
OAKRIDGE INTERNATIONAL SCHOOL

BANGALORE CAMPUS

ADMISSIONS POLICY 2019-20

Policy Reviewed: June 2019

Next Policy Review: July 2020



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

OAKRIDGE SCHOOL VISION

Oakridge, a centre for excellence in education, believes that every child has a treasure within. The school kindles in children intellectual, emotional, physical and spiritual development. It aims to produce successful, responsible, creative, Global citizens striving for excellence and committed to nature and progress of society. It envisions a stimulating learning environment by providing highly motivated facilitators, innovative educational methods and quality infrastructure that will help to discover, nurture and bring to fruition the treasure within.

SCHOOL MISSION

Oakridge International School will be a centre for excellence in education. In keeping with the rich heritage of India, it will stress the simultaneous development of the Spirit, the Mind, and the Body and endeavor to send out compassionate, responsible and innovative students committed to change and progress in the development of India and the global environment.

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I. PURPOSE AND BELIEFS

A. PURPOSE OF STUDENT ADMISSION POLICY

The Student Admission Policy is a working document developed by a committee of coordinators, Admission counsellors and administrators from Oakridge International School, Bengaluru (OISB). This document provides an overview of OISB's beliefs and practices regarding the student admission. The origin for this policy is the Standard Operating Procedures - Student Admissions of the School Corporate.

B. BELIEFS

- **Diversity** – Schools celebrating the diversity in our community, will create prodigious learning environments as they benefit and encompass rich learning experiences to their students by way of being introduced to multiple cultures. Careful consideration for achieving diverse students' community begin with the admission selections.
- **Respect as key word** – Schools imbining 'Respect' in its culture exercises it in every aspect of school administration. Whether the students gets the admission or not, the process must be an enriching experience which does not demotivate or belittle the identity of the student. The entire process of admission whether the school can offer or deny admission needs to be respectful towards the student, family and also the school in principle.
- **Safety is Prime** – Safe schools' essentially demonstrate the principle of safety first from the initial steps of admission process. During the process of admission, each student deserves to be treated with dignity and protected from intimidation, discrimination, physical harm and/or harassment from other students or school staff thereby safeguarding the physical, social, emotional and intellectual safety of the candidate student.
- **Equality** – Schools acknowledging 'Equality' as the fundamental right are committed to the principle of equal opportunity in education regardless of gender, race, national or ethnic identity, ability or religion in allowing all student candidates access to courses of study. There can be no scope for any discrimination in the administration of its educational or admissions policies, but may take into account factors including an applicant's prior educational and linguistic background for purposes of admission in order to fulfill the school's mission of providing education in the elected language of instruction to the international community.
- **Evaluating Student Candidates** – The suitability of the student and availability of place are two vital components of all admission decisions. The school reserves the right to refuse admission to students whom they determine will not benefit educationally from attending a particular School system. While the aim is inclusiveness in admissions decisions, careful observation must be exercised before admitting students on the following aspects - any exceptional needs of the student

including physical and/or learning disabilities, development of English-language skills, the student's ability to meet the school's academic standards and evidence of acceptable behaviour in his/her previous school. To this effect, the school's facility to meet any special needs of the student, and the student and family's willingness to embrace the school's mission needs to be evaluated before offering admission.

- **Student induction** – The student's preliminary induction to school is a crucial part of the admission process. New students' and their families need to be supported with the first critical steps to absorb into the system. Providing information and genuine guidance in operational areas such as transport, food, supplies and academic activities, like movement to specialist areas, access to school resources, assessments or assignment routines is vital.
- The school's admission plan is a significant component of the school's Strategic plan. The capacity of admissions is directly linked to school's expansion plan and preparation at every point in school's life and growth.
- The implementation of effective systems for the admissions management is a key area in school administration and impacts admission and exit of students.
- Defining Standard Operating Procedures for admissions management is critical for effective functioning.

II. ADMISSION STANDARDS

- The admissions process is clearly guided by the OISB Admissions Policy and SOP of school corporate, which is reviewed time to time to incorporate changing global requirements.
- Student eligibility shall be determined based on Board policies, program requirements and in compliance with host country regulations.
- No student, who is otherwise eligible (as stated in this policy), shall be denied admission to the School on the basis of race, colour, gender, religion, national or ethnic origin, or discriminated by way of treatment, evaluation or any other consideration.
- The student will be observed for the ability to meet the school's academic standards, successful history of academic performance and appropriate personal conduct. This is evaluated by the school through an assessment process which involves written evaluation, face to face interview and reports (academic and all other relevant reports depending on the year group and the programme applied for) from the previous school (where applicable).
- The school admits students whose academic and personal needs can be met by the programs and student support services available at the time of admission.
- The school accepts applications for admissions throughout the school year and places students for start dates at the beginning of the Terms in an academic session – June, October or January. Occasionally, mid-term placements are

accommodated, but only if there is a commitment from the student to continue with the ongoing program. Should a mid-semester admission be accommodated, tuition is not pro-rated; tuition for the full term is due.

