All Are Welcome: Inclusive Service Delivery in Catholic Schools
by
Martin K. Scanlan

All Are Welcome offers theoretical and practical guidance for Catholic school leaders seeking to more effectively provide integrated and comprehensive services to all students. A detailed discussion of the implications of Catholic social teaching for Catholic schools is followed by descriptions of inclusive service delivery systems and practical ways Catholic school leaders and educators can move toward implementing these systems into Catholic schools.


“Martin Scanlan has challenged all of us involved in planning for the future of Catholic schools to design programs in which Catholic school communities are models of Catholic social teaching. His monograph is a reminder that inclusiveness is an essential part of the Catholic identity of our educational institutions.”

Marie A. Powell
Exec. Director, Secretariat of Catholic Education
U.S. Conference of Catholic Bishops

“Scanlan challenges Catholic education leaders to evaluate the structure of Catholic schools in light of Catholic social teaching. He calls us to see that diversity is critical to the future of Catholic education and inspires us to believe that all can be welcome in Catholic schools in the 21st century.”

Karen L. Tichy
Assoc. Superintendent for Instruction and Special Education
Archdiocese of St. Louis

“Scanlan has clarified the vital need for a specific framework for inclusive service delivery in our Catholic schools. The inclusion of children with special needs in our classrooms is enlightening and expands the lives of all children by teaching acceptance, compassion, and the value of every child of God.”

Shari L. Webster
Exec. Director, Foundation for Inclusive Religious Education

ABOUT THE AUTHOR
Martin K. Scanlan is Assistant Professor in the Department of Educational Policy and Leadership in the College of Education at Marquette University. His principal area of scholarship examines how school leaders can more effectively cultivate school communities that serve traditionally marginalized students.