

116TH CONGRESS
1ST SESSION

H. R. 5286

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

DECEMBER 3, 2019

Mr. KRISHNAMOORTHY introduced the following bill; which was referred to the Committee on Education and Labor

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. FINDINGS.**

4 The Congress finds the following:

5 (1) Between one in four and one in three stu-
6 dents in the United States report being bullied at

1 school, and over 70 percent of young people say they
2 have seen bullying in their schools.

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

6 (3) Research shows that engaged educators who
7 are supportive of all students help to reduce the
8 overall presence of bullying and harassment on
9 school grounds.

10 (4) 87.3 percent of transgender students report
11 feeling unsafe at school, and nine out of ten stu-
12 dents who identify as lesbian, gay, bisexual,
13 transgender, or queer (LGBTQ) report being har-
14 assed and bullied every year.

15 (5) Hostile school environments have a detri-
16 mental effect on the academic success and health of
17 students.

18 (6) Law in effect before the date of the enact-
19 ment of this Act does not sufficiently address bul-
20 lying prevention, and governments and educators in
21 every State have a responsibility to ensure State and
22 local education systems have processes in place for
23 students to be able to learn in a safe environment,
24 regardless of their actual or perceived race, color,

1 national origin, sex, disability, sexual orientation,
2 gender identity, or religion.

3 **SEC. 2. STATE ANTI-BULLYING TASK FORCE REQUIRE-**
4 **MENT.**

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

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

9 “(a) ANTI-BULLYING TASK FORCE GRANT PRO-
10 GRAM.—The Secretary shall carry out a program to make
11 grants to each State to establish and implement a task
12 force to study, address, and reduce bullying in elementary
13 schools and secondary schools.

14 “(b) USE OF FUNDS.—Each State task force estab-
15 lished under a grant under this section shall use the grant
16 funds to conduct a study on bullying in the elementary
17 schools and secondary schools of such State that in-
18 cludes—

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

21 “(2) teacher, parent, and student education
22 with respect to bullying; and

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

25 “(c) MEMBERSHIP.—

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

4 “(2) COMPOSITION.—Each State shall des-
5 ignate at least one individual from each of the fol-
6 lowing categories to serve on the task force of such
7 State:

8 “(A) At least one teacher at elementary
9 schools and secondary schools.

10 “(B) At least one school administrator.

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

12 “(D) At least one K–12 student.

13 “(E) At least one guidance counselor.

14 “(F) At least one child psychologist.

15 “(G) At least one paraprofessional.

16 “(H) At least one lawyer.

17 “(I) At least one representative from a
18 community-based organization who specializes
19 in providing supportive services to students who
20 identify as lesbian, gay, bisexual, transgender,
21 or queer.

22 “(J) Professionals who specialize in pro-
23 viding support services to students who identify
24 as lesbian, gay, bisexual, transgender, or queer.

1 “(K) At least one individual from the State
2 Education Agency office focused on school im-
3 provement and school climate.

4 “(L) Additional individuals, as determined
5 by the chair of the task force.

6 “(3) TERMS OF MEMBERS.—

7 “(A) IN GENERAL.—Each member of a
8 task force of State shall be appointed for the
9 duration of the existence of such task force.

10 “(B) VACANCIES.—A vacancy on a task
11 force shall be filled in the manner in which the
12 original designation was made under paragraph
13 (2).

14 “(4) DISCRETIONARY COORDINATION.—A task
15 force of a State may coordinate activities under this
16 section with other boards and commissions of such
17 State.

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

19 “(1) IN GENERAL.—Not later than 1 year after
20 the date on which the State submits the study re-
21 quired under subsection (b), the State task force of
22 such State shall submit a final report to the Chief
23 Education Officer of such State and the Secretary of
24 Education containing—

1 “(A) the annual findings and conclusions
2 of the task force;

3 “(B) the recommendations of the task
4 force for legislation or administrative actions;
5 and

6 “(C) best practices with respect to bullying
7 in elementary schools and secondary schools
8 that includes recommendations for how—

9 “(i) to address and reduce bullying;

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

12 “(iii) parents can best address and
13 discuss with their children the early warn-
14 ing signs of bullying.

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

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