

1.1 moves to amend H.F. No. 2497, in conference committee, as follows:

1.2 On R5, House language, (H2497-4)

1.3 Page 36, line 24, strike "have all"

1.4 Page 36, line 25, strike "third grade students achieve grade-level literacy;"

1.5 On R6, House language, (H2497-4)

1.6 Page 37, line 1, delete "has the meaning provided in section 120B.25" and insert "as
1.7 defined in section 120B.25 has the same meaning for purposes of this section"

1.8 Page 37, delete lines 4 and 5 and insert:

1.9 "(f) "Antiracist" means actively working to identify and eliminate racism in all forms
1.10 in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions."

1.11 Page 37, line 8, delete "schooling" and insert "the education system"

1.12 Page 37, line 10, delete "chronically favor white people and"

1.1 moves to amend H.F. No. 2497, in conference committee, as follows:

1.2 On R31 A-2, House language, (H2497-4)

1.3 Page 63, line 22, after "officer" insert ", security personnel,"

1.4 Page 63, line 24, after "officer" insert ", security personnel,"

1.5 Page 63, line 31, after the period, insert "Conduct that violates subdivision 2a is not per
1.6 se corporal punishment under this statute. Nothing in this section or section 125A.0941
1.7 precludes the use of reasonable force under section 121A.582."

1.1 moves to amend H.F. No. 2497, in conference committee, as follows:

1.2 On R27 A-2, House language, (H2497-4)

1.3 Page 58, after line 27, insert:

1.4 "(b) This provision does not apply to a dismissal from school for less than one school
1.5 day, except as provided under chapter 125A and federal law for a student receiving special
1.6 education services."

1.7 Page 58, line 28, delete "(b)" and insert "(c)"

1.1 moves to amend H.F. No. 2497, in conference committee, as follows:

1.2 On R10 A-2, House language, (H2497-4)

1.3 Page 42, delete section 15 and insert:

1.4 "Sec. 15. [120B.252] HOLOCAUST, GENOCIDE OF INDIGENOUS PEOPLES,
1.5 AND OTHER GENOCIDE EDUCATION.

1.6 Subdivision 1. Definitions. (a) "Holocaust and genocide studies" means interdisciplinary
1.7 teaching and learning about the causes, impacts, and legacies of the Holocaust, other
1.8 genocides, and incidents of mass violence.

1.9 (b) "Holocaust" means the systematic, state-sponsored persecution and murder of
1.10 6,000,000 Jews by the Nazi regime and its allies and collaborators.

1.11 (c) "Genocide" means an internationally recognized crime where acts are committed
1.12 with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group.
1.13 Acts of genocide, as defined by the United Nations and the Rome Statute, include the
1.14 following categories:

1.15 (1) killing members of the group;

1.16 (2) causing serious bodily or mental harm to members of the group;

1.17 (3) deliberately inflicting on the group conditions of life calculated to bring about its
1.18 physical destruction in whole or in part;

1.19 (4) imposing measures intended to prevent births within the group; or

1.20 (5) forcibly transferring children of the group to another group.

1.21 Genocide also means a series of purposeful actions by a perpetrator or perpetrators to destroy
1.22 a collectivity through mass or selective murders of group members and suppressing the

2.1 biological and social reproduction of the collectivity. The perpetrator or perpetrators may
2.2 represent the state of the victim, another state, or another collectivity.

2.3 (d) "Incidents of mass violence" means extreme violence deliberately inflicted on a large
2.4 scale on civilians or noncombatants by state or nonstate actors. Incidents of mass violence
2.5 encompass the international crimes of genocide, crimes against humanity, war crimes, and
2.6 terrorism.

2.7 (e) "Center for Holocaust and Genocide Studies" means the Center for Holocaust and
2.8 Genocide Studies at the University of Minnesota.

2.9 Subd. 2. Requirements. (a) A school district must, at a minimum, offer as part of its
2.10 social studies curriculum for middle and high school education on the Holocaust, genocide
2.11 of Indigenous Peoples, and other genocides. Curriculum must:

2.12 (1) examine the history of the genocide of Indigenous Peoples and Indigenous removal
2.13 from Minnesota, including the genocide, dispossession, and forced removal of the Dakota,
2.14 Ojibwe, and Ho-Chunk;

2.15 (2) analyze the connections between World War II, nationalism, fascism, antisemitism,
2.16 and the Holocaust;

2.17 (3) analyze how individuals, groups, and societies around the world have been affected
2.18 by genocide and mass violence, especially those experienced by communities expelled from,
2.19 resettled in, migrated to, or living in Minnesota; and

2.20 (4) describe and evaluate different responses to genocides and other human rights
2.21 violations.

