

Multicultural Education

Hastings Public Schools

2025-2026



HASTINGS
PUBLIC SCHOOLS

<https://hastingspublicschools.org>

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Alcott Elementary

313 North Cedar Avenue
462-461-7580

Hawthorne Elementary

2200 W. 9th Street
462-461-7540

Longfellow Elementary

#28 Hastings Avenue
462-461-7584

Lincoln Elementary

220A Franklin Avenue
402-461-7589

Morton Early Learning Center

731. N Baltimore
462-461-7545

Watson Elementary

1770 Crane Avenue
402-461-7593

Hastings Middle School

201. N. Marian Road
402-461-7320

Hastings Senior High School

11.00 W 14th Street
402-465-7590

Section 1: District Identity

Mission Statement

The Mission of the Hastings Public Schools

Our fundamental purpose is to assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens.

Vision Statement

The Vision of the Hastings Public Schools

As the cornerstone of educational excellence in our community, we will continuously and passionately strive to be high performing. Our Learning Community will effectively meet the unique learning needs of each and every student.

Staff Commitments

Adopted by the Hastings Public Schools Board of Education on September 17, 2018, staff are committed to:

- Having high academic and behavioral expectations for all students.
- Maintaining high professional expectations of themselves and others.
- Analyzing data to guide instruction, to intervene, to enrich, to adjust programming and practices, to engage stakeholders, and to celebrate success.
- Collaborating within the culture of a professional learning community in order to create equity and achieve student success.
- Building positive relationships with stakeholders to ensure a safe and orderly environment.
- Pushing beyond student academic excellence toward excellence in all aspects of life.

These commitments are directly congruent with multicultural education goals. A safe and inclusive environment, equitable practices, and data-driven instruction are foundational conditions for all students to see themselves reflected in and affirmed by their schooling experience.

Section 2: Legal & Regulatory Framework

The multicultural education program of Hastings Public Schools is grounded in Nebraska state law and the accreditation requirements established by the Nebraska Department of Education. The following citations form the regulatory foundation for this report.

Nebraska Revised Statute §79-720: Multicultural Education Program

Neb. Rev. Stat. §79-720 – Enacted 1992; Amended 1993, 1996, 2011

(1) Each school district, in consultation with the State Department of Education, shall develop for incorporation into all phases of the curriculum of grades kindergarten through twelve a multicultural education program. (2) The department shall create and distribute recommended multicultural education curriculum guidelines to all school districts. Each district shall create its own multicultural education program based on such recommended guidelines. (3) The incorporation of the multicultural education program into the curriculum of each district shall not change (a) the number of instructional hours prescribed for elementary and high school students or (b) the number of instructional hours dedicated to the existing curriculum of each district.

This statute makes multicultural education a mandatory component of all K-12 curriculum, not an elective or supplemental activity. HPS has developed its program in alignment with both NDE guidelines and local context.

Nebraska Rule 10 – Accreditation Requirements for Multicultural Education

Nebraska Administrative Code, Title 92, Chapter 10 (Rule 10), effective June 2, 2024, establishes specific requirements for multicultural education as conditions of accreditation. Non-compliance with these provisions is not subject to waiver under Section 013.01 of Rule 10.

Rule 10 §002.05 – Definition of Core Curriculum

Rule 10 §002.05

"Core Curriculum means a curriculum which includes language arts, social studies, science, mathematics, career and technical education, world language, visual and performing arts, and personal health and physical fitness and which, in public schools, incorporates multicultural education in all areas."

Rule 10 §003.04 – Mandatory Requirement

Rule 10 §003.04 – Required Programs and Procedures (Non-Waivable)

"Each public school district must incorporate multicultural education in all areas of the curriculum of grades kindergarten through twelve, as provided in Section 004.01F of this Chapter. ... These requirements are based on statute and cannot be waived through Section 013.01 of this Chapter."

Rule 10 §004.01F – Multicultural Education in the Instructional Program

Rule 10 §004.01F – Core Requirement

“The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived.”

Rule 10 §004.01F further specifies five sub-requirements that all public school districts must meet:

| Citation | Requirement |
|-----------|---|
| §004.01F1 | The public school district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education. |
| §004.01F2 | The public school district curriculum guides, frameworks, or standards incorporate multicultural education. |
| §004.01F3 | The public school district multicultural education program includes a process for selecting appropriate instructional materials. (Ex. ELA Adoption process) |
| §004.01F4 | The public school district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with public school district and program goals. |
| §004.01F5 | The public school district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the school board. |

Additional Curricular Requirements

Rule 10 further embeds multicultural education throughout all grade-level curricula:

- Rule 10 §004.02A3 (Elementary): Social Studies must include experiences drawn from “cultural studies” and human relations.
- Rule 10 §004.03A4 (Middle Grades): All history courses must stress contributions of all ethnic groups in the development and growth of America.
- Rule 10 §004.04B2 (Secondary): All Social Science history courses must stress contributions of all ethnic groups in the development and growth of America.
- Rule 10 §009.01A (School Improvement): The continuous school improvement process in public schools incorporates multicultural education as described in §004.01F.

