



Operation Metro Surge Impact Survey

Insights from Minnesota School Leaders

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Sara Kemper, Ph.D.
Chad Schmidt, Ph.D.



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How to Link to this Report

The most up-to-date version of this document can be found at z.umn.edu/omsimpact26.

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Introduction

Beginning December 1, 2025, the U.S. Department of Homeland Security launched Operation Metro Surge (OMS), a targeted federal immigration enforcement effort intended to detain and deport people living in Minnesota who are not authorized to live in the U.S. For the subsequent 3 months, over 4,000 U.S. Immigration and Customs Enforcement (ICE) and Customs and Border Protection (CBP) agents were ordered to Minnesota to carry out this effort.¹ We know that not all Minnesota communities have been equally impacted by OMS, yet we also know that some communities have been impacted greatly.

Having identified a need for more and better data on the impact of OMS on schools from all corners of the state, The Minneapolis Foundation contracted with the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota to administer a brief, anonymous survey of school leaders about the impact of OMS on Minnesota public schools.

The purpose of the OMS Impact Survey is to understand the impact of OMS on Minnesota public schools and their students *from the perspectives of school leaders*, and how impact varies across levels (elementary vs secondary) and geographic regions.

Methods

On Monday, March 16, 2026, CAREI sent emails to all practicing PreK-12 principals and charter school directors of Minnesota public schools² inviting them to take the OMS Impact Survey using an individual (single-use) link. Only one leader per school was invited to complete the survey.

¹ MPR News, "[Federal officials: Fewer than 1,000 immigration agents remain in Minnesota](#)" (February 25, 2026)

² List obtained from the Minnesota Department of Education, "List of Districts and Schools," available at <https://pub.education.mn.gov/MdeOrgView/districts/index>. Eligible school leaders include those working at organizations that MDE has classified as "Schools" or "Online Learning Programs," including [School Classification](#) codes 10, 20, 31, 32, 33, 40, 41, or 46.

We administered the survey using Qualtrics, an online survey management platform licensed by the University of Minnesota. Survey questions were designed to understand:

- School leaders' perceptions of the extent to which OMS impacted students and staff members at their schools;
- Whether federal immigration enforcement officers were reported to be on or near school property;
- Whether students, staff members, or family members of students were detained;
- Whether schools temporarily closed, established hybrid options, or initiated remote learning in response to increased immigration enforcement activity; and
- Whether, and to what extent, OMS impacted student attendance and enrollment.

A copy of the survey can be found in [Appendix A](#).

Of 1,659 emails sent, 87 bounced back, resulting in 1,572 successfully delivered email invitations. Two additional email reminders were sent prior to the survey closing on Sunday, March 22, 2026.

The survey took most respondents less than 7 minutes to complete. Responses were collected anonymously and aggregated prior to reporting to ensure no individual, school, or district could be identified.

All survey data was organized, analyzed descriptively, and reported according to two breakdown variables: geographic region and school level. Respondents indicated the Minnesota county in which their school is located and the level (i.e., elementary, secondary, or other) of their school. This county-based data was then organized by Minnesota Service Cooperative (MSC)³ and grouped by general geographic region (i.e.,

³ <https://www.mnservcoop.org/>

Northern, Central, Southern, Metro).⁴ A list of Minnesota counties included in each of the four geographic regions is provided in [Appendix B](#).

Completion of the survey relied on school leaders’ self-reporting data to the best of their knowledge, understanding, and memory. Given the anonymous nature of the survey, the data reported cannot be cross-checked with other relevant data sources, which we acknowledge to be a limitation of this analysis.

Respondents

We reviewed all responses and only included completed surveys in the final dataset. Complete survey responses were received from 352 of the 1,572 school leaders (22.4%) within the one-week administration period. Despite the time of year (e.g., spring break, multiple religious holidays) and short response window, responses provide a sufficient dataset for meaningful analysis. Completion rates by region and level⁵ are provided in Tables 1 and 2, below. Across regions and levels, completion rates varied minimally.

Table 1. Completion rates by region

Region	# Invited	# Completed	% Completed
<i>Statewide</i>	1,572	352	22.4%
Central MN	304	59	19.4%
Metro	764	187	24.5%
Northern MN	163	36	22.1%
Southern MN	341	70	20.5%

⁴ Schools located in counties which are part of the Northwest or Northeast Service Cooperatives were classified as “Northern.” Schools located in counties included in the Lakes Country, Sourcewell, or Resource Training & Solutions Service Cooperatives were classified as “Central.” Schools that lie within the counties in the Southwest West Central, South Central, or Southeast Service Cooperatives were classified as “Southern.” All schools in counties that are part of the Brightworks Service Cooperative, which includes the 7-county metropolitan area, were classified as “Metro.”

⁵ Schools with an [MDE School Classification](#) code of 10 were labeled “Elementary”; those with codes 20, 31, 32, 33, or 41 were labeled “Secondary”; and those with code 46 and those with multiple classifications (such as Pre-K–12 schools) were labeled “Other.”

Table 2. Completion rates by level

Level	# Invited	# Completed	% Completed
Statewide	1572	352	22.4%
Elementary	759	176	23.2%
Secondary	492	112	22.8%
Other	321	64	19.9%

Note. Level was self-reported by respondents. Most common “Other” types of schools include Pre-K-12 schools, K-12 schools, and Pre-K or early childhood sites.

Findings

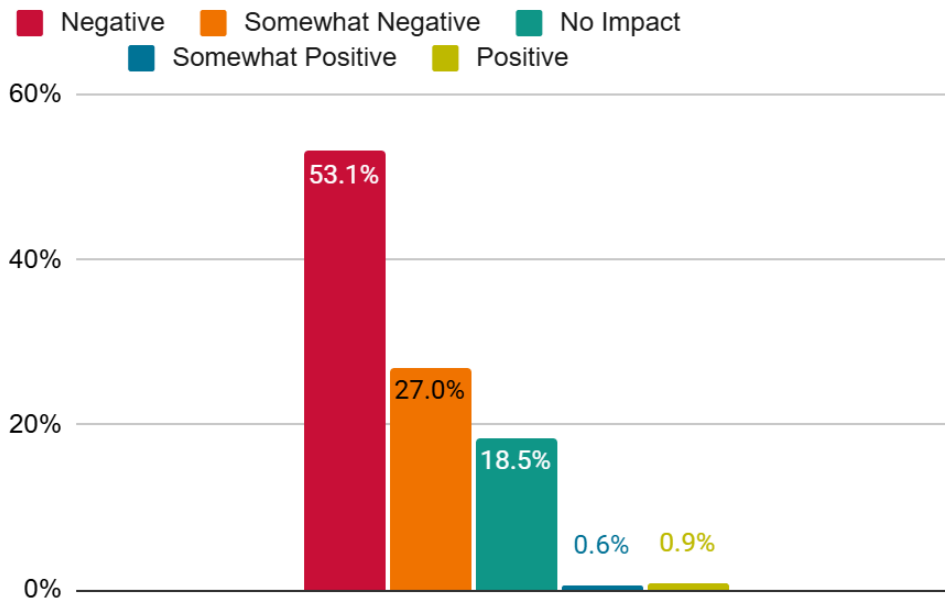
In the sections that follow, we present basic survey response frequencies and descriptive statistics, beginning with school leaders’ perceptions of the impact of OMS on students’ ability to learn and staff members’ ability to carry out their responsibilities. We then turn to analyses of specific types of impact on Minnesota schools, disaggregating data by region and level where appropriate.