2.22 (b) Public schools are strongly encouraged to include in middle and high school social
2.23 studies curriculum context about the history, culture, and traditions of the communities
2.24 devastated by the Holocaust, genocide of Indigenous Peoples, other genocides, and incidents
2.25 of mass violence.

2.26 (c) School districts are strongly encouraged to include the Holocaust, genocide of
2.27 Indigenous Peoples, other genocides, and incidents of mass violence in middle and high
2.28 school English language arts curriculum.

2.29 (d) A school district must provide Holocaust and genocide education as part of its
2.30 curriculum in middle and high school by the 2026-2027 school year in accordance with
2.31 Department of Education rulemaking on social studies standards and benchmarks.

2.32 **EFFECTIVE DATE.** This section is effective July 1, 2023."

3.1 On R10 A-2, House language, (H2497-4)

3.2 Page 107, delete section 61 and insert:

3.3 "Sec. 61. WORKING GROUP ON EDUCATION ON THE HOLOCAUST,
3.4 GENOCIDE OF INDIGENOUS PEOPLES, AND OTHER GENOCIDES.

3.5 Subdivision 1. Working group established. (a) The Working Group on Education on
3.6 the Holocaust, Genocide of Indigenous Peoples, and Other Genocides is established to
3.7 advise the commissioner of education and develop resources necessary to implement
3.8 requirements for education on the Holocaust, genocide of Indigenous Peoples, and other
3.9 genocides. The commissioner must appoint members of the working group by April 1, 2024,
3.10 based on the guidance and recommendations from the cochairs of the working group.

3.11 (b) The Working Group on Education on the Holocaust, Genocide of Indigenous Peoples,
3.12 and Other Genocides must have a minimum of 12 members, but no more than 21 members,
3.13 consisting of the following members:

3.14 (1) at least one representative, who shall cochair the working group, from the Center for
3.15 Holocaust and Genocide Studies;

3.16 (2) at least one representative, who shall cochair the working group, with expertise in
3.17 training middle and high school teachers in Holocaust and other genocide education;

3.18 (3) at least one representative from the Tribal Nations Education Committee;

3.19 (4) at least one representative from a Minnesota college or university with academic
3.20 expertise in the genocide of Indigenous Peoples in Minnesota or in the Americas and
3.21 throughout the world;

3.22 (5) at least one additional representative from a Minnesota college or university other
3.23 than the Center for Holocaust and Genocide Studies with academic expertise in the Holocaust
3.24 and genocide studies;

3.25 (6) at least one representative from a Minnesota teacher licensure program with expertise
3.26 in the Holocaust, genocide of Indigenous Peoples, and other genocide studies;

3.27 (7) at least three representatives from Minnesota-based nonprofit organizations,
3.28 community groups, sovereign nations, or institutions of higher education whose missions
3.29 include educating about and honoring the victims and survivors of displacement, genocide,
3.30 and mass violence;

3.31 (8) at least one public middle or high school social studies teacher with experience
3.32 teaching the Holocaust, genocide of Indigenous Peoples, or other genocides in the classroom;

4.1 (9) at least one public middle or high school English language arts teacher with experience
4.2 teaching the Holocaust, genocide of Indigenous Peoples, or other genocides in the classroom;
4.3 and

4.4 (10) at least one public middle or high school student with a demonstrated interest in
4.5 learning about the Holocaust, genocide of Indigenous Peoples, or other genocides.

4.6 (c) At the discretion of the commissioner and in consultation with the working group
4.7 cochairs, the working group may include additional experts in the fields of Holocaust and
4.8 genocide studies, genocide of Indigenous Peoples or other genocides, Minnesota history,
4.9 social studies education, or English language arts education, and community members with
4.10 a particular interest in education on the Holocaust, genocide of Indigenous Peoples, and
4.11 other genocides.