Section 3: Compliance with Rule 10 §004.01F1

Philosophy and Mission for Multicultural Education

Rule 10 §004.01F1 requires that the public school district has a statement of philosophy or mission for the multicultural education program and that local program goals address multicultural education.

HPS Statement of Philosophy

Multicultural Education Philosophy – Hastings Public Schools

Hastings Public Schools is committed to providing a culturally responsive and inclusive learning environment that affirms the dignity, history, and contributions of all people. We believe that multicultural education is not a supplement to the curriculum but is woven into every subject area and grade level, PreK through 12. Our goal is to prepare all students to thrive in and contribute to a diverse and interconnected society, and to develop the empathy, critical thinking, and civic responsibility necessary to be successful individuals and responsible citizens—consistent with our district mission.

Alignment to District Mission and Vision

The district’s mission to “assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens” directly requires multicultural competency. The district vision specifically commits to meeting “the unique learning needs of each and every student,” which inherently includes cultural identity, linguistic background, and lived experience. Staff commitments further reinforce this through explicit language about equity, positive relationships, and a learning environment that “celebrates individuals’ differences and diversity.”

Program Goals

The following goals guide the HPS multicultural education program:

- Integrate the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans into all curriculum areas and grade levels.
- Develop instructional materials selection processes that reflect diverse perspectives and represent all student populations within HPS.
- Provide ongoing, job-embedded professional learning in multicultural education for all certificated and support staff.
- Assess multicultural education implementation annually through the HPS Multicultural Checklist and report findings to the Board of Education.
- Foster human relations skills and cultural sensitivity in all students through daily instructional practice.

Section 4: Compliance with Rule 10 §004.01F2

Curriculum Guides, Frameworks, and Standards

Rule 10 §004.01F2 requires that the district’s curriculum guides, frameworks, or standards incorporate multicultural education. HPS addresses this requirement through vertically aligned, subject-area curriculum documents that explicitly identify multicultural connections across all grade bands.

Curriculum Framework Alignment

HPS utilizes Marzano’s New Art and Science of Teaching as its instructional framework, ensuring that high-quality instructional strategies are paired with multicultural content. Lesson design includes explicit learning objectives that name both content goals and cultural connections.

The Universal Design for Learning (UDL) framework, based on the CAST model, guides how multicultural content is presented, engaged with, and expressed, ensuring that culturally responsive instruction is also accessible instruction. Multiple means of representation, action/expression, and engagement are applied when delivering multicultural content.

Evidence of Multicultural Integration Across Curriculum Areas

The following table reflects documented instructional activities from the [HPS Multicultural Education Checklist \(2025–2026\)](#). These entries represent the breadth of multicultural curriculum integration across grade levels and subject areas. Documentation is organized by cultural groups as required by §79-720 and Rule 10 §004.01F.

Early Childhood / PreK – Grade 2

| Cultural Group(s) | Grade / Content | Subject Area | Topic / Objective / Activity |
|--------------------------|-----------------|---------------------------|--|
| African American | PreK–2 | Social Studies / Literacy | Exploration of African American heritage through culturally diverse picture books and author studies; connections to community helpers and family structures. |
| Hispanic/Latino American | PreK–2 | Social Studies / ELA | Bilingual read-alouds and family heritage projects honoring the Spanish-speaking communities represented in HPS. Celebration of traditions including Dia de los Muertos. |
| Native American | PreK–2 | Social Studies / Art | Introduction to Indigenous traditions through storytelling, art, and seasonal celebrations; age-appropriate exploration of tribal nations of the Great Plains. |

| | | | |
|-------------------|--------|------------------------|---|
| Asian American | PreK-2 | Social Studies / Music | Exploration of Lunar New Year traditions; exposure to diverse musical instruments and folk stories from Asian cultures. |
| Multiple Cultures | PreK-2 | All Subjects | Classroom libraries curated to include diverse cultural representation; morning meetings that celebrate family heritage and identity. |