Impact on Students’ Ability to Learn

To gauge school leaders’ perspectives on the impact of OMS on student learning in their schools, we asked school leaders, **“From your perspective as a school leader, how would you describe the impact of Operation Metro Surge on students’ ability to learn at your school?”** Response options included: *negative impact, somewhat negative impact, no impact, somewhat positive impact, and positive impact.*

Figure 1 displays the response breakdown for this item statewide. Statewide, 4 out of 5 school leaders (80.1%) reported a *negative* or *somewhat negative* impact on students’ ability to learn, while most others (18.5%) reported *no impact*. Very few school leaders reported a *positive* or *somewhat positive* impact (1.4%).

Figure 1. Impact of OMS on students’ ability to learn, statewide (n=352)



Tables 3 and 4, below, show response breakdowns for the same item by region and level, respectively. Metro school leaders were far more likely to report *negative* or *somewhat negative* impacts on students’ ability to learn (95.2%) compared to Central (62.7%), Northern (50.0%), and Southern Minnesota (70.0%). Conversely, Metro leaders were much less likely to report *no impact* than their colleagues in other regions of the state. Response patterns did not differ substantially when compared across levels.

Table 3. Impact of OMS on students’ ability to learn, by region

Region	n	Negative		Somewhat Negative		No Impact		Somewhat Positive		Positive	
Statewide	352	187	53.1%	95	27.0%	65	18.5%	2	0.6%	3	0.9%
Central MN	59	19	32.2%	18	30.5%	19	32.2%	0	0.0%	3	5.1%
Metro	187	138	73.8%	40	21.4%	8	4.3%	1	0.5%	0	0.0%
Northern MN	36	5	13.9%	13	36.1%	18	50.0%	0	0.0%	0	0.0%
Southern MN	70	25	35.7%	24	34.3%	20	28.6%	1	1.4%	0	0.0%

Table 4. Impact of OMS on students’ ability to learn, by level

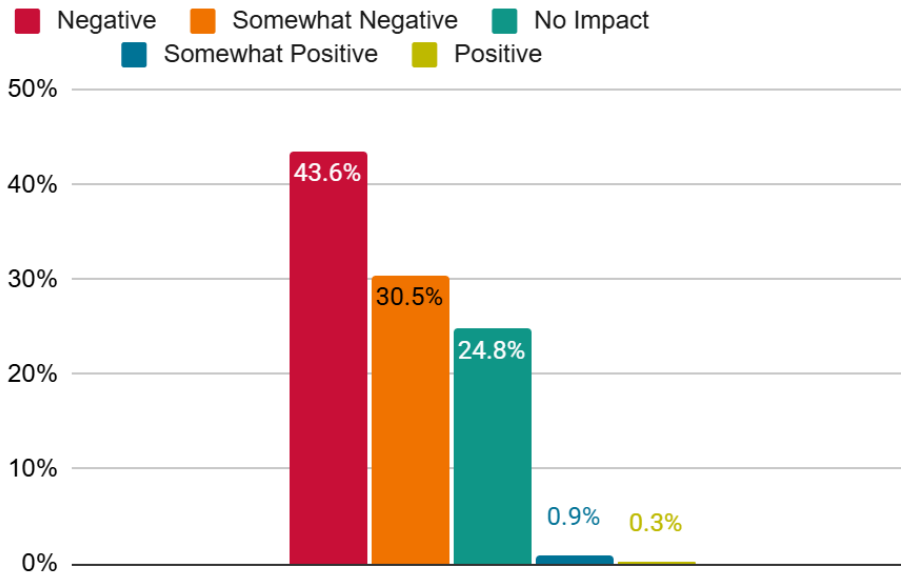
Level	n	Negative		Somewhat Negative		No Impact		Somewhat Positive		Positive	
		n	%	n	%	n	%	n	%	n	%
Statewide	352	187	53.1%	95	27.0%	65	18.5%	2	0.6%	3	0.9%
Elementary	176	97	55.1%	45	25.6%	31	17.6%	1	0.6%	2	1.1%
Secondary	112	57	50.9%	35	31.3%	19	17.0%	1	0.9%	0	0.0%
Other	64	33	51.6%	15	23.4%	15	23.4%	0	0.0%	1	1.6%

Impact on Staff Members’ Ability to Carry Out Their Responsibilities

Seeking to understand how OMS impacted staff members’ work, we asked, **“From your perspective as a school leader, how would you describe the impact of Operation Metro Surge on staff members’ ability to carry out their responsibilities at your school?”** As in the previous item, response options included: *negative impact, somewhat negative impact, no impact, somewhat positive impact, and positive impact.*

Figure 2 displays the response breakdown for this item statewide. Most respondents (74.1%) reported *negative* or *somewhat negative* impacts, with most others (24.8%) reporting *no impact*. An additional 1.1% of respondents reported *positive* or *somewhat positive* impacts.

Figure 2. Impact of OMS on staff members’ ability to carry out responsibilities, statewide (n=351)



Tables 5 and 6 show response breakdowns by region and level, respectively. As with the previous question about student impacts, Metro area school leaders were much more likely to report *negative* or *somewhat negative* impacts (93.0%) than colleagues in Central (51.7%), Northern (44.4%), or Southern Minnesota (57.1%). Metro leaders were correspondingly less likely to report *no impact*. Again, response patterns did not differ substantially by level.

Table 5. Impact of OMS on staff members’ ability to carry out responsibilities, by region

Region	n	Negative		Somewhat Negative		No Impact		Somewhat Positive		Positive	
Statewide	351	153	43.6%	107	30.5%	87	24.8%	3	0.9%	1	0.3%
Central MN	58	11	19.0%	19	32.8%	25	43.1%	2	3.4%	1	1.7%
Metro	187	118	63.1%	56	29.9%	13	7.0%	0	0.0%	0	0.0%
Northern MN	36	5	13.9%	11	30.6%	20	55.6%	0	0.0%	0	0.0%
Southern MN	70	19	27.1%	21	30.0%	29	41.4%	1	1.4%	0	0.0%

Table 6. Impact of OMS on staff members’ ability to carry out responsibilities, by level

Level	n	Negative		Somewhat Negative		No Impact		Somewhat Positive		Positive	
Statewide	351	153	43.6%	107	30.5%	87	24.8%	3	0.9%	1	0.3%
Elementary	176	82	46.6%	51	29.0%	40	22.7%	3	1.7%	0	0.0%
Secondary	111	42	37.8%	40	36.0%	29	26.1%	0	0.0%	0	0.0%
Other	64	29	45.3%	16	25.0%	18	28.1%	0	0.0%	1	1.6%

School-Level Impacts

The remainder of this report summarizes survey responses about the following types of impacts of OMS on Minnesota schools:

- Verified reports of federal immigration officers on or near school property or at school-sponsored functions;
- Detentions of students, parents/guardians, other family members, and staff;
- Learning modality changes and programming disruptions; and
- Student attendance and/or enrollment changes.

