CITY OF SAINT PETER, MINNESOTA
AGENDA AND NOTICE OF MEETING

City Council Workshop Session of Monday, September 20, 2021
5:30 p.m. – St. Peter Room of the Community Center - 600 South Fifth Street, Saint Peter

I. CALL TO ORDER

II. DISCUSSION
   A. School Resource Officer Agreement
   B. Community Conversation Review

III. ADJOURNMENT

Todd Prafke
City Administrator
Memorandum

TO: Honorable Mayor Zieman
    Members of the City Council  
FROM: Todd Prajke
      City Administrator 
RE: School Resource Officer (SRO) Agreement 

DATE: 09/17/21

ACTION/RECOMMENDATION

None needed. For Council review and discussion only.

BACKGROUND

School District #508 and the City, through the School/City Liaison Committee, have discussed the replacement of the current SRO Program agreement with a new agreement and associated rules and processes that are intended to enhance the type of service that is provided cooperatively with the District. That Committee has reported back that there seems to be agreement on the placement of two Officers, the financial impact from the agreement, and a number of processes that we hope enhance service, clarify those services, provide guidance to the Officers and District personnel that are involved in the program. We also hope it allows us to better measure what is done and direct how it is done while working to ensure stronger communication through the program.

A draft of the agreement is attached and would be in place for the 2021-2023 school years. This is a two year agreement. Please note this is a draft.

The goal of having a School Resource Officer (SRO) is to provide educational counseling and school security services for the purpose of maintaining a safe and secure environment within the Saint Peter Public Schools.

SRO’s serve as a reference and consistent contact to the School leadership for law enforcement related incidents. They investigate cases involving juveniles, assist other Saint Peter Police Department Officers with juvenile cases, and maintain liaison with other agencies and organizations involved in juvenile justice matters.

This new agreement has evolved from the previous one and provides significant additional clarification as to the roles that SRO’s have with students, School staff and the community.

It is important for SRO’s to work in tandem with School administrators, counselors and teachers to develop a better understanding and positive attitude among students and staff about the role of police.
School Resource Officers remain employees of the Saint Peter Police Department. As such, they must perform within Police Department policy and procedures. Guidelines and techniques should conform to standardized practices of juvenile procedure.

The draft agreement proposes a 70/30 split of the cost with the District paying seventy percent (70%) and the City paying thirty percent (30%) of the employee costs including benefits. This is change from the previous contracts which provided for a 60/40 District/City split.

A copy of the agreement has been reviewed by the appropriate committees of the School Board and is planned to go to the Board at their next meeting.

Please feel free to contact me should you have any questions or concerns about this agenda item.

TP/
SCHOOL RESOURCE OFFICER PROGRAM AGREEMENT

THIS AGREEMENT is by and between INDEPENDENT SCHOOL DISTRICT NO. 508 hereinafter referred to as the “School District”, and the CITY OF SAINT PETER, hereinafter referred to as “City”.

WHEREAS, the School District and the City desire to join in mutual effort to curb delinquency and crime in the community and to develop better community understanding of law and law enforcement; and

WHEREAS, the State Legislature has provided in Minnesota Statutes Section 124.912, Subdivision 6, a vehicle to fund a cooperative effort by the School District and City to curb juvenile delinquency and crime;

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this Agreement, the School District and City agree as follows:

ARTICLE I SCHOOL RESOURCE OFFICER DEFINITION AND DUTIES

1. For the purpose of this Agreement, the term “school resource officer” shall:

   a. be a police officer of the Saint Peter Police Department who will assist in the establishment and coordination of a cooperative community approach among schools, parents, police and other resources in reaching the children’s and the community’s needs and problems.

2. The duties of the school resource officer shall include, but are not limited to, the following:

   a. Provide diligent patrol to District schools and property to deter crimes against students, staff, and property
   b. Act as a liaison between the District, local law enforcement agencies, and the community
   c. School Resource Officers must model behaviors and actions aligned with school district mission, vision, and goals.
   d. Serve as a resource to staff, administration, parents, and students regarding police and juvenile policies and procedures, and juvenile court procedures and determinations.
   e. Work with residents, businesses, students, and staff to identify and resolve unique neighborhood/school problems and issues.
   f. Shall work in conjunction with Administrators and certified instructors to assist in the delivery of instruction in a variety of subject areas, including, but not limited to, police and their role in society; laws; juvenile and adult criminal justice systems; career opportunities in law enforcement; drug education; crime and community; conflict resolution; bullying prevention and resolution; diversity and tolerance in the school and community; and other classes as permitted by scheduling and as
determined appropriate by respective Administrators and staff.