Elementary - Grades 3-6

| Cultural Group(s) | Grade / Content | Subject Area | Topic / Objective / Activity |
|--------------------------|-----------------|--------------------------|---|
| African American | 3-6 | Social Studies / ELA | Study of key figures in African American history: Harriet Tubman, Frederick Douglass, Rosa Parks, Ruby Bridges, and Dr. Martin Luther King Jr. Integrated with primary source documents and informational text. |
| African American | 3-6 | Visual Arts / Music | Study of the Harlem Renaissance and its cultural contributions to American arts and music; exploration of jazz and blues as American art forms rooted in African American tradition. |
| Hispanic/Latino American | 3-6 | Social Studies / ELA | Study of Hispanic American contributions to U.S. history and culture including Cesar Chavez, Sonia Sotomayor, and Ellen Ochoa. Integration with informational text and biography writing. |
| Native American | 3-6 | Social Studies / Science | Study of Indigenous peoples of the Great Plains and Nebraska including the Pawnee, Lakota, and Omaha nations. Connection to land, natural resources, and stewardship. |
| Native American | 4-6 | Social Studies | Nebraska-specific study of Indigenous nations; examination of reservation systems, treaty history, and contemporary Native American life and culture in Nebraska. |
| Asian American | 3-6 | Social Studies / ELA | Study of the Chinese Exclusion Act, Japanese American internment (WWII), and contributions of Asian Americans to westward expansion, innovation, and American culture. |
| Multiple Cultures | 3-6 | Social Studies | Mapping of world cultures; geography units that connect to cultural heritage of HPS student populations; immigration and migration study with focus on why people move and what they bring with them. |
| Multiple Cultures | 3-6 | Health / PE | Exposure to culturally diverse sports, games, and movement traditions from around the world. |

Middle School – Grades 7–8

| Cultural Group(s) | Grade / Content | Subject Area | Topic / Objective / Activity |
|--------------------------|-----------------|----------------------|---|
| African American | 7–8 | Social Studies / ELA | In-depth study of slavery, Reconstruction, the Civil Rights Movement, and ongoing racial equity issues. Primary source analysis and structured academic controversy as instructional strategies. |
| African American | 7–8 | Language Arts | Author studies featuring African American voices including Langston Hughes, Maya Angelou, and contemporary authors. Analysis of culturally significant texts. |
| Hispanic/Latino American | 7–8 | Social Studies / ELA | Study of the Mexican-American War, immigration history, and the contributions of Hispanic Americans to science, literature, politics, and the arts. |
| Native American | 7–8 | Social Studies | Examination of U.S. federal Indian policy, westward expansion’s impact on Indigenous nations, and the role of Native Americans in shaping Nebraska’s history. Stress on all ethnic group contributions per Rule 10 §004.03A4. |
| Asian American | 7–8 | Social Studies | Study of Pacific Rim nations’ histories and their intersections with U.S. history; contributions of Asian Americans in WWII (442nd Infantry Regiment); contemporary Asian American cultural contributions. |
| Multiple Cultures | 7–8 | Visual Arts / Music | World music and art units that investigate cultural origins and cross-cultural artistic dialogue. Connecting artistic traditions to cultural history and identity. |
| Multiple Cultures | 7–8 | Health / Advisory | Structured human relations curriculum; identity, empathy, and bias awareness discussions grounded in social-emotional learning and multicultural frameworks. |

High School – Grades 9–12

| Cultural Group(s) | Grade / Content | Subject Area | Topic / Objective / Activity |
|-------------------|-----------------|---------------------|---|
| African American | 9–12 | Social Studies / AP | Advanced study of African American history including the Great Migration, the Harlem Renaissance, the Civil Rights and Black Power movements, and contemporary racial justice issues. Stress on ethnic group contributions per Rule 10 §004.04B2. |

| | | | |
|--------------------------|------|--------------------------|--|
| African American | 9-12 | English / Literature | Study of African American literature: works by Toni Morrison, James Baldwin, Zora Neale Hurston, Richard Wright, and contemporary authors. Analysis of voice, culture, and social critique. |
| Hispanic/Latino American | 9-12 | Social Studies / Spanish | Study of Latin American history, Chicano/a history, immigration policy, and Hispanic American contributions to politics, science, literature, and culture. Integration in World Language curriculum. |
| Native American | 9-12 | Social Studies | Study of Indigenous sovereignty, historical trauma, and contemporary Native American communities and activism. Inclusion of Nebraska's tribal nations and their present-day roles. |
| Asian American | 9-12 | Social Studies / ELA | Study of the Asian American experience including immigration, exclusion laws, WWII internment, the model minority myth, and contemporary contributions to American culture and society. |
| Multiple Cultures | 9-12 | Electives / CTE | Career and technical education courses address diversity in professional fields; Human Services pathway includes human growth, development, and cultural competency. |
| Multiple Cultures | 9-12 | Visual/Performing Arts | Arts curriculum explicitly connects artistic traditions to cultural history; student choice projects allow for exploration of personal and family cultural heritage. |
| Multiple Cultures | 9-12 | All Core Areas | AP and honors courses include diverse authorship in source materials; culturally relevant pedagogy embedded in instructional design across departments. |

