[DATE]

[FOUNDATION CONTACT
FOUNDATION NAME
FOUNDATION ADDRESS]

Dear [FOUNDATION CONTACT],

We at [NAME OF SCHOOL] are proud of our school. We have exceptional, caring teachers, motivated students and a dedicated, first-rate administration. We also have a problem. Like nearly every school in every corner of the world, bullying behavior in our hallways, classrooms and on our playground makes school an unpleasant place for some of our students and turns our teachers and aides into referees and judges, robbing them of valuable time that could be better spent teaching.

Fortunately, a solution exists. Bullies to Buddies is an innovative, proven bullying reduction program that reduces aggression between children and aids in their healthy development. So it is with much hope, and deep gratitude and appreciation for [FOUNDATION'S NAME] longstanding support for [DEPENDING ON FUNDING PRIORITY: education/youth development/violence reduction] that we request a grant of [AMOUNT OF GRANT REQUEST] for the implementation of this much needed program.

Statement of Need
Children are bullied when they are exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and have difficulty defending themselves. Student bullying is pervasive and can have devastating physical, mental, and public health consequences.

The National Association of School Psychologists has deemed bullying “the most common form of violence in society.” In 2001, the Journal of the American Medical Association published the first nationally representative study of bullying in this country, with more than 15,000 students in grades 6–10 surveyed. In the study, 17% of students reported having been bullied during the school term, and 8% reported having been bullied at least once a week. Additionally, 19% reporting bullying others during the same period.

For students who are bullied, school can become a difficult and even terrifying place to be. Concentration and grades suffer as children are more concerned about where the next demoralizing insult or physical confrontation will come from than they are about their lessons. In *The Bullying Prevention Handbook: A Guide for Principals, Teachers and
Counselors, Drs. Hoover and Oliver found that 25% of students in grades 4 through 8 experienced academic troubles as a result of bullying. The fear can become so great that students choose to avoid school altogether. According to *Teasing and Bullying: Facts about Bullying*, published by Wellesley Center for Women in 2002, an estimated 160,000 children miss school every day because they are afraid they will be attacked or intimidated by other students.

Children and youth who are the targets of bullying come to feel isolated, anxious and afraid. They are more likely to suffer from depression and suicidal ideation. Research has found that years later, long after the bullying has stopped, adults who were bullied as children have higher levels of depression and poorer self-esteem than other adults.

In some cases, students feel compelled to take drastic measures, such as carrying weapons for protection or seeking violent revenge. In the 2002 *Safe Schools Initiative* report, the U.S. Secret Service and Department of Education found that in 37 school shootings from 1974 to 2000 “almost three-quarters of the attackers felt persecuted, bullied, threatened, attacked or injured by others prior to the incident”. While school shootings are rare, they do spotlight one of the most serious consequences of bullying: violent and indiscriminant retaliation.

Bullies also suffer detrimental effects in the short and long term. They frequently get poor grades and dislike school, often turning to truancy in order to avoid the perceived persecution of those who discipline them for their behavior. Students who bully are more likely to fight, drink, and smoke and are four times as likely to have three or more criminal convictions by the age of 24.

At [NAME OF SCHOOL], we have found
[This is the place to describe the bullying situation in your school. We strongly suggest you use the Bullies to Buddies pre-implementation survey to gather concrete data from teachers, parents and students about the extent of the problem. In any case, speak to the prevalence of bullying and include numbers, specific alarming incidents and perhaps quotes from teachers, school psychologists and/or administrators.]

**Program Overview and Implementation**

Bullying is a real problem with real consequences for our students and has the potential to lead to serious violence. We are determined to do everything in our power to avoid that outcome and to make our school a comfortable place to learn. It is towards that end that we seek to implement Bullies to Buddies, a simple, innovative bullying prevention program developed by nationally certified school psychologist Israel Kalman. In a survey of teachers who have implemented the Bullies to Buddies programs in their classrooms, 100% responded that other teachers should use the Bullies to Buddies program. We have chosen Bullies to Buddies because we believe it will benefit our children and school more than any other approach.

Most other anti-bullying programs take a law enforcement approach to social problems and require school staff, students and parents to intensify their efforts and remain
constantly vigilant. This course of action creates victims who are incapable of handling hostility on their own and forces them to learn to rely on others for their well-being. Most of the other programs also require time consuming reporting and record keeping procedures, and most importantly, they don’t work. Canadian psychologist David Smith, in his meta-analysis of research on whole school anti-bullying programs like the ones mentioned above, found that 86% of the time these programs had no effect or made the problem worse and not one program resulted in a major reduction in bullying.

Bullies to Buddies takes a different approach. Rather than attempting to eliminate bullies, it teaches children how not to be victims. This, in turn, promotes resilience, independence and emotional maturity while drastically reducing aggression among students. It also frees the staff from the frustrating, onerous and ultimately futile task of bully-proofing our school.