g. Participate in professional development related to Safe Schools, School Resource Officer programs, age appropriate interventions, trauma, diversity and working with underrepresented communities, and other challenges students may be facing.

h. Participate in and/or attend school functions, and assist in the scheduling of additional police/security personnel as needed.

i. Be present during lunch periods, programs, presentations, and other activities during the school day as scheduling permits and where opportunities exist to promote communication and build rapport with students, staff, and the community.

j. Assist in traffic control as needed and advise school district personnel concerning vehicular and traffic safety on and around the school campuses.

k. Make referrals to appropriate school staff or community agency when the officer receives information or observes the conditions that jeopardize the welfare of students.

l. Assist with school safety and crisis response planning, training, drills, and implementation.

m. Conduct investigations within the school and surrounding community, both criminal and other, as deemed necessary by the Police Department or between the Police Department and school personnel by mutual agreement. Assist law enforcement officers in matters regarding his/her school assignment, whenever necessary.

n. In the instance of law violations, serve in the normal police officer capacity. That is, the officer has the obligation to protect life, limb and property; to prevent crime; to recover stolen and lost property; and to apprehend and prosecute offenders, but in so doing has the discretion to orient activities toward rehabilitation and correction.

o. Continue as a member and employee of the Police Department of the City of Saint Peter and operate under the direct administration and supervision of the Police Department. Work in cooperation with school administrators towards mutually agreed upon goals involving the Police Department, the School District, and the students. The school resource officer shall not have disciplinary authority within the school.

Responses:

A. A School District staff should call 911, an SRO, or any police officer in an emergency or crisis situation.

B. If there is no threat of immediate danger to students or others, school staff should always contact a site administrator to make the decision about whether to request police assistance for an incident involving potentially criminal behavior by a student.

C. School District staff shall only request police assistance when:
   a. Necessary to protect the safety of students and staff
   b. Required by law
   c. Appropriate to address criminal behavior of persons other than students

D. St. Peter School District administrators have the primary responsibility to ensure consistency of enforcement of school rules and policies.

E. Absent a real and immediate threat to students, teachers, or public safety, incidents shall
be considered school discipline and should be handled by school officials rather than warranting formal law enforcement intervention, i.e. issuance of criminal citation, ticket or summons, filing a delinquency petition, referral to a probation officer, or actual arrest.

**Arrests:**

A. To minimize disruption to the learning environment, SROs should consider the reasonableness of making an arrest on campus or summoning a student from the classroom. SROs should consider the following:
   a. The seriousness of the offence
   b. Whether there is an imminent threat to public safety
   c. Federal, state, and local requirements
   d. Whether the SRO is able to accomplish the arrest by other means

**Prohibitions:**

A. SRO's will not transport students or school staff unless related to a medical emergency, lawful arrest or detention, or due to victimization

B. SROs will not engage in verification of student attendance or classroom participation.

**ARTICLE II FUNDING OF THE SCHOOL RESOURCE OFFICER PROGRAM**

3. The parties agree that during the life of this Agreement the number of school resource officers actually employed pursuant to this contract may be adjusted upward or downward by mutual consent of the parties. The parties agree to meet on an annual basis on or before April 1 of each year of this agreement to review the number of officers to be employed for the next upcoming school year.

   a. School resource officers shall spend approximately sixty-two (62%) percent of their time (annually) working directly on school district issues as identified in Paragraphs 1.2 a,b, above. (This represents 36 weeks with approximately 90 percent availability which equals 26.4 weeks).

   b. School District agrees to pay the City per School Resource Officer, for a total of two School Resource Officers during each year of this two year agreement, seventy (70%) percent of personnel costs including wages, PERA, health insurance, all applicable payroll taxes. Fifty percent (50%) of the total amount to be paid during any year of this agreement is due and owing on June 15th of each year of the agreement. Fifty percent (50%) of the total amount to be paid during any year of this agreement is due and owing on December 15th of each year of the agreement. The City agrees to provide an invoice for payments specified in this Article.

