

Harm Testimonials: Parents and Students

Accounts submitted during the Milton Reckoning campaign.

Compiled: June 12, 2026 | Milton Reckoning Campaign

Families and community members from Tucker Elementary School provided the accounts in this document. These accounts are included as received and have not been independently verified. To maintain privacy, names and identifying details were removed, and consent was secured before including any account. The experiences described are those of the individuals who shared them.

A Note on How to Read This

These are not formal accusations against the district. They are accounts from families describing their experiences. Each entry outlines the reported item and the response. The overall pattern, rather than individual accounts, is presented for context.

We are sharing this document with the School Committee and the community as part of the Milton Reckoning research package. If you want to use any specific account for legal or press reasons, you need to get consent directly from the family who submitted it before proceeding.

The following accounts illustrate the patterns noted at the start of this document. To demonstrate these, we begin with anti-Black racism cases, starting with the incident that led to the Milton Reckoning campaign.

School Year 2026 | Grade 5 | French Immersion Program

A racial slur with a degrading definition was found in a 1995 French-English classroom dictionary. Some students reported it to their teacher, who allegedly dismissed their concerns. Later, a white student read the slur aloud to Black classmates. The following day, several students raised the issue with a trusted teacher, who escalated it to the principal.

The school reportedly initiated disciplinary procedures and sent a letter to grade 5 French Immersion families focusing on the dictionary. The family indicated that initial communications did not address the incident as they expected. They later removed their child from the French Immersion program and requested the records of all three children.

This incident preceded the Milton Reckoning campaign and was a recent example among several previously reported similar events.

Racial Slur in the Classroom, No Lasting Consequence

School Year 2025 | Grade 4 | Tucker Elementary School

A Black student was targeted in the classroom reading area. The student who caused harm also used a racial slur. The family notified the principal of the incident. The school responded by speaking with the student who caused harm and offering a restorative justice circle. No additional action was reported. The family stated that the same student remained in the same class as their child.

Family statement: 'The repeated use of racial slurs by the same students may continue or escalate as students grow older.'

Multi-Year Repeat-Offender Pattern

School Years 2022-2026 | Grades 2-5 | Tucker Elementary School

Several families reported that one student repeatedly displayed racial aggression and caused physical harm from second grade onward. During this time, at least nine reports were submitted to the school administration. The student was not suspended and remained in classes with Black peers. Families reported that the incidents continued after the reports were made.

This example highlights a recurring gap between the district's actions and families' reported experiences.

We now turn to incidents involving verbal tactics and manipulation: Deliberate Verbal Tactic to Force a Racial Slur.

Families described a repeated verbal tactic used by some white students. These students reportedly encouraged a classmate to say a word or phrase quickly so it resembled a racial slur. This was reported on several occasions. Community members provided specific examples and the names of the involved parties.

Alleged Mishandling and Retaliation

April 2026 | Tucker Elementary School | Predates June Incident

A family raising both a racial incident and a disability accommodations matter alleges that when they sought further accountability, school leadership responded with documentation that characterized the parent as a source of concern. The family described the experience as retaliatory. A formal record of this exchange from April 2026 exists, approximately two months before the June dictionary incident.

We include this account as reported by the family to demonstrate that the pattern of formal complaints followed by defensive school responses existed before the June incident. This account also involves both disability accommodations and a racial issue, further connecting it to concerns presented throughout this document.

Anti-Asian Racism

A Teacher Who Defined Students by Race

School Year 2026 | Grade 5 | Tucker Elementary School

A teacher separated the class by race, even though three students shared the same first name. When students expressed concerns, the teacher did not respond. Later, the teacher was reassigned to other grades but remained at Tucker Elementary School. The principal's communication to the family did not mention racism.

Family statement: 'Ignoring racism allows it to persist. Honest and challenging conversations are necessary for change.'

Anti-Asian Comments

Multiple School Years | Tucker Elementary School

Several families stated their children heard anti-Asian comments at school and were unsure how to respond or report them. One family indicated the school did not have a clear procedure for handling bias incidents affecting Asian students.

Antisemitism

A Classmate Who Defined Jewish Identity by Stereotype

School Year 2026 | Grade 2 | Tucker Elementary School

While a student talked about his Jewish faith with classmates, another student told him that being Jewish means being greedy. The student told his teacher, who brought it to the principal that same day. The principal called the family, met with them, and followed up. The family thanked the teacher and principal for responding quickly and with care in this case.

Family statement: 'No antisemitism education or protocol currently exists in Milton Public Schools.' The family added that while this incident was handled well, the lack of broader education means similar harm could recur.

Systemic Context

A History of Rollback

2020-2026 | Milton Public Schools

Longtime community members say that equity measures added after 2020 were later reduced, echoing concerns raised in previous family accounts. The equity coach position was cut, the DEIB Coordinator role was almost halved, and the equity audit report led to little visible action. These changes help explain how families view current commitments.

Patterns Across the Accounts

The following patterns recur in many testimonials, across different school years and types of harm.

- **Repeat behaviors are not always met with increased consequences.** The same individuals are mentioned in reports over different years and grades, but these reports do not consistently lead to lasting change.
- **Families reported that official communications sometimes made racial incidents appear less serious.** Some families felt these messages focused more on the school's reputation than on student experiences.
- **Some families reported being discouraged by the reporting process.** At least one family chose not to report incidents due to prior experiences. The incidents included here may not represent the total number that occurred.
- **Reported incidents also happen outside classrooms.** Events in shared spaces and on school buses show that the issue is present throughout the school, not just in certain rooms or with certain teachers.
- **Responses to incidents vary.** Sometimes the school acts quickly and pays close attention, while other times, families report that issues remain unresolved or are minimized. There is no consistent protocol described.
- **These reported patterns started before June 2026.** Formal complaints about a student repeatedly involved in violent behavior and the school's responses were documented at least two months before the June dictionary incident. The June event brought more attention to the pattern but did not start it.

We are sharing this record to make sure the events are documented accurately and to help everyone move forward with a clear understanding of the situation.

Every Black child in their joy. | MiltonReckoning.org