



JI-FL-0001-0012

IN THE UNITED STATES DISTRICT COURT FOR THE  
NORTHERN DISTRICT OF FLORIDA  
TALLAHASSEE DIVISION

WILLIE CARL SINGLETON, a minor  
by NEVA SINGLETON, his mother  
and next friend, et al.,

Plaintiffs,

vs.

BOARD OF COMMISSIONERS OF STATE  
INSTITUTIONS, et al.,

Defendants.

**FILED**

DEC 5 1966

OFFICE OF CLERK  
U. S. DISTRICT COURT  
NORTH DISTRICT

TALLAHASSEE CIVIL ACTION  
No. 963

PROPOSED PLAN.

Pursuant to the order of your court entered on October 5, 1966, in the above-styled cause attached herewith is a proposed plan for the desegregation of all of the facilities involved in the instant proceedings which are under the control of the Defendants.

EARL FAIRCLOTH  
Attorney General

GERALD MAGER  
Assistant Attorney General

Attorneys for Defendants  
Capitol Building  
Tallahassee, Florida 32304

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that a true copy of the foregoing Proposed Plan was mailed to the Honorable Earl M. Johnson, 625 West Union Street, Jacksonville, Florida, and the Honorables Jack Greenberg and Leroy D. Clark, 10 Columbus Circle, New York, New York 10019, Attorneys for Plaintiffs, this 5th day of December, 1966.

GERALD MAGER  
Assistant Attorney General

IN THE UNITED STATES DISTRICT COURT FOR THE  
NORTHERN DISTRICT OF FLORIDA  
TALLAHASSEE DIVISION

WILLIE CARL SINGLETON, a minor :  
by NEVA SINGLETON, his mother :  
and next friend, et al., :

Plaintiffs, :

vs. :

BOARD OF COMMISSIONERS OF STATE :  
INSTITUTIONS, et al., :

Defendants. :

**FILED**

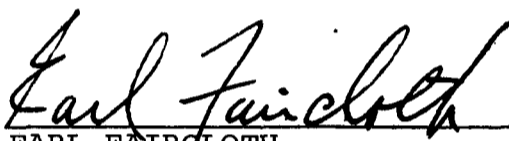
DEC 5 1966

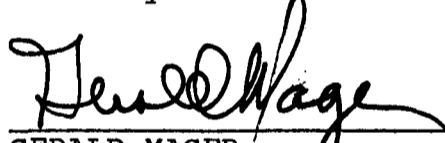
OFFICE OF CLERK  
U. S. DISTRICT COURT  
NORTH DISTRICT OF FLORIDA

TALLAHASSEE CIVIL ACTION  
No. 963

PROPOSED PLAN.

Pursuant to the order of your court entered on October 5, 1966, in the above-styled cause attached herewith is a proposed plan for the desegregation of all of the facilities involved in the instant proceedings which are under the control of the Defendants.


  
EARL FAIRCLOTH  
Attorney General

  
GERALD MAGER  
Assistant Attorney General

Attorneys for Defendants  
Capitol Building  
Tallahassee, Florida 32304

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that a true copy of the foregoing Proposed Plan was mailed to the Honorable Earl M. Johnson, 625 West Union Street, Jacksonville, Florida, and the Honorables Jack Greenberg and Leroy D. Clark, 10 Columbus Circle, New York, New York 10019, Attorneys for Plaintiffs, this 5th day of December, 1966.

  
GERALD MAGER  
Assistant Attorney General

STATE OF FLORIDA  
DIVISION OF CHILD TRAINING SCHOOLS

Proposed Plan of Compliance  
with Public Law 88-352

December 5, 1966

ARTHUR G. DOZIER  
Director

GENERAL OUTLINE

	Page
I. INTRODUCTION	1
Summary of Plans for Compliance with the Civil Rights Law	2
II. DESCRIPTION OF FACILITIES AND PROGRAM	4
A. Florida School for Boys at Marianna	4
1. Location of Facilities .....	4
2. Description of Staff.....	4
3. Description of Student Population.....	6
B. Florida School for Boys at Okeechobee	10
1. Location of Facilities.....	10
2. Description of Staff.....	11
3. Description of Student Population.....	12
C. The Florida School for Girls at Ocala.....	13
1. Location of Facilities.....	13
2. Description of Staff.....	13
3. Description of Student Population.....	15
D. The Florida School for Girls at Forest Hills	17
1. Location of Facilities.....	17
2. Description of Staff.....	18
3. Description of Student Population.....	19
E. Aftercare Section	19
1. Purpose and Function.....	19
2. Administrative Organization.....	20
III. PLANNING AND PROGRESS TOWARD TOTAL COMPLIANCE WITH THE CIVIL RIGHTS LAW	21
A. Florida School for Boys at Marianna	22
1. Homelife Area .....	22
2. Academic Area.....	22
3. Pre-Vocational Area .....	22
4. Services.....	22
5. Extra-curricular Activities .....	23
6. Staff Policies.....	23
B. The Florida School for Boys at Okeechobee	23
1. Homelife Area.....	23
2. Academic Area.....	24
3. Pre-Vocational Area.....	24
4. Services.....	24
5. Extra-curricular Activities.....	25
6. Staff Policies.....	25
C. The Florida School For Girls at Ocala	25
1. Homelife Area.....	25
2. Academic Area.....	25
3. Pre-Vocational Area.....	25
4. Services.....	26
5. Extra-curricular Activities .....	26
6. Staff Policies.....	27
D. The Florida School for Girls at Forest Hills	27
1. Homelife Area.....	27
2. Academic Area.....	28
3. Pre-Vocational Area.....	28
4. Services.....	28
5. Staff Policies.....	29

## I. INTRODUCTION

The Division of Child Training Schools is the state-wide agency responsible for the care, supervision, training, and treatment of adjudicated delinquent children admitted to one of its institutions by any of the juvenile courts in each of the sixty-seven counties of the State. The Division of Child Training Schools operates under Florida Law, Chapter 965, and its governing body is the Board of Commissioners of State Institutions, comprised of the Governor and his elected Cabinet. The General Office of the Division of Child Training Schools is located at the Florida School for Boys at Marianna, Florida. The Director of the Division of Child Training Schools, his Business Manager, Internal Auditor, and clerical and secretarial staff comprise the General Office. The Aftercare Section of the Division of Child Training Schools provides field services to those children released from one of the institutions, and to their families during the child's residence in the institution. The Central Office of the Aftercare Section is located in Tallahassee and is composed of the Deputy Director for Aftercare, Central Office Supervisor, Statistician, and other clerical staff. There are eleven regional offices and six smaller field offices located in cities throughout the State. Institutional services are provided through The Florida School for Boys at Marianna, The Florida School for Boys at Okeechobee, The Florida School for Girls at Ocala, and The Florida School for Girls at Forest Hills.

In accordance with Florida law, the Division of Child Training Schools had operated its institutions on a racially segregated basis. Thus, at the time of the passage of the Civil Rights Act of 1964, each of the two school for boys was divided into two separate campuses, one for Caucasian boys, and the other for Negro boys. The Florida School for Girls at Ocala served only Caucasian girls and The Florida School for Girls at Forest Hills served exclusively Negro girls.

In August of 1965, the Director of the Division informed each of his Superintendents that a policy of desegregation had been established, requesting that they begin immediately in making steps toward a goal of complete desegregation of students, program, and facilities. Thus, the eventual goal of establishing new policies and procedures in the operation of the Division which would not segregate, restrict, or discriminate against any student or staff member on the basis of his race, color, or national origin was initiated. As the children in the institutions become desegregated on a racial basis, the existing separate facilities will be used to further segregate the students on the basis of age, size, and maturity. As a result, each of the boys schools will have a Junior Campus and a Senior Campus, and one girls school will become a Junior school while the other develops a program more suited for the older and more mature girls.

