

The Senate Committee on Education and Youth offered the following substitute to HB 1114:

A BILL TO BE ENTITLED
AN ACT

1 To amend Part 2 of Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia
2 Annotated, relating to competencies and core curriculum under the "Quality Basic Education
3 Act," so as to provide for content standards for digital literacy instruction; to require students
4 in kindergarten through twelfth grade to receive grade level appropriate instruction in digital
5 literacy; to require the Department of Education to develop and publish model programs; to
6 publish an annual report assessing the reach and impact of online safety education efforts;
7 to provide for minimum content standards for financial literacy instruction; to require such
8 content standards to address the risks of gambling; to allow for students grades 9 through 12
9 to complete the high school graduation financial literacy course requirement; to require
10 students in kindergarten through eighth grade to receive grade level appropriate instruction
11 in financial literacy; to prohibit public schools from partnering with or accepting donations
12 or utilizing material from individuals or entities who operate any gambling enterprise,
13 activity, or event; to authorize the Department of Education to provide technical support,
14 guidance, and optional instructional resources subject to certain conditions; to provide for
15 related matters; to provide for an effective date; to repeal conflicting laws; and for other
16 purposes.

17 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

18

SECTION 1.

19 Part 2 of Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated,
20 relating to competencies and core curriculum under the "Quality Basic Education Act," is
21 amended by revising Code Section 20-2-149, relating to programs for educating students
22 regarding online internet safety, as follows:

23 "20-2-149.

24 (a) The State Board of Education shall adopt grade level appropriate content standards for
25 instruction in digital literacy to support digital citizenship competencies through critical
26 thinking, responsible technology use, and independent learning across academic subjects
27 for students in kindergarten through grade 12. Such content standards shall address, at a
28 minimum:

29 (1) Online safety and digital citizenship;

30 (2) Responsible and effective internet use;

31 (3) Evaluation of digital information and sources, including, but not limited to,
32 information using or generated by artificial intelligence;

33 (4) Digital communication and collaboration;

34 (5) Foundational computer and device skills;

35 (6) Productivity and organizational tools; and

36 (7) Basic data and information management skills.

37 (b) Beginning with the 2027-2028 school year and each school year thereafter, each local
38 board of education and other public school governing body shall provide grade level
39 appropriate instruction in digital literacy to students in kindergarten through grade 12.
40 Such instruction shall be based on the content standards prescribed pursuant to
41 subsection (a) of this Code section and may utilize the model programs developed by the
42 Department of Education pursuant to subsection (c) of this Code section. Such instruction
43 may be provided within the framework of existing coursework offered by a local school
44 system.

45 ~~(a)~~(c)(1) The Department of Education shall develop model programs for educating
46 students regarding digital literacy and online safety while using the internet, taking into
47 consideration educational materials on this topic developed by other states as well as any
48 other materials suggested by education experts, child psychologists, and technology
49 companies that promote child digital literacy and online safety issues.

50 (2) The model programs provided for in this subsection shall include one or more model
51 programs for students in ~~grades six through~~ kindergarten through grade 12 which:

52 (A) Shall include instruction regarding:

- 53 (i) The social, emotional, and physical effects of social media on users;
54 (ii) The effects of social media on the mental health of users, particularly teenagers;
55 (iii) The distribution of disinformation and misinformation on social media;
56 (iv) How social media influences thoughts and behaviors;
57 (v) The permanency and risks of sharing materials online;
58 (vi) The dangers of viewing material harmful to minors;
59 (vii) Age verification procedures on websites and social media;
60 (viii) Responsible and discerning use of artificial intelligence and generative artificial
61 intelligence;
62 (ix) How to maintain personal security and identify cyberbullying, predatory
63 behavior, and human trafficking on the internet and social media; and
64 ~~(vii)~~(x) How to report suspicious behavior encountered on the internet and social
65 media to appropriate persons and authorities; and
66 (xi) How to be a competent and discerning digital citizen; and

67 (B) May include information regarding the benefits of social media use, such as
68 supporting career readiness for future academic or employment opportunities, sharing
69 information with familiar family and friends, and safely connecting with other users
70 with similar interests.

71 (3) The Department of Education shall periodically update the model programs provided
 72 for in this subsection to reflect changes in internet and social media use, emergent
 73 technologies, social and psychological research, and information concerning new threats
 74 to teenagers and young adults using social media platforms and other online
 75 communication technologies.

