

Jenny Jaylor  
Interviewed by: Ashley Real: Jida Jon  
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A: How long have you been working in the district?

JT: It will be 19 years in September.

A: And what brought you to the Hillsboro School

JT: Well...my background is in family counseling and I had been doing family counseling for 13 years, and I had been offered a couple of times an opportunity to work in the schools as Carol Shalburgers position. And I turned it down and on the third time I decided not to turn it down. I didn't think I would like working in the school, and after my first year I loved it, and then I got offered a full time job.

T: So have you been working in middle schools, high schools or strictly high schools?

JT: Since 1986 I've been working just in high school, prior to that I did groups in middle schools at Brown and Poynter for kids who were having trouble behaviorally in school as well as drop out issues.

T: How do you think drug and alcohol issues have changed over the year?

JT: Oh that's a good question. And actually this is the question that I've been thinking a lot about. Because it is a, its something that I have been concerned about, when I came to the district in 86; there was a strong parent and community involvement around the issue of drug and alcohol it was the primary concern of parents, and it was on the kind of priority of the district to address the drug problem in the schools. And we developed quite a few really interesting programs for students. The natural helpers movement began then, and the student action group which were kids designed to work with the drug problem in the school ( a lot of preventative things) we put on assemblies and had speakers come into the schools, it was quite an involvement with the students, we had probably 60 students in a class. In addition to that we had groups for kids in the school, which I ran for first and second period, at one time we had thirty students in the class, that were kids who had been identified with drug and alcohol problems that had been treatment who went back to school, which was a support for them, a person who they could check in with. And I would be an advocate for them in there transition back to school because kids without drug and alcohol problems when they try to become clean they run into all kinds of problems, they just have problems with school around the transition in focusing and dealing, and having someone to support them and talk to teachers about giving them a break and an additional time to turn something in. Well we don't have anything like that here, but the shift over the years has really changed. For some reason by 93' or so, the drug problem we would do an annual survey and what we noticed was a big drop off of drug and alcohol problems, which was great. But what happened was that the programs disappeared. I hope I can make this clear because another thing that has changed that isn't related to the schools is about how treatment has changed in the community. In the late 80's and early 90's getting kids into treatment was a big priority; there was a big inpatient programs that were trying to get patients into their programs so they ran. And those programs got third party payments through insurance, once insurance payments became

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more expensive to do inpatient the insurance people started to back out of those programs, and got into outpatient programs. And it changed how we identified problems in schools; they weren't asking us to do interventions in the school to identify kids to get into treatment like in the previous years. It, it, it's just an example of the shift in money changed, and um, how about the industry, the insurance industry, and the treatment industry, changed how we worked with kids in the schools. So today I don't see us working with kids where we identify drugs as the primarily problems like in the early 90's, and when kids have problems we would really work hard to identify the problem, and if drug and alcohol was the primary problem we would deal with that first and the secondary issues would be dealt with later. Well, I just don't see us working that way, I feel like we have been working back into punitive methods where kids are told not to come back to school, or they are suspended or expelled. And I just don't believe in the punitive method especially when its concerning drugs and alcohol, it's a problem that needs to be addressed through treatment. Now obviously if the person continues and repeats to have problems then we can't have them in an environment where they are self destruction. I think its just important to use those opportunities, in a way, when a kid gets caught with drug and alcohol, I see it as an opportunity to help them, and, to address that problem, given to a program that would help them. I just don't think we take advantage of the opportunity. And when I did family therapy I would work with parents to create a crisis so that the student would be more motivated to fix the problem You know people are just that way, motivation often comes from when a person feels uncomfortable to fix something. But if no one is really giving you a problem with it you really don't think there is a problem, with drugs and alcohol, people around you see it as a problem and you need to adjust that. That has been a change, and I have been uncomfortable with it, um, I wish we had programs here in the school that would when a student would be caught with drug and alcohol they would be in a 5 to 6 week group, here, that would be informational as well as um, as, well as an opportunity for us to assess the problem The problem of doing assessment with kids in the school is most people lie. Saying this was my first time, or this was my second time, or this was my first beer. I hear those stories so many times throughout the year, but when you get to know the person you have more opportunity to get to know them, and sometimes they would give you an opportunity to know what's going on, which is an opportunity to help them and work on the problem. I just feel like we loose the opportunity when a student gets suspended for drugs and alcohol. And back in the 80's and early 90's we would do that.

T: how do you feel about parent involvement with their children?

JT: Parent issues have probably um, I do think there has been a shift in parent involvement. But I am very empathic with parents, what's been happening in the last 20 years, with so many more parents both working just to support the family. Its difficult, more difficult, to be the kind of support to their children. I have noticed over the year that there are more students who are trying to raise themselves, that there; I'm not saying there isn't a caring parent, who is trying to give the best to their child. It's more economic structure that has occurred, that doesn't allow the parent to provide the kind of emotional support or just being there. Having raised two kids myself I know sometimes just being there and not necessarily doing something is just as important, it's important to the child.

Of just having the parent there. And teenagers are like I want you when I want you. So, not having that, I just see a lot of students who go home who then don't have the supervision, and who are pretty much free to do what they want to do, and they make poor choices and they don't have an adult to help them make good choices. And I'm just seeing more kids drifting, and uh, that's what I think. And it probably relates to the crime, I'm not really into what the crime treatment are like Mr. Brown and Mrs. Peterson. I do see kids leave school and are just floating, you know, and we should be offering them something. And we don't have the funding and we don't have enough diverse problems to reach those kids, and education to me is the key that can make the difference between poverty and success, and.

T: With all the kids increasing do you think gangs are increasing?

JT: Well, from what I understand, yea, when we first opened century it was a real eye opener for me. When century opened 97' and 98' it was really a difficult year for us here. We had a situation where had almost 1500 kids about 1100 to 1200 kids were ninth and tenth graders, very small junior class, and no seniors. So we had all these kids who had never been in high school, plus there was this sort of territorial thing, where gang activity occurred right away, it just caught me by surprise. This was the first year that I can compare, that I can compare to the first year we opened. Gangs are more exposed and noticeable, and I don't know what that's about; maybe we had a gang guy come out and talk to the staff and sometimes just hearing about it and learning about it we get more intoned, and maybe it was just ignorance in the past, but um, I see the two comparisons to the first year and this year.

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T: And how are they being dealt with.

JT: Well you know I usually don't deal with these situations. When something happens with gang related things there is usually suspensions and expulsions. And I know we've had some expulsions this year. It really um, I had some of my students who left because of the fights. It's rather upsetting how we can't have our own students who can't come to our school because they are afraid to come to school.

A: Do you think they are starting earlier?

JT: That's what I've being told and that's kind of scared. You know in the years that I've lived in Hillsboro I could drive from my house to Portland without ever hitting a stop light. And I can't get three blocks from my house now and it's, I say that because the city has become so much more complexed both in traffic and in people. Just the makeup in the city has changed. This is truly a bilingual community, and it's easy to think otherwise that nothing is different, it's much more diverse.

A: What would you say is the most common ethnic group?

JT: Well the uh, well...probably from my perspective from where I live and what I see, I'm much more aware of the Hispanic community. And you know if I lived more in this