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June 30, 2026

Dr. Maria Su
Superintendent
San Francisco Unified School District
555 Franklin Street
San Francisco, CA 94102

Dear Dr. Su:

Thank you for testifying at the June 10, 2026, House Committee on Education and Workforce hearing titled "Breaking Trust: Attacks on Parental Rights, Inappropriate Content, and Legal Abuses in America's Schools." Enclosed are additional questions submitted by Committee members following the hearing. Please provide written responses no later than 5:00 p.m. on July 22, 2026, for inclusion in the hearing record. Your responses should be sent to Charlie Hatcher (charlie.hatcher@mail.house.gov) of the Committee staff; he can also be contacted at (202) 225-9571.

We appreciate your contribution to the work of the Committee.

Sincerely,

A handwritten signature in black ink that reads "Tim Walberg".

Tim Walberg
Chairman

Chairman Tim Walberg (R-MI)

1. Dr. Su, your district website touts your partnership with Planned Parenthood, the nation's largest abortion provider.¹ Your website directs students to a hospital that boasts of its "high-quality, sensitive, and confidential abortion and family planning services," including "both first- and second-trimester abortion."² It seems you have a lot of resources available for students who want an abortion. What about students who don't want an abortion—does your district help connect students with adoption non-profits?
 - a. There are plenty of pro-life non-profits that do phenomenal work providing expectant mothers with free resources such as diagnostics, counseling, and free baby supplies like cribs and diapers. Does your district point students to any of those non-profits?
2. Dr. Su, as I'm sure you know, the Supreme Court's decision in *Mahmoud v. Taylor* (2025) requires that parents be allowed to opt their children out of content that conflicts with a parent's sincerely held religious beliefs. We've heard concerns from parents in your district that, while you may grant religious opt-outs, the process is long and burdensome, and that the district puts a substantial burden on parents to prove that their religious free exercise is being infringed upon.³ Can you describe what materials or proof you require from families in order to claim a religious opt-out?
 - a. What criteria does the district use to assess these requests?
 - b. Are there any cases in which SFUSD would refuse to allow students to opt out of curriculum that conflicts with the family's sincerely held religious beliefs?
 - c. Will you commit to including parents' rights under *Mahmoud* on the district's "Parent's Rights" webpage and in the district's Student and Family Handbook?

¹ <https://www.sfusd.edu/school/galileo-academy-science-technology/student-life/wellness-center/teen-clinics>

² <https://www.sfusd.edu/school/hilltop-el-camino-alternativo-schools/wellness/community-resources>;
<https://www.zuckerbergsanfranciscogeneral.org/services/family-planning-services/>

³ Documents submitted to Committee staff in advance of the June 10, 2026 hearing.

Representative Burgess Owens (R-UT)

1. The District's published Parent's Rights notice represents to parents that they may inspect, upon request and before administration or use, instructional material used as part of the educational curriculum.
 - a. What is the specific procedure by which a parent may exercise his or her pre-presentation inspection right to Voices – An Ethnic Studies Survey?
 - b. Who is the designated point of contact to begin such an inspection?
 - c. What is the response timeline?
 - d. Did any comparable inspection procedure exist for the internal ethnic studies curriculum used from 2014 through 2025?
2. The District's public website sets forth parental rights, including the right to inspect instructional material before its use.
 - a. Does the District send out a formal notice to parents informing them of their right to inspect instructional material before its use?
 - b. With respect to the purchase of Voices in 2025, what notice, if any, did the District give parents before it purchased or committed funds to purchase Voices?
 - c. What opportunity, if any, did parents have to inspect Voices before the purchase?
 - d. What notice, if any, did the District give parents before the Board's adoption of Voices and before classroom use of the opportunity to review the Voices material? And what opportunity, if any, did parents have to inspect those materials before that adoption?
 - e. What notice, if any, did the District give parents of the opportunity to review the internal ethnic studies curriculum utilized from 2014 through 2025?
3. What is the specific administrative regulation or written procedure that you, or your designee, has put in place to ensure that the Ethnic Studies Curriculum does not violate students' civil rights or federal law, including Title VI of the *Civil Rights Act of 1964*?
 - a. Did the District conduct any civil rights or federal law compliance review of Voices before its adoption?
 - b. Did the District conduct any civil rights or federal law compliance review of the internal ethnic studies curriculum used from 2014 through 2025?

- c. Is there any administrative regulation that requires a civil rights or federal law compliance review before adopting and implementing core curriculum?
4. During the hearing, I raised the point that the Voices curriculum used by the District compares parents protesting school boards over COVID policies to 1960s White parents trying to avoid desegregation. Specifically, the curriculum says, “Parent protests of school policies are not just a recent phenomenon, however. In the 1960s, many White parents put their children into private schools in response to desegregation policies.” I then asked you a question to which you responded requesting that I produce an example of the document in question. Below you will find an image of the excerpt I was citing which is found in the Voices curriculum on page 36.

**Document
№2**

School Board Meetings

In recent years, the news has been filled with angry parents protesting at school board meetings. Disagreement over issues such as the teaching of race and ethnic studies, masking during the COVID pandemic, and the rights of transgender students have led to events like the parents shown at this raucous school board meeting in Virginia. Parent protests of school policies are not just a recent phenomenon, however. In the 1960s, many White parents put their children into private schools in response to desegregation policies. In the 1970s, they protested bussing policies aimed at integration. In the 1990s, conservative parents protested the teaching of sex education in schools.



- a. Do you think parents who objected to school COVID policies are similar to racists?
- b. Are you concerned that curriculum in your school associates parent opposition to school policies with racism?
- c. Do you believe that parents have the right to oppose school policies?
- d. Is opposition to school policies inherently racist or hateful?