

**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

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Prepared By: The Professional Staff of the Committee on Education

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BILL: SB 480

INTRODUCER: Senator Burgess

SUBJECT: Required Instruction in Public Schools

DATE: November 29, 2021

REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Jahnke	Bouck	ED	<b>Favorable</b>
2.			AED	
3.			AP	

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**I. Summary:**

SB 480 requires public schools to provide instruction on social media literacy, and defines “social media” as a form of interactive electronic communication through an Internet website or application by which a user creates a service-specific identifying profile to connect with other users for the purpose of communicating and sharing information. Additionally, the bill requires district school boards to make social media literacy instructional material available online.

The bill has no impact on state revenues or expenditures. The bill may have a fiscal impact to school districts. See section V.

This bill is effective July 1, 2022.

**II. Present Situation:**

**Impacts of Social Media**

Social media plays an integral role in today’s culture. Surveys show that ninety percent of teens ages 13-17 have used social media.<sup>1</sup> Seventy-five percent of teenagers report having at least one active social media profile by age 17 and over two-thirds of teens have their own mobile devices with internet capabilities.<sup>2</sup> There are benefits and potentials risks when using social media.<sup>3</sup>

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<sup>1</sup> University of Nevada, Reno School of Medicine, *Teens and social media: When is it too much?* (January 2019), <https://med.unr.edu/news/archive/2019/coppes-teens-and-social-media>, (last visited Nov. 19, 2021).

<sup>2</sup> *Id.*

<sup>3</sup> American Academy of Child & Adolescent Psychiatry, *Social Media and Teens* (March 2018), [https://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/FFF-Guide/Social-Media-and-Teens-100.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Social-Media-and-Teens-100.aspx), (last visited Nov. 19, 2021).

Potential benefits of social media include:

- Staying connected to friends.
- Meeting new friends with shared interests.
- Finding community and support for specific activities.
- Sharing art work or music.
- Exploring and expressing themselves.

Potential risks of social media include:

- Exposure to harmful or inappropriate content.
- Exposure to dangerous people.
- Cyberbullying.
- Oversharing personal information.
- Exposure to excessive advertisements.
- Privacy concerns including the collection of data about teen users.
- Identity theft or being hacked.
- Interference with sleep, exercise, homework, or family activities.

### **Required Instruction in Schools**

The mission of Florida's K-20 education system is to allow its students to increase their proficiency by allowing them the opportunity to expand their knowledge and skills through rigorous and relevant learning opportunities.<sup>4</sup> Each district school board must provide appropriate instruction to ensure that students meet State Board of Education (SBE) adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.<sup>5</sup>

Instructional staff of public schools,<sup>6</sup> subject to the rules of the SBE and the district school board, must provide instruction in:<sup>7</sup>

- The history and content of the Declaration of Independence.
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
- The arguments in support of adopting our republican form of government.
- Flag education, including proper flag display and flag salute.
- The elements of civil government.
- The history of the United States.
- The history of the Holocaust.
- The history of African Americans.
- The elementary principles of agriculture.
- The effects of alcoholic and intoxicating liquors and beverages and narcotics.
- Kindness to animals.

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<sup>4</sup> Section 1000.03(4), F.S.

<sup>5</sup> In 2020, the SBE adopted new standards for English language arts and mathematics, called the Benchmarks for Excellent Student Thinking (BEST) standards. The English language arts standards implementation began with the 2021-2022 school year and implementation of the math standards begin in the 2022-2023 school year. Section 1003.42(1), F.S.

<sup>6</sup> Instructional staff of charter schools are exempt from this section of law. Section 1002.33(16), F.S.

<sup>7</sup> Section 1003.42(2), F.S.

- The history of the state.
- The conservation of natural resources.
- Comprehensive health education.
- The study of Hispanic contributions to the United States.
- The study of women’s contributions to the United States.
- The nature and importance of free enterprise to the United States economy.
- A character-development program in kindergarten through grade 12.
- The sacrifices that veterans and Medal of Honor recipients have made serving the country.

### **Social Media Instruction in Schools**

Students are not required to receive instruction on social media. However, there is an instructional model for a social media course<sup>8</sup> available in CPALMS.<sup>9</sup> The purpose of the social media course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

The content should include, but not be limited to, the following:

- Demonstrating entry-level skills in digital communication and packaging them across the platforms/mediums of print, multimedia, online, and broadcast;
- Demonstrating fundamental skills in social media platforms and their uses; expressing social connections with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using fundamental research skills and networking formats;
- Collaborating amongst peers; and
- Using effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

### **III. Effect of Proposed Changes:**

The bill amends s. 1003.42, F.S. to require instructional staff of public schools to provide instruction on social media literacy.

The bill defines “social media” as a form of interactive electronic communication through an Internet website or application by which a user creates a service-specific identifying profile to connect with other users of the Internet website or application for the purpose of communicating and sharing information, ideas, news, stories, opinions, images, and other content.

Requiring instruction on social media literacy could provide students with a better understanding of the benefits and risks of communicating and sharing information on social media platforms.

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<sup>8</sup> CPALMS, Course, *Social Media 1* (#1006375), <https://www.cpalms.org/PreviewCourse/Preview/17758>, (last visited Nov. 19, 2021).

<sup>9</sup> CPALMS is the State of Florida’s official source for standards information and course descriptions. It provides access to thousands of standards-aligned, free, and high-quality instructional/educational resources that have been developed specifically for the standards and vetted through a rigorous review process. CPALMS, *About CPALMS*, [http://www.cpalms.org/CPALMS/about\\_us.aspx](http://www.cpalms.org/CPALMS/about_us.aspx), (last visited Nov. 19, 2021).

Additionally, the bill requires district school boards to make social media literacy instructional material available online and to notify parent of the material's online availability.

This bill is effective July 1, 2022.

**IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

**V. Fiscal Impact Statement:**

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

For those school districts that do not already provide social media literacy instruction, there may be a cost associated with including this instruction in the required curriculum.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill substantially amends section 1003.42 of the Florida Statutes.

**IX. Additional Information:**

**A. Committee Substitute – Statement of Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

**B. Amendments:**

None.

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This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

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