



MEDIA KIT

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THE SCHOOL HOUSE

A NATIONAL MODEL BUILT AROUND HOW CHILDREN
ACTUALLY LEARN

The School House is a nonprofit K–8 learning community based in East Northport, New York, designed from the ground up around an evidence-based, advanced pedagogy and a deep respect for childhood.

The School House is grounded in an evidence-based, advanced pedagogy—drawing from Structured Foundations, Reggio Emilia-inspired practices, problem- and project-based learning, and critical thinking through group dialogue—while preserving what works best in American education, including recess, Presidential Fitness, performing arts, civics, and economic diversity.

Rather than adapting curriculum to fit a traditional school structure, The School House was built from the curriculum outward. Every aspect of the school—from scheduling and classroom design to Educator roles and Learner experience—exists to serve developmentally sound, rigorous, and humane learning.

The School House functions as both a brick-and-mortar school and a national demonstration site, showing what is possible when childhood, pedagogy, and culture are aligned.



**BRINGING IDEAS TO LIFE
BY HONORING HOW
CHILDREN THINK,
CREATE, AND GROW.**

OUR MISSION AND VISION

The mission of The School House is to build the best Pre-K - 8th grade school in the world combining what we know scientifically works in learning with what we love about traditional American schools. Learning becomes engaging, successful, accomplished and multi-dimensional all at once.



THE AMERICAN EMERGENT CURRICULUM (AEC)

A LIVING CURRICULUM FOR REAL CHILDREN

The American Emergent Curriculum is a comprehensive, child-first curriculum that brings together the most effective and scientifically supported pedagogical approaches for how children truly learn. It intentionally synthesizes Structured Foundations, Reggio Emilia-inspired practices, Socratic Seminar, and problem- and project-based learning into a cohesive, developmentally sound framework.

Created at The School House, the AEC is designed to educate the whole child—academically, socially, emotionally, and physically—through meaningful, real-world learning that evolves as children grow. The AEC is grounded in over a decade of developmental science, classroom observation, and real-world outcomes. Rather than relying on isolated methods or static scope-and-sequence models, it integrates proven pedagogies into a unified approach that honors curiosity, mastery, collaboration, and deep thinking.

Core principles of the AEC include:

- Integrated learning across disciplines
- Developmentally appropriate structure that evolves with age
- Screen-Free learning up until Grade 7
- Academic rigor paired with real-world relevance
- Character, kindness, and contribution as educational outcomes

Another unique aspect of the American Emergent Curriculum is that it is updated annually and refined through daily classroom practice, ensuring it remains responsive, rigorous, and deeply effective. This stands in contrast to modern-day textbooks, which can often lag 13–15 years behind current research and real-world needs.

[LEARN MORE ABOUT THE AMERICAN EMERGENT CURRICULUM.](#)



**WE SMART KIDS
UP, RATHER
THAN DUMB
THEM DOWN.**

HOW LEARNING WORKS AT THE SCHOOL HOUSE

WE DON'T TEACH TO TESTS. WE TEACH FOR MASTERY.

At The School House, learning is driven by understanding and mastery—not test preparation. We do not teach standardized tests. Instead, Learners are assessed through ongoing observation, meaningful work, and demonstrated mastery. Educators closely observe how Learners think, reason, communicate, and apply knowledge, allowing progress to unfold at an individualized and developmentally appropriate pace.

Classrooms are intentionally mixed-age environments, reflecting how children naturally learn in real life. This structure creates daily opportunities for collaboration, leadership, and reinforcement of knowledge. When an older Learner can clearly teach a lesson or concept to a younger Learner, that ability is recognized as true mastery. At that point, the Learner is encouraged to move forward—into deeper work, new projects, or more advanced challenges.

Academic rigor is maintained through intentional challenge, not simplification. Learners are consistently offered work that is just beyond what they can complete independently—keeping learning engaging, productive, and intellectually alive.

