Organization (IBO), Cambridge Assessment International Education, and the College Board Advanced Placement (AP) Program. Our mission is to develop lifelong learners who exhibit intellectual curiosity, critical thinking, and ethical leadership while engaging in global challenges with confidence and resilience.

Ryan Global School (RGS) Mission Statement:

Ryan Global School (RGS) is dedicated to providing a high-quality, internationally minded education that nurtures intellectual growth, ethical leadership, and holistic development. Through a balanced and rigorous curriculum, RGS fosters curiosity, creativity, and critical thinking, preparing students to thrive in an ever-changing world. We emphasize values-based education, global citizenship, and lifelong learning, ensuring students contribute meaningfully to society.

International Baccalaureate Organization (IBO) Mission Statement:

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

The IB philosophy at RGS ensures that students are independent thinkers, reflective learners, and responsible global citizens. By integrating the IB Learner Profile and Approaches to Learning (ATL), we create a supportive, inquiry-based environment that aligns with IB’s vision.

Cambridge Assessment International Education Mission Statement:

“Our mission is to provide educational benefits through the provision of international programmes and qualifications for school education, and to be the world leader in this field. Together with schools, we prepare learners for life, helping them develop an informed curiosity and a lasting passion for learning. Our programmes and qualifications are created by subject experts, rooted in academic rigor and reflect the latest educational research. They provide a strong foundation for learners to achieve high levels of academic and personal attainment.”

At RGS, the Cambridge curriculum builds a solid foundation in academic excellence, analytical thinking, and subject mastery. We emphasize independent learning and a research-oriented approach, aligning with Cambridge's core mission of equipping students for lifelong success.

College Board Advanced Placement (AP) Program Mission Statement:

“The College Board’s Advanced Placement Program enables willing and academically prepared students to pursue college-level studies while still in high school. We develop and deliver AP courses in a variety of subjects, each culminating in a rigorous exam. Most four-year colleges and universities in the United States, as well as institutions in more than 100 other countries, grant credit and/or advanced placement for AP Exam scores of 3 or higher.”

RGS integrates the AP curriculum to challenge students with university-level coursework, fostering academic excellence and college readiness. The AP program at RGS is structured to enhance problem-solving, analytical reasoning, and research skills, ensuring students are prepared for higher education and beyond.

By aligning the educational philosophy of RGS with the missions of IB, Cambridge, and AP, we ensure that students receive a comprehensive, internationally recognized education that promotes academic achievement, personal development, and global competence.

IBO Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

RGS Mission Statement

Ryan Global School delivers high quality teaching and learning within a safe, energetic and intellectually -challenging environment .We encourage our students to be inquirers, reflective and collaborative thus preparing them as lifelong learners and ethical citizens within a democratic society and global community .

APPROACHES TO LEARNING

COMMUNICATION SKILLS

THINKING SKILLS

SELF MANAGEMENT SKILLS

LEARNER PROFILE

PRINCIPLED

OPENMINDED

BALANCED

CARING

We at RGS, have aligned our mission statements with the IBO Mission statement, Approaches to learning and learner Profile and as mentioned below:

IBO APPROACHES TO LEARNING:

ATL	RATIONALE
Thinking skills	Ryan Global School (RGS) is committed to supporting every learner by carefully analyzing and evaluating their learning abilities . The school's goal is to guide each student in making informed enrollment decisions , ensuring they are placed in an environment where they can thrive academically, socially, and emotionally. Through this thoughtful approach, RGS aims to foster personalized learning pathways that align with each learner's unique strengths, needs, and aspirations.
Communication Skills	Ryan Global School (RGS) is committed to guiding and counseling students seeking admission with care and understanding. The school prioritizes clear communication in the preferred language of the student and their family, ensuring that every interaction is meaningful and supportive. By actively listening, RGS focuses on understanding

	<p>individual needs and providing personalized guidance throughout a seamless admission process.</p> <p>To enhance convenience, RGS offers the flexibility of completing the admission process either online or in person, allowing families to choose the option that best suits their needs.</p>
Self Management Skills	<p>Ryan Global School (RGS) is resilient and intentional in its approach, employing mindful practices to support every learner seeking admission. Recognizing that each student brings unique experiences and needs, the school is committed to fostering a welcoming and supportive environment where every learner feels seen, heard, and valued.</p> <p>Through these thoughtful and inclusive practices, RGS ensures that each student's journey begins with care, understanding, and a focus on holistic growth.</p>

IBO LEARNER PROFILES:

At Ryan, the following attributes of IB Learner Profiles are imbibed well in the curriculum for the learner describing a broad range of human capacities and responsibilities that go well beyond academic success.

Principled	RGS is committed to fostering an inclusive and student-centered approach where every applicant is treated with integrity, respect, and equity .
Open-minded	Ryan Global School (RGS) embraces the attributes of being open-minded by ensuring that its admission policy is inclusive, adaptable, and respectful of diverse perspectives . The school values cultural diversity, varied learning needs, and individual experiences , fostering an environment where every student is welcomed, valued, and given equal opportunities .
Balanced	Ryan Global School (RGS) upholds the attribute of being balanced by ensuring that its admission policy maintains a fair and thoughtful approach , considering both the academic and well-being aspects of each student. The school strives to create a harmonious learning environment where students are placed in settings that support their intellectual, social, emotional, and physical development .
Caring	Ryan Global School (RGS) embodies the attribute of being caring by ensuring that its admission policy is guided by empathy, inclusivity, and student well-being . The school is committed to creating a welcoming and nurturing environment , where every student feels valued, supported, and encouraged to reach their full potential .

As advocated by IBO, we at RGS ensure that the admission policy is implemented, understood and supported by the entire school community. Parents are informed about the policy through parent meetings, the school website, on the school portal TODDLE.

School Context

Ryan Global School (RGS) is a co-educational day school offering an international curriculum from Playgroup (PG) and Early Years to Grade 12. The school is affiliated with the International Baccalaureate (IB) Primary Years Programme (PYP) from Early Years to Grade 5, which has been offered since 2012. From Grades 6 to 12, RGS follows the Cambridge curriculum, including Cambridge Lower Secondary (Checkpoint for Grades 6-8), Cambridge Upper Secondary (IGCSE for Grades 9-10), and Cambridge Advanced (AS & A Levels for Grades 11-12).

RGS is committed to embracing cultural and linguistic diversity, integrating digital technologies, and ensuring that learning is innovative, inclusive, and globally relevant. The school continuously strives to bring its mission statement to life, fostering a dynamic and internationally minded learning environment.