**ARTICLE III RESPONSIBILITY OF SCHOOL DISTRICT**
4. The School District shall be responsible for the following duties and/or services:
   a. Provide guidance and assistance to the school resource officers through the principals, teachers, administrative staff and student body.
   b. Provide a private office, desk, telephone for use by the school resource officers to meet with people on both a public and private meeting basis.
   c. Require its principals to coordinate the efforts of the school resource officer within the schools.
   d. To meet cooperatively with the City and its Police Department on a regular basis to review the goals, needs, operations and effectiveness of the school resource officer program and officers.

ARTICLE IV RESPONSIBILITY OF CITY

5. The City shall be responsible for the following duties and/or services:
   a. Provide school resource officers to the school district in the numbers as agreed to in Paragraph 2, above.
   b. Assign each of the school resource officers using a team approach which allows for better coverage during each school year. Assignments shall be at the discretion of the Chief of Police or the Chief's designee.
   c. Provide Police Department equipment needed by the school resource officer to perform necessary functions.
   d. Provide training and education within the scope of the Police Department of the City.
   e. Provide temporary replacements for the school resource officers as deemed necessary by the Police Department or in the event a school resource officer's absence extends beyond five consecutive days.
   f. To meet cooperatively with the School and its Superintendent on a regular basis to review the goals, needs, operations and effectiveness of the school resource officer program and officers.

ARTICLE V INDEMNITY AND HOLD HARMLESS

6. The City agrees to indemnify and save harmless the School District of and from any and all liability and expenses, including attorneys' fees, of any nature whatsoever (including any claim on account of any injuries, diseases, or claimed injuries or diseases compensable under the Worker's Compensation Laws of the State of Minnesota) resulting or in any manner arising out of the use by the City of any property, structures, or equipment of the School District (whether improved, modified, altered, or developed by the City or otherwise) or any activities sponsored by the City taking place on any such property, structures or equipment.
a. The School District agrees to indemnify and save harmless the City of and from any and all liability and expenses, including attorneys' fees, of any nature whatsoever (including any claim on account of any injuries, diseases, or claimed injuries or diseases compensable under the Worker's Compensation Laws of the State of Minnesota) resulting or in any manner arising out of the use by the School District of any property, structures or equipment of the City (whether improved, modified, altered, or developed by the School District or otherwise) or any activities sponsored by the School District taking place on any such property, structures or equipment.

b. The indemnity provisions of Paragraph 5 shall not apply to any liability incurred by the School District as a result of any wrongful or tortious acts of the School District, its officers, agents or employees.

c. The indemnity provisions of Paragraph 5.1 hereof shall not apply to any liability or expenses incurred by the City as a result of any wrongful or tortious acts of the City, its officers, agents or employees.

d. The parties hereto agree to cooperate with one another in the defense of any claim, demand or rights of action within the terms of this Agreement.

e. In no case shall either party's obligation to indemnify the other party exceed the statutory liability limit of the other party.

ARTICLE VI GENERAL PROVISIONS

7. Regardless of the date of attestation, this Agreement shall commence on July 1, 2021 and be in effect for two years commencing on July 1, 2021 and ending on June 30, 2023. Either party may terminate this Agreement by providing six months written notice to the other of its intention to terminate this Agreement.

a. It is agreed that nothing herein contained is intended or should be construed in any manner as creating or establishing the relationship of co-partners, joint venture, or joint enterprise between the parties hereto or as constituting either party as an agent, representative or employee of the other for any purpose or in any manner whatsoever. 6.2 This Agreement is to be construed and understood solely as an Agreement between the parties hereto and shall not be deemed to create any rights in any other person. No person shall have the right to make claim that she or he is a third party beneficiary of this Agreement or of any of the terms and conditions hereof, which, as between the parties hereto, may be waived at any time by mutual agreement between the parties hereto.

b. Any amendment to this Agreement shall be in writing and shall be executed by the same parties who executed the original Agreement or their successors in office.

c. This Agreement, together with all of its paragraphs, terms and provisions is made in the State of Minnesota and shall be construed and interpreted in accordance with the laws of the State of Minnesota.
d. The waiver by the parties of any breach of any term, covenant, or condition herein contained, shall not be deemed to be a waiver of any subsequent breach of same or any other term, covenant, or condition herein contained.

e. Notice to City provided for herein shall be sufficient if sent by the regular United States mail, postage prepaid, addressed to Saint Peter Chief of Police. Notices to School District shall be sufficient if sent by the regular United States mail, postage prepaid, addressed to ISD 508 or to such other respective persons or addresses as the parties may designate to each other in writing from time to time.

