

### Institutional Inventory

*An honest assessment of Milton Public Schools' current capacity.*

Prepared: June 12, 2026 | Milton Reckoning Campaign

*This document reviews how Milton Public Schools addresses racial equity, incident response, and community accountability. Its goal is to highlight areas that need attention, since problems must be identified before they can be addressed.*

### What Milton Has

Milton Public Schools already has some resources and staff. These can help build stronger systems.

- **DEIB Coordinator:** Dr. Efe Shavers serves as the district's DEIB Coordinator. Even though there were attempts to make this a part-time role, it is still essential.
- **Tucker Elementary School staff:** Some staff members have shown real dedication to students' well-being. The teacher who brought up the issue that began this campaign took it seriously, and that made a difference.
- **Community engagement:** The district holds PTO meetings and forums and uses communication tools. These could support equity work, but they are not used enough.
- **A stated commitment to inclusion and safety:** District communications regularly say they are committed to these values. This sets a standard for community accountability.

### The Gaps

The district needs systems that turn promises into real actions. The following gaps show what is missing, not who is at fault.

#### No independent incident reporting channel

When a racial incident occurs at Tucker Elementary School, the administration receives it, investigates it, and reports the outcome. This creates a conflict of interest, as those investigating may also be responsible for the school's reputation or involved in the incident.

There is no external review of incident reports. Because administrators oversee their own actions, families and staff may struggle to trust that investigations and outcomes are fair.

### No formal racist incident response protocol

In June 2026, the district released a draft called 'Principal's Framework: Responding to Hate Speech and Bias Incidents.' However, this draft included only section titles and lacked essential details, such as specific procedures, assigned roles, timelines, and accountability measures. Without these elements, the draft cannot provide the clear guidance a response protocol should offer.

Without a formal protocol, each individual must decide how to respond when incidents occur. This results in different approaches: sometimes incidents are managed promptly and compassionately, while other times they are minimized or inadequately resolved. School records and community accounts show inconsistent handling due to the absence of standard guidance.

### No parent-advocate accountability mechanism

Currently, there is no official structure allowing parents and guardians of Black students to influence decisions about racial incident response, policymaking, or leader accountability on equity matters. The DEIB Committee exists but lacks the scope, authority, or membership to give families a meaningful role in shaping decisions or ensuring accountability.

### No consistent direct outreach to affected families

After the June 2026 incident, parents received emails a day late, and a follow-up to grade 5 French Immersion families excluded others and did not mention the racial incident directly. All families received identical messages, regardless of who was affected. Testimonials show families often learn about incidents from their children or other sources, leaving them uninformed and unsupported.

### No proactive support structure for Black students and Black staff

Support for Black students and staff is usually offered only when problems arise or on request. The district lacks an ongoing system to identify challenges and provide help proactively.

### No mandatory anti-racism education for white students and families

Throughout the Milton Reckoning campaign, the main community request was for both students who cause harm and their families to receive educational support. At present, neither group participates in anti-racism education or guided discussion, leaving them without the knowledge or tools necessary to address these issues.

### Staff training that is inconsistent and undocumented

There is no evidence that all staff and leaders regularly participate in professional anti-racism training. Existing training is irregular and not systematically checked, resulting in inconsistent staff responses to racial incidents and a lack of common standards.

## No public equity dashboard or systematic transparency

Families and the community cannot track patterns or progress regarding incidents or equity measures, as responses are handled individually and the district does not release public reports. As a result, it is not possible to know whether equity solutions are making a difference or if repeated issues are being addressed.

## A history of rollback

Community members report that after 2020, Milton Public Schools implemented several equity measures, including creating the equity coach position and expanding the DEIB Coordinator role. However, these supports were reduced: the equity coach role was cut, the DEIB Coordinator's duties were minimized, and recommendations from the equity audit were not translated into visible action. These rollbacks reveal that loss of structures can create new gaps even after progress is made.

*The listed examples highlight a pattern: the district responds only to immediate problems rather than creating ongoing systems that prevent incidents from recurring. The community has expressed a desire for consistent, proactive structures rather than incident-by-incident responses.*

## What This Inventory Is Not

This inventory recognizes the effort and intentions of Milton Public Schools' leadership, while demonstrating that current measures are insufficient to prevent or remediate harm. The community's call for clarity and action reflects the urgent need for meaningful, sustained change.

The goal is not only to identify gaps, but to drive the creation of stronger, lasting systems that meet the community's needs. The recommendations that follow provide practical steps the district can take to close these gaps, foster equity, and create a safer, more accountable environment for all students.