Alignment of Ryan Group 12-Point Vision with IBO, Cambridge, and AP Learner Profiles

The Ryan Group's 12-Point Vision embodies a commitment to holistic education, character development, and global citizenship. These principles are deeply embedded in the learner profiles of the IBO, Cambridge, and AP programs to ensure students are well-equipped for the future.

1. **Leadership Development:** Aligns with IB's principled and reflective learner profile, Cambridge's leadership ethos, and AP's focus on independent thinking.
2. **Academic Excellence:** Supports IB's inquirer profile, Cambridge's rigorous subject framework, and AP's college-preparatory curriculum.
3. **Value-Based Learning:** Encourages ethical responsibility, a core aspect of IB, Cambridge, and AP programs.
4. **Technology Integration:** Fosters digital literacy as outlined in all three curricula.
5. **Sports and Health Education:** Supports balanced development in the IB Learner Profile and Cambridge's holistic approach.
6. **Arts and Culture:** Encourages creativity, aligning with the IB PYP framework, Cambridge IGCSE, and AP courses in arts and humanities.
7. **Community Engagement:** Promotes service-learning and social responsibility.
8. **Entrepreneurial Mindset:** Encourages innovation and risk-taking in IB, Cambridge, and AP frameworks.
9. **Global Citizenship:** Aligns with IB's international-mindedness, Cambridge's cultural awareness, and AP's global perspectives.
10. **Environmental Awareness:** Advocates sustainability and responsible citizenship.
11. **Spiritual Development:** Encourages self-reflection and personal growth.
12. **Lifelong Learning:** Supports inquiry-based learning and continuous self-improvement.

By integrating these 12 principles, RGS ensures that students not only excel academically but also grow into responsible, ethical, and globally aware individuals, fully aligned with the learner profiles of IB, Cambridge, and AP curricula.

Compliance with IBO Standards:

The Core Committee, in collaboration with the PYP team, conducted a comprehensive review of documents from MY IB PRC and the IB Microsite, ensuring alignment between IB philosophy and the school's Admission Policy.

As an IB World School we commit to the following practices

Pathways / Practices@ RGS: As an IB World School, RGS is committed to exemplary practices that uphold its mission and vision. The Pathways/Practices @ RGS provide a structured framework for implementing effective teaching, learning, and student support systems. These pathways ensure that the school's philosophy is actively reflected in its policies, fostering excellence in education and the holistic development of learners.

PROGRAMME STANDARDS AND PRACTICES	PRACTICE AT RGS (2025-26)
Coherent curriculum 3 (0401-03) The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community.	<p>Ryan Global School (RGS) offers the IB Primary Years Programme (PYP), designed to foster curiosity, creativity, and lifelong learning. The curriculum emphasizes inquiry-based, student-centered learning, ensuring that students explore deeply, think critically, and take ownership of their education.</p> <p>Through an inclusive and transdisciplinary approach, students engage in real-world contexts, promoting global awareness, collaboration, and holistic development. Balanced assessments and opportunities for agency and voice empower learners to develop independence, problem-solving skills, and social responsibility.</p> <p>With a focus on international-mindedness, RGS ensures that every student thrives in a dynamic, engaging, and supportive learning environment, preparing them to become curious, caring, and knowledgeable global citizens</p>
Student support 1 (0202-01) The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students.	<p>Ryan Global School (RGS) is committed to providing equitable access to the IB Primary Years Programme (PYP) by fostering inclusive learning environments that accommodate diverse student needs. The school integrates flexible learning spaces, resource rooms, and quiet zones, ensuring an experiential approach to education.</p> <p>Regular curriculum reviews ensure that RGS aligns with IB, Cambridge, and AP frameworks, fostering inquiry-based learning and student agency.</p> <p>Balanced assessment strategies and differentiated instruction are implemented to accommodate diverse learning styles and needs.</p> <p>Students receive personalized support from teachers through remedial sessions, extra time, and specialized intervention programs. RGS appoints remedial teachers and SEN counselors while collaborating with parents to</p>

<p>(0202-02-0400)</p>	<p>arrange shadow teachers when needed. Uprising parents through meetings, Toddle, surveys, and interactive sessions, ensuring continuous involvement in their child's learning.</p> <p>Technology, multilingual resources, and structured support systems enhance accessibility along with complement academic learning. Ongoing teacher training and policy updates ensure that educators can effectively differentiate instruction and cater to varied learning styles.</p> <p>Through this comprehensive support system, RGS empowers every student to thrive within the IB PYP, fostering academic success, independence, and global-mindedness.</p>
<p>Student support 4 - (0202-04) The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences.</p>	<p>Ryan Global School (RGS) ensures that students and families receive comprehensive guidance about the IB Primary Years Programme (PYP) before enrollment, fostering informed decision-making and meaningful engagement.</p> <p>RGS offers structured guidance for students transitioning across academic levels, ensuring seamless movement from IB PYP to Cambridge IGCSE, AS/A Levels, and AP courses.</p> <p>Dedicated career counseling services help students explore higher education pathways, university placements, and subject selection aligned with future aspirations.</p> <p>RGS prioritizes inclusive learning environments by providing personalized support, including remedial programs, SEN accommodations, and EAL (English as an Additional Language) assistance. The school ensures that all students receive equal access to resources, support, and opportunities for success.</p> <p>Information sessions, open houses, and parent workshops introduce families to the IB philosophy, transdisciplinary approach, and inquiry-based learning model. Individualized consultations help align student needs with programme expectations, ensuring a smooth transition. Resource materials, digital portals, and multilingual support further enhance accessibility.</p> <p>By creating awareness, personalizing pathways, fostering family engagement, and reducing barriers, RGS encourages broad and inclusive participation in the IB PYP. Early exposure to the student-centered approach ensures that learners are motivated to actively engage, empowering them to take ownership of their education.</p>
<p>Leadership 4 - (0201-04) The school implements and reviews systems and</p>	<p>A comprehensive review of admissions policies is conducted every 4–5 years, incorporating input from school leadership, IB coordinators, faculty, and admissions teams to ensure alignment with IB values, regulatory updates,</p>