4.12 Subd. 2. Working group duties. (a) The working group must:

4.13 (1) advise the commissioner during the development of the social studies glossary
4.14 regarding the definitions of "Holocaust," "genocide," and "incidents of mass violence";

4.15 (2) identify professional learning opportunities for teachers and public school district
4.16 staff, including opportunities for continuing education to facilitate implementation of
4.17 education requirements under Minnesota Statutes, section 120B.252;

4.18 (3) identify training materials, strategies, skills, content, and resources for teachers and
4.19 public school district staff to successfully implement the education requirements under
4.20 Minnesota Statutes, section 120B.252;

4.21 (4) develop model lesson plans that teachers and public school district staff may use to
4.22 successfully implement the education requirements under Minnesota Statutes, section
4.23 120B.252;

4.24 (5) create a work plan that outlines the timeline to fulfill the duties of the working group
4.25 under this subdivision;

4.26 (6) provide to the commissioner of education a list of recommended professional learning
4.27 opportunities, resources, strategies, skills, content, model lesson plans, and other materials
4.28 developed under this subdivision by May 1, 2025;

4.29 (7) coordinate with the commissioner to update the material and resources. The
4.30 commissioner must make all reasonable efforts to make the recommended materials publicly
4.31 available on the department's website by September 1, 2025, and in coordination with the
4.32 working group, must update the materials and resources; and

5.1 (8) by November 15, 2025, submit to the chairs and ranking minority members of the
5.2 committees of the senate and the house of representatives with primary jurisdiction over
5.3 kindergarten through grade 12 education policy and finance a report containing a list of
5.4 resources and materials provided to the commissioner of education for the commissioner
5.5 to make available to public school districts implementing requirements for education on
5.6 the Holocaust, genocide of Indigenous Peoples, and other genocides.

5.7 (b) The working group may:

5.8 (1) conduct a survey of the current state of education on the Holocaust, genocide of
5.9 Indigenous Peoples, and other genocides in Minnesota public school districts with a focus
5.10 on teacher preparedness, access and utilization of resources, and additional surveys of the
5.11 state of education on the Holocaust, genocide of Indigenous Peoples, and other genocides
5.12 following the conclusion of the 2024-2025 school year;

5.13 (2) carry out any other tasks that it considers pertinent to support the ability of teachers
5.14 and public school district staff to facilitate the successful implementation of education
5.15 requirements under Minnesota Statutes, section 120B.252; and

5.16 (3) apply for and accept grants and receive gifts, donations, and other financial support
5.17 from private sources for the purposes of carrying out its work under this section.

5.18 Subd. 3. **Working group meetings.** The working group must convene on at least a
5.19 bimonthly basis and must hold the first meeting no later than September 1, 2024.

5.20 Subd. 4. **Administration.** The commissioner must provide meeting space and technical
5.21 assistance for the working group.

5.22 Subd. 5. **Expiration.** This section expires November 15, 2025, or the date upon which
5.23 the working group report required under subdivision 2 is submitted to the legislature,
5.24 whichever is later.

5.25 **EFFECTIVE DATE.** This section is effective July 1, 2023."

1.1 moves to amend H.F. No. 2497, in conference committee, as follows:

1.2 On R23 A-2, House language, (H2497-4)

1.3 Page 56, delete section 22 and insert:

1.4 "Sec. 22. [121A.0312] MALICIOUS AND SADISTIC CONDUCT.

1.5 (a) For purposes of this section, "malicious and sadistic conduct" means creating a hostile
1.6 learning environment by acting with the intent to cause harm by intentionally injuring
1.7 another without just cause or reason or engaging in extreme or excessive cruelty or delighting
1.8 in cruelty.

1.9 (b) A school board of a district or charter school must adopt a written policy to address
1.10 malicious and sadistic conduct and sexual exploitation by a district or school staff member,
1.11 independent contractor, or student enrolled in a public school against a staff member,
1.12 independent contractor, or student that occurs as described in section 121A.031, subdivision
1.13 1, paragraph (a). The policy must prohibit:

1.14 (1) malicious and sadistic conduct involving race, color, creed, national origin, sex, age,
1.15 marital status, status with regard to public assistance, disability, religion, sexual harassment,
1.16 and sexual orientation and gender identity, as defined in chapter 363A; and

1.17 (2) sexual exploitation.

1.18 (c) The policy must apply to students, independent contractors, teachers, administrators,
1.19 and other school personnel; must include at a minimum the components under section
1.20 121A.031, subdivision 4, paragraph (a); and must include disciplinary actions for each
1.21 violation of the policy. Disciplinary actions must conform with collective bargaining
1.22 agreements and sections 121A.41 to 121A.56.