#### Summary Of Plans For Compliance With The Civil Rights Laws

Steps in the direction of achieving total compliance were begun immediately and, at the present time, each institution is at a different point in progress toward this eventual goal of total compliance with the Civil Rights Law. The final target date for completion of all steps was delayed until July 1, 1967, as the Legislature would not be able to provide additional staff positions for twenty-four hour awake supervision of the children, a program strength which is felt to be a necessary prerequisite to the actual integration of students within the living unit.

The Florida School for Boys at Marianna has accomplished all steps possible, save this final step of desegregation of the individual cottages. The Florida School for Boys at Okeechobee has begun the transfer of students in cottage groups from campus to campus and has thus begun desegregation in all areas of the program, with the exception of integration within the cottage unit. The basic Okeechobee plan calls for a continued transfer of students and staff from campus to campus to achieve a more racially balanced population, with consequential desegregation of the various program areas.

The Florida School for Girls at Ocala will become the school for younger and less mature girls. Thus, the Ocala school has begun to accept younger Negro girls into their population, as the girls are committed. As vacancies in the staff occur, qualified Negro personnel will be recruited to bring about a more racially balanced staff. The Florida School for Girls at Forest Hills is currently in the process of the introduction of older, more mature Caucasian girls into the population as they are committed, filling up one cottage at a time. As the older Caucasian girls are admitted to the Forest Hills school, they will participate in all aspects of the program. The plan is for a continued influx of Caucasian girls to reach a racial balance in proportion with the ratio among the total number of girls committed to the Division. The Forest Hills school, like the Ocala school, will begin the policy of recruiting qualified Caucasian staff to fill the vacancies as they occur, with the goal of obtaining a more racially proportionate staff.

The next sub-section deals with a brief description of the facilities and programs of each institution and Aftercare, while a third section offers a complete breakdown of desegregation plans by institution, by program area, and according to proposed time table.

## II. DESCRIPTION OF FACILITIES AND PROGRAMS

### A. The Florida School for Boys at Marianna

#### 1. LOCATION OF FACILITIES

The Florida School for Boys at Marianna is located three miles from downtown Marianna, County Seat of Jackson County, in Northwest Florida. The school is divided by State Highway 276 into two separate campuses. Located on the South campus, formerly "White Department", are thirteen cottage units, academic school, shops, chapel, central dining hall, maintenance area, athletic field and gym, medical facilities, and business offices. Located on the North campus, formerly "Colored Department", are eight cottages, academic school, shops, chapel, dairy, food processing plant, farm area, and administrative offices for the Director of Training and Homelife Supervisors. Apartments for staff are located in each cottage and each campus has several additional apartments and residences where staff reside. Students interchange from campus to campus according to their crew placements and to participate in services or recreational facilities; students attend school and eat in the central cafeteria located on their particular campus. The institution is "open"-no locks, bars or fences for security.

#### 2. DESCRIPTION OF STAFF

##### Administrative Organization:

The staff at The Florida School for Boys is administratively organized into eleven separate departments. The Administrative Department is comprised of the Superintendent, Mr. Lenox E. Williams, a secretary, a receptionist, and clerk, all of whom are Caucasians. The Business Office is in charge of the Business Manager and includes purchasing, warehouse, laundry, dry cleaning, canteens, shoe repair, upholstery, and post office. This department includes some twelve Caucasians and two Negro employees. The Maintenance Department is under the direction of the Maintenance Supervisor and includes some twenty Caucasian and two Negro employees among the many plumbers,



carpenters, electricians, and other instructors. The Food Service Department, under the Food Service Supervisor, includes three employees at the processing plant, all Caucasian; four at the North campus kitchen, and six at the South campus kitchen. One Negro staff member works in each kitchen. The Farm Department, under the Farm Manager, employs twelve staff members, three of whom are Negro. The Medical Department, under the direction of the Medical Doctor, includes a registered nurse and four practical nurses, one of whom is Negro. The Dental Department includes the Dentist and dental assistant, both of whom are Caucasian. The Social Service Department includes the Director of Social Service, three psychiatric social workers, two psychologists, two clerical staff, two full-time and one part-time chaplains. One chaplain is Negro and two vacancies in psychiatric social workers exist which are open to applicants without regard to race, color, or national origin. The Training Department on the Junior Campus includes the Director of Training; two Homelife Supervisors (one of whom is Negro); and twenty-six houseparents, twelve of whom are Negro; along with a night watchman; two clerical staff; and four Detention Supervisors, all of whom are Caucasian. The Training Department on the Senior Campus includes the Director (Negro); two Homelife Supervisors (one of whom is Negro); sixteen housefathers (eight of whom are Negro); a night watchman and a clerk. The academic faculty includes the Educational Supervisor, Principal, sixteen teachers, three coaches, and four shop teachers. We have approximately eleven Negroes and eleven Caucasians in this department, with vacancies open to applicants regardless of race, color, or national origin.

Staff Facilities:

There are approximately eighteen Negro staff members, some with their families living on the South campus and approximately eleven Negro staff members, some with their families living on the North campus. There are approximately thirty-one Caucasian staff members, some with their families living on the South campus and approximately fourteen Caucasian staff members, some with their families living on the North campus. Staff members may take their

carpenters, electricians, and other instructors. The Food Service Department, under the Food Service Supervisor, includes three employees at the processing plant, all Caucasian; four at the North campus kitchen, and six at the South campus kitchen. One Negro staff member works in each kitchen. The Farm Department, under the Farm Manager, employs twelve staff members, three of whom are Negro. The Medical Department, under the direction of the Medical Doctor, includes a registered nurse and four practical nurses; one of whom is Negro. The Dental Department includes the Dentist and dental assistant, both of whom are Caucasian. The Social Service Department includes the Director of Social Service, three psychiatric social workers, two psychologists, two clerical staff, two full-time and one part-time chaplains. One chaplain is Negro and two vacancies in psychiatric social workers exist which are open to applicants without regard to race, color, or national origin. The Training Department on the Junior Campus includes the Director of Training; two Homelife Supervisors (one of whom is Negro); and twenty-six houseparents, twelve of whom are Negro; along with a night watchman; two clerical staff; and four Detention Supervisors, all of whom are Caucasian. The Training Department on the Senior Campus includes the Director (Negro); two Homelife Supervisors (one of whom is Negro); sixteen housefathers (eight of whom are Negro); a night watchman and a clerk. The academic faculty includes the Educational Supervisor, Principal, sixteen teachers, three coaches, and four shop teachers. We have approximately eleven Negroes and eleven Caucasians in this department, with vacancies open to applicants regardless of race, color, or national origin.

Staff Facilities:

There are approximately eighteen Negro staff members, some with their families living on the South campus and approximately eleven Negro staff members, some with their families living on the North campus. There are approximately thirty-one Caucasian staff members, some with their families living on the South campus and approximately fourteen Caucasian staff members, some with their families living on the North campus. Staff members may take their

carpenters, electricians, and other instructors. The Food Service Department, under the Food Service Supervisor, includes three employees at the processing plant, all Caucasian; four at the North campus kitchen, and six at the South campus kitchen. One Negro staff member works in each kitchen. The Farm Department, under the Farm Manager, employs twelve staff members, three of whom are Negro. The Medical Department, under the direction of the Medical Doctor, includes a registered nurse and four practical nurses, one of whom is Negro. The Dental Department includes the Dentist and dental assistant, both of whom are Caucasian. The Social Service Department includes the Director of Social Service, three psychiatric social workers, two psychologists, two clerical staff, two full-time and one part-time chaplains. One chaplain is Negro and two vacancies in psychiatric social workers exist which are open to applicants without regard to race, color, or national origin. The Training Department on the Junior Campus includes the Director of Training; two Homelife Supervisors (one of whom is Negro); and twenty-six houseparents, twelve of whom are Negro; along with a night watchman; two clerical staff; and four Detention Supervisors, all of whom are Caucasian. The Training Department on the Senior Campus includes the Director (Negro); two Homelife Supervisors (one of whom is Negro); sixteen housefathers (eight of whom are Negro); a night watchman and a clerk. The academic faculty includes the Educational Supervisor, Principal, sixteen teachers, three coaches, and four shop teachers. We have approximately eleven Negroes and eleven Caucasians in this department, with vacancies open to applicants regardless of race, color, or national origin.