- Fluency in English –As our medium of instruction is English, candidates must show fluency in English or the ability to acquire fluency speedily so this does not impact upon their studies.
- Admission is offered to students who reside in Bengaluru with a parent or legal guardian. There are no boarding facilities for students. No student will be permitted to reside independently of guardians or parents for any period of time.
- Admission to entry level grades such as Nursery, Pre Primary I, Grade I, Grade VI and Grade XI is on a first come, first served basis according to the date of completed application which includes the observation and evaluation by merit where ever applicable. The school shall keep a ranked waiting list, by completed date of application, for applicants not allocated a place and who will be offered admission on a first come, first served basis when space becomes available.
- Admission in all cases is contingent upon a determination by the Admissions Director and/or Academic Heads of School.

III. ELIGIBILITY REQUIREMENTS

LANGUAGE: English is the primary language of instruction and communication across the school and the ability to successfully access the curriculum within a reasonable time and to thrive in English-language learning environment are the guiding principles for admission to the school. English language proficiency is measured as part of the admission process for students entering grades III – XII. OIS teachers are trained to support language acquisition and learning by non-native English speakers, and some additional support is also available for students, but we do not offer a separate ESL track within our academic program.

The eligibility requirements in English Language proficiency and development vary by grade levels in school:

IBDP

In order to be considered for IBDP admission, student applicants of these grades must demonstrate English Language Proficiency at an advanced level to fit into a demanding academic environment. Grade IX to XII program is geared towards preparing students for admissions into college or university in India and other areas of the world. At this level, students must have a fairly high degree of competency in English. For students to be adequately prepared for the academic rigor of the XI and XII grades, they should be independent of ELL support before entering IBDP 1.

* The head of school is responsible for establishing benchmarks of English language proficiency for use in admissions and class placement throughout the school.

ACADEMIC ACHIEVEMENT: While Grade appropriate knowledge, skills and conceptual clarity in various subject areas is the expectation, the school accommodates students with a range of academic abilities, provided they are able to adequately access and benefit from the curriculum. The decision on admission and conclusions about academic achievement or suitability of the applicant is derived through multiple sources such as previous school records and teacher recommendations, on campus observations during the process of student interaction or Trial class or academic assessment test as per the requirement.

The applicant's Achievement expectations vary according to the Grade-

For admission into IB Diploma Programme, we consider teacher analysis based on the personal interaction and / or academic assessment test whichever is applicable.

AGE: The chronological age of the applicant is a key determinant for grade placements. While the school understands the applicants come from different educational systems with varied grade names, calendar years and grade progression criteria, the school follows the Grade Placement as per the age criteria in the School Admissions SOP.

RESIDENCE: No boarding facilities are offered by the school. Applicants must therefore reside with their parent(s) or other legal guardian in a location within commuting distance to the school. School provides for transport as per pre-determined routes.

PARENT COMMUNICATION: The school expects parents to partner the purpose and process of child's education. Hence Home-School communication is vital. The primary language for communication with parents is English. At least one parent or guardian must be able to communicate comfortably with school personnel in English. In addition, the school uses electronic and telephonic modes of communication and parents must provide contact details and be able to access electronic communications from the school - email and web-based platforms.

IV. DISTINCT NEEDS

Students with Learning Difficulties: An Admission decision for applicants with different needs is based on the school's capacity to support the child's learning needs. At the time of admission, given the particular learning challenges, the key aspects to determine the school's decision in this regard are –

- The suitability of the physical environment of the campus (the physical infrastructure).
- The sufficiency of learning support resources (existence of man and material resources).

- The availability of the learning support resources (place in the support unit).

School's facilities and resources to support students with significant learning, physical or social/emotional differences are in sufficient. Applicants with mild to moderate social/emotional issues or learning difficulties are referred to the student support Unit personnel for evaluation. If it is determined that the school is not equipped to accommodate, the candidate is directed to a more suitable school. The admission is agreed provided we have the means to support the student adequately, that the student is able to gain access to the curriculum we offer and the parent is willing for additional support from home.