2.1 (d) The policy must be conspicuously posted throughout each school building, distributed
2.2 to each district or school employee and independent contractor at the time of hiring or
2.3 contracting, and included in each school's student handbook on school policies. Each school
2.4 must develop a process for discussing with students, parents of students, independent
2.5 contractors, and school employees the policy adopted under this section."

1.1 moves to amend H.F. No. 2497, in conference committee, as follows:

1.2 On R35 A-2, Senate language, (S1311-2)

1.3 Page 82, line 21, delete "homework" and insert "schoolwork"

1.1 moves to amend H.F. No. 2497, in conference committee, as follows:

1.2 On R70 A-2, House language, (H2497-4)

1.3 Page 99, line 16, delete "July 1" and insert "October 1"

1.4 On R72 A-2, House language, (H2497-4)

1.5 Page 101, line 18, delete "December 31, 2023" and insert "February 29, 2024"

1.6 Page 101, line 20, delete "February 28" and insert "March 22"

1.1 moves to amend H.F. No. 2497, in conference committee, as follows:

1.2 On R4 A-5, House language, (H2497-4)

1.3 Page 163, line 23, delete the new language and strike "or the"

- 1.1 moves to amend H.F. No. 2497, in conference committee, as follows:
- 1.2 On R8 A-2, House language, (H2497-4)
- 1.3 Page 39, line 7, delete "and"
- 1.4 Page 39, line 8, after "sustaining" insert ", and reflects the diversity of the student
- 1.5 population"

1.1 moves to amend H.F. No. 2497, in conference committee, as follows:

1.2 On R9 A-2, House language, (H2497-4)

1.3 Page 40, delete sections 13 and 14 and insert:

1.4 "Sec. 13. [120B.25] ETHNIC STUDIES.

1.5 "Ethnic studies" means the interdisciplinary study of race, ethnicity, and indigeneity
1.6 with a focus on the experiences and perspectives of people of color within and beyond the
1.7 United States. Ethnic studies analyzes the ways in which race and racism have been and
1.8 continue to be social, cultural, and political forces, and the connection of race to the
1.9 stratification of other groups, including stratification based on the protected classes under
1.10 section 363A.13.

1.11 Sec. 14. [120B.251] ETHNIC STUDIES REQUIREMENTS.

1.12 Subdivision 1. **Definition.** "Ethnic studies" has the meaning provided in section 120B.25.

1.13 Subd. 2. **Requirements.** (a) Starting in the 2026-2027 school year, a district or charter
1.14 school high school must offer an ethnic studies course that fulfills the requirements of this
1.15 paragraph. Nothing in this section increases or otherwise affects the number of credits
1.16 required for graduation under section 120B.024. An ethnic studies course may fulfill a social
1.17 studies, language arts, arts, math, or science credit if the course meets the applicable state
1.18 academic standards. An ethnic studies course may fulfill an elective credit if the course
1.19 meets applicable local academic standards or other requirements.

1.20 (b) School districts and charter schools must provide ethnic studies instruction in
1.21 elementary schools and middle schools by the 2027-2028 school year in accordance with
1.22 state academic standards.

1.23 (c) Ethnic studies instruction must meet statewide ethnic studies academic standards.

2.1 (d) An ethnic studies course may focus specifically on a particular group of national or
2.2 ethnic origin.

2.3 Subd. 3. **Department of Education.** The Department of Education must hire dedicated
2.4 ethnic studies staff sufficient to fulfill the following department duties:

2.5 (1) support school district and charter school implementation of ethnic studies courses
2.6 that fulfill ethnic studies standards through activities such as assistance with increased
2.7 completion of the Minnesota Common Course Catalog, hosting an annual implementation
2.8 support symposium, and regular updates and lessons learned;

2.9 (2) support school districts and charter schools in providing training for teachers and
2.10 school district staff to successfully implement ethnic studies standards;

2.11 (3) support and provide tools for each school district or charter school to annually evaluate
2.12 the implementation of the ethnic studies requirements by seeking feedback from students,
2.13 parents or guardians, and community members;

2.14 (4) provide resources and examples of how a dedicated coordinator for ethnic studies
2.15 can facilitate higher quality implementation of ethnic studies; and

2.16 (5) make available to school districts and charter schools the following:

2.17 (i) an ethnic studies school survey for each school district and charter school to use as
2.18 part of a school needs assessment;

2.19 (ii) a list of recommended examples of implementation supports for use in kindergarten
2.20 through grade 12 that accurately reflect the diversity of the state of Minnesota;

2.21 (iii) training materials for teachers and district and school staff, including an ethnic
2.22 studies coordinator, to implement ethnic studies requirements; and

2.23 (iv) other resources to assist districts and charter schools in successfully implementing
2.24 ethnic studies standards.