f. This Agreement may be executed in separate counterparts with the same effect as if all signatures were on the same Agreement.

g. For purposes of this Agreement, a telecopy or facsimile document and signature shall be deemed as, and shall serve as, an original Agreement and signature.

h. This Agreement, along with any attached exhibits, embodies the entire understanding of the parties and there are no further or other agreements, permits, or understandings, written or oral, in effect between the parties relating to the subject matter hereof.

i. The understandings of Paragraph 6.9 above shall also extend to any uncommunicated expectations the parties may have and not specifically mentioned in this Agreement.

IN WITNESS WHEREOF, the parties hereto have set their hands the day and date shown below.

CITY OF SAINT PETER

________________________________________
City Administrator

________________________________________
Date

SAINT PETER PUBLIC SCHOOLS

________________________________________
School Board Clerk
TO: Honorable Mayor Zieman
Members of the City Council

FROM: Todd Prafke
City Administrator

RE: Community Conversations (Latinex)

ACTION/RECOMMENDATION

None needed. For Council information and discussion only.

BACKGROUND

Please find attached two documents. The first is your Community Conversations Plan. For your meeting I hope to focus on Parts 4 and 5 of the plan. These are the stages or phases you have now moved to in the Latinex Community Conversation that occurred at the end August.

The second document is the report back from that Latinex Community Conversation.

My goal is to provide opportunity for members to discuss the report in the context of Parts 4 and 5 of the plan.

I think the best way to start the discussion will be a review of parts 4 and 5, have a discussion on what you might see as priorities, knowing that we cannot do everything, and receive staff input as to how, when and where those priorities can be reviewed and/or implemented.

A few questions that may help in the start of the discussion of the report are:

- Was there anything in the report that stood out or seemed unexpected to you?
- Are there areas that you might sense as having a larger impact for the Latinex community and the community as a whole?
- A possible question that is used in your plan is: "If our Community is less welcoming than we desire exampled by X, by doing X we may be able to reduce the number of people that feel unwelcomed and increase everyone's ability to participate in/have access to X (Service/opportunity)."

I also hope to seek your direction in setting a timeline to review this work. A great time for review might be at a future Goal Session - maybe in the spring of 2022.

After your discussion I plan to share the report with others who have asked for a copy such as the School District and the County.

Please feel free to contact me if you have any questions or concerns on this agenda item.

TP/bal
Goal: To provide a communication opportunity to share information about the City's Diversity/Equity/Inclusion (DEI) work to date and to listen and learn from input about ways to provide equitable opportunity and access to City provided services. We hope to share information and spend more time listening to understand. Our goal will be one part sharing to five parts listening to understand.

Summary of Tactics:
The City Administrator, with support of the Council, will initiate Community Conversations with specified demographic groups in our community.

The proposed demographic groups are:
- Senior Citizens
- New Immigrant
- Black Americans
- Latinix
- Indigenous Peoples
- LGBTQ
- General Population
- Disabled Persons
- Others (that may be identified in the future)

Each Conversation will include discussion of one to 4 "Service Areas" listed below. Those "Service Areas" will be selected based on information gathered and received by the City Administrator who will work to determine the most definable nexus of barriers, current provided services, and services that cities could provide as the basis for the Service Area discussion. The City Administrator may use current or newly developed networks to help determine the "Service Area" topics for each demographic group.

We need to work and have flexibility in that we need to meet with or have "ambassadors" or "community connectors" meet with proposed demographic subset.

The City will work to have the Conversations in-person and virtually, with interpreters, allowing for opportunity to focus on the unique aspects of service delivery/use in each demographic group. This allows for focus and time so each demographic group and service area receives appropriate time for review.

Each discussion will have an assigned facilitator that will not be a City Employee but the City will strive to have facilitators that may be familiar to the demographic groups the meeting is designed for.