The prospective parents who are applying for admission for a child with diagnosed or clearly known learning difficulties need to disclose these details and describe in the application at the time of admission. Failure to disclose any information in this regard at the time of admission may result in revocation of admission. School may require such applicants to provide evidence of, or seek, recognised external assessments. The application of such students should be attested with the suitable support documents –

- Reports of professional assessments
- Details of extra support the applicant is receiving
- Psychiatric Evaluation (within the last three years, if applicable)
- Individual Education Plan (IEP) and educational reports (if applicable)
- Medical History & Reports (if applicable)
- Record of Placement & Treatment History

Admissions decisions are made by the relevant principal or the head of academics based on the recommendation of the learning support staff. However, the school reserves the right to review a student's progress and determine the appropriateness of his/her continued enrolment in the school. If a student's learning needs could not be accommodated, the school will endeavour to direct parents to more suitable options. School will admit students requiring learning support up to a determined capacity as per the resource in support unit. Once that limit has been reached, no additional students requiring learning support will be admitted until either space becomes available or additional resources are in place to meet their learning needs.

The school does not provide Occupational, Speech Therapy, Physical Therapy or Mental Health Support. Parents will have to contract these services with external professionals.

Students with Physical challenges: Students are required to navigate through various learning spaces in the campus. Physically challenged students whose disabilities do not prevent their movement around the campus which is necessary to gain access to the full curriculum can be provided admission.

Students requiring English Language Learning Support:

Students requiring ELL support are admitted when ELL support resources are available to address the student's language learning needs at the time of admission. OIS teachers are trained to support language acquisition and learning by non-native English speakers, and some additional support is also available for students, but we do not offer a separate ESL track within our academic program.

V. GRADE PLACEMENTS

The applicants for admission into all grades in the school come from many different countries across the globe. While the school understands and recognizes the applicants come from different educational systems with varied enrolment practices with regard to grade names, calendar years and grade progression criteria, the school follows the Grade Placement as per the admissions SOP of the school. The June 1 cutoff date and grade placement protocol reflects what we believe to be the most appropriate classification for the social, emotional and academic wellbeing of children attending the school. The placement of students to a particular grade or grade section basically is determined by two factors – Age criteria and Class Balance.

Class Balance: The class size is restricted to twenty five students across the school. As a co-educational international school, we try to the extent practicable to maintain a balance of genders, abilities and nationalities in each of our grade years and classes. The Class composition aims at the best benefit for peer learning and compatibility. Some justifying circumstances such as the need for a student to repeat a year or accommodating the child of an incoming faculty member may dictate the need to exceed the maximum class size. In these instances, the maximum class enrolment will not exceed the set threshold by any more than two students.

Age Criteria for Grade Placement:

To ensure the most enriching learning environment for all students, we rarely allow exceptions to the grade placement protocol of the school.

The criteria for enrolment into any grades shall not be based only on age, but also on academic history, environment suitability, grade level completion and program requirements.

Students, whose age at high school graduation would exceed by two years the normal age for graduation, would not normally be enrolled in the School.

Applicants applying from schools using a different calendar year such as Jan-Dec school year need to apply to the grade level that extends their current school year.

All exceptions to the minimum age requirements above shall be decided by the Principal, based on recommendation from the counselor. School reserves the right to make all final determinations regarding grade placement.

VI. ADMISSIONS PROCEDURE:

STEP 1: Meeting with the student admission counsellor. The parent fills in the Inquiry form and seeks some admission information. The counsellor explains the principle beliefs of school, brief on the programs offered and process of admission to the parent and proceed to the next step in the process.

STEP 2: School Tour is organized for the parent by the school counsellor. During the school tour, the parent is introduced to the infrastructure and facilities. Opportunity to meet a teacher and watch a class in progress come along as per the day's routine.

STEP 3: The admission team will issue the application on parent's request. The filled in application with relevant details will be submitted to the school as per the specification.

STEP 4: The applications are scrutinized and the admissions team will schedule an observation date for the applicant. The observation is conducted by way of play activities, academic activities, written test or face-to-face interview as per the requirements mentioned in the observation criteria for the of the SOP catering to the placement criteria age/grade wise.

STEP 5: The applications are scrutinized and the admissions team will schedule an observation date for the applicant. The observation is conducted by way of play activities, academic activities, written test or face-to-face interview as per the requirements mentioned in the observation criteria for the of the SOP catering to the placement criteria age/grade wise. This enables us to assess the child's learning skills and Grade suitability or readiness.

STEP 6: The observation records are analyzed by the respective grade wise academic team and the school's decision for the candidate's admission is published on school portal or through direct communication with the parent. The parents are given a timeline to complete the admission formalities and the process moves to next step. In situations of wait listing or admission denial also, the admissions team communicates the same to the parents.