<p>processes to improve the operation and sustainability of its IB programme(s)</p> <p>The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)</p> <p>The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation. (0201-04-0100)</p>	<p>and community needs. Interim evaluations are conducted as needed to address curriculum changes, policy shifts, or external factors.</p> <p>These reviews enhance equity, accessibility, and operational efficiency, ensuring steady enrollment, streamlined processes, and community engagement. By continuously refining admissions practices, RGS reinforces its commitment to sustainability, inclusivity, and the long-term success of the IB PYP.</p>
<p>Student support 2 - (0202-02) The school identifies and provides appropriate learning support.</p> <p>The school demonstrates that the curriculum is influenced by an understanding of students' prior knowledge, identities, backgrounds, needs and contexts. (0401-01-0600)</p> <p>The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). Culture 1.1- (0301-01-0100)</p>	<p>Details specified in ENROLLMENT SYSTEMS AT RGS</p>
<p>Culture 6 - (0301-06) The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy</p>	<p>Ryan Global School (RGS) ensures that its admission policy aligns with all IB-mandated policies, fostering a transparent, inclusive, and student-centered approach. The admissions process integrates the Language Policy, Inclusion Policy, Assessment Policy, and Academic Integrity Policy, ensuring equitable access to learning for students of diverse backgrounds, abilities, and needs.</p> <p>RGS maintains a holistic admissions approach, considering academic abilities, learning styles, and personal interests while providing diagnostic</p>

<p>Culture 1.3 - (0301-01-0300) The school provides opportunities to access the programme(s) for the broadest possible range of students.</p>	<p>assessments, language support, and individualized learning plans. Flexible entry requirements ensure that language proficiency is not a barrier, with EAL support and multilingual resources available.</p> <p>The school promotes broad participation by offering tailored support services, differentiated assessments, and inclusive learning environments. Regular policy reviews, stakeholder engagement, and ongoing communication ensure consistency and accessibility across all IB programmes. By embedding diversity, equity, and inclusion within its admissions framework, RGS remains committed to fostering a globally-minded, inclusive learning community where every student can thrive.</p>
<p>Lifelong learners 1 - (0402-01) Students actively develop thinking, research, communication, social and self-management skills.</p>	<p>At RGS, we nurture self-management skills to help students become independent, resilient, and motivated learners. Through transdisciplinary learning and the Approaches to Learning (ATL) framework, students develop essential skills like time management, organization, and emotional regulation. Practical strategies such as goal-setting, mindfulness, reflection, and recognition of effort foster perseverance and responsibility. Real-world applications, including Project-Based Learning, the PYP Exhibition, and extracurricular activities, strengthen self-discipline and problem-solving. With a supportive environment, mentorship, and scaffolding, students take ownership of their learning, preparing them to thrive in the IB PYP and beyond.</p>

RATIONALE :

Ryan Global School (RGS) is dedicated to providing a high-quality educational experience through a fair, transparent, and inclusive enrollment system, ensuring that all applicants are treated with equity and respect. Guided by the IB Learner Profile, the school upholds key values throughout its admissions process.

RGS maintains a principled approach by ensuring that its enrollment procedures are honest, ethical, and free from discrimination. The school adopts an open-minded perspective, welcoming students from diverse backgrounds, abilities, and beliefs, fostering an inclusive environment that values different perspectives and experiences.

Each application is reviewed with care and attentiveness, ensuring that students are placed in an environment that supports their academic, social, and emotional well-being. The school follows a balanced approach, considering both academic potential and holistic development, allowing students to thrive in a nurturing and dynamic setting.

RGS remains reflective, continuously evaluating and refining its enrollment policies to align with the evolving needs of students and families. By upholding a principled, open-minded, and student-centered approach, RGS ensures a just, consistent, and welcoming enrollment process, providing every learner with the opportunity to excel within a diverse and globally-minded learning community.

The rationale behind the Enrollment Process is to:

- Maintain an equitable, holistic, and well-structured admission system.
- Ensure students are placed in programs suited to their academic aptitude, aspirations, and learning styles.
- Align with international standards in student evaluation and placement.
- Provide students and families with clear information about the school's academic expectations, policies, and support services.

EDUCATIONAL PROGRAMMES AT RYAN GLOBAL SCHOOL

1. IB Primary Years Programme (PYP) (Early Years to Grade 5):

- **Inquiry-driven, transdisciplinary learning.**
- **Focus on holistic child development and international-mindedness.**
- **Integration of Approaches to Learning (ATL) skills.**

The introduction of the Primary Years Programme (PYP) at Ryan Global School (RGS) serves two key purposes. First, it provides the community with access to a world-class primary education under the International Baccalaureate (IB) framework. Second, it aims to create awareness within the neighborhood and beyond about the far-reaching benefits of the inquiry-based, transdisciplinary approach of the PYP.

The value addition of the PYP to a child's physical, emotional, mental, and social development is rooted in international-mindedness, the attributes of the IB Learner Profile, and collaborative learning principles. RGS is committed to promoting these educational benefits within the wider community by utilizing various platforms to create awareness about its curriculum. Print and outdoor media play a crucial role in projecting RGS as a leading institution for international education in the region.

In continuation of the PYP curriculum up to Grade 5, RGS is also an authorized Cambridge International School (CIS), offering the Cambridge Curriculum from Grades 6 to 12. The curriculum is central to the school's mission and vision, fostering knowledge, skills, and conceptual understanding among learners. Cambridge qualifications are recognized globally, with over 100 countries offering University of Cambridge programmes. These qualifications serve as a global passport to success, providing learners with rigorous, reliable, and flexible assessments that lead to internationally recognized credentials.

2. Cambridge Lower Secondary (Grades 6-8):

- **Strong foundation in Mathematics, Science, English, and Humanities.**
- **Project-based learning and skill development.**
- **Cambridge Checkpoint assessments for global benchmarking.**

The Cambridge Lower Secondary Checkpoint assessments, designed for learners aged 11 to 12 years, provide comprehensive feedback on their strengths and areas for growth in key subjects such as English, Mathematics, and Science. These assessments, marked externally by Cambridge, offer schools an international benchmark for learner performance. Each student receives a statement of achievement and a diagnostic feedback report, enhancing transparency for both schools and parents.

3. Cambridge IGCSE (Grades 9-10):

- **Broad subject selection ensuring depth and academic rigor.**
- **External examinations for international certification.**
- **Career-focused learning and subject specialization.**

4. Cambridge AS & A Levels (Grades 11-12):

- **Subject expertise and university preparation.**
- **In-depth research and analytical skills development.**
- **Recognition by top universities worldwide.**

The Cambridge Upper Secondary (IGCSE) curriculum, tailored for learners aged 13 to 14 years, and the Cambridge Advanced (AS and A Levels) curriculum, designed for students aged 16 to 19 years, prepare learners for higher education and university admissions worldwide. RGS integrates continuous assessments to monitor students' progress, ensuring that each curriculum framework engages learners in an active and creative learning journey.

