

HLPUSD SPECIAL EDUCATION SELPA DEPARTMENT COMMUNITY ADVISORY COMMITTEE (CAC)

NEWSLETTER



Wednesday, November 19, 2025

Vol. 3

Building Stronger IEP Teams Through Collaboration & Connection



HLPUSD Special Education/SELPA Department
Community Advisory Committee (CAC)

November 19, 2025

NOVEMBER 19, 2025

PARENT TRAINING

"Building Stronger IEP Teams
Through Collaboration &
Connection"

DOR DEPARTMENT of REHABILITATION

Employment, Independence & Equality



NEXT CAC

Date: Wednesday, January 21, 2026

Time: 10:00 AM - 12:30 PM

Training: "From Goals to Growth:
A Student's Journey Powered by
Teamwork" w/Guest Speakers



Collaboration at work:

AGENCY EVENTS, TRAINING & RESOURCES

REGIONAL CENTER (SGPRC)

- Korean Support Group - Dec 12 at 10 am
- SE Asian Support Group - Dec 13 at 9:30 am
- The Advocacy Connection - Jan 22 at 5 pm

PARENTS PLACE FAMILY RESOURCE CENTER (FRC)

- Support Groups [LINK](#)
- Disability Etiquette



CELEBRATING THE 50TH ANNIVERSARY OF THE INDIVIDUALS WITH
DISABILITIES EDUCATION ACT (IDEA)



DECEMBER 2025

Commemoration & Impact
(IDEA's Anniversary Month)



MONTHLY FOCUS:

50 Years of Impact: A Legacy of
Opportunity and Inclusion

DISABILITY HIGHLIGHT: EMOTIONAL DISABILITY

Emotional disability means a condition exhibiting one
or more of the following characteristics over a long
period of time and to a marked degree that adversely
affects a child's educational performance:

- An inability to learn that cannot be explained by
intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory
interpersonal relationships with peers and
teachers.
- Inappropriate types of behavior or feelings under
normal circumstances.
- A general pervasive mood of unhappiness or
depression.
- A tendency to develop physical symptoms or
fears associated with personal or school
problems.

Emotional disability includes schizophrenia. The term
does not apply to children who are socially
maladjusted, unless it is determined that they have
an emotional disability under paragraph (c)(4)(i).

Words and language matter!

This year marks the 50th anniversary of the
IDEA, a landmark law that transformed not
only our schools, but our nation's
understanding of equity and inclusion.

It reminds us that progress is possible when
we center dignity, belonging, and high
expectations. It is both a celebration of how
far we've come and a call to continue
building an educational system where all
students, regardless of ability, can thrive.

Despite the progress, we must continue to
advocate for positive impact on students,
families, and the education system. Ongoing
issues, particularly the understanding of the
law, impacts outcomes for our students.

In 2024, CA served 876,250 students with
disabilities ages birth through twenty-two.

DECEMBER - THE MONTH OF GIVING

- The Month of Giving encourages acts
of kindness and generosity to inspire
people to unite in support of one
another.
- Donate or volunteer; there are many
ways to give back to your community
and spread joy this month.

DAYS OF RECOGNITION

- December 2 - Day of Special Educator
- December 3 - International Day of
Persons with Disabilities
- December 5-9 - Inclusive Schools Week
- December 10 - Human Rights Day



BOLETÍN INFORMATIVO



miércoles, 19 de noviembre de 2025

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19 DE NOV DE 2025

CAPACITACION

“Fortaleciendo los Equipos del IEP a través de la Colaboración y la Conexión”

Colaboración en acción:

EVENTOS, CAPACITACIÓN Y RECURSOS DE AGENCIAS

CENTRO REGIONAL (SGPRC)

- Grupo de Apoyo Coreano – 12 de diciembre a las 10 a.m.
- Grupo de Apoyo del Sudeste Asiático – 13 de diciembre a las 9:30 a.m.
- The Advocacy Connection – 22 de enero a las 5 p.m.

PARENTS' PLACE

CENTRO DE RECURSOS FAMILIARES (FRC)

- Enlace a Grupos de Apoyo [LINK](#)
- Etiqueta sobre Discapacidad ([Etiquette](#))

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CAC Vice-Chairperson, Marisa Pham and Nelson Principal, Collin Miller

CELEBRATING THE 50TH ANNIVERSARY OF THE INDIVIDUALS WITH
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In July 2024, Governor Newsom signed AB2173, which changed the special education category of "emotional disturbance" to "emotional disability."

- This was a huge victory for students and families who will no longer have to

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It reminds us that progress is possible when we center dignity, belonging, and high expectations. It is both a celebration of how far we've come and a call to continue building an educational system where all students, regardless of ability, can thrive.

Despite the progress, we must continue to advocate for positive impact on students, families, and the education system. Ongoing issues, particularly the underfunding of the law, impacts outcomes for our students.

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