The potential Service Areas will be:
Format - The format for the Conversations will be divided generally into five parts:

- **Part 1 Introduction:**
  - Introduction of issue including articulation of the central question and a secondary question which are:
    - Central question: What obstacles prevent equitable opportunity to participate in/ have access to/ use the service area?
    - Secondary question: How do we create an environment that is welcoming and provides equitable opportunity to participate in/ have access to/ use the service area?
  - Sharing of trend data for the past 20 years. Each service area will have its own unique set of data but all will include Census data or State Demographer data on a City- or County-wide basis of the following:
    - Race
    - Ethnicity
    - Income
    - Income by Race or Ethnicity
    - Household size
    - Age
    - Sex
  - Specific service areas may provide other more specific data. (i.e. Housing may include data sorted by Owner/renter, age, race, income among other data points)
  - We will endeavor to provide trending data from the 2000, 2010 and 2020 Census' and State Demographer reports.
  - We will hope to be clear about participants’ role of the process and that the discussion will add to our understanding and insight and not be instant rule, law or policy changes.

- **Part 2 The Conversation** - The selected facilitator will lead a discussion on the central and secondary questions using models to enhance dialogue, conversation and common understanding of data and challenges faced by the community. Each service area may have other specific questions related to the specific data points shared in Part 1. This Part will also include a listing of possible or group identified solutions. Each possible solution will be connected to an identified challenge.

  The participants will be asked to provide ideas about how to measure whether a specific challenge and solution pairing has been effective.

- **Part 3 The Summary** - The Facilitator will work to establish commonly agreed to answers for the central and secondary questions and service area specific questions. The Facilitator will work with the group to identify challenge and solution statements, which may look like:
Our Community is less welcoming than we desire exemplified by XXX. By doing XXX we may be able to reduce the number of people that feel unwelcomed and increase everyone’s ability to participate in/have access to XXX(Service/opportunity)XXX

- **Part 4 The Follow Up** - The City Council will receive a report from each Community Conversation. The report will include the number of attendees, the length of the discussion and the Challenge Solution Statements. The City Council will receive that report at a Workshop and take one of three actions:
  - Directing further discussion at a follow-up Community Conversation; and/or
  - Directing that a plan be further reviewed/developed towards action on any or all of the Challenge/Solution statements; and/or
  - Directing another group/commission/board/association to provide further review and feedback to the City Council.
  - Provide a feedback loop with participants by pushing communication to them (something like a direct email to participants) that provides them with a summary of conversation, city council response, invitations for task forces or further discussion, and outcomes.

Each report will be highlighted in the City’s Hot Sheet electronic newsletter and have a page on the City website.

- **Part 5 The Future** - The City Council will look for a way to measure whether challenges and solutions which have been identified and implemented have had an impact. That evaluation will occur within 24 months of the conversation. In most service areas success will be measured by 24 month trend line changes. Success will be based on factors determined by the City Council which could include, a change in utilization, survey responses, anecdotal stories or follow-up with original Community Conversation participants.

Not all challenges and solutions will be met as time, funding and participation may vary based on the challenge and solution provided. The Council will review the suggested measures and determine at least one area of measurement for each challenge and solution pairing. While the ability to measure and declare success may change based on the service area and challenge/solution pairing, the data will be shared in the City’s Hot Sheet and updated on the demographic group pages of the City’s website.
A discussion around equity in St. Peter was held in the Latinx Community, charged by the St. Peter City Council and Todd Prafke. Discussion was facilitated by Angelique Dwyer, with the assistance of Gracie Willaert as note taker and translator. The event was held on August 24th from 6:00-8:00 p.m. in the St. Peter Community Center, Room 217. A welcome table was set up in the B Door Entrance with instructions to:

1. Mask up and apply hand sanitizer
2. Fill out a brief survey regarding participant data
3. Head to room 217 for small group discussion

Due to small attendance, an online survey was sent out to targeted members in this sector, as well as subsequent in-person and phone discussions. Gift cards were distributed to participants who contributed to the discussion.

The information gathered in all of these formats is included for your peruse.

23 people completed online/paper survey from 8/24-8/31
8 people attended in-person discussion on 8/24/21
4 people interviewed in-person on 8/27/21
2 people interviewed in-person on 8/28/21
1 person interviewed via phone on 8/31/21

SURVEY DATA

AGE
0 people under 20
9 people under 30
9 people under 40
4 people under 50
1 person under 60
0 people under 70
0 people under 80

GENDER
18 women
5 men
0 preferred not to say
SEXUAL ORIENTATION
20 heterosexual
1 homosexual
2 pansexual
0 preferred not to say

STATUS
15 people married
5 people unmarried
2 people living together
1 preferred not to say

COUNTRY ORIGIN:
11 people from Mexico
4 people from the U.S.
4 people from Puerto Rico
2 people from Colombia
1 people from El Salvador
1 people from Costa Rica

PRIMARY LANGUAGE:
21 people indicated Spanish
1 people indicated English
1 people indicated both languages were spoken at home
0 people indicated an indigenous language

HOUSING:
9 people rent an apartment
5 people own a house
4 people own a mobile home
3 people rent a mobile home
1 people rent a house
0 people own an apartment

RELIGION:
12 people are Catholic
8 people do not practice
2 people are Lutheran
1 people are Mormon
0 people are Muslim
0 people are Jewish
0 people are Evangelical
City of St. Peter

In response to the statement: "I feel welcome in St. Peter."