5. College Board Advanced Placement (AP) (Grades 11-12):

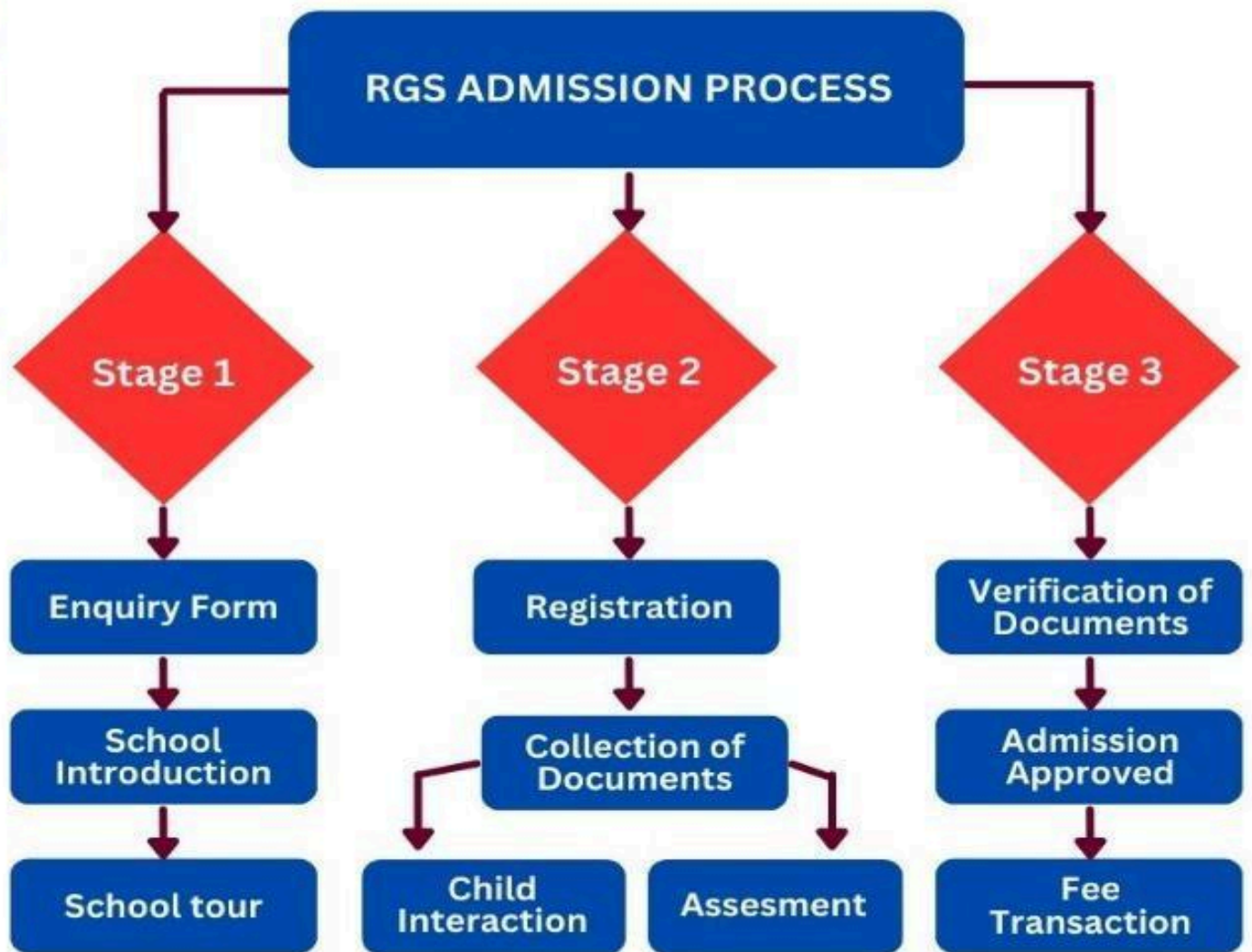
- **College-level coursework for university-bound students.**
- **AP subject selection based on career aspirations and university prerequisites.**
- **Development of independent research, critical thinking, and problem-solving skills.**

At RGS, the transition from IB (PG, EY, and PYP) to Cambridge Advanced Level is seamlessly structured, interweaving elements from both the IB PYP (Geneva) and University of Cambridge (UK) curricula. The flexible approach enables the school to provide comprehensive support, including curriculum guidance, qualification pathways, classroom resources, and global learning opportunities.

The Enrollments Department at RGS welcomes students and parents seeking admission from Grades 6 to 11. As part of the school's admission protocol, the Admissions Incharge provides parents with detailed information about the Cambridge Board and curriculum applicable to Grades 6-12. The Cambridge Department Team Leader further elaborates on the curriculum structure, aligning discussions with individual student aspirations and long-term career goals.

By ensuring that the Enrollment Process aligns with these objectives and programs, RGS supports student success across multiple pathways, preparing them for global higher education and career opportunities.

The admission process at RGS fosters a strong relationship between the school and families, as parents often continue to seek guidance from the Enrollment Department regarding their child's academic journey even after admission. By maintaining transparent communication and a student-centered approach, RGS ensures that every learner is placed in an environment where they can thrive academically, socially, and emotionally.



ENROLLMENT PROCESS AT RYAN GLOBAL SCHOOL

The Enrollment System at Ryan Global School (RGS) is designed to ensure a professional, transparent, and student-centered admission process that upholds the integrity of the school, students, and families.

Objectives:

- To recruit, inform, and admit new students in a forthright and ethical manner, ensuring a smooth transition into the school community.
- To maintain a fair and transparent policy for all prospective learners, ensuring equitable access to high-quality international education.
- To cater to the needs of local and international students, providing them with the opportunity to benefit from the International Baccalaureate Primary Years Programme (IB PYP) and the Cambridge Curriculum, fostering holistic development and global learning.

The enrollment process at RGS reflects the school's commitment to inclusivity, academic excellence, and student well-being, ensuring that every learner is placed in an environment where they can thrive and succeed.