2.25 **EFFECTIVE DATE.** This section is effective July 1, 2023."

2.26 On R67 A-2, House language, (H2497-4)

2.27 Page 97, delete section 58 and insert:

2.28 "Sec. 58. **ETHNIC STUDIES WORKING GROUP.**

2.29 Subdivision 1. **Working group established.** (a) The Ethnic Studies Working Group is
2.30 established to advise the commissioner of education on an ethnic studies framework and
2.31 resources necessary to implement ethnic studies requirements under Minnesota Statutes,

3.1 section 120B.251. The commissioner must appoint members of the working group by April
3.2 1, 2024, with input from the Minnesota Ethnic Studies Coalition.

3.3 (b) The Ethnic Studies Working Group must have 25 members with a demonstrated
3.4 commitment to ethnic studies, as follows:

3.5 (1) five community members with a demonstrated commitment to ethnic studies or
3.6 education about Minnesota's racial, ethnic, religious, national origin, gender, sexual
3.7 orientation, or cultural diversity;

3.8 (2) four public school students in grades 11 and 12;

3.9 (3) three parents or guardians of public kindergarten through grade 12 students;

3.10 (4) three Minnesota-based, college-level faculty experts in ethnic studies;

3.11 (5) three ethnic studies high school teachers;

3.12 (6) four teachers with experience teaching ethnic studies to students in kindergarten to
3.13 grade 8; and

3.14 (7) three school board members or school administrators.

3.15 (c) Demographics of the working group must be inclusive and represent the diversity
3.16 of the state, including racial, ethnic, and geographic diversity, and diversity related to gender
3.17 and sexual orientation, immigrant status, disability status, and religious and linguistic
3.18 background.

3.19 Subd. 2. **Duties.** (a) The working group must review available ethnic studies instructional
3.20 resources in order to:

3.21 (1) develop an ethnic studies framework with advisory guidelines for ethnic studies
3.22 courses required under Minnesota Statutes, section 120B251;

3.23 (2) recommend professional learning requirements for educators and staff to facilitate
3.24 the successful implementation of ethnic studies courses;

3.25 (3) recommend resources and materials school districts and charter schools may use to
3.26 implement ethnic studies requirements and standards;

3.27 (4) identify or develop instructional resources that school districts and charter schools
3.28 may use in accordance with Minnesota Statutes, section 120B.251; and

3.29 (5) complete other tasks the working group considers pertinent to supporting the ability
3.30 of teachers and school district staff to facilitate the successful implementation of the ethnic
3.31 studies requirements under Minnesota Statutes, section 120B.251.

4.1 (b) By October 31, 2024, the working group must provide the ethnic studies framework
4.2 and other recommendations related to ethnic studies to the commissioner of education.

4.3 Subd. 3. **Meetings.** The working group must convene on at least a bimonthly basis and
4.4 must hold the first meeting no later than May 1, 2024.

4.5 Subd. 4. **Administration.** The commissioner must provide meeting space and technical
4.6 assistance for the working group.

4.7 **EFFECTIVE DATE.** This section is effective the day following final enactment."

1.1 moves to amend H.F. No. 2497, in conference committee, as follows:

1.2 On R5 A-2, House language, (H2497-4)

1.3 Page 36, line 11, delete "credit" and insert "course" and after the second "arts," insert
1.4 "math,"

1.5 Page 36, line 12, delete the second "credit" and insert "course" and delete the second
1.6 "credit" and insert "course"

1.7 Page 36, line 13, delete the second "credit" and insert "course"

1.1 moves to amend H.F. No. 2497, in conference committee, as follows:

1.2 On R75 A-2 House language, (H2497-4)

1.3 Page 105, delete section 60 and insert:

1.4 "Sec. 60. **PILOT PROGRAM TO IMPROVE EDUCATIONAL OUTCOMES AND**
1.5 **ACCOUNTABILITY.**

1.6 Subdivision 1. **Program goal.** (a) A pilot program is established to support Pillsbury
1.7 United Communities in developing a framework to evaluate school performance in improving
1.8 educational outcomes for students. Participation in the pilot program is limited to up to eight
1.9 high schools within the group of charter schools authorized by Pillsbury United Communities
1.10 that apply to participate in the pilot program. The framework must:

1.11 (1) establish goals for each participating school based on engagement with students,
1.12 families, and community leaders;

1.13 (2) support schools in continuing improvement efforts; and

1.14 (3) use data to measure performance of students beyond tests scores, graduation rates,
1.15 and the world's best workforce goals.