9 people agreed completely
13 people agreed partially
1 people disagreed

In response to the statement: "My family and I feel safe in St. Peter."

19 people agreed completely
4 people agreed partially
0 people disagreed

In response to the statement: "Mi family, my friends and/or I have been a victim of discrimination in St. Peter."

9 people agreed completely
7 people agreed partially
7 people disagreed

When asked to indicate the service areas in which Latinx community members have faced obstacles in St. Peter, responses show that:

9 of 23 people indicated language
7 of 23 people indicated "other"
4 of 23 people indicated opportunities
4 of 23 people indicated school
3 of 23 people indicated laws
3 of 23 people indicated housing
2 of 23 people indicated property
2 of 23 people indicated recreation
2 of 23 people indicated utilities
1 of 23 people indicated business
1 of 23 people indicated work

The open area comments section in the survey will be linked to the next section for clarity.
DISCUSSION

Central question:
What obstacles prevent equitable opportunity to participate in/have access to/use the service area?

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<thead>
<tr>
<th></th>
<th>Discussion</th>
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<tbody>
<tr>
<td>HOUSING</td>
<td>Nothing mentioned in discussion.</td>
</tr>
<tr>
<td>Survey</td>
<td>“It’s difficult to get a job that’s going to pay me well enough to afford to buy a house.”</td>
</tr>
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<td></td>
<td>“Pay rates are an obstacle.”</td>
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<td></td>
<td>“The parking lot where I live is not well kept and the electric bill is very expensive.”</td>
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<tr>
<td></td>
<td>“It’s not easy to get approved to rent in St. Peter.”</td>
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<thead>
<tr>
<th></th>
<th>Discussion</th>
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<tbody>
<tr>
<td>OPPORTUNITIES</td>
<td>There is a lack of jobs in town for non-English speakers beyond minimum wage / hard labor jobs.</td>
</tr>
<tr>
<td>Survey</td>
<td>“It was hard for my family to find work because we don’t speak English. There is a lot of discrimination in St. People toward non-English speakers.”</td>
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<tr>
<th></th>
<th>Discussion</th>
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</thead>
<tbody>
<tr>
<td>BUSINESS</td>
<td>No comments made.</td>
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<tr>
<td>Survey</td>
<td>No comments made.</td>
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</tbody>
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<tr>
<th></th>
<th>Discussion</th>
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</thead>
<tbody>
<tr>
<td>PROPERTY</td>
<td>No comments made.</td>
</tr>
<tr>
<td>Survey</td>
<td>“When there is a tornado warning there is nowhere to hide.”</td>
</tr>
</tbody>
</table>
### UTILITIES

<table>
<thead>
<tr>
<th>Discussion</th>
<th>It would be extremely helpful for newcomers and residents, in general, if the white sheet included in the City Utility bill were available in Spanish.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>&quot;The parking lot where I live is not well kept and the electric bill is very expensive.&quot;</td>
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</tbody>
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### TRANSPORTATION

| Discussion | • Many non-English speaking people shy away from using this service because information about it is not in Spanish.  
• Some mentioned that the public transportation is too small and often has too many people, making it difficult to navigate when using this service.  
• There are some people in the Latinx community in town who are bilingual but charge non-English speaking people money to take them to do their grocery shopping.  
• A participant interviewed via phone mentioned that Reyna Thomas at YWCA is working on getting transportation |
<table>
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<tbody>
<tr>
<td>Survey</td>
<td>&quot;Getting a ride to go grocery shopping is a challenge because we don’t speak good enough English to call for City Transit. My neighbors who are from Guatemala and don’t speak English or Spanish have it even worse. Sometimes they have to pay someone to take them. I think the YWCA is working on a program to take those people food. That would be better because I have not heard good things about the person who offers to take them for money. I think he is taking advantage.&quot;</td>
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</table>

