

# BLACK HISTORY MONTH 2026: A GROUNDING

BROOKLYN  
CENTER  
COMMUNITY  
SCHOOLS

**Monday, February 2, 2026**

[Lea este mensaje en español.](#)

Black History Month arrives this year in the middle of unprecedented events in our local and national community, and it would be dishonest to pretend otherwise.

Across the Twin Cities, families, staff, and community members are living with fear, anger, and passion for change. Some of our young people are scared to come to school. Many of our parents hesitate to drop-off our kiddos. Many of our colleagues carry quiet yet palpable worry for themselves and the people they love. We have empty desks that mark the classmates who stayed home.

All of this shapes how Black History Month lands for our community right now, and any honest acknowledgment of the month must begin there.

In 1926, Carter G. Woodson created what would become Black History Month because he recognized a particular kind of violence: the violence of erasure. In *The Mis-Education of the Negro*, Woodson argued that teaching children their ancestors “contributed nothing” worth remembering was designed to make certain people believe they were meant to be small. A century later, children in our own community receive a version of that same message. It sounds different, but looks the same. Its messages: you do not belong here, your family represents a problem to be managed, the safest thing you can do is disappear. At Brooklyn Center, we strive to know better than this and to be better than this. The striving is ongoing; the learning continues.

Every student who enters through our doors carries some form of identity and genius. The work of education involves clearing the obstacles that prevent those dispositions from flourishing. In *Teaching to Transgress*, bell hooks described how Black students in segregated schools understood learning itself as an act of resistance, a refusal to accept someone else's story about who they could become. That understanding remains relevant. When a student shows up to learn in a moment when the world tells them to hide, they participate in a tradition older than any of us.

Looking at history and feeling proud of the people who resisted comes easily. Asking what resistance looks like today is much more difficult.

**To our students:** You belong in this school. That statement represents the district's commitment to you and your family, regardless of your birthplace or home language. When you enter our buildings, you become ours to protect, to teach, to believe in. Fear, if you feel it, makes sense given the circumstances. Anger, if you are carrying it, has been earned. No one here expects you to perform happiness you do not feel.

**To our families:** Getting children to school right now may feel like an act of faith. That trust carries weight, and the district does not take it lightly. Your children's safety and your family's dignity are priorities to us. If support, resources, or a listening ear would help, please reach out. Communities build networks of care when times demand it, and this community is no exception.

**To our staff:** Some of you carry these same fears for your own families. You show up to work while worrying about people you love. That reality matters. Caring for yourselves makes caring for students possible. Leaning on colleagues makes the work more sustainable. The strength of the community has always come from people who refused to look away from what was happening around them.

The history honored during this month did not survive by pretending circumstances were other than they were. Telling the truth about systems, oppression and injustice and refusing to accept definitions imposed by people who wished them small, were the tools of both survival and resistance. The story remains because every generation inherits both wounds and the task of carrying the work forward to their contexts.

This month comes to us holding grief and determination. The past deserves honoring and remembering, and something different for the future deserves building. Naming what is broken and engaging in the slow work of repair and building can happen simultaneously. Students in our buildings today will eventually tell their own children about this particular moment in time. The choices made now become the history they inherit.

# OUR MISSION

IS TO BECOME A JUSTICE-CENTERED SCHOOL COMMUNITY WHO  
FUELS THE UNIQUE GENIUS OF EACH STUDENT.



BROOKLYN  
CENTER  
COMMUNITY  
SCHOOLS