

Dear Chairman Beard and honorable members of the Senate Education Committee.

I am writing to support SB2355, which asks the Superintendent of Public Instruction to include training materials that present Intelligent Design (ID) as one possible explanation for life.

Growing up in ranch and farm country, I had a passion for sciences, especially biology and chemistry. At university, I pursued a pre-med degree with B.S. in Biology and a Chemistry minor. With a science background, I value a strong education system that teaches students to think critically about all scientific theories.

Science is about looking at and exploring the evidence, as well as asking questions. In my experience, many students only hear one side of the debate—evolution is taught as the only valid theory for life's origins. Many students aren't presented with information or data from scientists who have raised questions about evolution as the only explanation for the origins of life.

Intelligent Design offers another way to think about the complexity of life. It suggests that life is too detailed and structured to have happened by chance. This is not about teaching religion—it's about helping students think critically. That is one of the values of using scientific methods.

Some scientists argue that natural explanations alone do not fully answer the big questions about life. Research in genetics, molecular biology, and physics continues to reveal patterns that suggest design. For example, the bacterial flagellum—a tiny motor that helps bacteria move—is so complex that it seems unlikely to have developed step by step. DNA, which carries genetic information, also shows patterns that look planned rather than random. Even scientists who are not religious admit that these discoveries raise important questions for us to consider.

By including Intelligent Design in training materials, SB2355 makes sure students are aware of these scientific discussions rather than being shielded from them. When we only teach one theory, we limit students' ability to think critically about the world we live in.

SB2355 does not remove evolution from the classroom. It simply gives teachers the tools to introduce Intelligent Design as another scientific idea. This supports academic freedom and encourages students to become better thinkers.

For these reasons, I strongly support SB2355. Giving students the chance to study different scientific theories will strengthen their education, their understanding of scientific methodology, and their ability to think critically. I'm grateful for your time and consideration.

Sincerely,

Danita Bye