



SOUTH CAROLINA REVENUE AND FISCAL AFFAIRS OFFICE

STATEMENT OF ESTIMATED FISCAL IMPACT

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This fiscal impact statement is produced in compliance with the South Carolina Code of Laws and House and Senate rules. The focus of the analysis is on governmental expenditure and revenue impacts and may not provide a comprehensive summary of the legislation.

Bill Number:	H. 5483	Introduced on April 1, 2026
Subject:	Educator Safety and Classroom Authority Act of 2026	
Requestor:	House Education and Public Works	
RFA Analyst(s):	Bryant	
Impact Date:	April 20, 2026	

Fiscal Impact Summary

This bill enacts the “Educator Safety and Classroom Authority Act of 2026”. The bill establishes the authority of educators in classroom management and student discipline and provides procedures for student referral to the principal, administrative responses, and student removal. The bill also establishes protections for educators, administrators, and staff. With respect to support and training, the S.C. Department of Education (SCDE) must develop guidance to support school districts, educator preparation programs, and educational leadership programs in strengthening classroom management training and the implementation of student codes of conduct. SCDE must also create a statewide classroom management framework and provide related training. Additionally, the bill requires school districts to implement a policy adopted by the State Board of Education that establishes certain minimum standards regarding behavioral expectations. The bill also requires district boards of trustees to revise their student and staff codes of conduct to conform with the provisions of the bill within one year of the State Board of Education’s adoption of the required policy. SCDE must provide technical assistance to school districts in revising their codes of conduct.

SCDE anticipates the need for 1.0 additional time-limited program coordinator at a cost of approximately \$33,000 with salary and fringe benefits for six months to assist with training and implementation of the provisions of the bill. The department will request additional General Fund appropriations for this expense.

This bill will have no expenditure impact on the Governor’s School for Agriculture at John de la Howe, the Governor’s School for the Arts and Humanities, the Governor’s School for Science and Mathematics, and the School for the Deaf and the Blind. The agencies will manage the provisions of the bill with existing appropriations. This bill is not expected to have an expenditure impact on the Wil Lou Gray Opportunity School. The agency indicates that new policies or possible legal expenses that may occur as a result of the bill could increase costs by approximately \$1,000 to \$5,000 but reports that it will manage any increase in costs with existing appropriations.

SCDE surveyed the seventy-two regular school districts and three charter school districts and received responses from fourteen districts. Five of the responding districts indicate that there will be no expenditure impact. One district indicates that any costs associated with implementing the provisions of the bill can be managed with existing appropriations. Five districts indicate that

this bill may have an expenditure impact for training and professional development, administrative costs, and legal costs but cannot quantify the amount at this time. The three remaining responding districts indicate that this bill may significantly increase costs due to the need for additional FTEs, including teachers to manage students who are removed from class, administrators to deal with discipline, reporting, and expulsion hearings, behavioral interventionists, in-school suspension teaching assistants, and teachers at alternative education schools. The number of additional FTEs needed ranges from 13 to 192 for the responding districts. These districts also anticipate training and professional development costs, the need for additional space for students who are removed from class, administrative costs, and potential legal costs.

Explanation of Fiscal Impact

Introduced on April 1, 2026

State Expenditure

This bill enacts the “Educator Safety and Classroom Authority Act of 2026”. The bill establishes the authority of educators in classroom management and student discipline and provides procedures for student referral to the principal, administrative responses, and student removal. The bill also establishes protections for educators, administrators, and staff. With respect to support and training, SCDE must develop guidance to support school districts, educator preparation programs, and educational leadership programs in strengthening classroom management training and the implementation of student codes of conduct. SCDE must also create a statewide classroom management framework and provide related training. Additionally, the bill requires school districts to implement a policy adopted by the State Board of Education that establishes certain minimum standards regarding:

- Expectations for schools and appropriate student behavior;
- Requirements that persistently disruptive student behavior does not substantially disrupt the effective operations of a classroom or school;
- Definitions of reasonable force aligned with best practices and legal principles;
- Prohibition of harassment, intimidation, or abusive language directed at school staff or students, including procedures for reporting and investigating;
- Data collection and reporting related to discipline incidents described in the bill; and
- Minimum requirements for professional development and educator and administrator preparation programs related to student discipline and classroom management.

The bill also requires district boards of trustees to revise their student and staff codes of conduct to conform with the provisions of the bill within one year of the State Board of Education’s adoption of the required policy. SCDE must provide technical assistance to school districts in revising their codes of conduct.

S.C. Department of Education. SCDE anticipates the need for 1.0 additional time-limited program coordinator at a cost of approximately \$33,000 with salary and fringe benefits for six months to assist with training and implementation of the provisions of the bill. The department will request additional General Fund appropriations for this expense.

State Agency Schools. This bill will have no expenditure impact on the Governor's School for Agriculture at John de la Howe, the Governor's School for the Arts and Humanities, the Governor's School for Science and Mathematics, and the School for the Deaf and the Blind. The agencies will manage the provisions of the bill with existing appropriations. This bill is not expected to have an expenditure impact on the Wil Lou Gray Opportunity School. The agency indicates that new policies or possible legal expenses that may occur as a result of the bill could increase costs by approximately \$1,000 to \$5,000 but reports that it will manage any increase in costs with existing appropriations.

State Revenue

N/A

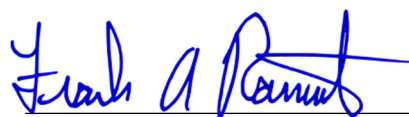
Local Expenditure

N/A

Local Revenue

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SCDE surveyed the seventy-two regular school districts and three charter school districts and received responses from fourteen districts. Five of the responding districts indicate that there will be no expenditure impact. One district indicates that any costs associated with implementing the provisions of the bill can be managed with existing appropriations. Five districts indicate that this bill may have an expenditure impact for training and professional development, administrative costs, and legal costs but cannot quantify the amount at this time. The three remaining responding districts indicate that this bill may significantly increase costs due to the need for additional FTEs, including teachers to manage students who are removed from class, administrators to deal with discipline, reporting, and expulsion hearings, behavioral interventionists, in-school suspension teaching assistants, and teachers at alternative education schools. The number of additional FTEs needed ranges from 13 to 192 for the responding districts. These districts also anticipate training and professional development costs, the need for additional space for students who are removed from class, administrative costs, and potential legal costs.



Frank A. Rainwater, Executive Director