STEP 7: The admission is deemed to be complete on the payment of admission fee and submission of relevant documents to the school admissions office. With that the family becomes a part of Oak ridge family and gets eligible to receive News from OIS.

Post admission, the school facilitates for the smooth transition of the student and the family. Parent Orientation Programs, Front Bench meets, Parent Program connects and Learning-to-Learn weeks are planned to enable the student and family be inducted into the school system.

* Admissions are processed online according to the SOP for online admissions.

* Admission shall be provisional till all documents are submitted at school office and are found in order.

*The student / parent shall be liable for any wrong information leading to cancellation of admission. All fee / dues paid shall be forfeited.

* In case the parent wants to withdraw the admission after registration, the school need to receive information on or before 31st May about withdrawal, along with original copy of the receipt. Fees paid by the parent will be refunded 100% (Except application fee of 1500) within 15 working days.

VII. PATHWAY TO IBDP FROM MYP

MYP Students of Oakridge are offered admission to DP program on a priority basis. However, subject selection at DP may depend on student performance on pre assessment tests. External MYP students will be offered admission based on the interview and academic performance based on the seat availability.

Students may need to take pre assessment tests for IBDP in the following cases:

- i. Language at B level (French/Spanish/Hindi) as per language policy
- ii. To take a subject at HL (such as Math HL) when the MYP e-assessment marks are below par (less than 80%)

MYP students must attend two counseling meetings for course selection with IBDP Coordinator and College Advisor to ensure subject chosen are in line with their strengths and career aspirations.

VIII. SCREENING AND INTERVIEW FOR IBDP (Applicable for in school CBSE students and external students from any other board except MYP)

The admission to IBDP has a detailed procedure involving various weighted ratings to qualify. The student has to achieve cumulative score of at least 60% to be able to get placement into IBDP Grade XI. The fields of evaluation for admission are

What	Weighted Rating	Standard Achievement	Evidence present to	Other details
Grade X aggregate %	40%	80% aggregate score or 'B' grade over all.	Transcript – Grade X board Exam.	Pre-board results should be provided in case of delay in Class X board result.
Admission Assessment Test Duration–90min	40%	60%test score	Test papers	Qs on reading, critical thinking, problemsolving, creative writing.
Admission Interview	20%	-----	The student should demonstrate <i>detail ed</i> knowledge of IB	Conducted by IBDP Coordinator, Principal and or senior teachers.

			Diploma programme requirements a serious thought to college and career plans.	
Admissions status: The consolidated scores of all screening tested are calculated to analyze admission eligibility.				
<ul style="list-style-type: none"> i. 80-100% admission granted ii. 60-79% provisional admission granted iii. 0-59% admission denied 				
<p>Students may need to take placement tests, after admission, in the following cases:</p> <ul style="list-style-type: none"> i. To take a subject at HL when the Class X board marks are below par (i. e. 80% (for CBSE/SSE/ICSE), 85% (US), B (IGCSE)) <p>* Counseling and orientation- admitted students must attend two counseling meetings for course selection with IBDP Coordinator and College Advisor.</p>				

IX. ADMISSION PRIORITIES:

The general eligibility criteria is followed for all applicants except MYP students. While the process of admission and screening remains constant, Oakridge prioritizes the admission placements for the following categories –

Siblings – We are committed to keep families together in one school and so the siblings of students already enrolled in the school are given preference in the placements and move to the top of wait pool at any given point.

Alumni - Special considerations are made for the children of alumni at the time of admission. All applications of the children of alumni will move ahead of all other applications in their respective category but will be lower than siblings.

Teacher's Biological Children: To promote the recruitment and retention of suitably experienced staff, the school reserves at least two seats in each class for the children of teachers. Such admissions are sometimes agreed prior to signing the contract of employment and offered against the availability of teachers quota seats in the preferred grade. These applicants need to fulfill all other criteria for admissions. However, admission priority or concessions can be availed by the teachers for only a maximum of two children and only biological children. Adapted children need to get additional approval.

Corporate Partnerships: The school anchors connect with the industry and welcomes partnerships with corporate organizations and other entities, provided they are in the school's interests. These partnerships are usually for mutual benefit and the school obliges to offering priority in admission for children of employees of these partners. The admissions through this category may be offered some financial concessions but will have to fulfill the general criteria for admission.

Internal Transfer: Oakridge International Schools are five campuses in the region and the

school would like to offer parents the facility of transferring admission from campus to another campus against the availability of place for admission. The internal transfers get preferential treatment in placements.