This approach is grounded in the educational principle known as the Zone of Proximal Development: the space where Learners are challenged with support, rather than rushed or held back. By working within this zone, The School House ensures Learners are stretching their thinking while remaining confident, curious, and motivated.

The result is a learning environment where:

- Learners build deep, transferable understanding
- Mastery is shown through action, not memorization
- Progress is based on readiness, not calendars
- Curiosity and joy in learning are preserved



**WE WORK INTENTIONALLY
WITHIN THE ZONE OF
PROXIMAL DEVELOPMENT—
WHERE LEARNERS ARE
CHALLENGED, SUPPORTED,
AND MOTIVATED TO GROW.**

PROGRAM BY DEVELOPMENTAL STAGE

PURPOSEFULLY DESIGNED FOR EACH STAGE OF DEVELOPMENT

THE LITTLE HOUSE (18 MONTHS–3 YEARS)

The Little House is The School House's toddler program, grounded in the belief that purpose begins early. Learners engage in hands-on, sensorial experiences that support language development, coordination, independence, and emotional regulation. Daily life includes cooking, baking, gardening, movement, and care of the environment—establishing a strong foundation for lifelong learning.

[LEARN MORE ABOUT THE LITTLE HOUSE.](#)



THE SCHOOL HOUSE (PRE-K–6TH GRADE)

The elementary program blends academic depth with real-world application. Learners develop strong literacy, mathematical fluency, scientific thinking, and historical understanding while also building executive functioning, collaboration, and communication skills. Learning remains screen-free, allowing Learners to stay present, socially connected, and deeply engaged during the most formative years of development.

[LEARN MORE ABOUT THE SCHOOL HOUSE.](#)



THE MIDDLE SCHOOL HOUSE (7TH–8TH GRADE)

The Middle School House is designed specifically for adolescents, treating this stage as a time of growth and possibility. Learners engage in advanced academics, Socratic dialogue, civic education, wellness, and early entrepreneurship—supported by structure, mentorship, and increasing responsibility.

[LEARN MORE ABOUT THE MIDDLE SCHOOL HOUSE.](#)



“FROM TODDLER TO TEENAGER, THE SCHOOL HOUSE IS THERE FOR EVERY STAGE OF GROWTH.”

AEC TRAINING & CERTIFICATION

PREPARING EDUCATORS AND LEADERS TO IMPLEMENT THE AEC WITH FIDELITY

The School House offers the AEC Training Program, a public-facing certification pathway for individuals seeking formal training in the American Emergent Curriculum. The program is open to anyone who wishes to become certified in the AEC and provides a structured sequence of learning and evaluation designed to ensure participants understand the pedagogy and can implement it faithfully in practice.

Training is rooted in how the curriculum is lived daily at The School House, connecting theory to real classrooms, real Learners, and real outcomes.

[LEARN MORE ABOUT THE AEC TRAINING PROGRAM.](#)

TRAINING THAT
HONORS HOW
CHILDREN LEARN—
AND PREPARES
ADULTS TO TEACH
WITH INTENTION.



WHAT MAKES THE SCHOOL HOUSE DISTINCT.

A SCHOOL DESIGNED WITH THE CHILD IN MIND.

100% CHILD-FIRST

The School House was designed to serve Learners—not systems, mandates, or trends. It is entirely Child-First, ensuring decisions are made based on what children need to thrive, not what institutions require for convenience or compliance.

ONE HOUR OF RECESS—EVERY DAY

The School House is the only school in the country intentionally designed with a full one-hour daily recess. This is not an add-on or reward—it is a core part of the academic day. Extended outdoor play supports physical health, emotional regulation, social development, and focus, allowing Learners to return to academic work more grounded, attentive, and ready to engage.

THE ONLY HOMEWORK IS CONNECTION

At The School House, the only homework is to connect with family. Each Friday, Learners are sent home with a thoughtfully chosen question, topic, or subject connected to their learning. Over the weekend, Learners are encouraged to discuss it with their family—listening, sharing perspectives, and engaging in meaningful conversation.