Staff Facilities:

There are approximately eighteen Negro staff members, some with their families living on the South campus and approximately eleven Negro staff members, some with their families living on the North campus. There are approximately thirty-one Caucasian staff members, some with their families living on the South campus and approximately fourteen Caucasian staff members, some with their families living on the North campus. Staff members may take their

carpenters, electricians, and other instructors. The Food Service Department, under the Food Service Supervisor, includes three employees at the processing plant, all Caucasian; four at the North campus kitchen, and six at the South campus kitchen. One Negro staff member works in each kitchen. The Farm Department, under the Farm Manager, employs twelve staff members, three of whom are Negro. The Medical Department, under the direction of the Medical Doctor, includes a registered nurse and four practical nurses, one of whom is Negro. The Dental Department includes the Dentist and dental assistant, both of whom are Caucasian. The Social Service Department includes the Director of Social Service, three psychiatric social workers, two psychologists, two clerical staff, two full-time and one part-time chaplains. One chaplain is Negro and two vacancies in psychiatric social workers exist which are open to applicants without regard to race, color, or national origin. The Training Department on the Junior Campus includes the Director of Training; two Homelife Supervisors (one of whom is Negro); and twenty-six houseparents, twelve of whom are Negro; along with a night watchman; two clerical staff; and four Detention Supervisors, all of whom are Caucasian. The Training Department on the Senior Campus includes the Director (Negro); two Homelife Supervisors (one of whom is Negro); sixteen housefathers (eight of whom are Negro); a night watchman and a clerk. The academic faculty includes the Educational Supervisor, Principal, sixteen teachers, three coaches, and four shop teachers. We have approximately eleven Negroes and eleven Caucasians in this department, with vacancies open to applicants regardless of race, color, or national origin.

Staff Facilities:

There are approximately eighteen Negro staff members, some with their families living on the South campus and approximately eleven Negro staff members, some with their families living on the North campus. There are approximately thirty-one Caucasian staff members, some with their families living on the South campus and approximately fourteen Caucasian staff members, some with their families living on the North campus. Staff members may take their

meals in the staff cafeteria, which is located adjacent to the boys' dining hall on the South (or Junior) campus. Houseparents who are on duty on the weekend or a Holiday must eat with their boys to supervise them. Staff members may use the gymnasium or any of the play areas when not being used by students. They may purchase from the canteens and have available for their use in the warmer months a staff swimming pool, which is a small, out-dated swimming pool no longer used by the student population. The use of all staff facilities are open to staff members without reference to race, color, or national origin.

### 3. DESCRIPTION OF STUDENT POPULATION

#### Demographic Characteristics:

The Florida School for Boys at Marianna serves a capacity of 800 adjudicated delinquent boys; the students presently range in age from 10 to over 18, with a mean age of 15.4. The capacity of the Senior Department is approximately 335 boys, while the capacity of the Junior Department is approximately 465 boys. Negro boys presently comprise approximately 50 per cent of our population, although our former population ratios were 44 per cent Negro to 56 per cent white. Our current average length of stay is eight and one-half months.

#### Program:

The academic area comprises one of the three basic areas of the training program and is purposed to enable the student to begin at his level of current functioning and progress to a level in keeping with his age group and individual capacity. Each student studies and works on an alternating basis. Thus, a child may be on crew any given day and in school the alternate day; or he may be in school in the morning, work the afternoon and the following morning, and be in school the following afternoon; depending on his crew placement. The curriculum is basically similar to that of the public school, with the limitations of facilities and faculty. The basic method of teaching has been the individual contract system, whereby a student progresses at different levels at his own rate, and the students in a given class

room will be working at different levels of assignment and on different subjects. The school program includes one period of physical training and elective shop classes in art, industrial arts, or sheet metal-electronics. In addition, a recreational program is provided from 3:30 p.m. until 5:00 in the evening three days per week; and a varsity athletic program in football, basketball, baseball, and track for those students who desire to participate and demonstrate some proficiency.

The pre-vocational area of the training program seeks to acquaint the child with basic work habits, attitudes toward work, and an exposure to basic skills in some area of interest. Students spend approximately fifty per cent of their time, from 7:45 in the morning until 5:00 in the evening, on their pre-vocational crew. Crew assignment is made by the Director of Training, and is determined by the student's area of interest, his capacity to learn and perform the given tasks, as well as the availability of positions on any given crew. Students generally remain on the crew of original placement, but may gain a crew change by request, if their functioning has been satisfactory for a sufficient period of time and if they present a valid reason for a transfer. There are over forty-five different crews, which fall into six general areas. These are (1) farm--e.g., garden, tractor, poultry, swine, (2) food service--preparation and processing of foods, (3) maintenance--auto mechanics, machine shop, plumbing, carpentry, electrical, masonry, etc., (4) academic school--some students are permanently in the shops, or work in the school as janitors or book room boys, (5) business--storeroom, laundry, dry cleaning, canteen, shoe repair, (6) offices--each of the many offices, including the infirmary and dental clinic, maintains office boys who both run errands and learn the associated skills.

The homelife area is the third and perhaps most important of the basic areas of the program, in that the students spend their most intimate living hours in homelife program. A student is under the supervision of his houseparent from 5:00 p.m. until 7:45 a.m. and during the lunch hour. The homelife area is basically a group living approach, although each cottage contains 35 to 45 students. The construction of each cottage includes basically a large, congregate bedroom,

a reception-T.V. room, a playroom, and a combination washroom, locker room, and lavatory. The homelife program seeks to enhance positive approaches to interpersonal relationships, the formulation of acceptable group norms and values with coordinate development of strong character within the individual boy.

A recreational program is carried on as a part of the homelife area and includes both intramurals--team competition between the cottages in major sports--and intermurals, in that each cottage is divided up into four groups which compete on the basis of games, performance of cottage responsibilities, individual progress, etc., with the winning group for each month receiving a special banquet and trip to the movie in town. Each cottage is provided with a play court which includes basketball goals, volleyball set-up, standing bar, parallel bars, weights, etc., as well as individual recreational equipment such as chess, checkers, ping pong, etc. During the summer months, the cottages use the swimming pool in the evenings and on weekends. Students also take off-campus trips in cottage groups, as rewards and to attend such special events as a play rehearsal or band concert at the Chipola Junior College.

Medical, dental, Social Service, and religious services are provided for all students. Each student is examined by the physician and dentist at the time of admission and prior to release. Immunizations and medical and dental treatment is provided as needed throughout the student's period of residence. Each new student is contacted shortly after admission by the chaplain and by a member of the Social Service Department. Those who require more intensive consideration or request additional help may be seen on a continuous basis. Each student is given intelligence and scholastic achievement tests, both at the outset and at the culmination of his training program, and during the interim period as may be requested by the academic faculty. The religious program involves chapel services on Sunday morning and Wednesday evenings, along with voluntary Sunday School, Bible study courses and religious counseling.

Other extra-curricular activities in which a student may participate include the Chapel choir, which occasionally gives

performances on television, and the Boy Scout troop. During football season, we have had a drill team and a group of the youngest students who act as cheerleaders.

The imposition of sanctions is carried out chiefly through an individual rating system, or Citizenship Evaluation Plan, whereby each student is rated weekly by his instructors from each of the major areas of homelife, pre-vocational, and academic, with a numerical grade which reflects his attitudes and behavior throughout the week. By consistently earning acceptable grades, a student may progress from rank to rank, or should he receive unacceptable grades, he might be demoted in rank. The individual rating system is used as a partial determinate for release in that a student must achieve a rank two steps above that of his admission before he can be considered eligible for release. The rating system also is a determinate of privileges in that students in the higher ranks may earn the privilege of writing additional letters, having visitors more often than other students, going to town to the movie on a bi-weekly or weekly basis, going to the canteen in the evenings, etc. These privileges may be lost or other sanctions imposed by demotion to the lowest rank. If a student misbehaves he may be verbally corrected by an instructor, or should the misbehavior be more serious, he may receive a behavior report.

