

Executive Committee of the Front Range Region, Diocese of Colorado
PO Box 812
Erie, CO 80516

August 8, 2025

Members of the Executive Committee of the Front Range Region,

Through the generous support of \$10,000.00 from the Front Range Region, St. Elizabeth's School instructed 75 students—in fourth through eighth-grade—in our Social Justice classes. The students learn how to challenge systems of inequality and advocate for marginalized communities through this intentional curriculum every year.



One of the experiential learning projects undertaken by the sixth and seventh grade classrooms was to plan and build vibrant cities. The project encourages students to consider the macro-level implementation of social justice by designing for equitable access to healthcare, housing, nutrition, and education.

The sixth graders based their cities on geography, taking into account topography, weather, and how people interact with these elements. The seventh graders, meanwhile, grounded their cities in the study of civics—exploring how citizens and government interact.

By working in groups to solve complex questions, Mr. Jackson's assignment challenges students to engage with the core learning habits for St. E's middle schoolers: respect, engagement, and collaboration. As they determine how best to situate hospitals and grocery stores, they also build "roadways" within themselves through the practices of listening, mutual respect, and conflict resolution.

During Black History Month St. Elizabeth's Social Justice students hosted a Black History Museum where they presented reports about inspiring African American leaders of business, entertainment, and sciences. From cookie entrepreneurs to superheroes, technology to life-saving treatments, students shared their research and findings with faculty, staff, and family visitors. Through this project, students learned subject matter by tracking the challenges faced by the people they studied, and how their subjects overcame those challenges. They also learned important process lessons in how to break down a project into manageable tasks and then making public presentations to enhance their public speaking and visual presentation skills.



In today's increasingly hostile political climate—where core elements of our mission face growing resistance—we are redoubling our commitment to equity, inclusion, and excellence. St. Elizabeth's continues to serve students from a wide variety of socioeconomic backgrounds and ensure that these backgrounds are represented in every classroom. The reality of these mixed groups will have a long-term beneficial impact on how they treat and care for one another in the world. St. Elizabeth's students are able to navigate a complex system of beliefs and lifestyles that are part of their day-to-day school experience. This ability will prepare them for the increasingly diverse world in which they live.

Fifty-four percent of students attending St. Elizabeths are from low-income households, 24% are from middle-income, and 21% are from high-income households. Only 31% of the student population identify as white and 53% of teachers are educators of color, creating a healthy atmosphere where students have representation in their school leaders and teachers.

On behalf of the students, parents, teachers, and administrators of St. Elizabeth's School, please accept our humblest gratitude for your support of this vital work.