



nslba
National School Boards Association

WOLF

IN SCHOOL'S CLOTHING

Part II

WHO DO THEY PROMOTE?



COURAGEISAHABIT.ORG

One Minute **SUMMARY**

WHAT IS THE CORE ROLE OF A SCHOOL BOARD?

They approve Curriculum, Budget, Funding, Policies, Operations, Community Partnerships, Hiring and Firing.



WHO CONTROLS YOUR SCHOOL BOARDS?

The [National School Boards Association \(NSBA\)](#) plays a pivotal role in controlling and influencing the direction of local school districts (also known as Local Education Agencies). The NSBA provides guidance to over 90,000 school board members and 13,000 school districts. Collectively these districts have a \$400+ billion budget for "buying power."



WHAT IS THE NSBA'S MISSION?

NSBA focuses on radical social justice activism. Their mission prioritizes progressive ideals, pushing policies that emphasize identity politics over merit-based outcomes. They use their influence to transform America by undermining parental authority and exploiting children.



WHAT IS A SCHOOL BOARD SUPPOSE TO DO?

School boards are critical in shaping K-12 education and should prioritize American exceptionalism, traditional principles, and local representation. They should serve as a frontline defense against centralized overreach and progressive ideologies that undermine American values.



TODAY, THIS IS NO LONGER THE CASE DUE TO THE RADICAL INFLUENCE AND CONTROL BY THE NSBA.

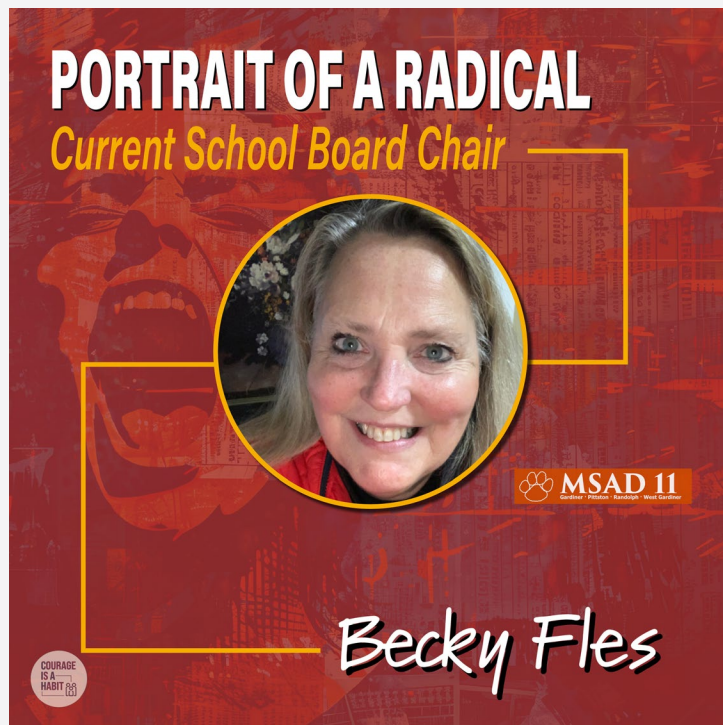
WHO IS THE NSBA PROMOTING?

In April 2025, the National School Board Association held their annual conference in Atlanta. **Gholdy Muhammad** was a keynote speaker where she promoted her [Histories, Identities, Literacies, and Liberation](#)

[\(HILL Model Curriculum\)](#) and plugged her **Genius and Joy** curriculum to school board leaders from all 50 states.



After attending the conference, radical [Becky Fles](#) promoted the [Genius and Joy curriculum](#) during her local school board meeting.



Fles serves as the Maine School Administrative District 11 (MSAD 11) Board Chair, the NSBA Northeast Region Director, and the NSBA Secretary-Treasurer.



WHO IS GHOLDY MUHAMMAD?

