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Component	Character Development	Social Development	Personal Development	Notes
Suicide (Jason Flatt Act)	*Core Principles* • Create a set of core ethical and performance principles • Create a caring community • Address statutory social-emotional/school mental health requirements • Understand cultural differences *Responsible Decision making* • Develop, implement and model responsible decision making skills • Develop, implement and model effective problem solving skills • Ethical use of technology across the grade levels	*Social Awareness* • Be aware and understand the thoughts, feelings and perspective of others • Demonstrate awareness of cultural issues and a respect for human dignity and differences • Be aware and understand the indicators of self-harm in others *Interpersonal Skills* • Demonstrate communication and social skills • Develop and maintain positive relationships • Demonstrate the ability to prevent, manage and resolve interpersonal conflicts • Promote a caring community	*Self-Awareness* • Understand and analyze thoughts, mindsets and emotions • Understand how to help others *Self-Management* • Understand and practice strategies for managing thoughts and behaviors, such as self-regulation, self-harm, recovery and resiliency • Reflect on perspectives and emotional responses • Set, monitor, adapt and evaluate goals to achieve success in school and life	**Core Principles** • Address statutory social-emotional requirements (I.A., B, C; II. A, B) • Identify adult care-givers (I.A, B, C; II. A, B) _____ **Character Development** • Self-harm awareness (I.A, B, C; II. A, B) • Community of caring (I.A, B, C; II. A, B) • Self-respect (I.A, B, C; II. A, B) • Self-harm interventions (I. A, B, C; II. A, B) • Identify adult care givers (I.A; II. A, B) • Recovery/Resiliency (I. A, C; II. A, B) **Social Development** • Be aware and understand the indicators of self-harm in others (I.A, B; II. A, B, C) • Understand how to help others (I. A, B; II. A, B, C) • Effective communications skills (I. A, B; II. A,B,C) • Community of caring (1.A, B, C; II. A, B) • Conflict resolution (I.A, B) • Bullying awareness (1.A, B; II. A,B,C)

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				------------------------ **Personal Development** • Self-regulation (I. A, B, C; II. A, B, C) • Growth mindset (I. A, B, C; II. A, B, C) • Recovery and resiliency (I. A, B; II. A, B, C) • Refusal skills (I. A, B; II. A, B, C)
Child Sexual Assault (Erin's Law)	*Core Principles* • Create a set of core ethical and performance principles • Create a caring community • ==Address statutory social-emotional/school mental health requirements== • ==Understand cultural differences== *Responsible Decision making* • Develop, implement and model responsible decision making skills • Develop, implement and model effective	*Social Awareness* • Be aware and understand the thoughts, feelings and perspective of others • Demonstrate awareness of cultural issues and a respect for human dignity and differences *Interpersonal Skills* • Demonstrate communication and social skills • Develop and maintain positive relationships • Demonstrate and ability to prevent, manage and resolve interpersonal conflicts ==and possible==	*Self-Awareness* • Understand and analyze thoughts, mindsets and emotions *Self-Management* • Understand and practice strategies for managing thoughts and behaviors, such as ==recovery and resiliency== • Reflect on perspectives and emotional responses • Set, monitor, adapt and evaluate goals to achieve success in school and life •	**Core Principles** • Proposed regulation (I.A., B, C; II. A, B) • Identify adult care givers (I.A; II. A, B) _____ **Character Development** • Identify adult care-givers (I.A; II. A, B) • Refusal skills (I. A, B, C; II. A, B) • Community of caring (1.A, B, C; II. A, B) • Self-respect (I. A, B. C; II. A, B) • Self-harm interventions (I. A, B. C; II. A, B) • Identify adult care givers (I. A, B, C; II. A, B) • Recovery/Resiliency (I. A, B, C; II. A, B)

	problem solving skills • Ethical use of technology across the grade levels	<mark>self-harm incidents</mark>		**Social Development** • Be aware and understand the indicators of self-harm in others (I. A) • Understand cultural differences (I. A, B; II. A, B; II. A, B) • Understand how to help others (I. A, B; II. A, B) • Community of caring (I. A, B; II. A, B, C) • Conflict resolution (I. A, B; II. A, B) • Appropriate and inappropriate touch (I. A; II. A, B, C) • Refusal skills (I. A; II. A, B, C) _____ **Personal Development** • Appropriate and inappropriate touch (I. A, B, C; II. A, B) • Refusal skills (I. A, B, C; II. A, B) • Self-care interventions (I. A, B, C; II. A, B) • Identify adult care givers (I. A, B, C; II. A, B) • Recovery/Resiliency (I. A, B, C; II. A, B)