A behavior report is a statement of the incident of misbehavior or expression of poor attitude, including the circumstances and sources of information. Each student either reads or has read to him the report, whereupon he signs the report and indicates his admission or his denial of the situation and is given the opportunity to write down his own statement of the circumstances. The report is then forwarded to one of the supervisory staff--Directors of Training, Academic Principals, and Homelife Supervisors--who will further investigate the situation if indicated, talk with the student, and make an adjudication of the report. The action taken may involve only counseling with the student or it may result in no disposition if there appears to be question about the charges.

Generally, a student may receive a low grade as the result of a behavior report, although he may be occasionally placed in isolation



in an individual, secure room, under close supervision, if the offense and the circumstances indicate this. Occasionally a student will continue to act out, even after all other measures have been exhausted. If a student has been demoted to the lowest rank and continues to exhibit serious misbehavior, physical correction may be administered in the form of a paddling. Administrative controls on this are very strict, and only the Superintendent, a Director of Training, or the Educational Supervisor may authorize a paddling; one of these must be present when the paddling is administered; only the four Homelife Supervisors, in addition to the other administrative staff, may administer a paddling. Behavior reports are kept on file and the offenses, along with dispositions, are recorded on each student's permanent record card. A student may also be reported for behavior which is above and beyond that normally expected. These reports are also recorded on his permanent record.

#### B. The Florida School for Boys at Okeechobee

##### 1. LOCATION OF FACILITIES

The Florida School for Boys at Okeechobee is a newly constructed facility, having begun operation in 1959, and is located some four miles North of Okeechobee on U. S. Highway 441. The basic program and administrative structure of the Okeechobee school is very similar to that of the Marianna school; therefore, only differences will be noted herein in order to eliminate unnecessary repetition. The cottages at Okeechobee are located in two separate campuses, with ten cottages on the North campus and nine cottages on the South campus (a tenth cottage is presently nearing completion). Each campus has a separate academic school and swimming pool and dining hall. A central infirmary, dental clinic, and adjustment unit (with twenty isolation rooms) serves both campuses; as does the auditorium, where religious services are also held. The Social Service Department and the Business Office are located in the Administration Building, which also serves both campuses. The North campus, formerly the "Colored Department", will become the Junior school; whereas the South campus, formerly the "White Department",

will become the Senior school. Students on the North campus will be in the 11 through 15 age, and students on the South campus will be 16 through 18 age group.

## 2. DESCRIPTION OF STAFF

### Administrative Organization:

The employees of The Florida School for Boys at Okeechobee are organized into the following administrative units: General Administration--Superintendent, William M. Sult, Assistant Superintendent, two clerical positions; Religion--Chaplain; Guidance Activities--Director, psychologist, psychiatric social worker, two clerical positions; Adjustment Unit--five Supervisors (one Negro); South campus training--Director, Homelife Supervisor, twenty housefathers, two night watchmen, clerk (six Negroes); North campus training--Director, Homelife Supervisor, clerk, twenty housefathers, night watchman (sixteen Negroes, including Homelife Supervisor); South campus education--Principal, nine teachers, two vocational instructors (one Negro); North campus education--Principal, eight teachers, two vocational instructors (Principal and seven teachers are Negro); Food Service--seven instructors; Medical, Dental--Doctor, Dental Intern, four registered nurses, dental assistant; Business Office--Business Manager, Property Supervisor, accountant, four clerks, and storeroom, laundry, food processing and clothing personnel (16 total positions); Maintenance--Plant Superintendent, plumbers, carpenters, electricians, mechanics, etc., (14 total positions); Farm--Farm Manager, truck farm, cattle, poultry, swine, dairy (5 total positions).

### Staff Facilities:

Housing is provided for houseparents in the cottages, with two apartments per cottage and many of the houseparents have their families with them living on campus. Residences for other staff members are provided on campus in a bachelors' quarters unit. In addition, there is the Superintendent's residence and a small number of other residences for key staff members. There are presently about twenty-four Negro employees living on campus, in the cottages and in the bachelors' units. Approximately fourteen reside in the cottages on the North campus with the remainder residing on the South campus.

A staff cafeteria is located on the South campus adjacent to the boy's dining hall and serves all staff members. Staff members also may use the swimming pool or any of the other additional facilities, when not in use by the student population. No limitations are placed upon staff housing, dining or use of recreational facilities on the basis of race, color or national origin.

### III. DESCRIPTION OF STUDENT POPULATION

#### A. Demographic Characteristics

The capacity of the Florida School for Boys at Okeechobee, when a cottage presently under construction is completed, will be 500 students. Approximately 49 percent will reside on the North campus and 51 percent on the South campus, in the Senior school. At the present time there are three cottages, or 75 of the older Negro students, residing on the South campus and three cottages, or 75 of the older Negro students, residing on the South campus and three cottages, or 75 of the younger caucasian students residing on the North campus. Students range in age from 10 through 18 with the average age at 15.7. The average length of stay is presently between 7 and 8 months.

#### Program

As previously stated the basic program at the Florida School for Boys at Okeechobee is similar to that of the Marianna school. The academic area of the program includes classroom instruction, athletics, physical training, and the following elective shops; Print shop, wood-working shop, auto mechanic shop, metal shop. The prevocational area of the program includes such farm crews as truck, dairy, poultry, swine, cattle, etc., food preparation and cafeteria style serving; electrical, plumbing, paint, carpentry and other maintenance crews; office boys and janitors in the academic schools as well as crew boys for the academic school shops, storeroom, laundry and other business functions. The program in the homelife area is identical to that at the Marianna school. Extra curricular activities include off campus trips to the University of Miami

games, sponsored by B'nai B'rith, and trips to major league ball games as guests of the management during spring training. Medical, dental and social services are provided in much the same manner as at the Marianna school. The religious activities on campus include two worship services on Sunday, Sunday School classes, a Christian Crusader Club (which includes group singing, group discussion, films on self improvement and other informal activities), Bible study courses, a course of study in the development of basic Moral and Ethical Values in Daily Living, daily services for each campus have been discontinued and students from both campuses attend either the Protestant services or the Roman Catholic services. The Citizenship Evaluation System and methods of handling discipline at the Okeechobee school are similar to those at the Marianna school.

#### The Florida School For Girls At Ocala

The Florida School for Girls at Ocala is located within the city limits of Ocala, Florida. The campus is comprised of ten cottages units which look very much like residences, an academic school, administration building, maintenance building, Chapel and swimming pool. Most cottages have a capacity of 16 girls and the students prepare the meals and eat within the cottage unit.

#### LL. DESCRIPTION OF STAFF

##### Administrative Organization

The basic administration organization is divided into ten departments. The administrative department is headed by the Superintendent, Mrs. Alyce D. McPherson and the Assistant Superintendent, Mr. W. Conrad Dutton. Both of these positions serve the Ocala school and the Florida School for Girls at Forest Hills, although the Assistant Superintendent is charged with the primary administration of the Florida School for Girls at Forest Hills, while the Superintendent is primarily responsible for administration of the Florida School for Girls at Ocala. In addition, there are two Clerk positions and a secretarial position at the Ocala school.

The school Chaplain constitutes the religious department. There are eight school teachers and one Director in the Academic education department. There are five instructors in the vocational education department. The department of cottage care includes a director of cottage life, and 22 housemothers. The food service department includes 12 instructors, who teach the girls cooking in the cottages and also assist in supervision during meal time and at other times when they are working in the cottage. The medical department is composed of a part time Doctor, full time Nurse, one Dental intern divides his time between the Ocala school and the Forest Hills school. The Guidance service including the psychological and Social Services includes a Social Worker and Caseworker, along with a psychologist who divides his time between the Ocala school and the Forest Hills school. The adjustment unit is considered a separate unit, even though it operates as a cottage. This is a self contained unit for the girls who are more chronic behavior problems and is staffed by one teacher, two cottage care personnel and one food service person. The maintenance department includes four maintenance men. The business office serves both institutions, although the central business office is located at the Ocala school and the warehouse and laundry are located at the Forest Hills school. The business manager and property supervisor and clerical personnel work at the Ocala school. Among the staff members at the Ocala school, there is one Negro in the food service department, one in the business office and two in the maintenance department.