Step 1: Enquiry and School Tour

Parents inquire about admissions through the school website, email, or phone, after which the admissions office schedules a school tour and orientation. This process allows families to explore the campus, curriculum, and learning spaces, while addressing any specific concerns.

Upon arrival, parents are welcomed by the Ryan Admissions Incharge, who facilitates the QR code-based enrollment form for preliminary information. A guided school tour provides insight into the infrastructure, facilities, and academic offerings.

An interaction with the Section Head or Principal follows, where parents receive detailed information on the IB PYP and Cambridge curricula, academic achievements, assessment cycles, student-teacher ratios, extracurricular opportunities, and safety measures. Discussions also cover career counseling, international collaborations, and community engagement initiatives.

This structured process ensures clarity, transparency, and informed decision-making, reinforcing RGS's commitment to a seamless and engaging admission experience for prospective families.

Step 2: Collection of Enrollment Kit

Following the initial admission consultation, parents proceed with the payment towards the enrollment process at the school's front desk, where they receive the Enrollment Kit. It is explicitly stated that purchasing the enrollment form does not guarantee admission.

The Enrollment Kit includes the following essential documents:

- a. School Brochure (E-Brochure, as applicable)
- b. Previous Year's Annual Magazine (Fenetre)
- c. Application Form for Admission (Annexure I(a) and I(b))
- d. Parent Undertaking Form (Annexure II)
- e. List of Required Documents Form (Annexure III)

This structured process ensures clarity, transparency, and adherence to school policies, guiding parents through a well-defined enrollment framework at Ryan Global School (RGS).

Step 3: Entrance Test

Upon submission of the registration form, students undergo a diagnostic assessment to evaluate their learning level, aptitude, and ability to adapt to the educational methodology at Ryan Global School (RGS). These assessments provide insight into academic readiness and learning goals, ensuring appropriate student placement.

Assessment Criteria by Grade Level

- PG & Early Years (EY, EY1, EY2): No formal written assessment. Evaluation is based on previous school report cards, personal interaction, and in-class observations.
- Primary Years Programme (PYP) – Grades 1-5: Assessment focuses on literacy and numeracy to ensure alignment with grade-level expectations, supplemented by personal interaction and in-class observations.

- Cambridge Checkpoint – Grades 6-8: Diagnostic tests assess English Language, Mathematics, and Science, ensuring age-appropriate aptitude and foundational knowledge.
- Cambridge IGCSE – Grades 9-10: Assessment in English Language, Mathematics, and Science evaluates academic aptitude, considering future studies and career aspirations.
- Cambridge AS/A Levels – Grades 11-12: Students undergo an English Language diagnostic test and an Aptitude Test, ensuring alignment with higher education and career goals.

Internal Candidates (AS & A Levels)

No assessment is required for internal students transitioning to AS & A Levels. Enrollment is based on a consolidated academic report and subject teacher recommendations from Grade IX and X. Subject selection is determined by student aptitude, potential, interest, and career path.

This structured assessment framework ensures that students are placed appropriately while fostering academic success within the IB PYP and Cambridge curricula at RGS.

Step 4: Formal Interaction

Following the successful completion and evaluation of the diagnostic assessment test, parents receive an intimation via phone, SMS, or email regarding the next steps. A formal interaction between the parent, student, and the Principal/Section Coordinator is then scheduled to discuss the student's enrollment process and academic alignment.

The purpose of the interaction is to:

- Understand parental perspectives on the student's enrollment at RGS.
- Assess the suitability of academic goals in relation to the grade for which admission is sought.
- Identify areas for improvement to bridge potential learning gaps.

For PG & Early Years to Grade 8, students engage in both scholastic and non-scholastic subjects as part of a well-rounded curriculum. From Grade 9 to Grade 12, subject selection is based on the student's aptitude, potential, interest, and career path.

Subject Selection for Cambridge IGCSE (Grades 9-10)

At the Cambridge IGCSE level, students pursue subjects under the Cambridge ICE group award, which includes five key subject groups:

1. Languages (Group 1)
2. Humanities (Group 2)
3. Sciences (Group 3)
4. Mathematics (Group 4)
5. Creative, Technical & Vocational Studies (Group 5)

Students make informed subject choices after reviewing available options and may seek expert guidance to ensure alignment with their academic strengths and career aspirations.

This structured post-assessment interaction and subject selection process ensures that students at RGS are placed in the right academic pathway, fostering success in their chosen fields.

RGs ADMISSION POLICY 2025

OPTION	GROUP	SUBJECTS TO CHOOSE FOR CAMBRIDGE IGCSE	SYLLABUS LINKS
1	GROUP 1 LANGUAGE S	ENGLISH FIRST LANGUAGE (0500) OR ENGLISH SECOND LANGUAGE (0510 ORAL ENDORSEMENT)	http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-english-first-language-0500/ http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-english-second-language-oral-endorsement-0510/
		HINDI AS A SECOND LANGUAGE (0549) OR FRENCH AS A FOREIGN LANGUAGE (0520)	http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-hindi-as-a-second-language-0549/ http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-french-foreign-language-0520/
2	GROUP 2 HUMANITIES	ECONOMICS (0455) OR SOCIOLOGY (0495) OR ENVIRONMENTAL MANAGEMENT (0680) OR GLOBAL PERSPECTIVE (0457)	http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-economics-0455/ http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-sociology-0495/ http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-environmental-management-0680/ http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-global-perspectives-0457/
3	GROUP 3 SCIENCES	BIOLOGY (0610) CHEMISTRY (0620) PHYSICS (0625) OR ENVIRONMENTAL MANAGEMENT (0680)	http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-biology-0610/ http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-chemistry-0620/ http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-physics-0625/ http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-environmental-management-0680/
4	GROUP 4 MATHEMATICS	MATHEMATICS WITHOUT COURSEWORK (0580)	http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-mathematics-0580/
5	GROUP 5 CREATIVE & VOCATIONAL	INFORMATION AND COMMUNICATION TECHNOLOGY (0417)	Http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-information-and-communication-technology-0417/

	L	OR BUSINESS STUDIES (0450) ACCOUNTING (0452)	http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-business-studies-0450/ http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-accounting-0452/
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NOTE

Ryan Global School (RGS) strongly encourages students to enroll in seven subjects throughout the two-year Cambridge IGCSE program to ensure academic continuity and flexibility. However, a minimum of six subjects is recommended for Grade 11 (HSC) enrollment under the Maharashtra Board of Secondary and Higher Secondary Education, subject to periodic policy revisions.