### RECREATION

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Make an abbreviated version of the St. Peter Brochure in Spanish, highlighting sports and events for youth, prioritizing scholarship opportunities. Make this available in the Community Center and via mail for Spanish-speaking families.</th>
</tr>
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<tbody>
<tr>
<td>Survey</td>
<td>No comments made.</td>
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</table>
## LANGUAGE

<table>
<thead>
<tr>
<th>Discussion</th>
<th>More signage in Spanish around town would be helpful (in businesses and city offices) for non-English Speaking people. Since some of the Latinx population is non-Spanish speaking, having visuals is essential.</th>
</tr>
</thead>
</table>
| Survey     | "The language barrier limits my interaction."  
"It's hard to communicate freely because my English is not strong."  
"My obstacle is that I only speak Spanish."  
"My family interprets for me because I don't speak English, but getting an interpreter or understanding things in general is hard."  
"I don't like going to English classes in St. Peter because the teachers assume we are all undocumented and from Mexico."  
"I prefer Mankato for English classes, even though I have to get a ride, because they have childcare and we do more than just sit in front of a computer." |

## RELIGION

<table>
<thead>
<tr>
<th>Discussion</th>
<th>People wanted to attend mass on a Sunday at the St. Peter Catholic Church, but were stopped at the entrance and asked to register as parishioners in order to attend mass. Whether these were Covid related regulations or a common practice, it was perceived as being an unwelcoming environment.</th>
</tr>
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<tbody>
<tr>
<td>Survey</td>
<td>No comments made.</td>
</tr>
</tbody>
</table>

## LAWS

| Discussion | • People in town who have either been in court or know someone who has, say how unwelcoming the environment was. They were made to feel as if they were guilty, in the wrong and/or ignorant.  
• When there's an option, people would rather drive to Mankato for legal documents (birth certificates, driver's licence, car title etc.) |

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because they feel more welcome; they are treated with respect and are actually able to accomplish their goal.
- Some tellers in St. Peter won't allow Latinx people to put cars in their names because they require a MN driver's license. Mankato does allow it because laws have changed. St. Peter tellers are not informed and they judge Latinx people.
- "I tried to get a copy of my daughter's birth certificate because she was born here, and they would not give it to me. So, I went to Mankato and I got it there".

Survey | "Minnesotans think all Latinos are the same: undocumented and illegal."

"I had an obstacle renewing my driver's license. Employees assume that all Latinos are undocumented and are not very professional."

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<th>SCHOOLS</th>
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| Discussion | • All information for parents should be available in Spanish.  
• Provide information using visual content to increase accessibility.  
• Make translations in audio form or text based (less long emails).  
• Not all parents have email accounts and many rely on the internet from their phones.  
• Find or hire Mayan / Mam to Spanish interpreters so teachers can communicate with parents/students.  
• Schools and teachers ask for Latinx parent involvement in ways that go against Hispanic cultural values. Teachers hold roles of respect that are rarely questioned. Culturally appropriate involvement of parents is not commonly found in academic settings, but rather in family/social settings by hosting raffles, fundraisers, events that feature cultures, values, music and food.  
• Efforts should be made for sports and other extracurricular activities to be more inclusive. For example, providing informational sheets about school sports in Spanish would help students and parents know what they need to do to join a sport (things like getting a physical done, taking a concussion test, any gear they may need etc.) |
| Survey | No comments made |
| Discussion | • There is a lack of a centrally located place to obtain resources, or a “welcome center” as such.  
• Attempts to reach out to the Latinx community in the past have mostly been in English, making it hard for the Latinx community to know about or take advantage of those attempts.  
• Culture shock was mentioned as a notable obstacle by one of the attendees of the event. The attendee went on to explain that culture shock upon arrival to Minnesota is common and difficult to navigate if one has no prior knowledge of what living in Minnesota is like. Some examples provided include getting used to the winter weather and what is needed to stay warm and drive safely, others included the Saint Peter community’s acceptance or lack thereof in regards to new Latinx community members. |
| Survey | “It’s not easy adapting to living in St. Peter. Locals are not very friendly toward brown people they don’t know.”

“There are obstacles because we’re Latinos.” |
DISCUSSION

Secondary question:
How do we create an environment that is welcoming and provides equitable opportunities to participate in/have access to/use the service area?

