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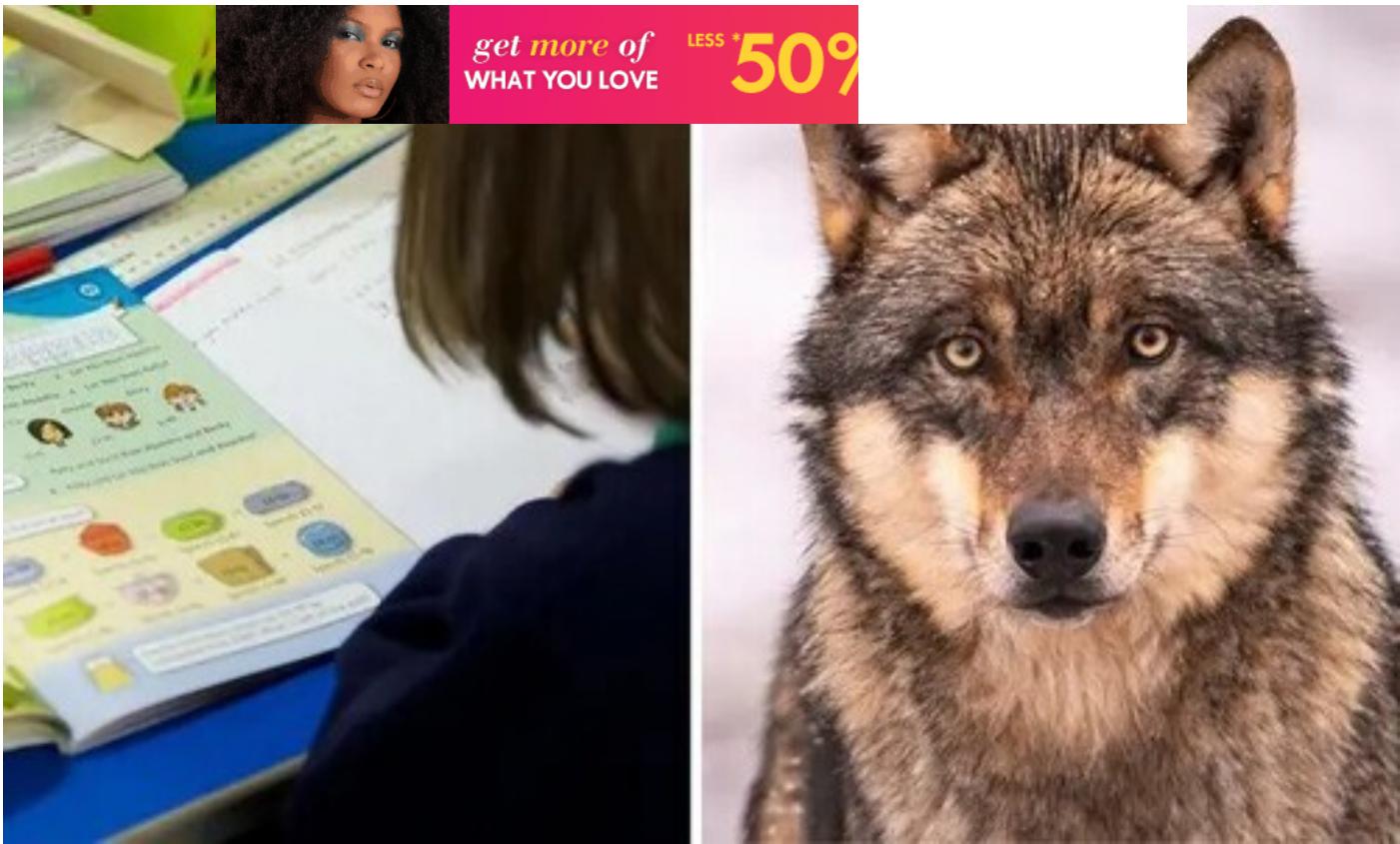
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ARTICLE

[How Did A 'Wolf-Identifying' Teacher End Up Teaching Kids At Fort Bragg?](#)



BY PNW STAFF FEBRUARY 21, 2026

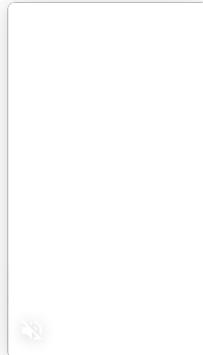
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Secretary of War Pete Hegseth announced Thursday that a kindergarten teacher at Fort Bragg has been fired following parent complaints that the male educator had been dressing as a transgender wolf in class and frightening students with his multi-personality fetish behavior. For the military families affected, the decision brought relief—but it also highlighted a growing concern about who is entrusted to guide and shape young children in the classroom.