Bullies to Buddies is a three-pronged program based on the Golden Rule: treat others as you would like to be treated. It respects the first amendment right to free speech and teaches children and adults that, while no one is entitled to a life in which absolutely no one bothers them, they have the power, and indeed the personal responsibility, to solve their own problems. Step one teaches children how not to be victims. Simple role-plays are presented individually or in groups and quickly teach children the underlying reasons for bullying as well as effective methods for dealing with it on their own. Step two teaches school staff how to handle bullying between students. Role-plays are again used to show teachers why their usual attempts to keep students from being emotionally and physically hurtful to others typically fail and to provide them with a much more potent strategy. Step three teaches staff how to handle being bullied by students and parents because it stands to reason that if teachers respond poorly when they are bullied, we can hardly expect students to respond any better.

A grant from [NAME OF FOUNDATION] would pay for a staff training by Israel Kalman, creator of the program, or another certified Bullies to Buddies trainer, as well as the program materials (i.e. workbooks, CDs and DVDs) necessary for the program’s implementation.

Organizational Capacity

[In this section, describe the unique qualifications of your school and its teachers, counselors and administrators that will allow you to successfully implement Bullies to Buddies. Include specifics names, titles and skills. Also tout the successful implementation of other programs or curriculum changes that required everyone in your organization to work together to effect change.]

Measuring the Impact and the Effectiveness of the Bullies to Buddies Program

All of the children, parents and school staff members who participate in the Bullies to Buddies program will be required to complete a pre- and post-evaluation. The evaluation will assess the impact that the program has on: 1) the prevalence of bullying in the school; 2) how students treat their siblings and family members at home; 3) students’ feelings about school; 4) the amount of time teachers and school staff spend on dealing
with bullying; 5) the classroom environment; 6) students’ ability to pay attention in class; and 7) students’ feelings about themselves and their classmates.

In addition to these quantitative measures, we will also measure the impact of the program using qualitative measures by collecting feedback from all those involved with and impacted by the program.

The effectiveness of the Bullies to Buddies program has already been attested to by other professionals in the education field:

- “Finally, a program that works near miracles in helping victims to deal with bullies. After more than two years of implementing Izzy’s principles, the students at William Snyder Elementary School smile at one another with confidence. Our school climate is pleasant and conducive to learning. Discipline referrals for bullying behaviors have decreased significantly. Teachers can now teach more because the kids are handling their own issues. And (drum roll here)...our test scores are going UP. In a school where the population is 63% Hispanic, our school reached every testing goal. In my 15 years as a school counselor, I have never seen a more effective social skills program. This one is pure genius.” -Jeannie Brewer, School Counselor, Snyder Elementary, Las Vegas, Nevada

- “I have found no other approach to be as consistently helpful for working both with the ‘victims’ and those identified as ‘bullies’ as the Bullies to Buddies book! It has turned around a number of relationships and has empowered several ‘victims’ to take charge of their situation in a very assertive and positive way.” –David S. Barnard, School Psychologist, Addison, New York

- “The Bullies to Buddies approach was implemented in our school at the beginning of the school year. The program definitely brought about a difference in the atmosphere of the school. The ‘victims’ feel empowered and able to handle their own problems. The students are also getting along better and their self-esteem has risen! Thank you for teaching us these valuable life skills.” –Jennifer Harris, 4th grade teacher, St. Andrew School

- “This approach works. For the sake of our students, I hope all educators, parents and teachers will give it a try.” –Jane Steinkamp, Principal, The Jefferson School, Tracy, California

- “I work full time in mental health with troubled youth. Most if not all are subject to being bullied or are bullies themselves. I have used the information you gave to not only ‘bully proof’ the kids being bullied, but have also helped many bullies understand why they do what they do, and have not only caused a change in behavior, but a change in heart. The information you shared has been invaluable.” –Dr. Monty L. Atchley, Booneville, Arkansas

- “I have conducted lessons from Bullies to Buddies throughout my school. The children thoroughly enjoy the lessons, really listen and participate, and use the skills daily. They get a kick out of ‘teasing’ me, the counselor, as we do the role-playing; yet, they are learning as they have fun. They have felt empowered and I have personally seen significant changes in their self-esteem and social skills. I recommend this program for any educator working with children elementary age
and up.” –Julie Doody, Counselor, Elise Wolff Elementary School, Las Vegas, Nevada

- “I have found Bullies to Buddies to be a powerful resource that I can recommend to parents…It enables the child to understand the dynamics of bullying and to understand what is motivating his or her tormentors…It’s like giving kids an emotional suit of armor.” –Geoffrey Elliot, Principal, Mount Tarcoola Primary School

Funding from [NAME OF THE FOUNDATION] will enable [NAME OF SCHOOL] to deal effectively with our bullying problem, providing children with the most productive learning environment possible and giving them strategies that will lead, ultimately, to their development into resilient, independent and emotionally mature adults. It will also lead to a school with a reduced risk of serious violence, enhanced academic performance by both former bullies and those who have been bullied; and a school where more teachers spend more time doing what they were trained to do (and what they do best): teaching.

Thank you in advance for your time and consideration. Please do not hesitate to contact me at [SCHOOL CONTACT PHONE AND EMAIL] to discuss our proposal further or if you have any questions.

Sincerely,

[SCHOOL CONTACT AND TITLE]