Some comments shared were:

→ Create a “Latinx Welcome Center”

- Hire a Spanish-speaking Latinx employee who represents the City.
- Find a Latinx Gustavus student to start as an intern to start.
- Task an organization such as #OurStPeter with searching for grant funds to support this position in order to hire someone full time.
- The welcome Center would provide information such as:
  - Where City buildings are located (social services, courthouse, etc.)
  - How to pay utility bills
  - How to enroll kids in school
  - Immunizations needed for school
  - Information on free clinics and medical assistance

→ Create a WhatsApp or Facebook Group called: “Latinos de St. Peter”

- Use the group to share general information about living in Minnesota in a visual/audio-friendly manner. Some posts might be:
  - Helpful tips to make sure your pipes don’t freeze
  - What to do when parking on the street
  - Weatherizing your tires
  - Where to get free winter clothing
  - Information about the Food Shelf
  - Accepting free food without a stigma
  - Free backpack program
  - Driving safety:
    - Deer
    - Winter driving
    - Travel with blankets or extra coats in the winter
    - Keep gas at a quarter tank in the winter
### Create a Radio Station in Spanish

- Feature basic St. Peter info regarding:
  - schooling
  - weather
  - utilities
  - Parades / events
  - farmer’s markets

Spanish teachers at the school and professors at GAC (and GAC’s radio club) would be helpful in setting this up, as would Latinx students in both schools in creating a Youtube channel and/or radio programming. This is something that could also be done in the Somali community, for instance.

### Host events that celebrate inclusivity

- Multicultural Nights at the Schools
  - St. Peter Fiesta at the Community Center in the Spring
  - Día de los Muertos throughout St. Peter in the Fall
    - Create a Día de los Muertos Passport (like Girls Night Out) with stops at various locations like:
      - El Agave (window display and dinner/drink special)
      - La Mexicana (window display and bakery special)
      - River Rock (art display and hot beverage special)
      - St. Peter Community Center (hallway display)
      - St. Peter Library (book display)
      - School displays (altars displayed in hallways)
      - Christ Chapel Gustavus (altars displayed in Chapel)

and raffle prizes from local businesses.

### Host a career fair and workshop

- Address and improve the lack of employment and career opportunities for the Latinx community. Topics could include:
  - Resume building
  - Interview preparation / mock interview
  - Employment opportunities in the area/ networking
  - Information on benefits and what they mean (including health insurance and retirement packages)
  - Skill assessments
Challenge & Solution Statements

Our Community is less welcoming than we desire, exemplified by a lack of City documents available in Spanish. By translating into Spanish the white sheet that accompanies the monthly utilities bill we may be able to reduce the number of people that feel unwelcome and increase everyone’s ability to participate in/have access to general information.

Our Community is less welcoming than we desire, exemplified by a lack of sporting opportunities specifically directed toward our Latinx community. By translating an abbreviated version of the St. Peter Brochure that highlights opportunities and scholarships for Latinx youth, we may be able to reduce the number of people that feel unwelcome and increase everyone’s ability to participate in/have access to these recreation opportunities geared toward diversity and equity.

Our Community is less welcoming than we desire, exemplified by a lack of transit signage and schedule information available in Spanish. By providing transit signage in Spanish around the City and making schedule information available in Spanish (in the Spanish version of the brochure or via mail, etc.) we may be able to reduce the number of people that feel unwelcome and increase everyone’s ability to participate in/have access to the City’s resources.

Our Community is less welcoming than we desire, exemplified by a lack of central resources for Latinx citizens. By creating a “Latinx Welcome Center” within the St. Peter Community Center, we may be able to reduce the number of people that feel unwelcome and increase everyone’s ability to participate in/have access to the City’s resources.

Our Community is less welcoming than we desire, exemplified by a lack of training in governmental and community service offices to ensure that current laws are applied in an unbiased manner toward citizens from all ethnic backgrounds. By providing helpful, current and unbiased service to all of our residents, we may be able to reduce the number of people that feel unwelcome and increase everyone’s ability to participate in/have access to the City’s resources.

Our Community is less welcoming than we desire, exemplified by a lack of employment opportunity and advancement for non-english speaking community members. By diversifying employment opportunities, offering workshops via a career fair and training our minority residents, we may be able to reduce the number of people that feel unwelcome and increase everyone’s ability to obtain upward social mobility and financial prosperity.