1.16 (b) The performance measures under Minnesota Statutes, section 120B.11, subdivision
1.17 1a, do not apply to a school participating in the pilot program, and participating schools are
1.18 not required to submit reports under Minnesota Statutes, section 120B.11 to the Department
1.19 of Education while the school is participating in the pilot program. A school participating
1.20 in the pilot must continue to administer the Minnesota Comprehensive Assessments in
1.21 accordance with Minnesota Statutes, section 120B.30.

1.22 (c) School goals established under the framework may include, but are not limited to:

1.23 (1) student attendance or engagement with coursework;

- 2.1 (2) reading or math growth as measured by a locally adopted assessment;
- 2.2 (3) participation in college-level coursework or an industry-recognized program;
- 2.3 (4) student participation in community engagement activities;
- 2.4 (5) family participation in conferences with teachers; and
- 2.5 (6) school board completion of training to improve governance.

2.6 Subd. 2. **Performance measures.** For each school in the pilot program, the equity-focused
2.7 framework must:

2.8 (1) measure total enrollment, including the percentage of enrolled students disaggregated
2.9 by characteristics of race and ethnicity, gender, age, economic disadvantage, disability,
2.10 homelessness, number of schools attended, foster-system involvement, or other categories
2.11 required by the department;

2.12 (2) describe basic needs support provided by the school to students, family members,
2.13 and community members;

2.14 (3) measure the number of students who receive support of the following types of
2.15 social-emotional and mental health support: (i) individual meetings with licensed mental
2.16 health professionals; (ii) peer support groups; (iii) referrals to community resources; and
2.17 (iv) other social-emotional and mental health services provided by the school;

2.18 (4) describe flexible, personalized, and innovative instruction provided by the school;

2.19 (5) describe culturally and real-life relevant curriculum provided by the school, including
2.20 students learning about the experiences of People of Color through a contextually accurate
2.21 history of Minnesota's Indigenous people;

2.22 (6) measure the number and percentage of students provided opportunities for student
2.23 identity development, including cultural identity;

2.24 (7) measure the number and percentage of students provided opportunities for student
2.25 career exploration and preparation;

2.26 (8) measure the number and percentage of students participating in at least one
2.27 extracurricular activity;

2.28 (9) measure the number of restorative-justice interventions and the number of suspensions
2.29 and expulsions per school;

2.30 (10) describe family engagement practices by the school;

2.31 (11) describe community engagement practices by the school; and

3.1 (12) describe teacher and staff training about antiracism, anti-bias, or equity, and the
3.2 average weekly time provided for teacher collaboration.

3.3 Subd. 3. **Report.** By September 1, 2025, Pillsbury United Communities must report to
3.4 the legislative committees with jurisdiction over kindergarten through grade 12 education
3.5 data on school and student performance measurements based on the goals established for
3.6 each participating school. The report must identify the percentage of each goal that each
3.7 school attained.

3.8 **EFFECTIVE DATE.** This section is effective July 1, 2023."

1.1 moves to amend H.F. No. 2497, in conference committee, as follows:

1.2 On R1 A-12, House language, (H2497-4)

1.3 Page 298, line 26, strike "both sexes" and insert "each sex"

1.4 Page 299, line 3, strike "both sexes" and insert "each sex"

1.5 Page 299, line 14, strike "both sexes" and insert "each sex"

1.1 Senator moves to amend H.F. No. 2497, in conference committee, as
1.2 follows:

1.3 On R100 A-2, House language, (H2497-4)

1.4 Page 124, delete section 64 and insert:

1.5 "Sec. 64. **REPEALER.**

1.6 Minnesota Statutes 2022, sections 120B.02, subdivision 3; 120B.35, subdivision 5; and
1.7 124D.095, subdivisions 1, 2, 3, 4, 5, 6, 7, and 8, are repealed."

1.8 Amend the title accordingly