Staff Facilities:

There are efficiency apartments and individual rooms in each cottage on campus and the only other residence is the Superintendents house. In addition to the housemother's residences in the cottages, there are rooms for ten employees from other departments, as there is an extra room in each cottage. There is no staff dining hall, however, staff members may eat in the cottages and those on duty are required to eat with the girls in their cottage, as a part of the training program to help them develop proper manners and eating habits. Both Caucasian and

Negro staff members eat in the cottages with the girls together.

Use of the swimming pool when not being utilized by the student population is open to all staff members, regardless of race, color or national origin.

### III. DESCRIPTION OF STUDENT POPULATION AND PROGRAM

#### Demographic Characteristics

The girls at the Florida School for Girls at Ocala range in age from 10 through 18 years old. The average age is 15 years and present average length of stay is 8.2 months. There are 145 students at the Ocala school, including some Negro girls.

#### Program Areas

Each new girl moves through an orientation period. Girls are received into cottage number 1, where they remain for a two week orientation program including counselling periods with the chaplain, social workers, psychologists, dental examination, intelligence and achievement testing, medical examination and assignment to school. Girls are in school on alternating days and work in one of the prevocational areas or perform assigned tasks at the cottage during the other day. Girls move from Cottage 1 to Cottage 2, where they begin to be exposed to the program. After a beginning adjustment has been made in cottage 2, the girls are placed in one of the regular cottages, where she will likely remain throughout the rest of her stay. East Hall is considered the detention cottage and this unit serves girls on a temporary basis, who need to be removed from the usual cottage group. Girls in this detention cottage are placed under much greater restriction, however are not excluded from contact with the caseworker, psychologist, chaplain or psychiatrist. The length of stay in this unit depends upon the problems the girl has exhibited and the necessary time to overcome them. Wallace cottage is the adjustment unit and the girls placed in this unit do not generally return to the regular program, but remain in the adjustment unit receiving their academic and prevocational education there, as the unit includes a classroom, a library, laundry and ironing room, sewing room, and kitchen. The focus of the cottage program

is homemaking and each girl is exposed to cooking, laundry, sewing, menu planning, serving, etc., as a part of the cottage life program.

The recreational program is also a part of the cottage life, as well as part of the physical education and the academic school. Included in the recreational program are swimming- with a life saving class and individual swimming instruction being offered to the girls-out door skating, play ground equipment, an athletic field with softball diamond, volleyball and telley ball equipment.

The academic program is divided up into several areas; "special review" is the area which includes all elementary school students, plus any Junior high or high school who are unable to function on their grade level; regular classes are offered in 7th grade, 8th grade and 9th grade; there is a 10 and 11 special class which is composed of all students above the 9th grade who are working toward earning high school credits. Girls may earn high school credits by either remaining in the program the required period of time or by passing the final examination for a course at the time the teacher feels they are ready to take the exam.

The focus of the academic program is to help the girls understand the value of education and motivate them toward achieving educational goals and to enable them to make as much progress as possible during the period of time they are in the school.

On the days the girls are not in school, they are working on one of the crew assignments. These include kitchen work, basic foods and nutrition classes, food serving, dress making, beauty culture, library assistant, dental assistant and nurses assistant, outdoor grounds maintenance, campus switchboard, etc. Assignments are made monthly and each girl is exposed to a variety of assignments during her residence. Assignments are made on the criteria of each individual's working ability, interest, age and point of progress in the training program. Medical services are provided by a local physician and surgeon who are always on call. The physician devotes one half day per week to routine examinations, a dental intern is available two and one half days per week and the

consulting psychiatrist comes to the school twice per month for one half day each time. Social services are provided on an individual basis, with the intensity of the services depending on each girl's needs. Routine staff conferences between the social worker, housemother, school teacher and others working with each girl help to evaluate and plan her program.

Extra-curricular activities include picnics, off-campus trips to the movies, bowling, skating or for field trips. Some girls work on the school paper, The Acorn. The religious program involves chapel services on Sunday afternoons and Wednesday evenings, Sunday School classes, religious counselling and devotions in the cottages. Various recreational and social activities for the girls are sponsored by local Womens service clubs.

Each girl is graded weekly by those staff members supervising her activities according to the following standards: obedience, attitude, neatness, courtest, honesty, initiative. The letter grades, A, B, C, CG, D, E and F reflect different levels of performance. A grade of C is valued at 1 point, b-2 points and A-3 points; CG carries no points, as does D, which requires additional duties as well as removes certain privileges for the week; the grade of E removes five of the total points, while the lowest grade, F, requires that the student must start over again, after earning five points to remove the F. Each student must earn 75 points before becoming eligible for release from the school.

#### The Florida School for Girls At Forest Hills

##### I. LOCATION OF FACILITIES

The Florida School for Girls at Forest Hills is located near Lowell, adjacent to the Florida Correctional Institution for Women. It is some ten miles North of Ocala. The campus includes eight cottages the academic school (with offices for the nurse, social workers, cottage life director and principal) cafetorium, swimming pool, laundry, warehouse, maintenance shop and small office for the Assistant Superintendent. The cottages differ somewhat from those at the Ocala school, in that they



have a greater capacity, the girls sleep three to a bedroom, there is one central room which is used for recreation, television, reading, etc. Some security features are similar in that the buildings and the individual bedrooms can be locked. All students and staff eat together in the central dining hall. The program is very similar to that of the Florida School for Girls at Ocala, however, differences exist and will be pointed out.

## II. DESCRIPTION OF STAFF

### Administrative Organization:

As previously pointed out in the description of the Ocala school, various positions in different departments serve both the Florida School for Girls at Ocala and the Florida School for Girls at Forest Hills. The Assistant Superintendent, who has primary responsibility for this school, has two clerical persons, both of whom are Negroes, working in his office. A Negro Chaplain is in charge of religious activities. The Director of Academic Education is in charge of nine teachers and four Vocational Education instructors, all of whom are Negro. Six staff are in the Food Service Department, all Negro. The nurse, social worker and caseworker are also Negroes. The teacher, cook and two cottage care staff assigned to the Adjustment Unit are all Negroes. In the Maintenance Dept., four of the men are Negroes and one a Caucasian. Among the Business Office staff working in the laundry and the warehouse, there are two Caucasians and three Negroes.

### Staff Facilities:

Each cottage includes two rooms, with a connecting bath, which is to be used for the cottage care staff. There are no other residential facilities for staff members. There is no staff cafeteria, but staff members may take their meals in the student cafeteria and both white and Negro staff eat together. Use of the swimming pool, or other student recreational facilities, is open to all staff members, without reference to race, color, or national origin, at any time when these facilities are not in use by the student body.

### III. DESCRIPTION OF STUDENT POPULATION

#### Demographic Characteristics:

There are presently about 130 Negro girls at the school, with an age range of ten to eighteen years, mean fifteen years old. The average length of stay is 6.8 months. The plans are for this institution to become the Senior school, for the older and more mature girls. The first Caucasian girls from this older age group have been accepted for admission to the Forest Hills school as new students.

#### Program:

The general program areas, method of evaluation and achieving release, orientation procedures and the like are similar to those of the Ocala school. The academic program differs in that the curriculum is divided into a special education class, encompassing grades 1-6, regular classes for grades 1-6 and for grades 7-11. Special home economics classes are offered in Foods and in Sewing. The prevocational placements include beauty culture, laundry operation, motel service training, as well as the general areas offered at the Ocala school. Extra-curricular activities include participation in the musical variety group, the chapel choir, the annual Pageant, and crowning of Miss Forest Hills, an annual talent show, fashion shows and work on the campus publication, the Hill News. Professional services are provided in the same manner as at the Ocala school and the Religious program is quite similar. There is a ~~de~~-emphasis on intramurals in the cottage care area, and a concentration of physical education in the academic area.