Parents send their children to school every morning with a quiet act of faith. They trust that the adults standing at the front of the classroom will protect their innocence, nurture their minds, and model stability. But for a group of military families connected to Fort Bragg, that trust was shaken when disturbing reports surfaced about behavior inside a kindergarten classroom that they say left their children frightened, confused, and anxious.

At the center of the controversy is a substitute educator assigned to Mildred B. Poole Elementary School, a school operated by Department of Defense Education Activity. According to parents, the adult in question allegedly presented himself to students as someone who transforms into a wolf at night, encouraged children to howl, wore animal accessories in class, and insisted on being addressed by various alternative names and identities. Families claim their complaints stretched back months, yet they felt their concerns were dismissed or minimized.



One mother described her daughter coming home visibly shaken, worried the teacher might "come eat" her. Another parent said their child tried to repeat confusing statements about gender and identity that the teacher allegedly shared in class. For parents of preschool and

kindergarten student
were alarming.

rely strange. They

Legal advocacy group Liberty Counsel has since stepped in, urging officials to investigate and remove the educator from the classroom pending review. The organization argues that the alleged conduct crossed professional boundaries and may have violated federal protections designed to safeguard students. Whether all claims are ultimately substantiated or not, the situation has already ignited a broader national conversation that reaches far beyond a single school building.

When Authority Feels Uncertain

The real issue for many parents isn't just one teacher's behavior. It's the unsettling realization that they may not fully know what is happening in their child's classroom.

Schools hold enormous influence. Teachers are authority figures whose words often carry more weight with young children than even those of parents. When an educator introduces concepts that blur reality and imagination--or presents personal identity in ways students are too young to process--it can create emotional disorientation. Young children lack the cognitive tools to contextualize complex adult themes. What an adult sees as self-expression, a five-year-old may experience as frightening or confusing.

That gap between adult intention and child perception is where trust begins to fracture.



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Not an Isolated Anxiety

While extreme cases are rare, scattered reports from different regions have fueled parental concern about educators presenting themselves as animals or fantastical personas in class. In one widely discussed case abroad, a teacher reportedly wore cat-like accessories and adopted feline mannerisms while teaching.

Whether exaggerated online or not, stories like these spread quickly because they tap into a deeper cultural anxiety: the fear that classrooms are becoming experimental spaces for adult identity exploration rather than structured environments for childhood development.

The speed at which such stories circulate--especially on social media--means even unverified claims can shape public perception. And perception matters. Once parents begin to wonder what else might be happening behind classroom doors, confidence erodes rapidly.

The Balancing Act Schools Must Face

Educators today operate in a complicated landscape. Schools are expected to foster inclusion, respect individuality, and create welcoming environments for all staff and students. At the same time, they are responsible for maintaining age-appropriate boundaries and ensuring classrooms remain emotionally safe spaces for children.

Those goals are not always easy to reconcile.



Parents generally agree where the focus remains: Children should be places where they can learn and understand. When the

should be places where children cannot yet

Why This Matters So Deeply

For military families especially, the stakes feel higher. Service members often spend long hours training, relocating, or deploying. They depend on schools to be stable anchors for their children during unpredictable seasons of life. When something disrupts that sense of stability, it can feel like the ground has shifted beneath their feet.

Ultimately, this controversy is about more than one teacher or one school. It is about the fragile contract of trust between parents and institutions. That trust is not guaranteed. It must be continually earned.

And in classrooms filled with impressionable young minds, the standard parents are asking for is simple and timeless: Let children be children--and let schools be places where learning, not confusion, takes the lead.

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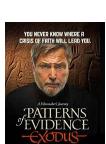
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