Key subject selection guidelines include:

- Environmental Management (EVM) may be taken under Group 2 (Humanities) or Group 3 (Sciences) but cannot be counted under both.
- Science Stream students must enroll in all three science subjects to maintain subject integrity.
- Commerce Stream students must select all three commerce-related subjects to align with program requirements.
- ICT and Environmental Management (EVM) are highly recommended, as they provide academic continuity and advanced study opportunities in AS & A Levels.

These subject selection policies ensure that students at RGS are well-prepared for higher education pathways, aligning their academic choices with future aspirations.

Subjects offered at Cambridge AS/A Levels are:

English Language is compulsory for all students enrolled in Cambridge AS & A Levels.

In addition to English, students must select three or four subjects from the following options, depending on their stream and eligibility criteria for undergraduate programs at various colleges and universities:

- Science Stream: Physics, Chemistry, Biology, Mathematics, IT
- Commerce Stream: Accounting, Business Studies, Economics
- Humanities & Social Sciences: Sociology, Psychology

Subject choices should be made strategically to ensure alignment with future academic and career pathways.

Stream	Subjects Offered
SUBJECTS TO CHOOSE FOR CAMBRIDGE INTERNATIONAL AS & A LEVEL	
Science	Physics, Chemistry, Biology, Mathematics, Information Technology (IT) , (English Language/ English General Paper + 4 subjects as per career options)
Commerce	Accounting, Business Studies, Economics, Mathematics Information Technology (IT) , (English Language/ English General Paper + 4 subjects as per career options)

Arts	Psychology, Sociology, Business Studies or Economics, Information ; (English Language/ English General Paper + 4 subjects as per career options)
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** Tentative.

In some cases based on the needs of the students, the school may counsel the student to explore other options available outside the school for various reasons.

For External Candidates: Assessment Test is mandatory for candidates who have completed Grade X from various Indian Boards like CBSE, ICSE and State Boards or International curriculum like IGCSE or MYP. The test comprises a basic aptitude.

Step 5: Deposition of fees & Confirmation of Enrollment

On confirmation of Enrollment, the payment of one time Enrollment fees should be made within 7 working days of announcement of result.

Policy Guidelines or Eligibility for Admission at School:

Age: Students are enrolled in schools on the basis of the following age and grade criteria:

PG, EYs & PYP - The age criteria for admission are as follows are directives laid as per government

Age Criteria: Age Criteria Grid for Admission PG, EYs & Gr1

RGS ADMISSION POLICY 2025

RYAN GLOBAL SCHOOL, ANDHERI											
AGE CRITERIA FOR ADMISSION (2024-25) GRADES - PG, EYs & PYP											
YEA R /GR	2024 -25	2025 -26	2026 -27	2027 -28	2028 -29	2029 -30	2030 -31	2031 -32	2032 -33	2033 -34	AGE (YRS)
PG	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2
EY	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	3
EY1	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	4
EY2	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	5
I	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	6
II	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	7
III	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	8
IV	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	9
V	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	10
VI	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	11
VII	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	12
VIII	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	13
IX	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	14
X	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	15
XI	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	16
XII	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	17
ADMISSION AGE CRITERIA FOR ACADEMIC YEAR 2025-26											
AGE CRITERIA FOR ADMISSION - GRADES - PG, EYs & Gr 1											
PLAY GROUP (PG)	NURSERY (EY)		JUNIOR KG (EY1)		SENIOR KG (EY2)		GRADE 1 (One)				
Born Between	Born Between		Born Between		Born Between		Born Between		Born Between		
1 st January 2023 to 31st December 2023	1 st January 2022 to 31st December 2022		1 st January 2021 to 31st December 2021		1 st January 2020 to 31st December 2020		1 st January 2019 to 31st December 2019				
AGE - 2 Yrs	AGE - 3 Yrs		AGE - 4 Yrs		AGE - 5 Yrs		AGE - 6 Yrs				

****** The above age criteria is based on the latest Enrollment policy as per Government Regulations GR issued by the Education Department dated 19th January 2023 which is subjected to periodic revision.

Nationality: Students of all nationalities holding valid passports or citizenship are eligible to enroll at Ryan Global School (Andheri).

Diagnostic assessments are conducted in English and Mathematics to evaluate a student's developmental milestones based on their age and grade level. These assessments help determine the student's readiness, identify learning strengths and areas for improvement, and ensure appropriate academic placement. This process supports a personalized learning approach, allowing students to thrive within the IB PYP and Cambridge curricula.

Admission Guidelines for Special Education Needs (SEN) Department:

Ryan Global School (RGS) welcomes students with **mild to moderate learning difficulties**, ensuring equitable access to education.

- **Admission Consideration:** Students with documented learning difficulties undergo an interview with SEN personnel and senior administrative staff to assess their ability to integrate into the school environment.
- **Diagnostic Evaluation:** If a significant discrepancy is observed in the Mathematics and Language diagnostic tests, an informal psycho-educational assessment and classroom observation by a **Special Educator** is conducted to identify specific learning needs.
- **Referral Process:** Students may also be referred for evaluation by teachers or parents, ensuring timely support and intervention.

This policy ensures that students receive appropriate accommodations and support, fostering an inclusive and supportive learning environment at RGS.

Ryan Global School (RGS) classifies learning difficulties into two categories to ensure appropriate support and intervention:

Mild Difficulty : Characterized by challenges affecting comprehension, sequencing, and auditory or visual processing at a mild level. Students with mild difficulties typically score close to the normal range compared to their peers.	Moderate Difficulty :Involves learning challenges with lower average standard scores relative to peers. It may also present as a difficulty in one academic area accompanied by attention deficits or behavioral concerns.
Educational assessments	Educational Assessments
Educational Reports	Educational Reports
Remediation in the required skill	Remediation in the required skills
Test accommodations	Para Educator in the classrooms
Exam Accommodations	Curriculum Modification
Class Accommodations	Test/Exam modification
	Assistive Technology in classroom
	Accommodations and Recommendations to be implemented by the class teacher
	Exempt from Second Language with the required documentation for exceptional cases and for a period of time.

Class Size and Promotion Policy at Ryan Global School

Ryan Global School maintains an optimal class size to ensure an effective teaching and learning experience, with a maximum of 15 students per class (EY Section) 20 students per class (GR 1 onwards) to facilitate individualized attention and engagement.

