

# **Addendum to Uniform State Memorandum of Agreement (MOA) between Education and Law Enforcement Officials**

## **READINGTON TOWNSHIP PUBLIC SCHOOLS**

Whitehouse School  
Three Bridges School  
Holland Brook School  
Readington Middle School

This addendum signifies an agreement between Education and Law Enforcement under Article 8 School Safety and Security of the MOA and the *NJ Safer Schools for a Better Tomorrow Initiative* concerning use of common language in lieu of “codes.” This addendum shall remain in effect until such time a revision(s) are made to the agreement or parties agree to discontinue the use of the Standard Response Protocol (SRP).

The Standard Response Protocol (SRP) is a classroom response based on four actions: **Lockdown, Lockout, Evacuate** and **Shelter**. (I Love You Guys Foundation: [www.iluvuguys.org](http://www.iluvuguys.org))

**LOCKOUT** is followed by the directive “**SECURE THE PERIMETER.**” The action associated with Lockout is to bring participants into the School Building and secures the building’s outside perimeter by locking appropriate windows, doors or other access points.

**LOCKDOWN** is followed by the directive “**LOCKS, LIGHTS, OUT OF SIGHT.**” The action associated with Lockdown is to secure individual classroom doors, move away from inside corridor line of sight and maintain silence until first responders release the room.

**EVACUATE** is followed by the directive “**TO A LOCATION**” (Where Location is announced). The action associated with Evacuate is to move students and staff from one location to another.

**SHELTER** is followed by the directive “**TYPE AND METHOD**” (Where Type is one of the following: For Tornado, For Hazmat, For Bomb. Method is one of the following: And Seal, In Silence, Drop,Cover and Hold). The action associated with Shelter is dependent on the stated Type and Method.

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

By signing this agreement, the school agrees to:

- 1) incorporate the common language of the SRP in the official written safety plans, either in the body or as an addendum or amendment
- 2) implement the SRP using the common language terms and the associated directives as defined in the SRP
- 3) provide training to students and staff on the SRP
- 4) incorporate the SRP in to the mandatory school security drills

5) review and use as the school deems necessary; the training materials, parent handouts and other relative documentation available to the school by the I Love You Guys Foundation / SRP

By signing this agreement, law enforcement agrees to:

- 1) incorporate the common language of the SRP in their response plans and training, either in the body or as an addendum or amendment
- 2) implement the SRP using the common language terms and the associated directives as defined in the SRP
- 3) provide Fire / EMS / OEM / Dispatch and any other identified stakeholder having jurisdiction within the school / school district notice of the SRP
- 4) establish a working group consisting of representatives from Fire / EMS / OEM / Dispatch and any other identified stakeholder to ensure all Agency's incorporate the SRP in to their response plans and training
- 5) agree to assist in training all Dispatch, School Resource Officers and other appropriate personnel in the SRP.

---

Chief School Administrator

(DATE)

---

President, District Board of Education

(DATE)

---

Police Chief / Station Commander / Director / OIC

(DATE)

---

County Superintendent of Schools

(DATE)

---

County Prosecutor

(DATE)