We asked school leaders (a) whether their schools had experienced various kinds of impacts, and (b) if they had, the magnitude of that impact (e.g., number of days immigration enforcement was on school property, number of students whose parents/guardians were detained, number of days school was closed, number of students absent due to increased immigration enforcement).

Verified reports of federal immigration officers on or near school property or at school-sponsored functions

We asked, “Which of the following impacts of federal immigration enforcement has your school experienced, if any, since December 2025? *Select all that apply.*”

Response options included:

- Verified report(s) of federal immigration enforcement officers on school property
- Verified report(s) of federal immigration enforcement officers within two blocks of school property (NOT including instances of being ON school property)
- Verified report(s) of federal immigration enforcement officers at a school-sponsored function off school property
- None of these apply to my school

Statewide, 164 (46.6%) of 352 respondents selected one or more “verified report(s)” options indicating federal immigration enforcement on or near school property or at a school-sponsored function; 188 (53.4%) selected *none of these apply to my school*.

Specifically, 28 (of 352) schools reported federal immigration enforcement officers on school property, 161 schools reported federal immigration enforcement officers within two blocks of school property, and 11 schools reported federal immigration enforcement officers at a school-sponsored function off school property. Table 7 displays a summary

of responses to this item statewide. Region- and level- breakdowns are provided in subsequent sections.

Table 7. Federal immigration officers on or near school property or at school-sponsored functions, statewide

Type of Impact	# of Schools	% of Schools
Schools reporting officers on school property	28	8.0%
Schools reporting officers within two blocks of school property	161	45.7%
Schools reporting officers at a school- or district-sponsored function off school property	11	3.1%
Schools reporting none of the above apply	188	53.4%

Note. n = 352. Respondents were allowed to select more than one of the top three options. As such, the sum of percentages may exceed 100%.

Verified reports of federal immigration officers on school property

Tables 8 and 9 summarize the number and percent of respondents who indicated their schools had experienced “verified report(s) of federal immigration enforcement officers on school property” by region and level, respectively. Nearly all (26 of 28) schools reporting officers on school property were located in the Metro region. Elementary and secondary schools reported similar rates of impact.

Table 8. Schools reporting immigration officers on school property, by region

Region	Respondents	Selected	Percent
<i>Statewide</i>	352	28	8.0%
Central MN	59	2	3.4%
Metro	187	26	13.9%
Northern MN	36	0	0.0%
Southern MN	70	0	0.0%

Table 9. Schools reporting immigration officers on school property, by level

Level	Respondents	Selected	Percent
<i>Statewide</i>	352	28	8.0%
Elementary	176	13	7.4%
Secondary	112	6	5.4%
Other	64	9	14.1%

As a follow-up within the survey, we asked the 28 individuals reporting immigration enforcement on school property, **“On how many days were federal immigration enforcement officers reported to be on school property?”** Respondents provided a whole number in response. Responses ranged from 1 day to 10 days, with an average of 2.6 days per school (n=28).

Verified reports of federal immigration officers near school property

Table 10 summarizes the number and percent of respondents who indicated their schools had experienced “verified report(s) of federal immigration enforcement officers within two blocks of school property (NOT including instances of being ON school property),” by region. Nearly half of all respondents (45.7%) reported immigration officers within 2 blocks of school.

As might be expected given the explicit focus of OMS on the Twin Cities metropolitan area, most reported immigration enforcement activity (133 of 161 schools, or 82.6%) occurred near schools in the Metro region, although there were reports of such activity in all four regions of the state.

Table 10. Schools reporting immigration officers within 2 blocks of school, by region

Region	Respondents	Selected	Percent
<i>Statewide</i>	352	161	45.7%
Central MN	59	8	13.6%
Metro	187	133	71.1%
Northern MN	36	2	5.6%
Southern MN	70	18	25.7%

Table 11 displays the same data, broken down by level. Elementary school leaders were slightly more likely than secondary leaders to report immigration enforcement activity near school grounds.

Table 11. Schools reporting immigration officers within 2 blocks of school, by level

Level	Respondents	Selected	Percent
<i>Statewide</i>	352	161	45.7%
Elementary	176	84	47.7%
Secondary	112	48	42.9%
Other	64	29	45.3%

School leaders who reported immigration enforcement activity within 2 blocks of school property were asked, **“On how many days were federal immigration enforcement officers reported to be within two blocks of school property, but not on school property?”** Responses ranged from 1 to 60 days, with an average of 10.6 days per school (n=156).

Verified reports of federal immigration officers at school-sponsored functions off school property

Tables 12 and 13 summarize the number and percent of respondents who indicated their schools had experienced “Verified report(s) of federal immigration enforcement officers

at a school-sponsored function off school property,” by region and level, respectively. Only 11 (3.1%) schools reported this impact, with all 11 being located in the Metro region.

Table 12. Schools reporting immigration officers at school-sponsored function off school property, by region

Region	Respondents	Selected	Percent
Statewide	352	11	3.1%
Central MN	59	0	0.0%
Metro	187	11	5.9%
Northern MN	36	0	0.0%
Southern MN	70	0	0.0%

Table 13. Schools reporting immigration officers at school-sponsored function off school property, by level

Level	Respondents	Selected	Percent
Statewide	352	11	3.1%
Elementary	176	5	2.8%
Secondary	112	3	2.7%
Other	64	3	4.7%

School leaders reporting immigration enforcement at school-sponsored events off school property were asked, **“On how many days were federal immigration enforcement officers reported to be at a school-sponsored function off school property?”** Responses ranged from 1 to 49 days, with an average of 9.8 days per school (n=9).

Detentions of students, staff, parents/guardians, and other family members

The next section of the survey sought to understand how many schools had experienced detentions of school community members by ICE or CPB. Again, we asked, “Which of the

following impacts of federal immigration enforcement has your school experienced, if any, since December 2025?", this time with the following response options:

- Student(s) detained by federal immigration enforcement
- Staff member(s) detained by federal immigration enforcement
- Parent(s) or guardian(s) of students detained by federal immigration enforcement
- Other family member(s) of students detained by federal immigration enforcement
- None of these apply to my school.

Respondents could select one or more of the first four options, *or* the last option if none of the first four applied to them. Statewide, 210 (59.7%) of 352 respondents reported at least one detainment of a school community member; 142 (40.3%) selected *none of these apply to my school*.

Reports of detainments differed by region, with the following numbers and percents of schools experiencing at least one detainment in each of the four regions:

- Central MN: 18 of 59 schools (30.5%)
- Metro: 149 of 187 schools (79.7%)
- Northern MN: 5 of 36 schools (13.9%)
- Southern MN: 38 of 70 schools (54.3%)

Among the 210 schools experiencing detainments, 23 schools reported student detainment(s), 13 schools reported staff member detainment(s), 165 schools reported parent/guardian detainment(s), and 170 schools reported detainment(s) of students' non-parent or guardian family members. Table 14 displays a summary of responses to this item statewide, with region- and level- breakdowns provided in the sections that follow.

Table 14. Detainments of school community members, statewide

Type of Impact	# of Schools	% of Schools
Schools reporting student detainment(s)	23	6.5%
Schools reporting staff member detainment(s)	13	3.7%
Schools reporting parent/guardian detainment(s)	165	46.9%
Schools reporting other family member detainment(s)	170	48.3%
Schools reporting none of the above apply	142	40.3%

Note. n = 352. Respondents were allowed to select more than one of the top four options. As such, the sum of percentages may exceed 100%.