GHOLDY MUHAMMAD IS A SOCIAL JUSTICE ACTIVIST AND CRITICAL RACE THEORIST,

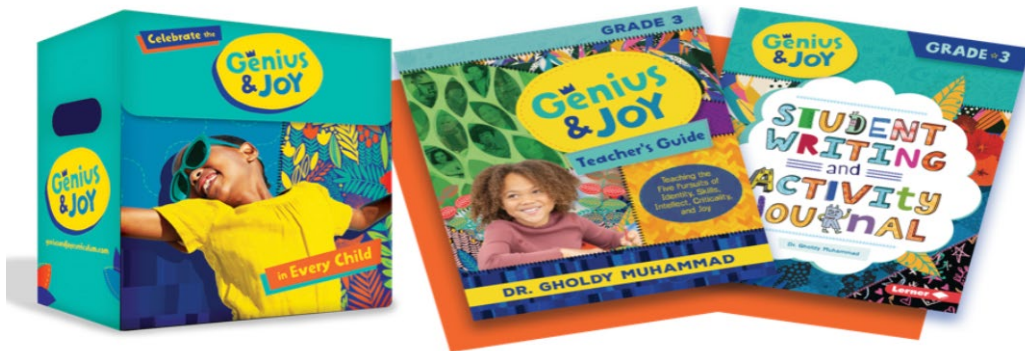
a Professor of Literacy, Language, and Culture at the University of Illinois at Chicago. She has previously served as a classroom teacher, literacy specialist, school district administrator, curriculum director, and school board president. In 2022, 2023, 2024 and 2025, she was named among the top 1% Edu-Scholar Public Influencers due to her impact on policy and practice.

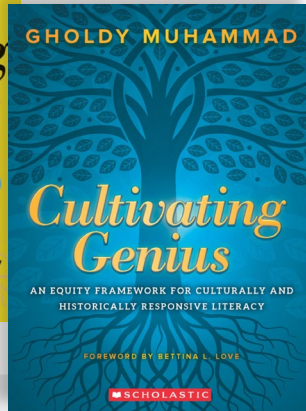
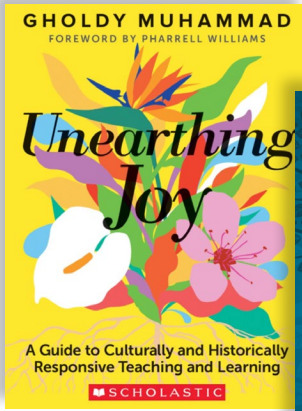


Gholdy created the [HILL Model Curriculum \(Histories, Identities, Literacies, and Liberation\)](#):

- This model has been adopted across thousands of U.S. schools and districts
- HILL is a Critical Race Theory Framework (Culturally Responsive)
- HILL forces students to adopt a social and emotional worldview rooted in Marxism
- HILL emphasises race divisions, gender confusion, anti-Capitalism and anti-American beliefs
- HILL disregards academic proficiency to focus on social justice training and activism

Gholdy created the [Genius and Joy](#) K-5 curriculum for schools to purchase and implement the HILL model.





Gholdy is the author of *Cultivating Genius* and *Unearthing Joy*. These radical Anti-America books are widely used as the guide to implementing the HILL Model.

EXCERPTS FROM GHOLDY MUHAMMAD'S BOOK *CULTIVATING GENIUS*

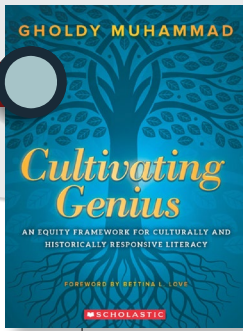
→ Gloria Ladson-Billings is a critical race theorist.

Culturally Relevant Education

Ladson-Billings made quite a mark on educational research and pedagogical practice because she began to put a name to the practices Black people have engaged in from the moments they were forcibly brought to the United States until contemporary times. Culturally relevant education (although not yet named) can be found in African philosophies of education, Black-centered schools in the United States, practices in Black literary societies, directions for education in Civil Rights and Black Power movements, and scholarship from authors such as Anna Julia Cooper, Mary McLeod Bethune, Carter G. Woodson, and W. E. B. Du Bois. This certainly is not an exhaustive list but begins to signify that Black people throughout history have laid the groundwork for education for all. I also found in a December 1, 1969 article in the *Black News* newspaper a list of 15 demands by Black high school students. These demands included:

1. No more automatic suspension of high school students
2. No more police or police aides inside NYC schools

→ THIS IS RESTORATIVE JUSTICE WHICH IS RESPONSIBLE FOR INCREASED VIOLENCE IN K-12.



Excerpts from Gholdy Muhammad's book ***CULTIVATING GENIUS***

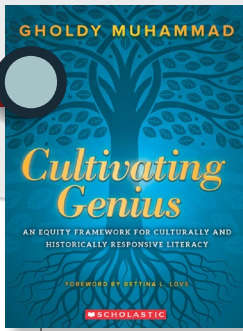
Historically Responsive Literacy: Responding to the Social Times (Historically and Currently)

Historically Responsive Literacy also calls for educators to be responsive to the social and political times we have historically lived in and currently live within. When working directly with teachers, I often ask, *How would you describe our social times (historical or current)?* Regularly, I hear responses like, “dismal, hopeless, tragic, racist, sexist, and lacking compassion for people who are oppressed like Black folks, immigrants,

Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy

and Muslims”; other descriptions might include “technological, forward thinking, and more access to information.” HRL practices are responsive to all of the above and additionally include engaging in literacy practices that are multimodal and digital while also teaching and learning how to respond to racism, religious discrimination, homophobia, sexism, ableism, classism, and other oppressions.

