Rec’d 10/1/2014

Subject: General Inquiry

My name is [REDACTED] and I have a child in the CPS system. I am an academic physician with over 15 years of experience in the field of education and Integrative Medicine. But mostly, I have come to writing you due my recent personal observations of the early childhood pedagogy now adopted by ISBE and permeating through the CPS system. A process I can only describe as a vetting of an unproven and perhaps harmful teaching paradigm where the youngest are involved; this warrants an inquiry.

With regard to the recent adoption of common core standards by the ISBE and in an effort to fully understand why ISBE has come to this end, I require the following information (in email form). Please provide me with the following information within a reasonable time period but not more than 2 weeks:

1. Please provide the logic or rubric the ISBE used to adopt Common Core Standards (CCS). Please provide any and all primary literature, from unbiased journals written by non-industry authors, that supports and validates the use of common core standards as superior to other more successful systems currently used in Europe (i.e., Scottish, Finnish, Swedish systems to name a few) or to that end any literature that supports the end points defined in the guidelines as such pertaining to any known outcomes of pediatric health makers including, but not limited to, mental health, psychosocial pressures, etc.

2. Please provide evidence of developmental appropriateness of the standards for children in pre-K, K-6 grades.

3. Please provide evidence that the ISBE have vetted the Federal CCS committee as having not been created with a hidden agenda to foster/support assessment corporation(s), their lobbyists, and or the Bill and Melinda gates foundation.

4. Please provide me the data ISBE (or any other governmental agency), use (d) to justify the removal of physical activity paradigms from the daily routine of K-8 children in lieu of more “classroom time” and include any current studies or previous studies that support(s) this move.

5. Also, please provide me proof that shorter lunch and physical activity times in K-6 correlate with improved health and educational outcomes (i.e. improved test scores) as evidenced by CPS decision to limit lunch and recess to 40 minutes for K-6. MOST IMPORTANTLY, show me that decreased lunch and physical DO NOT support the developmental of chronic disease like adult onset diabetes in juveniles.

6. Lastly, please provide real literature that supports the concept that homework, especially in K-3, correlates with improved educational outcomes and please also provide this data for grades 3-14. Also, you must show to the tax payer using public education that assessments in the first 6 years of study are better then NOT assessing children in the first 6 years since, it is a well know fact that educational systems that use the later are far superior to the US system.

I have an expectation as a US, Illinois, Cook County and Chicago tax payer to know these fundamental questions to what I only perceive as a fundamentally flawed, logically fallacious system of governmental thought that is myopic and rife with special interest. The burden of proof falls upon all of you. Dollars over sense does make a system great my friends?

[REDACTED]
I am a: Tax Payer

Name: 
Email: 
Phone: 
Address: 