Students detained by federal immigration enforcement

Tables 15 and 16 summarize the number and percent of respondents who indicated their schools had experienced “student(s) detained by federal immigration enforcement” by region and level, respectively. Of the 23 schools reporting student detainments, 21 were located in the Metro region and 2 were in Southern Minnesota. Most schools reporting student detainments were secondary schools, although elementary and “other” types of schools were also impacted.

Table 15. Schools reporting student detainments, by region

Region	Respondents	Selected	Percent
<i>Statewide</i>	352	23	6.5%
Central MN	59	0	0.0%
Metro	187	21	11.2%
Northern MN	36	0	0.0%
Southern MN	70	2	2.9%

Table 16. Schools reporting student detainments, by level

Level	Respondents	Selected	Percent
<i>Statewide</i>	352	23	6.5%
Elementary	176	6	3.4%
Secondary	112	13	11.6%
Other	64	4	6.3%

Next, we asked the 23 school leaders who reported student detainment(s), **“How many students were detained, to your knowledge?”** Responses ranged from 1 to 9 students, with an average of 2.6 students per school. Across the 19 schools providing an answer to this question,⁶ a total of 49 students were reported to have been detained.

Staff detained by federal immigration enforcement

Similarly, Tables 17 and 18 summarize the number and percent of respondents who indicated their schools had experienced “staff member(s) detained by federal immigration enforcement” by region and level, respectively. All 13 schools reporting staff member detainments were in the Metro region.

Table 17. Schools reporting staff member detainments, by region

Region	Respondents	Selected	Percent
<i>Statewide</i>	352	13	3.7%
Central MN	59	0	0.0%
Metro	187	13	7.0%
Northern MN	36	0	0.0%
Southern MN	70	0	0.0%

⁶ Four eligible respondents did not provide a number. As such, 49 is likely an underestimate of the total number of students detained across the sample of 352 schools.

Table 18. Schools reporting staff member detainments, by level

Level	Respondents	Selected	Percent
<i>Statewide</i>	352	13	3.7%
Elementary	176	6	3.4%
Secondary	112	4	3.6%
Other	64	3	4.7%

We then asked the 13 school leaders who reported staff member detainment(s), **“How many staff members were detained, to your knowledge?”** Responses ranged from 1 to 2 staff members, with an average of 1.2 staff members per school. Across the 13 schools, a total of 15 staff members were reported to have been detained.

Parents/guardians of students detained by federal immigration enforcement

Tables 19 and 20 provide the number and percent of respondents who indicated their schools had experienced “parent(s) or guardian(s) of students detained by federal immigration enforcement,” by region and level, respectively. Schools in all four regions of the state reported parent/guardian detainments. Although the majority were concentrated in the Metro region, about 1 in 5 Central Minnesota principals and 2 in 5 Southern Minnesota principals reported parent/guardian detainment(s).

Table 19. Schools reporting parent/guardian detainments, by region

Region	Respondents	Selected	Percent
<i>Statewide</i>	352	165	46.9%
Central MN	59	11	18.6%
Metro	187	125	66.8%
Northern MN	36	1	2.8%
Southern MN	70	28	40.0%

Table 20. Schools reporting parent/guardian detainments, by level

Level	Respondents	Selected	Percent
<i>Statewide</i>	352	165	46.9%
Elementary	176	85	48.3%
Secondary	112	49	43.8%
Other	64	31	48.4%

The principals who reported parent/guardian detainment(s) were then asked, **“How many students had parents or guardians that were detained, to your knowledge?”** Responses ranged from 1 to 50 students with detained parent(s)/guardian(s), with an average of 5.4 students per school impacted in this way. Across the 157 schools providing an answer to this question,⁷ school leaders reported that a total of 849 students had experienced the detainment of a parent or guardian.

Other family members of students detained by federal immigration enforcement

Tables 21 and 22, below, show the number and percent of respondents who indicated their schools had experienced “other family member(s) of students detained,” by region and level. Detainment of students’ non-parent/guardian family members occurred in all regions of the state, albeit disproportionately. These detainments affected roughly 1 in 4 Central Minnesota schools, 2 in 3 Metro schools, 1 in 10 Northern Minnesota schools, and 1 in 3 Southern Minnesota schools. Other family member detainments were about as likely to affect elementary schools as secondary schools.

⁷ Eight eligible respondents did not provide a number. As such, 849 is likely an underestimate of the total number of students whose parent(s) or guardian(s) were detained across the sample of 352 schools.

Table 21. Schools reporting other family member detainments, by region

Region	Respondents	Selected	Percent
Statewide	352	170	48.3%
Central MN	59	15	25.4%
Metro	187	128	68.4%
Northern MN	36	4	11.1%
Southern MN	70	23	32.9%

Table 22. Schools reporting other family member detainments, by level

Level	Respondents	Selected	Percent
Statewide	352	170	48.3%
Elementary	176	87	49.4%
Secondary	112	56	50.0%
Other	64	27	42.2%

Respondents who reported detainment(s) of students’ other family members were asked, **“How many students had family members *other than* parents or guardians detained, to your knowledge?”** Responses ranged from 1 to 100 students with detained family members, with an average of 6.5 students per school impacted in this way. Across the 150 schools providing an answer to this question,⁸ school leaders reported that a total of 981 students had experienced the detainment of a family member other than a parent or guardian.

⁸ Twenty eligible respondents did not provide a number. As such, 981 is likely an underestimate of the total number of students whose non-parent/guardian family member(s) were detained across the sample of 352 schools.

Learning modality changes and programming disruptions

The next area of impact explored on the OMS Impact Survey included learning modality changes (e.g., institution of hybrid or remote learning), school closures, and other programming disruptions resulting from increased immigration enforcement. As in the previous sections of the survey, we asked, “Which of the following impacts of federal immigration enforcement has your school experienced, if any, since December 2025?”, but with the following response options:

- Institution of a hybrid learning option for one or more full day(s) of instruction
- Institution of remote learning for all students for one or more full day(s) of instruction
- School closure(s), with no remote learning, for one or more full day(s) of instruction
- Other school schedule or programming disruption(s) (e.g., late start, early release, lockdown, cancellation of activities) when school was otherwise in session
- None of these apply to my school.

Again, respondents could select one or more of the first four options, *or* the last option if none of the first four applied to them. Statewide, 149 (42.3%) of 352 respondents reported at least one programming change or disruption; 203 (57.7%) selected *none of these apply to my school*.

Specifically, among these 149 schools, 120 reported instituting a hybrid learning option, 31 reported instituting remote learning for all students, 43 reported school closure for one or more full day(s) of instruction, and 67 reported other school schedule or programming disruptions. Table 23 displays a summary of responses to this item statewide.

Table 23. Programming changes or disruptions, statewide

Type of Impact	# of Schools	% of Schools
Schools reporting institution of a hybrid learning option for one or more full day(s) of instruction	120	34.1%
Schools reporting institution of remote learning for all students for one or more full day(s) of instruction	31	8.8%
Schools reporting school closure(s), with no remote learning, for one or more full day(s) of instruction	43	12.2%
Schools reporting other school schedule or programming disruption(s) (e.g., late start, early release, lockdown, cancellation of activities) when school was otherwise in session	67	19.0%
Schools reporting none of the above apply	203	57.7%

Note. n = 352. Respondents were allowed to select more than one of the top four options. As such, the sum of percentages may exceed 100%.