Grade promotion: For grade promotion, teachers work closely with parents to monitor a child's developmental progress. The school does not practice automatic retention; however, if a significant learning gap is identified, a student may repeat a grade in consultation with parents, ensuring they meet the predetermined learning benchmarks set by the school and as per the Education Norms applicable to a particular class/age group. This approach prioritizes the learner's academic growth and overall well-being.

STEP 6 - Rules and Informations

Ryan Global School (RGS) admits students based on an assessment of their ability to benefit from the academic program and their capacity to thrive in an environment that fosters care, self-discipline, and community responsibility.

- **Admission Process:** Submission of an enrollment/admission form does not guarantee admission. All enrollment decisions are made by the Principal or Section Coordinators, in consultation with the Director and academic staff.
- **Priority Admission:** Siblings of current students and children of staff members receive priority consideration over new applicants without enrolled siblings.
- **Comprehensive Student Participation:** All enrolled students are expected to participate in academic, sporting, social, and cultural activities throughout the academic year.
- **Mid-Term Enrollment:** Parents must notify the school of their child's joining date to allow teachers to make necessary preparations. Teachers provide support to new students by helping them catch up on the syllabus covered to date at school along with the support of parents to bridge the gap for the same as needed.
- **Parental Support & Communication:** Parents may contact the Enrollment Counselor for any queries. All school policies are regularly communicated to teachers, students, and parents.
- **Policy Updates:** The Board reserves the right to amend the Enrollment Policy at any time. Parents are encouraged to review the current policy at the time of application.

This policy ensures fairness, transparency, and a smooth transition for all students joining Ryan Global School.

Policy Review and Connection :

Process of development of the whole school Admission Policy

The current policy was written in October 2010. The pre-work for this policy started in April 2010.

Assessment policy steering committee was formed which included the academic leadership team (Head of School, PYP Coordinator, designated teachers, International curriculum Manager and Admission officer)

The following key steps have been undertaken in the development of this policy:

1. Brainstorming with the school community about their beliefs regarding admission in alignment with schools vision and mission
2. Study of literature related to admission criterias and rules by IBO, IGCSE national education department and supporting general rules and directives.

3. Construction of Admission kit in alignment with the policy and requirements to match with our groups admission process and procedures
4. Preparation of the first draft of the policy.
5. Presentation of draft to the leadership team.
6. Incorporating changes and finalizing the Admission Policy.
7. Publishing the Admission policy to all stakeholders.

Admission Policy Revision

The Admission policy will be reviewed after a period of 4 years. We have undergone 4 cycles of revision of the policy in 2012, 2016, 2020, 2025. **Next review will be done in 2029.**

ADMISSION POLICY TO BE READ IN CONJUNCTION WITH	
RGS Language Policy	The Admission Policy ensures that students from diverse linguistic backgrounds are welcomed and provided appropriate language support, reinforcing the school's commitment to multilingualism.
RGS Students Code of Conduct	The Admission Policy upholds expectations for student behavior and respect for cultural and linguistic diversity, as outlined in the Student Code of Conduct.
RGS Parents Code of Conduct	The Admission Policy communicates expectations for parental collaboration in fostering an inclusive, respectful, and multilingual school environment, in line with the Parents' Code of Conduct.
RGS Inclusion Policy	The Admission Policy guarantees equal access and fair enrollment opportunities for students of all abilities, languages, and backgrounds, supporting the school's inclusive ethos.

WE ARE COMMUNICATORS

At Ryan Global School, we believe clear, transparent, and consistent communication is essential. It is important for all stakeholders — especially parents — to be well-informed about the **Admission Policy** and procedures.

We ensure this through:

- **Newsletters** and regular **updates on Toddle**
- **Orientation sessions and parent meetings** to familiarize families with the school's philosophy, policies, and practices

The Admission Policy is readily accessible on Toddle, fostering a culture of openness and partnership within our school community.


Work Consulted

- <https://www.istianjin.org/our-enrollment-process/enrollment-and-placement-policies>
- <https://www.fountainheadschoools.org/Enrollments/Enrollment-policy/primary-years-programme-Enrollment-policy/>
- https://www.genesisglobalschool.edu.in/wp-content/uploads/2016/05/GGS_Enrollment_Policy.pdf
- <http://dsk.co.za/PDFdownloads/DSKAdmittancePolicyengl.pdf>
- Documents from MY IB
- IB Programme standards and Practice **2014, 2018,,** (as applicable)

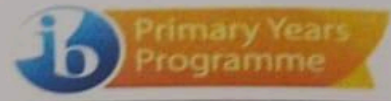
ANNEXURES AND ITS DETAILS INCLUDED AS FOLLOWS

ANNEXURE No.	ANNEXURE TITLE
Annexure I (a)	Annexure I (a) is created named as Application Form for Admission for IB Admissions
Annexure I (b)	Annexure I (b) is created named as Application Form for Admission for IG Admissions
Annexure II	Parent Undertaking Format
Annexure III	List of documents submitted at the time of admission Format

ANNEXURE – I (a)



RYAN GLOBAL SCHOOL
Yamuna Nagar, Lokhandwala, Andheri West, Mumbai - 400053.
Tel: 91-9833332220
E-MAIL ID: rgs.andheri@ryanglobal.org



Sr. No.

Application Form for Admission

Please admit my son / daughter / ward in Class _____ of your school for the year 20 to 20

1. Name (in Block Letters) _____

SURNAME
PUPIL'S NAME
FATHER'S NAME
2. Date of Birth _____ Place of Birth _____ Mother Tongue _____
3. Religion : _____ Whether member of Scheduled Caste ☐ Yes ☐ No
 Nationality : _____ or Tribe or OBC (If yes, attach proof)

- 4. **Details of Father**
 Name _____
 Age _____ Date of Birth _____
 Qualification _____ Occupation _____
 Designation _____
 Approx. Annual Income Rs. _____
 Complete Address of place of work _____

 Phone _____ Fax _____
 Email _____ Cell _____

- 5. **Details of Mother**
 Name _____
 Age _____ Date of Birth _____
 Qualification _____ Occupation _____
 Designation _____
 Approx. Annual Income Rs. _____
 Complete Address of place of work _____

 Phone _____ Fax _____
 Email _____ Cell _____

- 6. Residential Address _____

 _____ Phone _____
- 7. Last School Attended _____
 Class _____ percentage of Marks / Grade _____
- 8. Details of Child's Brothers & Sisters

	Name	Age	Education, including name of Present School
1.			
2.			
3.			

