This brochure outlines a partial list of actions, behaviors, and circumstances that may indicate heightened risk for targeted violence.

If you have concerns, please contact your school administrator or principal, the school resource officer, or Courtenay McCarthy at (503) 510-0269 for further consultation.

If you have concerns of imminent danger, contact law enforcement immediately by calling 911.

School Phone Number: ____________________________
Person to Contact: ________________________________

Salem Police Department  (503) 588-6228
Keizer Police Department  (503) 930-3713
Marion County Sheriff  (503) 588-5094
Polk County Sheriff  (503) 623-9251

Department of Human Services (DHS)
Marion County  (503) 378-6327
Polk County  (503) 623-8118

Mental Health Services
Psychiatric Care Center  (503) 585-4949
Polk Crisis & Mental Health  (503) 623-9289

The Salem-Keizer Public Schools 24J does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. This policy implements state and federal laws (including Title IX). Inquiries about the non-discrimination policies should be directed to the Compliance Officer, Assistant Superintendent - Human Resources, 2450 Lancaster Dr. NE, Salem, OR 97305/Phone: (503) 399-3061.
Has there been a shift toward a threat of extreme aggression or violence?
Violence is aggressive behavior that is intended to, or results in, serious or lethal injury.

Have there been threatening communications suggesting a potential violent attack?
Does the communication suggest details of planning or ongoing consideration of an attack?
Communications may include verbal expressions, artwork, email, Internet messaging, texting, written language exercises, or any other medium of communication. A communication can also be made by indirect, veiled, or casual references to possible harmful events, warnings of potential harm, or references to past violent events such as school or community shootings.

Are there indications of a specific target or targets?
Is there an ongoing consideration or focus on a particular person or a group of people?

Are there indications of a motive, goal or justification for a serious or lethal attack?
While there can certainly be many motives for acting out violently or aggressively, the most common is the need to establish or re-establish control, often disguised as revenge or a vendetta for lost love or humiliation, and the desire to prove bravery after making a threat or taking a dare. Pay close attention to motive-related themes of loss, being wronged, or excessive anger.

Are there any indications of behavior that increase the possibility of violence occurring? Such indications may include a plan, acquiring weapons, rehearsing or practicing the attack, scheduling the attack, or other preparations.
A communication that threatens an attack is only an expression and does not suggest a “posed threat” unless there are behaviors supporting the intent to carry out the attack. Many threats are not stated with clearly expressed language but are indicated by veiled threats and/or behavior that relates to a possible attack. Attack related behavior includes, but is not limited to, the following:

- A plan to carry out a targeted act of aggression against a specific individual or group. A plan would have a sequence of actions necessary for its success. The more plausible the plan, the greater the risk.
- The acquisition of a weapon, the attempted acquisition of a weapon, or research about how to acquire a weapon. If the threat is the use of physical force to the point of serious or lethal injury, then the physical force is the weapon.
- The rehearsal of the event or a similar event. Rehearsal is like simulation or practice. Rehearsal can be indicated through art, fantasy games, writing, or film projects. It can also be indicated by the use of movies, Internet sites, or video games that have themes and sequences of violence that can serve as a kind of simulation or practice. However, the use of such games or films as entertainment alone does not lead or cause students to act out violently. Their use is only attack-related behavior when they serve as rehearsal or practice.
- Scheduling an attack. Scheduling the act can be indicated through vague communication or actually noted in clear detail. Sometimes, the schedule is flexible, awaiting a triggering event (e.g., teasing, rejection, or loss) that further justifies the violence and locks it in as the only solution.

Are actions and behaviors consistent with communications?
If threats are made but not accompanied by attack-related behaviors, motives, or a specific target(s) consistent with that threat, then the risk decreases.

Is there peer collaboration?
Are peers aware of, or concerned about, a potential attack? Are peers encouraging the attack?

Are alternatives and emotional coping reserves decreasing?
For example, a person who feels low on coping strategies or alternatives may consider violence to be the only option available to solve problems.

Are there indications of suicidal thoughts?
Is there a history of suicidal ideation, gestures, References, or intent? A desire to die, be killed by another, or commit suicide, combined with a threat to harm others, increases the overall risk, especially if the suicidal behavior is one feature of a plan to kill others and carry out revenge or gain justice. If there is a risk of suicide, seek out advice and assessment from a doctor or mental health professional, or call the Psychiatric Care Center or Crisis Center (see back of brochure).

Are there personality or behavioral traits, family dynamics, school system issues, or social dynamics that lead to a more vulnerable and potentially dangerous situation?
Reckless and vindictive behavior, family dysfunction, academic failure, and social crisis are all risk factors that can aggravate an already risky situation.

If you or someone you know is being threatened or has threatened harm to someone else, contact your school administrator or local law enforcement office.