Section 5: Compliance with Rule 10 §004.01F3

Process for Selecting Appropriate Instructional Materials

Rule 10 §004.01F3 requires that the district has a defined process for selecting instructional materials that are appropriate for multicultural education. ([Ex. Vision for Instruction & Core Beliefs](#))







Developing a Guaranteed and Viable Curriculum

Adoption & Implementation Process: A Guide for Success

A “guaranteed” curriculum means that we ensure the same content is taught in every classroom teaching the same grade or course. We ensure that all students have an opportunity to learn the critical content identified by the district or school. Viable means we are able to teach it to the level of understanding in the time available to do so.

(Click on each icon for resources to support you in the corresponding phase)

| | | | |
|---|---|--|--|
| <p>Phase 1 Vision</p>  <p>Defining High Quality Instruction Plan your Process Establish the Vision Overview of Standards Instructional Shifts</p> <p>April 15, 2026 (Vision for Instruction) August 7, 2026</p> | <p>Phase 2 Materials</p>  <p>Reviewing & Selecting Determine Rubric Pick Top 3 or 4 Evaluate Materials <u>*Make Decision</u></p> <p>Sept. 25, 2026 Oct. 15, 2026 *Jan. 4, 2027</p> | <p>Phase 3 Curriculum</p>  <p>Curriculum Mapping Pacing Guides Assessment Plan Materials Training Standards Alignment</p> <p>Feb. 15, 2027 March 5, 2027 April 16, 2027 May 24-26, 2027</p> | <p>Phase 4 Ongoing Support</p>  <p>Coaching Collaborating Implementation Checks Additional Training Gather & Analyze Data Annually Reset New Teacher Training</p> <p>2027</p> |
|---|---|--|--|

Materials Selection Process

HPS uses a structured materials review process that incorporates multicultural criteria at each stage of selection. The process includes the following steps:

- Identification of Need: Curriculum coordinators and PLC teams identify gaps in cultural representation within current materials during annual curriculum reviews.
- Evaluation Criteria: Materials are evaluated using criteria that include accuracy of cultural content, respectful and non-stereotypical representation, diversity of authorship and perspective, and alignment to Nebraska Content Standards.
- Review Team: Materials review teams include teacher representatives, building administrators, and where possible, community members representing culturally diverse backgrounds present in the HPS student population.
- Approval: Materials meeting criteria are recommended to the Director of Curriculum, Instruction & Assessment and approved through the appropriate district process prior to classroom use.
- Library/Media Resources: School library collections are audited annually for cultural representation and diversity. New acquisitions are selected in part to fill identified gaps in cultural representation across all five groups specified in Rule 10 §004.01F.

Section 6: Compliance with Rule 10 §004.01F4

Staff Development in Multicultural Education

Rule 10 §004.01F4 requires a defined process for professional development in multicultural education for all certificated staff (administrators, teachers, and support staff), congruent with district and program goals.

Professional Learning Structure

HPS provides multicultural education professional development through its Professional Learning Community (PLC) structure. PLCs function as collaborative forums where educators regularly examine teaching practices, student learning data, and curriculum implementation. Multicultural education is embedded within PLC work through all four PLC questions:

- PLC Q1 – What do we want students to know and be able to do? PLC teams identify which multicultural content standards and cultural competency skills are essential for all students.
- PLC Q2 – How will we know when students know/can do it? Teams develop assessments that measure content knowledge about diverse cultures and human relations skills.
- PLC Q3 – What will we do when students don't learn it? Teams design culturally responsive intervention strategies and varied representations of multicultural content.
- PLC Q4 – What will we do when students already know/can do it? Teams create enrichment experiences that deepen cultural knowledge and expand student perspectives.

Professional Development Actions Taken (2025–2026)

- Academic Language: High Expectations with NeMTSS (Webinar) or training with Dr. Katie Soto, February 16th.
- [Universal Design for Learning \(UDL\)](#) with Dr. Katy Novak at ESU 9, June 2026.
- Restorative Practices in Kearney in June 2026 and for school staff in August 2026.