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Bullying (KSA 72-8256)				
	Core Principles • Create a set of core ethical and performance principles • Create a caring community • Address statutory social-emotional/school mental health requirements • Understand cultural differences *Responsible Decision making* • Develop, implement and model responsible decision making skills • Develop, implement and model effective problem solving skills • Ethical use of technology across the grade levels	*Social Awareness* • Be aware and understand the thoughts, feelings and perspective of others • Demonstrate awareness of cultural issues and a respect for human dignity and differences *Interpersonal Skills* • Demonstrate communication and social skills • Develop and maintain positive relationships • Demonstrate and ability to prevent, manage and resolve interpersonal conflicts and possible self-harm incidents	*Self-Awareness* • Understand and analyze thoughts, mindsets and emotions *Self-Management* • Understand and practice strategies for managing thoughts and behaviors, such as self-regulation, recovery and resiliency • Reflect on perspectives and emotional responses • Set, monitor, adapt and evaluate goals to achieve success in school and life •	**Core Principles** • Address statutory social-emotional/school mental health requirements (I. A, B, C; II. A, B) • Identify adult care-givers (I. A, B, C) _____ **Character Development** • Bullying awareness (I. A, B, C; II. A, B) • Community of caring (1.A, B, C; II. A, B) • Self-respect (I. A, B, C; II. A, B) • Bullying interventions (I. A, B, C; II. A, B) • Identify adult care givers (I. A, B, C; II. B) • Recovery/Resiliency (I. A, B, C; II. A, B) **Social Development** • Understand how to help others (I. A, B; II. A, B,C) • Community of caring (I. A, B; II. A, B, C) • Conflict resolution (I. A, B; II. A, B, C) • Bullying awareness (I. A, B: II. A, B,C) • Self-harm interventions (I. A, B; II. A, B, C) • Trauma-informed (I. A, B; II. A, B, C)

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				Personal Development • Trauma-informed (I. A, B; II. A, B, C)
School Mental Health	*Core Principles* • Create a set of core ethical and performance principles • Create a caring community • Address statutory social-emotional/school mental health requirements • Understand cultural differences • Understand recovery and resilience *Responsible Decision making* • Develop, implement and model responsible decision making skills • Develop, implement and model effective problem solving skills • Ethical use of technology across the grade levels	*Social Awareness* • Be aware and understand the thoughts, feelings and perspective of others • Demonstrate awareness of cultural issues and a respect for human dignity and differences *Interpersonal Skills* • Demonstrate communication and social skills • Develop and maintain positive relationships • Demonstrate and ability to prevent, manage and resolve interpersonal conflicts and possible self-harm incidents	*Self-Awareness* • Understand and analyze thoughts, mindsets and emotions *Self-Management* • Understand and practice strategies for managing thoughts and behaviors, such as self-regulation, recovery and resiliency • Reflect on perspectives and emotional responses • Set, monitor, adapt and evaluate goals to achieve success in school and life •	**Core Principles** • Address statutory social-emotional/school mental health requirements (I. A, B, C; II. A, B) • Proposed regulation (I. A, B, C; II. A, B) • Identify adult care givers (I. A, B, C; II. A, B) _____ **Character Development** • Identify adult care-givers (I. A, B, C; II. A, B) • Refusal skills (I. A, B, C; II. A. B) • Community of caring (I. A, B, C; II. A. B) • Self-respect (I. A, B, C; II. A, B) • Self-harm interventions (I. A, B. C; II. A, B) • Identify adult care givers (I. A, B. C; II. A, B) • Recovery/Resiliency (I. A, B, C; II. A, B)

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				Social Development • Understand how to help others (I. A, B; II. A, B, C) • Effective communications skills (I. A, B; II. A, B, C) • Community of caring (I. A, B; II. A, B, C) • Conflict resolution (I. A, B; II. A, B, C) • Bullying awareness (I. A, B: II. A, B,C) • Self-harm interventions (I. A, B; II. A, B, C) • Trauma-informed (I. A, B; II. A, B, C) **Personal Development** • Self-regulation (I. A, B; II. A, B, C) • Growth mindset (I. A, B; II. A, B, C) • Recovery and resiliency (I. A, B; II. A, B, C) • Refusal skills (I. A, B; II. A, B, C) • **Trauma-informed** (I. A, B; II. A, B, C)

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