#### Aftercare Section

##### I. PURPOSE AND FUNCTION

The Aftercare program was established to complement the treatment and training begun in the institution and to provide services to the families of those students committed to the schools, as well as to enable the child to make a better readjustment to the community through close supervision and counselling following his release. The Aftercare counselor's workload is divided into three major areas: (1) development of a written

Comprehensive Study on each child, beginning at the time of his commitment, (2) Counselling with the family of a child in the institution and liaison between the family and the institution, (3) supervision of the child in the home following his release.

## II. ADMINISTRATIVE ORGANIZATION

The Central Office is located in Tallahassee and includes the Deputy Director for Aftercare, the Central Office Supervisor, the Statistician and two secretaries. Region I office is located in Panama City, with the Regional Supervisor, secretary and one Aftercare Counselor (Negro); one Counselor is located in Pensacola, as a field office. Region II office is located in Tallahassee, with the Supervisor, secretary and one counselor. The Region III office is located in Gainesville, with the supervisor, secretary and one counselor. Region IV office is in Jacksonville, with the Supervisor, one secretary and three counselors (two Negro). The Region V office in Deland, with one secretary and the supervisor, has a field office in St. Augustine with one counselor. The Region VI office in Bartow includes the supervisor, secretary and one counselor (Negro). The Region VII office in Orlando includes the supervisor, secretary and two counselors (one Negro). The Region VIII office is located in Tampa, with the Supervisor secretary and two counselors (one Negro). The Region IX office in Sarasota is staffed by the supervisor, secretary and one counselor, and has a field office in Ft. Myers with one counselor. The Region X office in West Palm Beach includes the supervisor, secretary and three counselors (one Negro). The Region XI office is located in Miami and is staffed by the supervisor, secretary and three counselors (one Negro). Caseloads are assigned these workers without respect to the race, color or national origin of the child or worker, except in the Region I office, where community reactions have necessitated postponement of the desegregation of caseloads until July 1, 1967.

Comprehensive Study on each child, beginning at the time of his commitment, (2) Counselling with the family of a child in the institution and liaison between the family and the institution, (3) supervision of the child in the home following his release.

## II. ADMINISTRATIVE ORGANIZATION

The Central Office is located in Tallahassee and includes the Deputy Director for Aftercare, the Central Office Supervisor, the Statistician and two secretaries. Region I office is located in Panama City, with the Regional Supervisor, secretary and one Aftercare Counselor (Negro); one Counselor is located in Pensacola, as a field office. Region II office is located in Tallahassee, with the Supervisor, secretary and one counselor. The Region III office is located in Gainesville, with the supervisor, secretary and one counselor. Region IV office is in Jacksonville, with the Supervisor, one secretary and three counselors (two Negro). The Region V office in Deland, with one secretary and the supervisor, has a field office in St. Augustine with one counselor. The Region VI office in Bartow includes the supervisor, secretary and one counselor (Negro). The Region VII office in Orlando includes the supervisor, secretary and two counselors (one Negro). The Region VIII office is located in Tampa, with the Supervisor secretary and two counselors (one Negro). The Region IX office in Sarasota is staffed by the supervisor, secretary and one counselor, and has a field office in Ft. Myers with one counselor. The Region X office in West Palm Beach includes the supervisor, secretary and three counselors (one Negro). The Region XI office is located in Miami and is staffed by the supervisor, secretary and three counselors (one Negro). Caseloads are assigned these workers without respect to the race, color or national origin of the child or worker, except in the Region I office, where community reactions have necessitated postponement of the desegregation of caseloads until July 1, 1967.

Comprehensive Study on each child, beginning at the time of his commitment, (2) Counselling with the family of a child in the institution and liaison between the family and the institution, (3) supervision of the child in the home following his release.

## II. ADMINISTRATIVE ORGANIZATION

The Central Office is located in Tallahassee and includes the Deputy Director for Aftercare, the Central Office Supervisor, the Statistician and two secretaries. Region I office is located in Panama City, with the Regional Supervisor, secretary and one Aftercare Counselor (Negro); one Counselor is located in Pensacola, as a field office. Region II office is located in Tallahassee, with the Supervisor, secretary and one counselor. The Region III office is located in Gainesville, with the supervisor, secretary and one counselor. Region IV office is in Jacksonville, with the Supervisor, one secretary and three counselors (two Negro). The Region V office in Deland, with one secretary and the supervisor, has a field office in St. Augustine with one counselor. The Region VI office in Bartow includes the supervisor, secretary and one counselor (Negro). The Region VII office in Orlando includes the supervisor, secretary and two counselors (one Negro). The Region VIII office is located in Tampa, with the Supervisor secretary and two counselors (one Negro). The Region IX office in Sarasota is staffed by the supervisor, secretary and one counselor, and has a field office in Ft. Myers with one counselor. The Region X office in West Palm Beach includes the supervisor, secretary and three counselors (one Negro). The Region XI office is located in Miami and is staffed by the supervisor, secretary and three counselors (one Negro). Caseloads are assigned these workers without respect to the race, color or national origin of the child or worker, except in the Region I office, where community reactions have necessitated postponement of the desegregation of caseloads until July 1, 1967.

Comprehensive Study on each child, beginning at the time of his commitment, (2) Counselling with the family of a child in the institution and liaison between the family and the institution, (3) supervision of the child in the home following his release.

## II. ADMINISTRATIVE ORGANIZATION

The Central Office is located in Tallahassee and includes the Deputy Director for Aftercare, the Central Office Supervisor, the Statistician and two secretaries. Region I office is located in Panama City, with the Regional Supervisor, secretary and one Aftercare Counselor (Negro); one Counselor is located in Pensacola, as a field office. Region II office is located in Tallahassee, with the Supervisor, secretary and one counselor. The Region III office is located in Gainesville, with the supervisor, secretary and one counselor. Region IV office is in Jacksonville, with the Supervisor, one secretary and three counselors (two Negro). The Region V office in Deland, with one secretary and the supervisor, has a field office in St. Augustine with one counselor. The Region VI office in Bartow includes the supervisor, secretary and one counselor (Negro). The Region VII office in Orlando includes the supervisor, secretary and two counselors (one Negro). The Region VIII office is located in Tampa, with the Supervisor secretary and two counselors (one Negro). The Region IX office in Sarasota is staffed by the supervisor, secretary and one counselor, and has a field office in Ft. Myers with one counselor. The Region X office in West Palm Beach includes the supervisor, secretary and three counselors (one Negro). The Region XI office is located in Miami and is staffed by the supervisor, secretary and three counselors (one Negro). Caseloads are assigned these workers without respect to the race, color or national origin of the child or worker, except in the Region I office, where community reactions have necessitated postponement of the desegregation of caseloads until July 1, 1957.

Comprehensive Study on each child, beginning at the time of his commitment, (2) Counselling with the family of a child in the institution and liaison between the family and the institution, (3) supervision of the child in the home following his release.

## II. ADMINISTRATIVE ORGANIZATION

The Central Office is located in Tallahassee and includes the Deputy Director for Aftercare, the Central Office Supervisor, the Statistician and two secretaries. Region I office is located in Panama City, with the Regional Supervisor, secretary and one Aftercare Counselor (Negro); one Counselor is located in Pensacola, as a field office. Region II office is located in Tallahassee, with the Supervisor, secretary and one counselor. The Region III office is located in Gainesville, with the supervisor, secretary and one counselor. Region IV office is in Jacksonville, with the Supervisor, one secretary and three counselors (two Negro). The Region V office in Deland, with one secretary and the supervisor, has a field office in St. Augustine with one counselor. The Region VI office in Bartow includes the supervisor, secretary and one counselor (Negro). The Region VII office in Orlando includes the supervisor, secretary and two counselors (one Negro). The Region VIII office is located in Tampa, with the Supervisor secretary and two counselors (one Negro). The Region IX office in Sarasota is staffed by the supervisor, secretary and one counselor, and has a field office in Ft. Myers with one counselor. The Region X office in West Palm Beach includes the supervisor, secretary and three counselors (one Negro). The Region XI office is located in Miami and is staffed by the supervisor, secretary and three counselors (one Negro). Caseloads are assigned these workers without respect to the race, color or national origin of the child or worker, except in the Region I office, where community reactions have necessitated postponement of the desegregation of caseloads until July 1, 1967.