I ensure to pay the fees in time, In case of any delay the management is free to take action or issue the Leaving Certificate. I have been informed that this Institution is a Minority Institution as per The Maharashtra Employees of Private Schools (Conditions of Service) Regulation Act 1977. I have noted the aforesaid fact and I certify that the above particulars given by me are true to the best of knowledge and belief. I agree to abide by the rules and regulations of the school.

Date : _____

Parent / Guardian _____

FOR OFFICE USE ONLY

Admitted in Class _____ Div _____ on _____

PRINCIPAL _____

ANNEXURE – I (b)



RYAN GLOBAL SCHOOL

Yamuna Nagar, Lokhandwala, Andheri West, Mumbai - 400053.

Tel: 91-9833332220

E-MAIL ID: rgs.andheri@ryanglobal.org



Cambridge Assessment
International Education

Cambridge International School

Sr. No. _____

Application Form for Admission

Please admit my son / daughter / ward in Class _____ of your school for the year 20__ to 20__

1.	Name (in Block Letters)																		
	SURNAME	PUPIL'S NAME	FATHER'S NAME																
2.	Date of Birth	Place of Birth	Mother Tongue																
3.	Religion : _____ Whether member of Scheduled Caste or Tribe or OBC (If yes, attach proof) <input type="checkbox"/> Yes <input type="checkbox"/> No																		
4.	Details of Father Name _____ Age _____ Date of Birth _____ Qualification _____ Occupation _____ Designation _____ Approx. Annual Income Rs. _____ Complete Address of place of work _____ _____ _____ Phone _____ Fax _____ Email _____ Cell _____																		
5.	Details of Mother Name _____ Age _____ Date of Birth _____ Qualification _____ Occupation _____ Designation _____ Approx. Annual Income Rs. _____ Complete Address of place of work _____ _____ _____ Phone _____ Fax _____ Email _____ Cell _____																		
6.	Residential Address _____ _____ _____ Phone _____																		
7.	Last School Attended _____ Class _____ percentage of Marks / Grade _____																		
8.	Details of Child's Brothers & Sisters <table border="1"> <thead> <tr> <th></th> <th>Name</th> <th>Age</th> <th>Education, including name of Present School</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Name	Age	Education, including name of Present School	1.				2.				3.			
	Name	Age	Education, including name of Present School																
1.																			
2.																			
3.																			

I ensure to pay the fees in time, incase of any delay the management is free to take action or issue the Leaving Certificate. I have been informed that this Institution is a Minority Institution as per The Maharashtra Employees of Private Schools (Conditions of Service) Regulation Act 1977. I have noted the aforesaid fact and I certify that the above particulars given by me are true to the best of knowledge and belief. I agree to abide by the rules and regulations of the school.

Date : _____

Parent / Guardian _____

FOR OFFICE USE ONLY

Admitted in Class _____ Div _____ on _____

PRINCIPAL

ANNEXURE – II

The parents are required to sign an undertaking form that they agree on the rules, regulations, fee structure and policies followed by Ryan Global School.

ANNEXTURE II

PARENTS UNDERTAKING



To,
The Principal
Ryan Global School
Yamuna Nagar
Andheri West
Mumbai 400053
Date:

Subject: Parents Undertaking of Cooperation and Consent

We, the undersigned, are pleased to enrol our son/daughter,
Mst/Ms _____, in Grade _____ of your esteemed institution.

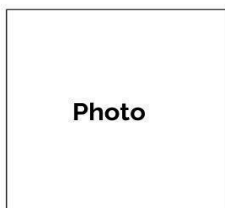
Having familiarize ourselves with all rules, regulations, fee structures, and relevant policies outlined by your institution, including those concerning 'School Dress and Grooming', 'Use of Electronic Devices and Electronic Communication', 'Social Media Conduct', 'Property Care', and 'Safety Norms', as detailed in the School Handbook, we hereby agree to adhere to them diligently.

We acknowledge that the discretion to formulate and revise the aforementioned rules, regulations, and fee structures lies with the School Management, and we pledge our full support towards their enforcement.

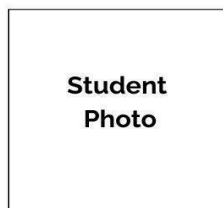
Without reservation, we accept the fee structure and schedule outlined by the school as genuine and authentic. Furthermore, we understand that any breach of school policies, including untimely fee payments, may result in disciplinary actions, including the cancellation of our child's admission and the issuance of a Leaving Certificate in accordance with the Fee Policy.

As the parents of Mst/Ms _____, we affirm that this undertaking is executed voluntarily, without any coercion or undue influence.

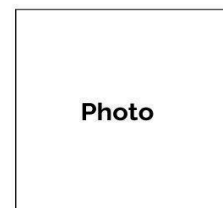
We extend our heartfelt gratitude to your esteemed institution for granting our child the opportunity to receive education within your esteemed premises.



Photo



Student
Photo



Photo

Signature: Mother/Guardian

Signature:: Father/Guardian

ANNEXURE – III

It includes the List of documents to be submitted by the parents to complete the Enrollment process.

ANNEXTURE III



LIST OF DOCUMENTS

- Two copies of the Birth Certificate (The certificate should be in English and showing the correct name of the child. If you do not have a Birth Certificate a Court Affidavit shall be required).
- Copy of the original SC/ST/OBC certificate, if applicable.
- Copy of the ration card reflecting the name of the ward being admitted to the school
- One copy Proof of Residence (Ration Card/Passport Copy/Utility Bill/Rental Agreement).
- In the case of foreign nationals, one copy of Visa, PIO, OCI Card.
- One copy of the previous academic year's Progress Report last attended.
- Aadhar card of the child with the name as mentioned in the birth certificate.
- Adhaar Card of Parents with the name as mentioned in the Birth Certificate
- Original Transfer Certificate of the previous school as applicable (with counter signature and stamping from any other state or embassy if issued from a country outside of India).
- 2 (Two) Passport sized photograph of each parent.
- 2 (two) Passport sized latest photograph of the child.
- Undertaking signed by the parents/guardians.
- Legal document relating to divorce/separation, if applicable.
- Legal document of adoption, if applicable.
- Authority letter from the court allowing the divorced/separated parent to meet the child, if applicable

In case you are unable to produce all the above mentioned documents, the admission will remain Provisional until the requested documents are submitted to our school office along with payment of the fees as per the School Fee Policy.