Institution of hybrid learning option for one or more days

Tables 24 and 25 summarize the number and percent of respondents who indicated their schools had experienced “institution of a hybrid learning option for one or more full day(s) of instruction” by region and level, respectively. Of the 120 schools reporting that they instituted a hybrid option, all but 8 were located in the Metro region. Elementary, secondary, and “other” types of schools were impacted at similar rates.

Table 24. Schools reporting instituting a hybrid learning option, by region

Region	Respondents	Selected	Percent
<i>Statewide</i>	352	120	34.1%
Central MN	59	2	3.4%
Metro	187	112	59.9%
Northern MN	36	1	2.8%
Southern MN	70	5	7.1%

Table 25. Schools reporting instituting a hybrid learning option, by level

Level	Respondents	Selected	Percent
Statewide	352	120	34.1%
Elementary	176	59	33.5%
Secondary	112	37	33.0%
Other	64	24	37.5%

As a follow up, we asked the 120 school leaders who reported having instituted a hybrid option, **“For how many school days did your school offer a hybrid learning option due to increased immigration enforcement?”** Responses ranged from 2 to 75 days, with an average of 33.3 days of hybrid instruction (n=114).⁹

Institution of remote learning for all students for one or more days

Similarly, Tables 26 and 27, below, provide the number and percent of respondents who indicated their schools had experienced “institution of remote learning for all students for one or more full day(s) of instruction,” by region and level, respectively. All of the 31 schools that indicated they had gone fully remote for a day or more were in the Metro region. Elementary schools were slightly less likely than secondary and other types of schools to select this impact.

Table 26. Schools reporting instituting remote learning, by region

Region	Respondents	Selected	Percent
Statewide	352	31	8.8%
Central MN	59	0	0.0%
Metro	187	31	16.6%
Northern MN	36	0	0.0%
Southern MN	70	0	0.0%

⁹ Two responses (each “90”) were coded as outliers and excluded from these calculations. We estimated that a maximum of 80 school days could have passed between December 1, 2025 and March 22, 2026, when the survey closed.

Table 27. Schools reporting instituting remote learning, by level

Level	Respondents	Selected	Percent
Statewide	352	31	8.8%
Elementary	176	13	7.4%
Secondary	112	11	9.8%
Other	64	7	10.9%

We then asked the 31 school leaders who reported going fully remote, **“For how many school days did your school institute remote learning for all students due to increased immigration enforcement?”** Responses ranged from 1 to 60 days, with an average of 27.1 days of remote learning among those providing a number (n=25).

School closures for one or more days

Tables 28 and 29, below, display the number and percent of survey respondents who indicated that their schools had experienced “school closure(s), with no remote learning, for one or more full day(s) of instruction,” broken down by region and level. All but one of the 43 schools that closed for one or more day(s) were in the Metro region, with one Southern Minnesota school reporting a closure. Interestingly, school closure varied considerably by level, with elementary schools being twice as likely to close as secondary schools (13.6% vs 6.3%), and other types of schools being three times as likely as secondary schools to close (18.8% vs. 6.3%).

Table 28. Schools reporting school closures, by region

Region	Respondents	Selected	Percent
Statewide	352	43	12.2%
Central MN	59	0	0.0%
Metro	187	42	22.5%
Northern MN	36	0	0.0%
Southern MN	70	1	1.4%

Table 29. Schools reporting school closures, by level

Level	Respondents	Selected	Percent
<i>Statewide</i>	352	43	12.2%
Elementary	176	24	13.6%
Secondary	112	7	6.3%
Other	64	12	18.8%

The 43 respondents who indicated their schools had closed were then asked, **“For how many school days did your school close (not including remote learning days) due to increased immigration enforcement?”** Responses ranged from 1 to 5 days, with an average of 2.0 lost instructional days among those providing a response (n=41). A combined 81 days of instruction were cancelled due to OMS-related closures across these schools.¹⁰

Schedule or programming disruptions when school was otherwise in session

Tables 30 and 31, below, present the number and percent of respondents who reported that their schools experienced, “Other school schedule or programming disruption(s) (e.g., late start, early release, lockdown, cancellation of activities) when school was otherwise in session,” by region and level. Such disruptions impacted at least one school in each region of the state, but were far more prevalent in Metro schools. Disruptions impacted elementary, secondary, and other types of schools at similar rates.

¹⁰ Two eligible respondents did not provide a number. As such, 81 is likely an underestimate of the total days of cancelled instruction across the sample of 352 schools.

Table 30. Schools reporting schedule or programming disruptions, by region

Region	Respondents	Selected	Percent
Statewide	352	67	19.0%
Central MN	59	3	5.1%
Metro	187	60	32.1%
Northern MN	36	1	2.8%
Southern MN	70	3	4.3%

Table 31. Schools reporting schedule or programming disruptions, by level

Level	Respondents	Selected	Percent
Statewide	352	67	19.0%
Elementary	176	36	20.5%
Secondary	112	19	17.0%
Other	64	12	18.8%

We asked the 67 respondents who had indicated their schools had experienced schedule or programming disruptions, **“On how many school days was your school schedule or programming disrupted (e.g., late start, early release, lockdown, cancellation of activities) when school was otherwise in session?”** Responses ranged from 1 to 60 days, with schools reporting an average of 8.2 days during which the schedule or programming was disrupted (n=60).

Student attendance and/or enrollment changes

The last section of the survey included questions about attendance and enrollment changes due to increased immigration enforcement. Again, we asked, “Which of the following impacts of federal immigration enforcement has your school experienced, if any, since December 2025?”, this time with the following response options:

- Increase in student absences
- Decrease in student absences
- Increase in enrollment
- Decrease in enrollment
- None of the above apply to my school.

Respondents could select one or more of the first four options, *or* the last option if none of the first four applied to them. Statewide, 273 (77.6%) of 352 respondents reported at least one attendance- or enrollment-related impact; 79 (22.4%) selected *none of these apply to my school*.

Table 32 displays a summary of responses to this item statewide. Notably, 75.9% of respondents reported an increase in student absences, and 37.2% reported a decrease in enrollment.

Table 32. Attendance and enrollment impacts, statewide

Type of Impact	# of Schools	% of Schools
Schools reporting an increase in student absences	267	75.9%
Schools reporting a decrease in student absences	3	0.9%
Schools reporting an increase in enrollment	10	2.8%
Schools reporting a decrease in enrollment	131	37.2%
Schools reporting none of the above apply	79	22.4%

Note. n = 352. Respondents were allowed to select more than one of the top four options. As such, the sum of percentages may exceed 100%.

Increases in student absences since December 2025

Tables 33 and 34 present the number and percent of respondents who reported that their schools experienced an increase in student absences by region and level. A majority of participating schools reported increased absences in every region except in Northern Minnesota, where about one-third of schools saw increased absenteeism. Increased absences were somewhat more commonly reported in elementary schools than in secondary or other types of schools.