Comprehensive Study on each child, beginning at the time of his commitment, (2) Counselling with the family of a child in the institution and liaison between the family and the institution, (3) supervision of the child in the home following his release.

## II. ADMINISTRATIVE ORGANIZATION

The Central Office is located in Tallahassee and includes the Deputy Director for Aftercare, the Central Office Supervisor, the Statistician and two secretaries. Region I office is located in Panama City, with the Regional Supervisor, secretary and one Aftercare Counselor (Negro); one Counselor is located in Pensacola, as a field office. Region II office is located in Tallahassee, with the Supervisor, secretary and one counselor. The Region III office is located in Gainesville, with the supervisor, secretary and one counselor. Region IV office is in Jacksonville, with the Supervisor, one secretary and three counselors (two Negro). The Region V office in Deland, with one secretary and the supervisor, has a field office in St. Augustine with one counselor. The Region VI office in Bartow includes the supervisor, secretary and one counselor (Negro). The Region VII office in Orlando includes the supervisor, secretary and two counselors (one Negro). The Region VIII office is located in Tampa, with the Supervisor secretary and two counselors (one Negro). The Region IX office in Sarasota is staffed by the supervisor, secretary and one counselor, and has a field office in Ft. Myers with one counselor. The Region X office in West Palm Beach includes the supervisor, secretary and three counselors (one Negro). The Region XI office is located in Miami and is staffed by the supervisor, secretary and three counselors (one Negro). Caseloads are assigned these workers without respect to the race, color or national origin of the child or worker, except in the Region I office, where community reactions have necessitated postponement of the desegregation of caseloads until July 1, 1967.



III. PLANNING AND PROGRESS TOWARD  
TOTAL COMPLIANCE WITH THE  
CIVIL RIGHTS LAW

The goal of steps completed, under way and contemplated within the Division of Child Training Schools is to comply with the Civil Rights Law through operation of all programs and facilities under its jurisdiction in accordance with the following policy: (1) No child will be assigned to a residential unit or participate in a group living program on the basis of his race, color or national origin. (2) No child will be assigned to an academic class or shop, or participate in an educational program on the basis of his race, color or national origin. (3) No child will be assigned to any crew, or be given any job, or participate in any vocational instruction on the basis of his race, color or national origin. (4) No child shall be assigned to, participate in, or be denied participation in religious counselling, medical, dental, psychological, psychiatric or social services on the basis of his race, color or national origin. (5) No child shall participate in or be denied participation in any extra-curricular activities on the basis of race, color or national origin, these activities including athletic competition, recreational programs, clubs and organizations, intra-and inter-murals, social activities, and the like. (6) No person shall be employed or terminated from employment, nor shall he participate or be denied participation in any residential, dining or recreational facility under the auspices of this agency, nor shall he be assigned any duties on the basis of his race, color or national origin.

It is anticipated that steps toward this goal will be completed in July, 1967, and the culminating step in almost every case will be the actual placement of both white and non-white students together in the living units, along with the addition of sufficient personnel to provide awake night supervision. It is also understood that until this step is taken, Negro students will remain with Negro houseparents and Caucasian students with Caucasian housparents; the existing policy will prevail regarding the seating of students in cottage units at such activities as require supervision by the houseparent. The following is a breakdown of the plan, by institution, by area and by steps toward completion.

The Florida School for Boys at Marianna

1. HOMELIFE AREA -

Steps Begun: Transfer of cottages housing Negro boys from North campus to South Campus, including houseparents and homelife supervisors, (began 8-66, completed 11-66)- Assignment of students to dining hall on campus in which they reside (began 9-65) and assignment of cottages to homelife supervisors on non-racial basis (8-66). Change of cottages formerly populated with Caucasian students to a Negro cottage (9-66).

Steps Completed To Date: All above transfers, to achieve Junior-Senior segregation of campuses, change of one cottage to achieve balance of populations.

Steps Planned: Recruitment of additional homelife staff for 24-hour supervision, (begin 6-67, comp. 7-67). Training of additional homelife staff (7-67). Interchange of staff and students among Caucasian and Negro cottages on same age-size-maturity level, (7-67).

2. ACADEMIC AREA -

Steps Begun: Inclusion of North Campus students (Negro) into South Campus shop classes (8-65). Transfer of faculty and students from North Campus school and South Campus school, development of specialized curricula according to Junior and Senior age groupings (begun 8-66, comp. 11-66).

Steps Completed: Total desegregation of all facets of academic education.

3. PRE-VOCATIONAL AREA

Steps Begun: Desegregation of crew placements (begun 8-65, comp. 11-66).

Steps Completed to Date: Complete desegregation of all facets of pre-vocational training program.

4. SERVICES -

Steps Begun: Assignment of Negro students living in Pierce Cottage to South Campus chapel services, integration of separate Roman Catholic masses into one service (9-65). Combination of separate infirmaries into central infirmary (6-65); assignment of students to wards and scheduling of appointments and group treatment in Guidance Center and testing facilities (9-65). Assignment of cottages to Junior and Senior campus chapels, as they are transferred, (begun 8-66, comp. 11-66).

Steps Completed to Date: Desegregation of chapel and other religious services, except Sunday School classes, provision of all other services on a non-racial basis.

Steps Planned: Desegregation of seating plan in chapels and Sunday School classes, which are contingent on cottages (7-67).

#### 5. EXTRA-CURRICULAR ACTIVITIES

Steps Begun: Combination of separate athletic teams into one team for each sport (8-65). Integration of "The Swingers" variety group (8-65). Consolidation of separate boy scout troops (8-65). Inclusion of teams of separate races in the same intramural program (8-66).

Steps Completed to Date: Desegregation of athletics, interest-oriented activities, inclusion of students of both races in same intramural program.

Steps Planned: Complete desegregation of inter- and intra-mural recreational programs, contingent on cottage composition, (7-67).

#### 6. STAFF POLICIES

Steps Begun: Establishment of "Equal Opportunity" employment policy, with exception of homelife positions, (8-65). Promotion of Negro to Postman position (8-65). Employment of Negro Social Worker (4-65). Consolidation of staff dining halls (9-65). Movement of Negro staff member into formerly all-white housing area (11-65). Opening of staff swimming pool to both Negro and Caucasian staff (5-66). Promotion of Negro to administrative position, (8-66).

Steps Completed To Date: Desegregation of all policies relating to employment, promotion, assignment, supervision and use of facilities by staff, except the employment and assignment of housefathers.

Steps Planned: Employment of staff for houseparent positions and assignment to cottages, without regard to race, color or national origin, (7-67).

#### The Florida School for Boys at Oklawaha

##### HOMELIFE AREA:

Steps Begun: Interchange of cottages between North Campus and South campus to achieve Junior-Senior differentiation (begun 10-66, to be comp. 2-67). Students of both races begin eating in same dining halls as cottages are transferred, (10-66).

Steps Completed to Date: Interchange of three cottages (75 Caucasian and 75 Negro students) between campuses. Desegregation of homelife staff, dining halls (except seating plan).

Steps Planned: Interchange of two more cottages (50 Caucasian students and 50 Negro students) between campuses (1-67 and 2-67). Recruitment of additional staff in homelife to provide 24-hour supervision (6-67). Training of additional staff and interchange of staff and students between cottages of Negro and Caucasian students on the same age-size-maturity level (7-67).

## 2. ACADEMIC AREA

Steps Begun: Interchange of students and faculty between the North Campus school and South Campus school (begun 10-66, to be complete 2-67), with development of programs for Junior level and Senior level students.

Steps Completed to Date: Interchange of 75 students and 1 faculty member, thus desegregating classes, shops, etc.

Steps Planned: Interchange of 50 more students, recruitment of staff to fill vacancies now existing to achieve more proportionate ratios (2-67).

