Telling kids to say no to drugs is y no if you explain what the conse Officences of saying yes are, Senior Offi Her M.A. Euliss Jr. of the Winston

Mences of saying yes are, Senior Offi-ler M.A. Euliss Jr. of the Winston-lem Police Department, said.

Euliss is one of two police offi-rs who have left the pushers on the eets to educate and arm students in e classroom for the war against 1985. Euliss is a full-time instructor of DARE -- Drug Abuse Resistance lucation -- program in local elemenlucation -- program in local elemen-

bucation -- program in local elemen-y schools.

"I go to school as one of the facul-size every day," Euliss said. "I arrive at 30 in the morning and prepare my soon plan. Then I go out to meet the das at they arrive for class."

DARE is a 17-week program nere trained law enforcement officers with elementary schools and teach ildren ways to say no to drugs and— ays to build self esteem, Senior Offi-ays to build self esteem, Senior Offi-

ildren ways to say no to say to build self esteem, Senior OffiJays the city schools because we got into golitical mess (in attempt to serve the city and county students), and ere's just not enough officers to do it unity-wide," Paige said. "Next year e're hoping to be able to get more ficers for the program and some eriff deputies."

iff deputies."

DARE is funded through North DARE is funded through North arolina's State Bureau of Investigann, Paige said. This is the program's
Micond year of operation in the state.

In the state is year it was funded by Wachovia
unk and Trust Company. The N.C.
aneral Assembly allocated funds for
program during the 1988-89 school
ar, Paige said. Forty-three of the
ure's 100 counties are participating in
program this academic year, he
lidd.



very receptive to the program. School records have shown that student atten-

dance is higher the day an officer is in the school."

"The biggest question they ask is, 'What happens if I'm forced to take drugs," Euliss said. "They're afraid of

violence--that someone will make

them take drugs. But that's not a real common place thing. Pushers aren't going to force someone to take drugs when there are buyers available, but the hidd early understand that."

the kids don't understand that."
Students at Latham Elementary
School are understanding some other
vital lessons in the DARE program.

A lot of the students are scared someone will try to force them to take drugs, Euliss said.

Students at Speas Elementary School learn about drugs and their effects under the tutelage of Senior Officer M.A. Eullss Jr.

The brain-child of the Los Angeesteem," Euliss said. "They've been

The brain-child of the Los Ange-Police Department (LAPD) in 1983, DARE consists of one 60 minute instructional session per week for 17 weeks for fifth-graders. Students in grades K-4 have shorter, more intro-ductory oriented DARE classes, Euliss said. The program is copyrighted by the LAPD, he said.

Topics discussed during the 17-week program include personal safety, drug use and misuse, consequences of taking drugs, resisting pressure to use drugs, building self-esteem, managing stress without using drugs, media influences on drug use, alternatives to drug use, forming a support system, ways to deal with pressure from gangs and taking a stand againgt drug abuse.

and taking a stand against drug abuse.

No actual drugs or paraphernalia
are shown to the students. But students are snown to the students. But students do view a film about drug and alcohol abuse during the second week of DARE, Euliss said.

"We spend a lot of time building and strengthening the students' self

you're approached by a stranger? Euliss asked, "Ghostbu members of the class yelled as the busted into laughter.

busted into laughter.
"Seriously, who would you call?"
Euliss said after the laughter died
down. "You!" a student said, referring

"Right." Euliss said, "And you can call a neighbor, your mom or dad or another adult friend."

Euliss greeted Glenda Moore's fifth-grade class at Latham and immediately asked them to take out their homework. The students are issued yellow "DARE to Say NO" workbooks at the beginning of the program, Euliss

A few of the fifth-graders in Moore's class have been approached by someone trying to persuade them to take drugs. All said the DARE program helped them to walk away from drugs.

"When I was walking home from

"When I was walking home from school this group of teenagers walked up to me and asked me if I wanted a beer," Jamera McQueen said. "I said no and ran.'

Another student was tempted with cocaine. "They were trying to get me to try cocaine, but I remembered what Officer Euliss said so I just said no and walked away," Joseph Porter said.

Students have just about formed a fan club for Officer Euliss, Moore said. "He's nice and he teaches us all the different ways to keep us from getting involved with drugs," Talia Wilborn said.

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Students improve with old-fashioned methods

Students in Winston-ilem/Forsyth County Schools are stering themselves and their test ores the old fashioned way -- by learning and emphasizing the

ics. Chapter 1, a federal compen Chapter 1, a federal compen-tory program created by the Edu-tion Consolidation and Improve-tent Act in 1981, is designed to ake that task a little easier. The all of the act is to help education-ly disadvantaged children raise eir achievement levels. This goal accomplished by providing basic ills instruction in small groups or individual settings.
"The primary goal of Chapter 1

"The primary goal of Chapter 1
the Winston-Salem/Forsyth
Junty Schools is to significantly
prove the reading and math skills
participating students through an
dividualized, diagnostic and pretriting amorach to instruction." riptive approach to instruction,"
id Barbara Hayes, director of
hapter 1 programs for the system.
The federal government wrote

\$2.9 million check to the local stem to cover Chapter 1 program penses during the 1988-89 school

"These federal dollars are used operate remedial programs for proximately 3,300 students in 36 the 55 schools in the system," yes said, adding that 26 of those dols are elementary and 10 are

adle schools. "There are no lapter 1 programs at the high tool level."

The federal monies are used to ploy Chapter 1 teachers, teacher-istants and administrators. Funds o are used for instructional matels, equipment and for staff develment and program evaluation, yes said.

yes said.
Schools with a high proportion students receiving free or duced lunches are eligible for apter 1 funding.

"Schools are identified for Chapter 1 participation on the basis of the concentration of children within the attendance area from low-income families," Hayes said. "Schools are ranked on the basis of the percentage of children within that attendance area who qualify for free or reduced-price lunch. Schools with a percentage above19 percent are 'eligible' schools."

After a school qualifies for Chapter 1 funding, any student at that school with an educational need is eligible for program participation.

Students who rank at or below the 49th percentile on the California Achievement Test (CAT) are con-sidered potential Chapter 1 stu-

'After all eligible students have After all engible students have been identified, selection for pro-gram participation is based on a point system," Hayes said. "Points are assigned for test ranking, per-formance level, teacher judgment and age, and are totaled for a selec-tion score."

Students with the highest selection scores have the greatest need for Chapter 1 remedial help and are placed first in the program until it

places have fills up.

Eight thousand students in grades K-12 were identified for the program this academic year, but only 3,300 are Chapter 1 students,

only 3,300 are Chapter 1 students, Hayes said.

"It's not that funds have been cut, it just costs more to provide services for smaller numbers of children," Hayes said. "We are paying for teacher salaries which have increased and prices for instructional materials are up."

Chapter 1 is broken up into three different programs. Element.

three different programs: Elemen-tary School Reading, Early Inter-vention and Middle School Math. Approximately 2,000 children in grades K-5 participate in the

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