CRITICAL RACE THEORY CULTURE TEACHES STUDENTS THAT AMERICA IS OPPRESSIVE RESULTING IN ANGRY AND BITTER YOUNG PEOPLE.



Excerpts from Gholdy Muhammad's book ***CULTIVATING GENIUS***

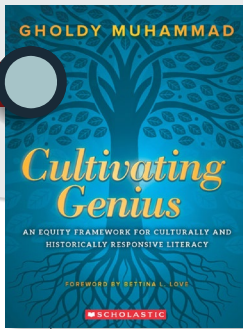
as adults. Whiteness pervades nearly everything from nursery rhymes, cartoons, children's literature in the Common Core State Standards, and the ways in which we interact with and teach our students.

viewing education, similar to suggesting that greatness is only reserved for African American or Latinx students. Perhaps the people who need criticality the most become those who share identities with the greatest oppressors of the world. But in truth, given the complex identities of youth, all students and teachers need culturally and historically responsive education.

Other associations with criticality include:

- Being woke
- Knowledge of how to navigate racist systems
- A deep social awareness of injustice
- Knowledge of systems and structures that cause failure
- Understanding power and power dynamics
- Understanding what it means to be Black and Brown in the world
- Understanding the marginality of others who look like us and are different

**ALL OF GHOLDY MUHAMMAD'S WORK FOCUSES ON TEACHING
K-12 STUDENTS ANTI-WHITE PROPAGANDA**




Excerpts from Gholdy Muhammad's book ***CULTIVATING GENIUS***

Teaching Identities as a Learning Pursuit

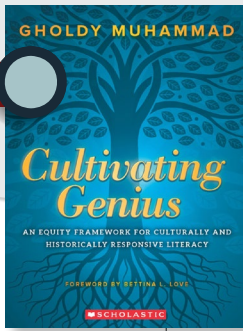
It is important to note that before educators begin to teach students to know themselves and others, teachers must first do their own self-work. This work involves teachers deeply unpacking their own histories, identities, biases, assumptions, and tensions with racism and other oppressions they have learned, experienced, and practiced. I ask teachers

Understanding Criticality

When I introduce criticality to teachers, it is often a new concept for them, especially when they have not learned critical theories related to race, gender, class, or anti-oppression in their formal teacher education preparation. Critical theories that are helpful for educators include critical race theory, Black feminist theory, and LatCrit. These theories (as examples) express the importance of using frameworks to understand racial and other disparities. The theories also help teachers develop a critical lens on the world and on their teaching. Criticality helps teachers understand and explain inequities in education and is a step toward teaching anti-oppression, something that may not be in the forefront of teachers' minds as they are encouraged to focus on test prep, college and career readiness, or skills-centered instruction. These elements of education alone can be very damaging for youth, especially for Black youth who are often told that they aren't good enough and are treated violently in their own communities.


Criticality enables us to question both the world and texts within it to better understand the truth in history, power, and equity.

THEY DON'T JUST BRAINWASH YOUR CHILDREN, BUT THEY ALSO MUST CONTINUALLY BRAINWASH YOUR TEACHERS. THE ABOVE IS TAUGHT DURING PROFESSIONAL DEVELOPMENT SESSIONS.