Table 33. Schools reporting an increase in student absences, by region

Region	Respondents	Selected	Percent
<i>Statewide</i>	352	267	75.9%
Central MN	59	31	52.5%
Metro	187	178	95.2%
Northern MN	36	11	30.6%
Southern MN	70	47	67.1%

Table 34. Schools reporting an increase in student absences, by level

Level	Respondents	Selected	Percent
<i>Statewide</i>	352	267	75.9%
Elementary	176	142	80.7%
Secondary	112	82	73.2%
Other	64	43	67.2%

Anyone who indicated their school had seen increased student absences was then asked, **“About how many students were absent from school for one or more school days due to increased immigration enforcement, to the best of your knowledge?”**

Responses ranged from 1 to 406 students, with schools reporting an average of 36.8 students missing school for one or more days due to OMS (n=258).

Decreases in student absences since December 2025

Tables 35 and 36 present the number and percent of respondents who reported that their schools experienced a decrease in student absences (or rather, an increase in attendance) by region and level. Only 3 schools, all in the Metro region, reported a decrease in student absences.

Table 35. Schools reporting a decrease in student absences, by region

Region	Respondents	Selected	Percent
<i>Statewide</i>	352	3	0.9%
Central MN	59	0	0.0%
Metro	187	3	1.6%
Northern MN	36	0	0.0%
Southern MN	70	0	0.0%

Table 36. Schools reporting a decrease in student absences, by level

Level	Respondents	Selected	Percent
<i>Statewide</i>	352	3	0.9%
Elementary	176	2	1.1%
Secondary	112	1	0.9%
Other	64	0	0.0%

Respondents reporting a decrease in student absences were asked, **“About how many more students than typical came to school due to increased immigration enforcement, to the best of your knowledge?”** Two people provided an answer, each reporting 1 student.

Increased student enrollment since December 2025

Tables 37 and 38 show the number and percent of respondents reporting an increase in enrollment by region and level. Of the 10 schools reporting an increase, the majority were in the Metro region. (The following section explores the extent to which these shifts may be attributable to families pursuing online learning options.)

Table 37. Schools reporting an increase in enrollment, by region

Region	Respondents	Selected	Percent
<i>Statewide</i>	352	10	2.8%
Central MN	59	2	3.4%
Metro	187	7	3.7%
Northern MN	36	0	0.0%
Southern MN	70	1	1.4%

Table 38. Schools reporting an increase in enrollment, by level

Level	Respondents	Selected	Percent
<i>Statewide</i>	352	10	2.8%
Elementary	176	5	2.8%
Secondary	112	2	1.8%
Other	64	3	4.7%

Respondents who reported increased enrollment were then asked, **“Approximately how many new students enrolled at your school since December 2025?”** Responses ranged from 2 to 174, with the average new student enrollment being 38.9 students per school (n=10). A total of 389 students were reported to have enrolled in a new school since December 2025.

Increased enrollment attributable to enrollment in online programming

Respondents who reported increased enrollment were then given a second follow-up question: **“About how many of your newly enrolled students enrolled in online programming offered at your school?”** Participants were instructed to type “0” if no students enrolled in online programming or if their school does not offer regular online programming. Of 10 responses, 6 (60.0%) provided a non-zero response, indicating that at least some of their new students pursued an online learning program at their school. One school leader provided a response that was larger than the number of newly enrolled students they had reported from the previous question, and was therefore removed from analysis. Among the 9 remaining schools that reported increased enrollment, the total number of students reported to have enrolled in online programming was 346 out of 384 new enrollments, or 90.1%.

Decreased student enrollment since December 2025

Tables 39 and 40, below, present the number and percentage of respondents who reported a decrease in enrollment since December 2025, by region and level. Declining enrollment was concentrated in the Metro and Southern Minnesota regions, with some

reported in the Central Minnesota region as well. Declining enrollment was reported proportionately across elementary, secondary, and other types of schools.

Table 39. Schools reporting decreased enrollment, by region

Region	Respondents	Selected	Percent
Statewide	352	131	37.2%
Central MN	59	6	10.2%
Metro	187	104	55.6%
Northern MN	36	0	0.0%
Southern MN	70	21	30.0%

Table 40. Schools reporting decreased enrollment, by level

Level	Respondents	Selected	Percent
Statewide	352	131	37.2%
Elementary	176	69	39.2%
Secondary	112	40	35.7%
Other	64	22	34.4%

Principals reporting decreased enrollment were asked the follow-up question, **“Approximately how many students unenrolled or stopped coming to school altogether since December 2025?”** Responses (n=125) ranged from 1 to 100 students, with an average of 10.9 students unenrolled or unaccounted for per affected school. Across the 125 schools providing a number, a total of 1,366 students had unenrolled or stopped coming to school.

Decreased enrollment due to online programming enrollment elsewhere

Principals reporting decreased enrollment were asked a second follow-up question, **“About how many of those [unenrolled] students sought to attend a different school because it offered remote learning, to the best of your knowledge?”** Of 108

responses,¹¹ half (54, or 50.0%) provided a non-zero response, indicating that one or more of their former students pursued an online learning program at a different school. Of the 1,213 students reported unenrolled or unaccounted for by those 108 leaders, 248 (20.4%) were believed to have sought an online option elsewhere.

Other Impacts Reported

After answering the above closed-ended questions about the impact of OMS on their schools, principals were invited to respond to the question, **“Were there any other impacts of Operation Metro Surge that your school experienced but we did not ask about?”** Respondents could enter up to 500 characters of text in response. In sum, 228 of 352 participants (64.8%) provided a response. Of those 228 responses, 27 (11.8%) reported “no,” “N/A,” “none,” or some other variant of “no.”

Among the remaining 201 comments, the most prominent and pervasive theme was **mental health impacts**, such as fear, trauma, anxiety, and stress, among students, families, and school staff. Additional major themes included **material need and financial hardship** among families in communities targeted by immigration enforcement, increased **time spent planning and communicating with families**, increased **political conflict and racism in schools**, and a sense among some that community **fear was disproportionate to actual impact**. We describe each theme, below, indicating the region of each commenter (see [Appendix B](#)).

Mental health impacts

Many school leaders reported that the fear of detainment and deportation caused students, their families, and staff members considerable stress and anxiety, leading many to stay home from school or otherwise change their daily routines (e.g., avoiding bus stops, picking children up late). Respondents described multiple ways in which the fear and uncertainty associated with OMS impacted their school communities.

¹¹ Of the 131 respondents reporting decreased enrollment, 125 were able to share the number of students who unenrolled or stopped coming to school. Of those 125, 108 were also able to provide an estimate of the number of unenrolled students who sought a different school because it offered online learning. As such, we use 108 as the school population for this analysis.

"It was very challenging for staff to do their best work with the 'fear' that people were outside of the school waiting for families. In addition, the fear that students were going home to empty homes." (Southern MN respondent)

"Our students saw a parent taken in front of them at a bus stop and that created so much terror for so many students and families; we stopped having family events from December through March." (Metro respondent)

"Several of our parents of students that identify as American Indian felt very uneasy and offered to bring in their tribal IDs for us to have a copy on site in the event ICE arrived at school." (Northern MN respondent)

"We had two international staff resign mid-year because of the stress of living under Operation Metro Surge. Trying to replace language immersion teachers mid-year is extremely difficult this year." (Metro respondent)

"Despite being a rural school district and the ICE presence in the community was sporadic if at all, the threat alone of detentions and deportations that ignore due process had a very negative impact." (Central MN respondent)

"Concern and fear in the school community and community at large. Lots of uncertainty." (Northern MN respondent)

"Major amounts of fear in our community. Many families went into hiding and we lost multiple families who were involved, committed, and made our community richer being a part of it." (Metro respondent)

Material need and financial hardship

Principals reported their students' families experiencing significant material need, particularly housing instability and food insecurity. This was especially true among Metro area respondents and less common in Central, Northern, and Southern Minnesota. A

related impact was the time and money school staff members and community members spent to ensure affected families had food, household essentials, rent payments, and transportation to and from school.

