

119TH CONGRESS
1ST SESSION

H. R. 2682

To amend the Elementary and Secondary Education Act of 1965 to establish a grant program that will support efforts at the State level to establish anti-bullying task forces to study, address, and reduce bullying in elementary and secondary schools, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

APRIL 7, 2025

Mr. KRISHNAMOORTHY (for himself, Mr. KHANNA, Ms. NORTON, Mr. TONKO, Mr. SOTO, and Ms. SHERRILL) introduced the following bill; which was referred to the Committee on Education and Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 to establish a grant program that will support efforts at the State level to establish anti-bullying task forces to study, address, and reduce bullying in elementary and secondary schools, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “STOP Bullying Act”.

5 **SEC. 2. FINDINGS.**

6 The Congress finds the following:

1 (1) Nearly 1-in-5 K–12 students have reported
2 being bullied at school, accounting for more than
3 10,000,000 students across the country.

4 (2) Since most instances of bullying take place
5 on school grounds, school staff and teachers play an
6 instrumental role in bullying prevention.

7 (3) According to the NCES, 68 percent of
8 grade 6–12 students who are bullied face repeated
9 incidents over multiple days, and many have re-
10 ported negative impacts on their physical health as
11 a result of being bullied at school.

12 (4) Research shows that engaged educators who
13 are supportive of all students help to reduce the
14 overall presence of bullying and harassment on
15 school grounds.

16 (5) Marginalized students face high rates of
17 bullying, with studies showing that 71 percent of
18 Jewish families have experienced antisemitism at
19 school, 78 percent of Sikh students have been bullied
20 at school, 83 percent of LGBTQ+ students have
21 been harassed or assaulted at school, and 44 percent
22 of teenagers with developmental disabilities have
23 been bullied at school.

1 (6) Hostile school environments have a detri-
2 mental effect on the academic success and health of
3 students.

4 (7) 56 percent of bullying incidents are never
5 reported to an adult, inhibiting school systems in ad-
6 dressing hostile environments and supporting the
7 well-being of all students.

8 (8) Governments and educators in every State
9 have a responsibility to ensure State and local edu-
10 cation systems have processes in place for students
11 to be able to learn in a safe environment, regardless
12 of their actual or perceived race, color, national ori-
13 gin, sex, disability, sexual orientation, gender iden-
14 tity, or religion.

15 **SEC. 3. STATE ANTI-BULLYING TASK FORCE REQUIRE-**
16 **MENT.**

17 Subpart 2 of part F of title VIII of the Elementary
18 and Secondary Education Act of 1965 (20 U.S.C. 7881
19 et seq.) is amended by adding at the end the following:

20 **“SEC. 8549D. STATE ANTI-BULLYING TASK FORCE GRANTS.**

21 “(a) ANTI-BULLYING TASK FORCE GRANT PRO-
22 GRAM.—The Secretary shall carry out a program to make
23 grants to each State to establish and implement a task
24 force to study, address, and reduce bullying in elementary
25 schools and secondary schools.

1 “(b) USE OF FUNDS.—Each State task force estab-
2 lished under a grant under this section shall use the grant
3 funds to conduct a study on bullying in the elementary
4 schools and secondary schools of such State that in-
5 cludes—

6 “(1) policies of the local educational agencies in
7 such State with respect to bullying;

8 “(2) teacher, parent, and student education
9 with respect to bullying; and

10 “(3) the incidents of student violence and self-
11 harm as a result of bullying.

12 “(c) MEMBERSHIP.—

13 “(1) CHAIR.—Each Chief Education Officer of
14 a State shall designate one individual to serve as the
15 chair of the task force of such State.

16 “(2) COMPOSITION.—Each State shall des-
17 ignate at least one individual from each of the fol-
18 lowing categories to serve on the task force of such
19 State:

20 “(A) At least one teacher at elementary
21 schools and secondary schools selected in con-
22 sultation with the union or association rep-
23 resenting educators.

24 “(B) At least one school administrator.

25 “(C) At least one parent of students.

1 “(D) At least one K–12 student.

2 “(E) At least one guidance counselor.

3 “(F) At least one child psychologist.

4 “(G) At least one school psychologist.

5 “(H) At least one paraprofessional.

6 “(I) At least one lawyer.

7 “(J) At least one representative from a
8 community-based organization who specializes
9 in providing supportive services to students who
10 identify as lesbian, gay, bisexual, transgender,
11 or queer.

12 “(K) Professionals who specialize in pro-
13 viding support services to students who identify
14 as lesbian, gay, bisexual, transgender, or queer.

15 “(L) At least one individual from the State
16 Education Agency office focused on school im-
17 provement and school climate.

18 “(M) Additional individuals, as determined
19 by the chair of the task force.

20 “(3) TERMS OF MEMBERS.—

21 “(A) IN GENERAL.—Each member of a
22 task force of State shall be appointed for the
23 duration of the existence of such task force.

24 “(B) VACANCIES.—A vacancy on a task
25 force shall be filled in the manner in which the

1 original designation was made under paragraph
2 (2).

3 “(4) DISCRETIONARY COORDINATION.—A task
4 force of a State may coordinate activities under this
5 section with other boards and commissions of such
6 State.

7 “(d) REPORT TO CHIEF EDUCATION OFFICER.—

8 “(1) IN GENERAL.—Not later than 1 year after
9 the date on which the State submits the study re-
10 quired under subsection (b), the State task force of
11 such State shall submit a final report to the Chief
12 Education Officer of such State and the Secretary of
13 Education containing—

14 “(A) the annual findings and conclusions
15 of the task force;

16 “(B) the recommendations of the task
17 force for legislation or administrative actions;
18 and

19 “(C) best practices with respect to bullying
20 in elementary schools and secondary schools
21 that includes recommendations for how—

22 “(i) to address and reduce bullying;

23 “(ii) to best educate all relevant
24 school staff on recognizing bullying; and

1 “(iii) parents can best address and
2 discuss with their children the early warn-
3 ing signs of bullying.

4 “(2) PUBLICATION.—Each State task force
5 shall make the final report submitted under para-
6 graph (1) publicly available.”.

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