Excerpts from Gholdy Muhammad's book ***CULTIVATING GENIUS***

Questions for Further Consideration: Teachers and Preservice Teachers

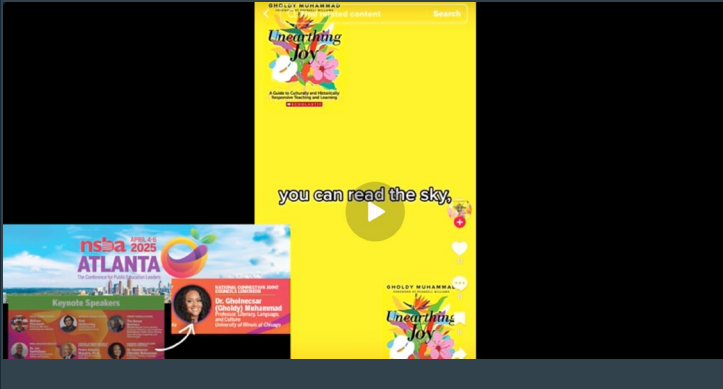
1. How have others profited from the failure of Black and Brown youth?
2. In one word, how would you describe the current social times in which we live? How could this word translate into a lesson plan or learning opportunity for students? In other words, how could you translate this word into content learning?
3. How do you actively teach about and disrupt oppression in your teaching?
4. When you establish criticality as a learning goal, what do you do well or with excellence and what do you need to improve upon?
5. What social issues connect to the quality of life for your students? How can you put this into a math, science, English language arts, or social studies lesson plan?

Questions for Further Consideration: Principals and School Leaders

1. How often do you talk about race and racism with your staff? How do you begin these conversations?
2. Are you okay with ongoing healing and support toward critical issues, or do you expect resolutions in each conversation with your staff? Do teachers and staff see you as an agitator toward righteousness for all?
3. Name ways you enact anti-racism in your leadership (not just non-racism).
4. How can you build opportunities where students are on committees for teacher interviews, curriculum selection, and school policies?
5. When incidents occur regarding student behavior, do you first examine structures and systems that could have caused the event to happen? Are policies written to prevent misbehavior or just to punish students?

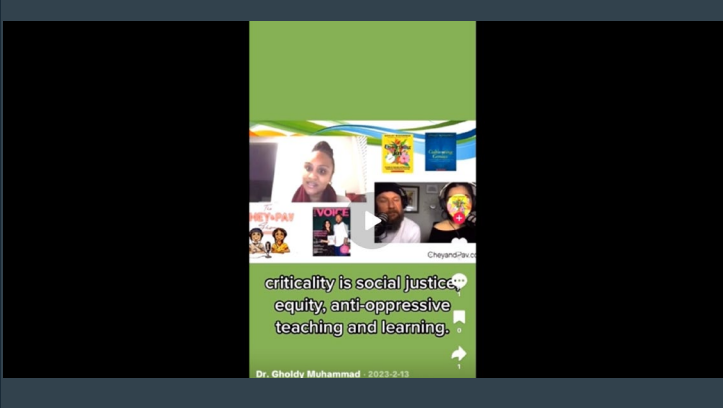
PART OF "CULTURALLY RESPONSIVE TEACHING" IS THE ABILITY TO GENERATE SOCIAL JUSTICE PROPAGANDA INTO ANY SUBJECT OR CLASS.

Meet Gholdy Muhammad



Read The Sky

She says that children not being able to actually read is not true because they can "read the sky."



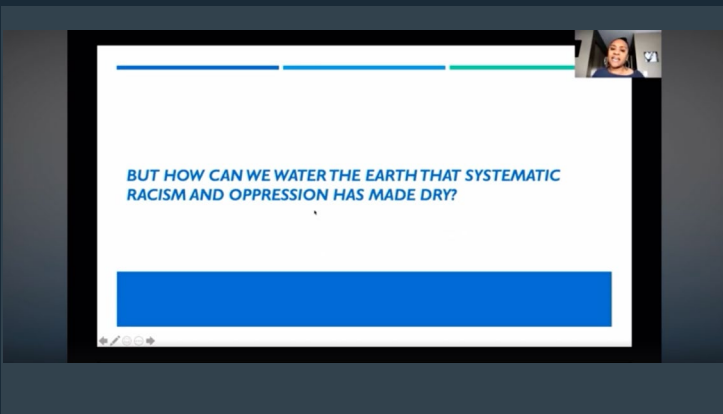
Radicalizing Your Children

Uses words such as "joy," "equity," and "critcality" as cover for anti-American lessons she brings into K-12 classrooms.



More Black Focused

Says schools need to be more black-focused.



Racism Is Making The Earth Dry

Entire worldview is talking about race and victimhood.

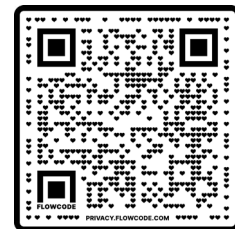
CALL TO ACTION

1. Insist that your school board cancel membership to the NSBA.
2. Ask your principal if they use the *Genius and Joy* curriculum. If so, request an alternative for your child. If your principal will not answer, [file an open records request](#).
3. Encourage 5 other parents to do the same.

THE MOST IMPORTANT ELECTIONS TO SAVE AMERICA: *Electing Your Local School Board Members*



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