



"Creating an educational environment for the body, mind, and spirit"

NO LIMITS ACADEMY CORE VALUES

We believe that **communication** is a basic right of all human beings and should be available to learners at all times. To increase the speech and listening skills of students, we encourage active communication throughout the classroom day, and we ensure that students are given opportunities to have their voices heard. Technological devices utilized by non-verbal students are equivalent to their voice and should be treated as such. By empowering learners with the ability to participate and socialize on a daily basis, we are furnishing verbal and nonverbal students with the chance to choose, express preferences and thoughts, and close gaps that exist between themselves and the society in which they live.

We believe that the ability to choose is another basic right of our learners. Through our various programs, we are dedicated to increasing our learners' ability to make a **choice** and communicate preferences. We are also committed to showing our learners that they have a voice, teaching them how to use it and witnessing our learners change the perception of society in the process.

We believe that learners can reach their potential when education is delivered in a way that works with their brain, and not against it. All students possess ways that they learn best, and learners with complex and physical disabilities have many processes interrupted or altered that are typically required for learning. We individualize the way a learner is taught **to meet the unique needs of students: physical, cognitive, emotional, and spiritual.**

Physical

Our learners possess a wide variety of physical needs, including sensory, positional, movement, daily living, and medical. All aspects of the learning environment and educational instruction are designed to meet ALL the needs of an individual learner.

Cognitive

Our learners are taught at their applicable cognitive level and in a way designed to assist them in the progression to the next level. Complex disabilities result in variances in the way the brain is processing and receiving information. Our educational plan for each

learner takes into account these variances and results in an educational plan for a learner that works with their disability to overcome it and reach their full learning potential.

Emotional

Our learners experience the same emotions as learners without disabilities. Addressing the emotional needs of a learner is one of the first steps to academic and personal advancement. We work to teach our learners to identify emotions and to handle them in a way that works with their respective cognitive levels and disabilities.

Spiritual

Our learners are creations of God who need to hear the truth of the Gospel, like all created beings. The truth of Jesus Christ and the redemption of the cross is central in all that we do, addressing the spiritual needs of our learners along with the physical.

We believe that the education of a learner with complex physical disabilities is only achieved through **neural development**: activating and strengthening neural connections in the brain. Movement and exploration are not additions to a learner's education to help the learning process but part of the process. We use a multisensory approach to education that allows the learner to experience knowledge and skill acquisition through the seven senses. Movement and exploration are necessary components of creating this type of learning experience.

We believe that **social development** is a critical element of cognitive development. By breaking down the barricades that exist between a learner with disabilities and their society, environment, and others, we are providing avenues of interaction that lead to cognitive development.