On Monday, Learners return to school and report back to their classmates and Educators, strengthening communication skills, reflection, and community dialogue—without sacrificing rest, play, or family time.

KINDNESS & ENTREPRENEURSHIP

Kindness is a daily practice, embedded into collaboration, responsibility, and community life. Entrepreneurship is taught as initiative, creativity, and real-world problem-solving.

A THRIVING EDUCATOR CULTURE

Educators are revered as professionals. They are paid a living wage, receive annual bonuses, and are supported through a professional growth pathway that encourages mastery and longevity.

FARM STAND & REAL-WORLD WORK

Learners grow, prepare, and share food through the School House Farm Stand—integrating science, math, economics, nutrition, and service.

SCHOOL CARES

Through School Cares, Learners take responsibility for their environment—caring for animals, gardens, and shared spaces—building stewardship and accountability.

CIVICS & WELLNESS

Civic literacy and personal wellness are core pillars, ensuring Learners grow into informed, grounded, and capable citizens.

A MISSION-DRIVEN NONPROFIT

As a nonprofit organization, The School House exists solely to serve Learners, Families, and Educators—every decision is mission-driven and impact-focused.

“I AM GRATEFUL FOR MY TEACHERS AND I LOVE BEING AT THE SCHOOL HOUSE. I FEEL LIKE TSH IS MY HOME...BECAUSE IT IS”
– FORMER PRIMARY LEARNER

TSH & AEC PROVEN IMPACT:

DATA & RESEARCH FROM OUR FIRST 7 YEARS IN PRACTICUM.

For seven years, The School House has served as a living practicum—testing, refining, and validating what happens when education is built around how children actually learn. During this time, the American Emergent Curriculum has been implemented daily with real Learners, guided by trained Educators, and supported by deeply engaged Parents. The result is not theory, pilot studies, or short-term gains, but a sustained body of evidence drawn from authentic classroom practice.

Our data reflects consistent outcomes across academic growth, social-emotional development, learner engagement, and long-term readiness. Because The School House prioritizes observation, mastery, and developmental alignment over test-driven instruction, our research captures what traditional metrics often miss: how Learners think, collaborate, problem-solve, communicate, and grow over time. This seven-year data set represents one of the most comprehensive real-world examinations of a child-first, evidence-based model in practice.

[SEE OUR LATEST DATA & RESEARCH.](#)



**SEVEN YEARS IN PRACTICE.
REAL CHILDREN.
REAL OUTCOMES.**

MIMOSA JONES TUNNEY

EDUCATION ADVOCATE. PEDAGOGICAL POWERHOUSE.
CHANGEMAKER.

Mimosa Jones Tunney is the Founder & President of The School House and The American Emergent Curriculum.

Raised in poverty and shaped by Educators who changed the trajectory of her life, Mimosa built The School House from lived experience, deep pedagogical conviction, and a belief that children deserve better than systems designed for efficiency over humanity. Her work bridges research, classroom practice, and cultural truth—challenging America to rethink how it educates children.

Mimosa and The School House were recently named finalists for the 2025 Yass Prize, receiving \$250,000 as a Transformative Educational recipient. The accompanying STOP Award supports The School House in expanding into education-freedom states, strengthening American Emergent Curriculum licensing, and accelerating development of its AI-enabled School House Anywhere platform to reach more families nationwide.

**“IF YOU FIX
EDUCATION FOR 3-12
YEAR OLDS, YOU’LL
FIX EVERY PROBLEM
IN AMERICA.”**

—MJT

In addition, The School House—through a partnership with Long Island University—was recently awarded a \$2.3 million federal Civics Grant. This funding will propel a three-year national Civics Seminar initiative serving Educators, Student Leaders, and School Districts across the country.

She is recognized nationally as a leading voice in education reform, known for her clarity, integrity, and insistence that children—not institutions—must come first.



[LEARN MORE ABOUT MIMOSA JONES TUNNEY.](#)

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PHOTO GALLERY

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