



A Letter to the NABT Community: NABT Statement on Efforts to Ban Controversial Topics

We have become increasingly alarmed by recent efforts to ban “controversial” science concepts from textbooks and curricula. Topics on climate change, reproduction, vaccines, and other evidence-based concepts that have been deemed “controversial” by local school boards and state officials are being excised from state-approved resources with a precision that suggests political interests, and not science education, are motivating factors.

Teachers need resources that introduce students to topics using observable phenomena, evidence, and data-informed analysis. As professionals, teachers must also have the flexibility to choose the appropriate level of complexity and relevance for their students. Reducing access to accurate resources or mandating the inclusion of non-scientific materials burdens already under-resourced teachers and staff by requiring the creation of new materials that meet state standards.

The [National Association of Biology Teachers](https://www.nabt.org/) will continue to advocate for science education that is taught in a standards-based instructional framework, upholds scientific integrity, and ensures teachers the right to teach accurate and current science without penalty, or political or religious influences on content.

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