## 3. PRE-VOCATIONAL AREA

Steps Begun: Desegregation of students on crew assignments (begun 9-65, to be completed 1-67).

Steps Completed to Date: Complete desegregation of all crews, except laundry.

Steps Planned: Desegregation of laundry crew (1-67).

## 4. SERVICES

Steps Begun: Integration of chapel services, as cottages are interchanged (10-66). Consolidation of all protestant services and Roman Catholic Services into one service for each faith (11-66).

Steps Completed to Date: Desegregation of Religious services, except seating plan and Sunday School, contingent on cottage configuration. All other services have always been provided without regard to race, color or national origin.

Steps Planned: Desegregation of seating arrangement in chapel services and Sunday School classes; contingent on cottage composition (7-67).

## 5. EXTRA-CURRICULAR ACTIVITIES

Steps Begun: Consolidation of racially separate varsity teams (3-66).  
Desegregation of students attending off-campus activities (3-66). In-  
clusion of students of both races into the same recreational programs as  
a result of campus interchanges (10-66).

Steps Completed to Date: Desegregation of athletics, off campus activities  
and inclusion of students of both races in the same intramural programs.

Steps Planned: Complete integration of inter-and intra-mural recreation  
programs, contingent on cottage compositions (7-67).

## 6. STAFF POLICIES

Steps Begun: Establishment of "Equal Opportunity" employment policy,  
with exception of homelife positions (8-65). Employment of Negro supervisor  
in adjustment unit (12-65). Consolidation of staff cafeterias, (11-65).

Steps Completed to Date: Elimination of reference to race, color or national  
origin in all policies relating to employment, promotion, assignment,  
supervision and use of facilities by staff, except the employment and  
assignment of housefathers.

Steps Planned: Employment and assignment of houseparents on a racially  
non-discriminatory basis (7-67).

### The Florida School for Girls at Ocala

#### HOMELIFE AREA

Steps Begun: First assignment of Negro girls to this school, destined to  
become the school for younger girls (6-66). With this assignment came  
integration in the cottage area, orientation process and total homelife  
program.

Steps Completed to Date: Initial group of Negro students assigned to the  
school on the basis of age, assimilated into the homelife program.

Steps Planned: Continued admission of girls on the basis of age rather  
than race, to reach a more proportinate distribution by 7-67.

#### 2. ACADEMIC AREA

Steps Begun: Negro girls admitted to the school were placed in the  
academic program (6-66).

Steps Completed to Date: Initially assigned Negro girls have been assimilated

into the academic education program, with placement based solely on educational needs.

Steps Planned: As new girls are admitted to the institution in the younger age group, both Caucasian and Negro, they will be included in an intensified academic program for the younger student, who must continue her education following release until she is 16 years old. It is anticipated that a more equal racial ratio will be reached around 7-67.

### 3. PRE-VOCATIONAL AREA

Steps Begun: As Negro girls are admitted to the school and complete the orientation process, they are assigned to the same work placements and exposed to the same opportunities as Caucasian girls, (begun 6-66).

Steps Completed to Date: At this time, a small number of Negro girls have been included in the vocational education area of the program, thus achieving initial desegregation of the facets of this program affected.

Steps Planned: As new students are admitted of both races, they will continue to be assigned to crew placements without reference to race, color or national origin, until a more even distribution is achieved and all crews are affected, (7-67).

### 4. SERVICES

Steps Begun: As Negro girls were introduced into the population, they also began to be included in the religious program, and began to receive other services - medical, social, dental, psychological and psychiatric, along with the Caucasian girls (6-66).

Steps Completed to Date: Negro girls are now receiving services on the same basis as the Caucasian girls at the school.

Steps Planned: Students will continue to be admitted to the school on the basis of their age, rather than race; it is expected that the ratio of Caucasian and Negro girls receiving services will become more proportionate to that of total girls received at both schools by 7-67.

### 5. EXTRA-CURRICULAR ACTIVITIES

Steps Begun: Negro girls are included in extra-curricular activities as they are admitted to the school, beginning in June, 1966.

Steps Completed to Date: Elimination of racial consideration in the participation of extra-curricular activities, by the inclusion of Negro girls into the total program.

Steps Planned: Achievement of more proportionate distribution of Negro and Caucasian students in extra-curricular activities by continued admission of younger girls, without regard to race to the school.

#### 6. STAFF POLICIES

Steps Begun: Establishment of equal opportunity policy in employment and promotions (8-65). Promotion of Negro from Warehouse at Forest Hills school to Property Supervisor at Ocala school (8-66).

Steps Completed to Date: Four Negro staff members work at the Ocala school, have available to them staff facilities without regard to race, color or national origin, and may eat along with the girls in the cottages.

Steps Planned: Recruitment of qualified Negro staff members to fill vacancies in the staff, as they occur, along with the new positions expected to effect 24-hour supervision in the cottages. A more proportionate racial distribution of staff members will be achieved in this manner.

#### The Florida School for Girls at Forest Hills

##### 1. HOMELIFE AREA

Steps Begun: Acceptance for admission to the school granted for two older Caucasian girls by the Director of the Division of Child Training Schools (11-66). As these students are admitted, they will be placed in the regular orientation procedure and into one of the cottages in the homelife program, thus effecting desegregation of the homelife area on a beginning level.

Steps Completed: Initiation of policy of assignment of all older girls, regardless of race, color or national origin to the Forest Hills School. Caucasian staff member employed in homelife area and first students scheduled to be received.

Steps Planned: Continued admission of older girls of both races, to reach

a more proportionate population distribution by July, 1967, filling up one cottage at a time with Caucasian girls. Placement of students together in cottages to follow employment and training of additional staff who will provide awake night supervision (7-67).

## 2. ACADEMIC AREA

Steps Begun: Caucasian girls admitted to the school will be placed into the regular academic program (12-66).

Steps Completed to Date: Initial integration of Caucasian girls into formerly all Negro academic school, including classes, home economics, and physical training, scheduled to have begun.

Steps Planned: Students will continue to be placed in school according to their educational needs and will not be segregated on the basis of race, color or national origin. More proportionate ratios will be achieved as Caucasian girls are admitted into the institution, (7-67).

## 3. PRE-VOCATIONAL AREA

Steps Begun: Initial assignment of Caucasian girls to formerly all Negro crew placements will be effected following the completion of their orientation process (12-66).

Steps Completed: Some crews will have girls of both races assigned to work together, thus the policy has been initiated whereby girls are assigned to crew placements without regard to their race, color or national origin.

Steps Planned: As new students are received into the institution of both races, they will continue to be assigned to crew placements on a non-discriminatory basis, thus integrating each and every crew and achieving a more proportionate ratio (7-67).

## 4. SERVICES

Steps Begun: Caucasian students assigned to the school will receive initial medical, dental, social services along with Negro students being admitted (11-66). As these girls are assimilated into the total program, they will also participate in religious services on a racially integrated basis (12-66).



Steps Completed to Date: By the time this report is submitted, both Caucasian and Negro students will be receiving the same services and participating in the same religious and guidance programs, on a non-discriminatory basis.

Steps Planned: The ratio of Caucasian to Negro girls in religious activities will increase, as students of both races are accepted into the institution (7-67).

#### 5. STAFF POLICIES

Steps Begun: Maintenance and Warehouse staff of both races have been working together since the beginning of the school in 1958. Both Caucasian and Negro staff began eating together in the dining hall in 1959. A Negro secretary was hired to fill a vacancy in the office of the Assistant Superintendent in 1964. Caucasian staff member employed in the homelife area (11-66).

Steps Completed to Date: Establishment of policy of equal opportunity relating to employment, promotion and assignment of duties to staff members, with exception of the homelife area. Establishment of non-discriminatory policy regarding the use of facilities by staff members.

Steps Planned: Recruitment of qualified Caucasian staff members to fill vacancies in the staff, as they occur, along with the new positions expected to effect 24-hour supervision in the cottages. A more proportionate racial distribution of staff members will be achieved in this manner by July, 1967.