Existing Parent Referral: Each existing parent is provided an opportunity to refer any one student placement in an academic year. This referral can be their own child or from their extended family or friends. The referral from existing parents enjoys the preferential status on the waitpool.

*Approval of partnerships requires the Board of Governors' approval prior to entering initiation of discussion and also at the time of entering into an agreement.

*Admissions to students with learning differences in all above categories will be offered admission on the basis of availability of seat in the grade as well as the support unit – strictly on meeting the placement availability in both areas.

X. ADMISSION REJECTION

Oakridge is committed to providing enriching learning experience to all students. The class size and safety of the children are prime. Education for Oakridge is inspiring young minds and in doing so, safeguarding the collective interests of students is non-negotiable for the school. No admission will be offered even under slightest suspicion of harm to this interest. The applicants are refused admission in the following circumstances –

- Non availability of places in Grade level or respective departments or support units.
- Non availability of required documentation to process the admission.
- Non-resident status of the applicant . All students are required to stay with their biological parents or their authorized candidates.
- Non-compliance of the candidate's personal record to the school's culture and values on scholastic or behavioural aspects.
- Single –parent admission process with ambiguity in parent relationship status. The school chooses to be away from all legal and out of court issues of the parent status. Any ambiguity in this respect can be a cause for refusing admission.

The school reserves the right to deny admission to any applicant as Oakridge believes that the school may not be a suitable learning environment for all learners or by choice not to offer admission for suitable reasons.

Conditional Admission: A conditional placement is offered to the applicants when the school is not sure if the candidate will succeed as a learner in the school setting. This offer allows candidates an opportunity to prove themselves, and also to determine if the School is an appropriate learning environment for the individual . Students admitted on conditional Placement status are reviewed within 6 weeks of admission and then again after the first three months and parents are given appropriate feedback on status. The students' admission will become regular if the concerned academic team feels the student is thriving in this environment. If the team feels the child is not benefitting from the learning offered by school, the parents will be recommended to withdraw the student from this school and if possible, recommend a more suitable place for better nourishment and learning for the student.

*Conditional Admission is also offered to online applicants who are offered seat based on only previous year records without personal interaction. The admissions may mature to regular admission after qualifying in the on campus observation.

* No refunds will be returned for tuition or fees already paid for the term under circumstances of mid-term withdrawal due to lack of progress or poor performance of the student on conditional placement.

XI. WAIT POOLS

The student's application will be placed on the waiting list when the number of eligible applicants exceeds the availability of seats for a particular grade. In order to be placed on a waiting list, the applicant should fulfil all suitable admission criteria and will have to complete the application process. Relevant documents have to be submitted along with the application. All eligible applications received for a grade that is already at its enrolment capacity will be put on wait pool. The admission team places the order on the wait pool based on first come first serve basis sequenced by the date of submission of application. The admission priority Applications are placed in priority sequence based on the date that the full application and fee was received.

The admissions office operates on the wait pool and allocates seats in accordance with the school policy. The applicant's position in the wait pool is fluid and has the potential to change on a daily basis. The admissions office periodically contact parents of applicants in the wait pool to update them on enrolment status and to confirm whether they wish to remain in the wait pool. The school is not responsible for the amount of time an applicant spends in the wait pool.

XII. REQUIREMENTS PRIOR TO ADMISSION

To finalize the placement for a particular student candidate, the following criteria should be fulfilled:

- The application to be filled with relevant details.
- The admission fee paid as per date lines.
- All relevant documents submitted to the admissions office.
- Birth certificate of the child
- 6 passport size photograph of the child
- 1 passport size photograph of parent each
- Last three years class records (if required)
- Immunization/ vaccination reports
- Transfer certificate
- Authentic Blood group report.
- Evidence for approval from the Head of admissions will have to be documented with the application.
- Letter to parents on the consent and confirmation of admission.

XIII. ADMISSION CANCELLATION

The School reserves the right to cancel any admission when any or all of the following conditions apply:

- The student/ parent provides wrong information at the time of admission/ in application.
- The student's learning response is not satisfactory and the school cannot do more with given available resources
- The student's attendance record is poor.
- The student shows to be disruptive and detrimental to the school culture and student community.

* In the event of student's withdrawal from School due to any of the above reasons, no tuition refund will be granted .

XIV. BASIS FOR THE ADMISSION POLICY

The Policy is based on the Student Admissions Standard Operating Procedures of the School Corporate. The general admission details need to be referred to the explicit SOPs on – Financial implications, responsibilities in Oakridge Community, student induction and FAQs.