

Oppositional Testimony for ND SB2355

Chairperson and Members of the Committee,

We are writing today in strong opposition to ND SB2355, a bill that seeks to introduce Intelligent Design into public education. This bill is a violation of constitutional principles and a direct contradiction to established legal precedent.

Intelligent Design is not a scientific theory. Intelligent Design is a religious belief that lacks scientific validation. Science education should be based on rigorous inquiry, empirical data, and peer-reviewed research—not on religious ideology. Allowing Intelligent Design into public school curriculum would misrepresent what science is and mislead students about the nature of scientific inquiry.

The inclusion of Intelligent Design in public education is unconstitutional. The 2005 case *Kitzmiller v. Dover* established that Intelligent Design is a form of creationism and, therefore, a religious belief—not a scientific theory. In that case, U.S. District Judge John E. Jones III ruled that teaching Intelligent Design in public schools violates the Establishment Clause of the First Amendment. The decision made it clear that Intelligent Design is an attempt to introduce religious doctrine into the science classroom, which the Constitution does not allow.

The separation of church and state is a fundamental principle of our democracy, ensuring that public institutions, including our schools, remain neutral in matters of religion. If this bill were to pass, it would almost certainly face legal challenges, which would cost the state both time and taxpayer money in litigation, only for courts to reaffirm what has already been determined: teaching Intelligent Design in public schools is unconstitutional.

We believe that science curriculum should be made by scientists and educators, not lawmakers. Scientific literacy is critical for our students' future success, and diluting science education with religious beliefs undermines their preparedness for higher education and careers in STEM fields. The responsibility of lawmakers is to uphold the Constitution and support high-quality education, not to legislate religious doctrine into science classes.

For these reasons, I urge you to reject ND SB2355. It is unconstitutional, legally unsound, and detrimental to the integrity of public science education. Let us ensure that our students receive an education grounded in science. Please leave Ideology out of K-12 Science Standards.

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