Access to a quality education is a key determinant of human success or human alienation and struggle in the realms of social, physical, emotional, cultural and economic life. Access to a quality education is even more of a challenge for our young persons with disabilities who face tremendous challenges in and out of the classroom. As our countries and educational systems face many formidable challenges which may negatively affect the quality and depth of learning, and educational reforms get bandied about - how can we do it better when it comes to ensuring each child or young person—regardless of orientation, disability, race, gender and economic status—can learn and have access to the tools to thrive? How do we—and just not educators—provide the necessary conditions where learning can deeply begin and where diversity is acknowledged and respected?

Some educators call for educational justice, educational equity or a progressive, holistic education that is engaged pedagogy. Others confront direct issues facing schools such as funding inequities, poverty, racism and cultural hegemony, which affect learning on the individual level. Some educators are calling for a paradigm shift towards developing a model of caring and are unapologetic about their goals—that the main aim of education should be to produce competent and caring human beings. International trends are moving toward inclusive education while special education is revising, reforming and revitalizing.

What are the various pipelines to success so that individuals, teachers and schools can thrive? The team is interested in the following areas of inquiry:

**The School and Administrations**
- Narrowing the opportunity gap between rich and poor school districts and ensure that not only the wealthy have a pipeline to success;
- The meanings of diversity and diverse learners in the classroom and the school environment;
- Building a school culture that supports teacher learning, equity, and growth resulting in high levels of student achievement and community satisfaction;
- Using innovation and effective approaches to turn-around struggling schools;
- Equal access to a quality education, regardless of race, ethnicity, disability and socio-economic status;
- Educational supports and stability for children in juvenile justice facilities, temporary shelters and foster care;
- Reducing exclusion and expulsion from and within educational structures and processes;
- Supporting and implementing an inclusive and caring school environment in the classroom, in the playground and in the administration;
- Principles and key elements in an inclusive school;
- School initiatives to protecting the integrity of student education;
- New and successful approaches towards inclusion in communities, cities and nations;
• Alternatives and new ideas that contradict Reform’s short fixes, silver bullets, and Educational reform privatization mantras of the education industry.
• Critical responses and actions to the economic globalization of education by the private sector.

The Teacher and Classroom
• Attracting, mentoring, and retaining great teachers and leaders in classrooms, by expanding effective support to teachers and principals; reforming and improving teacher preparation; revising teacher evaluation, compensation, and retention policies; and working to ensure that our most talented teachers are placed in the schools and subjects where they are needed the most;
• Successful initiatives which strengthen teacher preparation and teacher power in the schools;
• How multiple intelligences is being used in curriculum development and practice;
• Evidence-based practices that focus on narrowing the achievement gap through effective instruction that engages all students in challenging tasks, motivates them to master concepts rather than just perform, enhancing students' self-concept and self-efficacy about learning, and provide deep outcomes that are transferable to the work place;
• Best practices in teacher preparation for teaching in inclusive classroom settings.

The Student
• Relevant curriculum to decrease student hopelessness and drop-out rates in the schools, specifically marginalized and disabled students;
• New directions in alternatives to student suspension and expulsion;
• Best practices for mental health and counseling supports for students;
• Innovative strategies to support students with challenging behaviors to succeed in the classroom;
• Strategies and initiatives to increase inclusive practices and graduation rates for students with disabilities;
• Alternatives to requirements for taking the Common Core as it relates to students with disabilities;
• Best practices in supporting students who are struggling;
• The role of technology and assistive devices in ensuring access to learning for people with disabilities;
• Current research on the role of nutrition, healthy classrooms and community support in elevating student participation and success in learning.

If you have a proposal that may not fit in to the above targets, we will welcome them as part of our discussion. We welcome proposals in any presentation format. We are especially looking for hands-on workshops.

Please see presentation formats on our webpage at http://www.pacrim.hawaii.edu/presenters/formats. Please check the criteria for each format and ensure that you have the appropriate number of presenters for your chosen
format. You may submit proposals online at: http://www.pacrim.hawaii.edu/submissions or send your proposals via email to prcall@hawaii.edu.

For more information about this topic area, please contact the Conference Team at prcall@hawaii.edu.

For general information on the conference, please contact Charmaine Crockett at cccrocke@hawaii.edu, (808) 956-7539.

For registration questions please contact the registration desk at (808) 956-8816, fax (808) 956-4437 or email prreg@hawaii.edu.