All professional development in this area is aligned to the district's goals for equity, student success, and the mission to prepare “successful individuals and responsible citizens.”

Section 7: Compliance with Rule 10 §004.01F5

Periodic Assessment of the Multicultural Education Program

Rule 10 §004.01F5 requires a process for periodic assessment of the multicultural education program and mandates that an annual status report be provided to the school board.

Assessment Instrument: HPS Multicultural Checklist

HPS uses the Multicultural Checklist (2025–2026 Master) as the primary instrument for documenting and assessing multicultural education implementation across all buildings and grade levels. This checklist:

- It is organized by teacher, grade level, date, and subject area.
- Document lessons addressing each of the five cultural groups specified in Neb. Rev. Stat. §79-720 and Rule 10 §004.01F: African American, Asian American, Native American, Hispanic American, and other cultural groups.
- Captures the topic, learning objective, and instructional activity for each documented multicultural lesson.
- It is collected district-wide on an annual basis and reviewed by the Department of Curriculum, Instruction & Assessment.

Assessment Process

- Checklists are shared with PLC agendas and submitted digitally to the district CIA department.
- The Director of Curriculum, Instruction & Assessment compiles and analyzes checklist data to identify patterns, gaps, and areas for growth.
- Data is disaggregated by grade level, content area, and cultural group to ensure comprehensive coverage of all groups and all curriculum areas.
- Gaps identified in the annual review are addressed through targeted professional development and curriculum revision in subsequent years.

Annual Report to the Board of Education

This report fulfills the annual reporting requirement of Rule 10 §004.01F5. The Board of Education receives this report as part of its annual review of HPS curriculum and instructional programs.

The report is used to:

- Demonstrate compliance with Neb. Rev. Stat. §79-720 and Rule 10 accreditation requirements.
- Inform board-level decision-making regarding curriculum materials, professional development, and resource allocation related to multicultural education.
- Celebrate the significant instructional work of HPS educators in integrating multicultural content across all buildings and grade levels.
- Set priorities for the goals of the following school year's multicultural education program.

Section 8: Multicultural Education and School Improvement

Rule 10 §009.01A – Continuous Improvement Connection

Rule 10 §009.01A requires that the continuous school improvement process in public schools incorporate multicultural education as described in §004.01F. HPS integrates multicultural education as a standing component of its school improvement work in the following ways:

- The district’s School Improvement Plan includes goals and strategies that address equity, cultural responsiveness, and student belonging—all of which are dimensions of multicultural education.
- Student achievement data is disaggregated by race and ethnicity as part of the improvement planning process, ensuring that equity gaps inform instructional and programmatic decisions.
- External review teams examine the implementation of multicultural education as part of the accreditation site visit process. ([External Visit, January 2026](#))
- The HPS Multicultural Checklist data is used within the school improvement cycle to identify areas where curriculum integration needs to be strengthened.

Accountability and Next Steps

Based on the 2025–2026 multicultural checklist data and program assessment, HPS identifies the following priorities for continued improvement:

- Increase documentation of multicultural lessons in STEM subject areas (mathematics and science) at all grade levels.
- Expand the representation of Asian American history and contributions in middle school and high school curriculum.
- Strengthen PreK multicultural curriculum documentation to ensure early childhood experiences are systematically captured.
- Continue to develop a diverse and culturally representative library and classroom library collection across all buildings.
- Deepen professional learning on culturally responsive pedagogy within the Marzano framework, particularly in areas where checklist documentation is less consistent.

Section 9: Rule 10 §004.01F Compliance Summary

The following table summarizes HPS compliance with each sub-requirement of Rule 10 §004.01F for the 2025–2026 school year.

References

Nebraska Revised Statute §79-720 – Multicultural Education Program (Laws 1992, LB 922; Amended 1993, 1996, 2011). <https://nebraskalegislature.gov/laws/statutes.php?statute=79-720>

Nebraska Administrative Code, Title 92, Chapter 10 (Rule 10) – Regulations and Procedures for the Accreditation of Schools. Effective June 2, 2024.

Nebraska Department of Education – Multicultural Education Resources.
<https://www.education.ne.gov>

Hastings Public Schools – Mission & Vision.
<https://hastingspublicschools.org/district/learn-more/about-hps/missionvision.html>

HPS Multicultural Education Checklist – 2025–2026 Master Document.

Marzano, R.J. (2017). The New Art and Science of Teaching. Solution Tree Press.

CAST (2018). Universal Design for Learning Guidelines version 2.2. <http://udlguidelines.cast.org>

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This report is submitted to the Hastings Board of Education in compliance with Nebraska Rule 10 §004.01F5.