“Support for families. Staff members at bus stops and escorting students from apartments to bus stops. Constant communication with families. In house grocery delivery to 62 families & rent support.” (Metro respondent)

“Families requesting social services and support outside of our capacity to respond meaningfully - food, rent, travel, fees for tribal ID's, transportation to obtain tribal ID's, legal consult requests.” (Northern MN respondent)

“Food insecurity because families could not leave their house. Our school organized food collection and delivery to families. Staff escorted students to and from the bus. 3 staff members missed work.” (Metro respondent)

“We spent our time, energy, and resources on helping support families who are good (and legal) members of our community who were worried to leave home. We don't have enough resources for this.” (Southern MN respondent)

“We are a very small school supporting pregnant and parenting teens. We had several students who were unable to receive prenatal/after care due to fears of coming to school or their medical app[ointment]s.” (Metro respondent)

Time spent planning and communicating with families

Multiple respondents noted frustration with the time they and their teams spent in planning meetings and communicating with families in response to the threat of immigration enforcement on or near school grounds.

“The calculated cost of employee hours put into education, planning, preparation are extraordinary. Multiple meetings and team support was provided and donated.” (Southern MN respondent)

"We lost staff training time to create, communicate and practice immigration response protocols." (Northern MN respondent)

"The amount of time for leadership to spend planning for so many variables that took away from focusing on our job to educate all learners." (Metro respondent)

"Staff used time and school resources to reach out to families of students not attending school. Intense effort went into creating a hybrid model and communicating it to students and families." (Metro respondent)

Political conflict and racism in schools

School leaders in all regions described school climate and culture impacts stemming from political differences among staff and students, or race-based bullying.

"We had to address a couple of situations where students would make comments to students of color that ICE was going to come to our school and get them." (Central MN respondent)

"I think the 'hidden' negative impact of a polarized staff - by our national politics - has a secondary traumatic impact on our students. I've noticed staff on edge - and less compassionate re: trauma." (Southern MN respondent)

"Increased bullying by a few of the students who supported OMS and telling students of color to 'go back to their country.'" (Metro respondent)

"We had students that wore 'I Support ICE' tshirts to school that made other students very uncomfortable. This led to another student wearing an 'Abolish ICE' shirt, which was not received well either." (Central MN respondent)

"This biggest impact of this immigration enforcement effort has been indirect— legitimizing racism and hate for those with racist beliefs." (Northern MN respondent)

Fear disproportionate to OMS impact

Several school leaders expressed a sense that the threat posed by immigration enforcement was “blown out of proportion.” These leaders suggested that the degree of fear experienced by their school communities may have been unwarranted.

“I think the fear caused by the talk & rhetoric about ICE was more impactful than any actual activity in our circumstance.” (Metro respondent)

“Federal agents doing their federally assigned job was made into a media frenzy. Their jobs also involve drug and human trafficking work. You should have asked if the media fueled the sentiment in MN.” (Northern MN respondent)

“More of the stress related to the unknown than an actual presence or immediate threat to our community.” (Metro respondent)

“Lots of worry without real substantiation. Families share what somebody's cousin's friend experienced and it gets blown out of proportion. There was plenty of chatter but [no] real incidents.” (Metro respondent)

“Other than our own administration making a bigger deal out of it than it really was. We had barely any impact on learning other than our own admin. causing a material and substantial disruption.” (Northern MN respondent)

Conclusion

Results of the Operation Metro Surge Impact Survey reveal that school communities across Minnesota were impacted in various ways and to varying degrees due to the recent surge of immigration enforcement in the state. Given the explicit focus of OMS on the Twin Cities metropolitan area (as implied by the name of the campaign), it is unsurprising that impacts were felt unevenly, with Metro school leaders being much more likely than their counterparts in other regions of the state to report federal agents

on or near school property, detainments of school community members, disruptions to the school day or learning modality, and decreases in attendance and enrollment.

Importantly, schools outside the Metro region also experienced impacts from the surge, especially in Southern Minnesota, where two-thirds of schools reported increased student absences since December 2025 and over half reported one or more detainments of school community members. In all four regions, at least 50% of schools reported that OMS had negatively impacted students' ability to learn in their schools, ranging from 50% in Northern Minnesota, to 63% in Central Minnesota, 70% in Southern Minnesota, and 95% in the Metro.

Our analysis found far less variation between school levels, with elementary, secondary, and other types of schools being about as likely as one another to report specific impacts. One exception was temporary school closures, which affected a relatively small number of schools but were far more likely to affect elementary and other types of schools than secondary schools.

Open-ended responses revealed that for many schools, the psychological impacts of OMS were quite significant, in particular the fear of being detained or having a family member detained, as well as the stress associated with supporting impacted students and family members. Psychological impacts varied regionally, with school leaders in Northern and Central Minnesota describing more "concern," "uneasiness," and "uncertainty," compared to the "trauma," "terror," and "stress" described by Metro and Southern Minnesota school leaders. Some viewed OMS-related fears as overblown. Others reported long-lasting effects, such as student and staff attrition and long-term programming changes. Still others reported no impacts at all.

One finding that is particularly troubling is that the number of students that survey respondents reported unenrolled or unaccounted for since December 2025 (1,366) far exceeds the number reported newly enrolled in other schools (389). Additional analyses of student enrollment patterns are needed to confirm and explain this finding. It is

evident that many students who changed schools pursued online learning options, but where others went is unclear.

What is also unclear is the degree to which survey findings can be generalized to the state as a whole. While response rates across regions and levels were comparable and sufficient, we cannot assume that those who chose to respond have similar experiences and viewpoints as those who did not respond. Nevertheless, we believe the survey captures important insights about the range and magnitude of impacts of OMS felt by Minnesota schools.

Appendix A: Survey Questions

Operation Metro Surge (OMS) Impact Survey Survey Instrument

1. In what Minnesota county is your school located? [Dropdown]
2. Which of the following impacts of federal immigration enforcement has your school experienced, if any, since December 2025? *Select all that apply.*
 - a. Verified report(s) of federal immigration enforcement officers on school property
 - b. Verified report(s) of federal immigration enforcement officers within two blocks of school property (NOT including instances of being ON school property)
 - c. Verified report(s) of federal immigration enforcement officers at a school-sponsored function off school property
 - d. None of these apply to my school.
3. [Follow up questions to 2]
 - a. [If selected a to 2] On how many days were federal immigration enforcement officers reported to be on school property?
 - b. [If selected b to 2] On how many days were federal immigration enforcement officers reported to be within two blocks of school property, but not on school property?
 - c. [If selected c to 2] On how many days were federal immigration enforcement officers reported to be at a school-sponsored function off school property?
4. Which of the following impacts of federal immigration enforcement has your school experienced, if any, since December 2025? *Select all that apply.*
 - a. Student(s) detained by federal immigration enforcement
 - b. Staff member(s) detained by federal immigration enforcement
 - c. Parent(s) or guardian(s) of students detained by federal immigration enforcement
 - d. Other family member(s) of students detained by federal immigration enforcement
 - e. None of these apply to my school.
5. [Follow up questions to 4]
 - a. [If selected a to 4] How many students were detained, to your knowledge? ___
 - b. [If selected b to 4] How many staff members were detained, to your knowledge?

