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SENATE BILL 433

**49TH LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2009**

INTRODUCED BY

Kent L. Cravens

AN ACT

RELATING TO PUBLIC EDUCATION; REQUIRING PUBLIC SCHOOLS TO ALLOW  
TEACHERS TO TEACH ALL RELEVANT SCIENTIFIC INFORMATION WHEN  
TEACHING THEORIES OF BIOLOGICAL ORIGINS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

Section 1. A new section of the Public School Code is  
enacted to read:

"[NEW MATERIAL] TEACHING OF BIOLOGICAL ORIGINS.--

A. The department, school district governing  
authorities and school administrators shall not prohibit any  
teacher, when biological evolution or chemical evolution is  
being taught in accordance with adopted standards and  
curricula, from informing students about relevant scientific  
information regarding either the scientific strengths or  
scientific weaknesses pertaining to biological evolution or

1 chemical evolution. A teacher who chooses to provide such  
2 information shall be protected from reassignment, termination,  
3 discipline or other discrimination for doing so.

4 B. This section pertains solely to the teaching of  
5 scientific information and specifically does not protect the  
6 promotion of any religion, religious doctrine or religious  
7 belief.

8 C. Public school teachers may hold students  
9 accountable for knowing and understanding material taught in  
10 accordance with adopted standards and curricula about  
11 biological evolution or chemical evolution, but they shall not  
12 penalize a student in any way because that student subscribes  
13 to a particular position on biological evolution or chemical  
14 evolution.

15 D. For purposes of this section, "scientific  
16 information" means information derived from observation,  
17 experimentation and analyses regarding various aspects of the  
18 natural world conducted to determine the nature of or  
19 principles behind the aspects being studied. "Scientific  
20 information" does not include information derived from  
21 religious or philosophical writings, beliefs or doctrines;  
22 provided, however, that "scientific information" may have  
23 religious or philosophical implications and still be scientific  
24 in nature."

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