76 (4) The Department of Education shall publish on its website information relating to the
 77 digital literacy content standards and digital literacy and online safety model programs
 78 provided for in this Code section, including recommended curricula and instructional
 79 materials as updated periodically as provided in this ~~subsection~~ Code section. The
 80 Department of Education shall provide technical assistance in addition to such model
 81 programs and recommended curricula and instructional materials to aid any local board
 82 of education that ~~may elect to incorporate~~ incorporates one or more components of
 83 ~~internet and social media~~ digital literacy and online safety into its instructional program.

84 (d) By December 1 each year, the Department of Education shall prepare a report
 85 assessing the reach and impact of online safety education efforts provided for in this Code
 86 section. Such report shall be submitted to the chairpersons of the House Committee on
 87 Education and the Senate Education and Youth Committee.

88 ~~(b)~~(e) Each local board of education may incorporate into its instructional program a
 89 component on online ~~internet~~ safety, including social media safety, to be taught on a
 90 schedule as determined by the local board of education."

91 **SECTION 2.**

92 Said part is further amended by revising Code Section 20-2-149.4, relating to financial
 93 literacy instruction and curriculum, as follows:

- 94 "20-2-149.4.
- 95 (a) The State Board of Education shall adopt grade level appropriate content standards for
96 ~~a minimum course of instruction in financial literacy to be completed by students in~~
97 ~~eleventh or twelfth grade.~~ Such content standards shall address, at a minimum:
- 98 (1) For grades nine through 12:
- 99 (A) Personal budgeting and money management;
100 (B) Banking, credit, and debt;
101 (C) Saving and investing principles;
102 (D) Risk assessment and long-term financial planning;
103 (E) Digital finance, fraud prevention, and consumer protection; and
104 (F) Risks associated with gambling, including:
- 105 (i) Probability, odds, and the concept of house advantage;
106 (ii) The distinction between investing and gambling;
107 (iii) Psychological and behavioral risks, including addiction and loss-chasing;
108 (iv) Financial consequences such as debt, credit damage, and family impact;
109 (v) Evaluation of gambling advertising, endorsements, and risk free claims; and
110 (vi) Overview of this state's gambling laws and consumer protections;
- 111 (2) For grades six through eight:
- 112 (A) Budgeting;
113 (B) Digital money use; and
114 (C) Introductory gambling risk awareness; and
- 115 (3) For kindergarten through grade five:
- 116 (A) Saving and spending; and
117 (B) Probability and games of chance versus effort.
- 118 (b) Beginning in the ~~2024-2025~~ 2026-2027 school year, each local board of education and
119 other public school governing body shall require all students, as a condition of graduation,
120 ~~during their eleventh or twelfth grade years~~ to complete at least a half-credit course in

121 ~~financial literacy which implements the minimum course of instruction~~ based on the
122 content standards prescribed pursuant to subsection (a) of this Code section. Such course
123 of instruction shall be completed by students in ninth, tenth, eleventh, or twelfth grade.
124 Such course of instruction may be provided within the framework of existing coursework
125 offered by a local school system, provided that such instruction includes in-depth treatment
126 of real-world financial scenarios and gambling risk analysis. Such course of instruction
127 shall be eligible to count toward a mathematics, social studies, or elective unit of credit
128 requirement for graduation.

129 (c) Beginning in the 2027-2028 school year, each local board of education and other public
130 school governing body shall provide grade level appropriate instruction in financial literacy
131 to students in kindergarten through eighth grade. Such instruction shall be based on the
132 content standards prescribed pursuant to subsection (a) of this Code section. Such
133 instruction may be provided within the framework of existing coursework offered by a
134 local school system.

135 (d) No local board of education or other public school governing body, local school
136 system, or public school shall:

137 (1) Partner with any individual or entity who operates any sort of gambling enterprise,
138 activity, or event;

139 (2) Accept any funding, materials, sponsorships, or other donation from any individual
140 or entity who operates any sort of gambling enterprise, activity, or event; or

141 (3) Use as part of any instruction promotional materials developed or made available by
142 any individual or entity who operates any sort of gambling enterprise, activity, or event.

143 (e) The Department of Education shall be authorized to develop and provide technical
144 assistance, guidance, and optional instructional resources to local school systems and
145 public schools and professional development resources for educators, provided that no such
146 resources or materials are developed or made available by any individual or entity who
147 operates any sort of gambling enterprise, activity, or event."

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SECTION 3.

149 This Act shall become effective on July 1, 2026.

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SECTION 4.

151 All laws and parts of laws in conflict with this Act are repealed.