- c. [If selected c to 4] How many students had parents or guardians that were detained, to your knowledge? ___
 - d. [If selected d to 4] How many students had family members *other than* parents or guardians detained, to your knowledge? ___

6. Which of the following impacts of federal immigration enforcement has your school experienced, if any, since December 2025? *Select all that apply.*
 - a. Institution of a hybrid learning option for one or more full day(s) of instruction
 - b. Institution of remote learning for all students for one or more full day(s) of instruction
 - c. School closure(s), with no remote learning, for one or more full day(s) of instruction
 - d. Other school schedule or programming disruption(s) (e.g., late start, early release, lockdown, cancellation of activities) when school was otherwise in session
 - e. None of these apply to my school.

7. [Follow up questions to 6]
 - a. [If selected a to 6] For how many school days did your school offer a hybrid learning option due to increased immigration enforcement? ___
 - b. [If selected b to 6] For how many school days did your school institute remote learning for all students due to increased immigration enforcement? ___
 - c. [If selected c to 6] For how many school days did your school close (not including remote learning days) due to increased immigration enforcement? ___
 - d. [If selected d to 6] On how many school days was your school schedule or programming disrupted (e.g., late start, early release, lockdown, cancellation of activities) when school was otherwise in session?

8. Which of the following impacts of federal immigration enforcement has your school experienced, if any, since December 2025? *Select all that apply.*
 - a. Increase in student absences
 - b. Decrease in student absences
 - c. Increase in enrollment
 - d. Decrease in enrollment
 - e. None of the above apply to my school.

9. [Follow up questions to 8]

- a. [If selected a to 8] About how many students were absent from school for one or more school days due to increased immigration enforcement, to the best of your knowledge? __
 - b. [If selected b to 8] About how many more students than typical came to school due to increased immigration enforcement, to the best of your knowledge? __
 - c. [If selected c to 8] Approximately how many new students enrolled at your school since December 2025? __
 - d. [If selected c to 8] About how many of your newly enrolled students enrolled in online programming offered at your school? Type “0” if none enrolled in online programming at your school or if your school does not offer regular online programming. __
 - e. [If selected d to 8] Approximately how many students unenrolled or stopped coming to school altogether since December 2025? __
 - f. [If selected d to 8] About how many of those students sought to attend a different school because it offered remote learning, to the best of your knowledge? __
10. From your perspective as a school leader, how would you describe the impact of Operation Metro Surge on students’ ability to learn at your school?
- a. Negative impact
 - b. Somewhat negative impact
 - c. No impact
 - d. Somewhat positive impact
 - e. Positive impact
11. From your perspective as a school leader, how would you describe the impact of Operation Metro Surge on staff members’ ability to carry out their responsibilities at your school?
- a. Negative impact
 - b. Somewhat negative impact
 - c. No impact
 - d. Somewhat positive impact
 - e. Positive impact
12. Were there any other impacts of Operation Metro Surge that your school experienced but we did not ask about? [Open-ended]
13. What level is your school?
- a. Elementary

- b. Secondary
 - c. Other (please specify)
14. How many students were enrolled in your school as of the October 1 Student Count?
15. (Optional) Is there anything else you would like to add related to Operation Metro Surge and your school?

Appendix B: Crosswalk of Counties, Service Co-Ops, and Regions Used in Survey Analysis

County	MN Service Co-Op	Survey Region
Becker County	Lakes Country	Central
Clay County	Lakes Country	Central
Douglas County	Lakes Country	Central
Grant County	Lakes Country	Central
Otter Tail County	Lakes Country	Central
Pope County	Lakes Country	Central
Stevens County	Lakes Country	Central
Traverse County	Lakes Country	Central
Wilkin County	Lakes Country	Central
Benton County	RTS	Central
Chisago County	RTS	Central
Isanti County	RTS	Central
Kanabec County	RTS	Central
Mille Lacs County	RTS	Central
Pine County	RTS	Central
Sherburne County	RTS	Central
Stearns County	RTS	Central
Wright County	RTS	Central
Cass County	Sourcewell	Central
Crow Wing County	Sourcewell	Central
Morrison County	Sourcewell	Central
Todd County	Sourcewell	Central
Wadena County	Sourcewell	Central
Anoka County	Brightworks	Metro
Carver County	Brightworks	Metro
Dakota County	Brightworks	Metro

Hennepin County	Brightworks	Metro
Ramsey County	Brightworks	Metro
Scott County	Brightworks	Metro
Washington County	Brightworks	Metro
Aitkin County	Northeast	Northern
Carlton County	Northeast	Northern
Cook County	Northeast	Northern
Itasca County	Northeast	Northern
Koochiching County	Northeast	Northern
Lake County	Northeast	Northern
St. Louis County	Northeast	Northern
Beltrami County	Northwest	Northern
Clearwater County	Northwest	Northern
Hubbard County	Northwest	Northern
Kittson County	Northwest	Northern
Lake of the Woods County	Northwest	Northern
Mahnomen County	Northwest	Northern
Marshall County	Northwest	Northern
Norman County	Northwest	Northern
Pennington County	Northwest	Northern
Polk County	Northwest	Northern
Red Lake County	Northwest	Northern
Roseau County	Northwest	Northern
Blue Earth County	South Central	Southern
Brown County	South Central	Southern
Faribault County	South Central	Southern
Le Sueur County	South Central	Southern
Martin County	South Central	Southern
Nicollet County	South Central	Southern
Sibley County	South Central	Southern
Waseca County	South Central	Southern

Watonwan County	South Central	Southern
Dodge County	Southeast	Southern
Fillmore County	Southeast	Southern
Freeborn County	Southeast	Southern
Goodhue County	Southeast	Southern
Houston County	Southeast	Southern
Mower County	Southeast	Southern
Olmsted County	Southeast	Southern
Rice County	Southeast	Southern
Steele County	Southeast	Southern
Wabasha County	Southeast	Southern
Winona County	Southeast	Southern
Big Stone County	SWWC	Southern
Chippewa County	SWWC	Southern
Cottonwood County	SWWC	Southern
Jackson County	SWWC	Southern
Kandiyohi County	SWWC	Southern
Lac qui Parle County	SWWC	Southern
Lincoln County	SWWC	Southern
Lyon County	SWWC	Southern
McLeod County	SWWC	Southern
Meeker County	SWWC	Southern
Murray County	SWWC	Southern
Nobles County	SWWC	Southern
Pipestone County	SWWC	Southern
Redwood County	SWWC	Southern
Renville County	SWWC	Southern
Rock County	SWWC	Southern
Swift County	SWWC	Southern
Yellow Medicine County	SWWC	Southern



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