

Minister Destiny Testimony Schools

# FINAL EXAM

Law Enforcement — Sections 1–3

Quarter 1

Minister Destiny Marie Morgan

Minister & Founder

Name (for your own records): \_\_\_\_\_

Date: \_\_\_\_\_

## A Prayer Before You Begin

In the name of God, the Most Gracious, the Most Merciful.

Lord, bless this reader on their journey. Guard their health in body, mind, and spirit as they study. Open their heart to knowledge and their mind to understanding, and let what they learn here become light in their hands. Guide them to the places where they are needed — to help others, and to save lives, safely. Bless their steps, their work, and every life their learning will one day protect.

Amen.

— Minister Destiny Marie Morgan

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Minister Destiny Testimony Schools — Law Enforcement: Final Exam — Sections 1–3.

Published by Minister Destiny Marie Morgan, Minister & Founder.

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This is community-designed training — Minister Destiny's program, built from lived experience in the neighborhoods being policed. It is not agency policy and does not replace your department's training, general orders, or the law. Where this program proposes new approaches, they are taught and labeled as proposals.

## Directions

This is a formal exam. It covers the three classes of this quarter (Sections 1–3) in Minister Destiny Testimony Schools — Law Enforcement. Every question comes from those classes — the lessons, the Words to know, and the stories you studied.

The exam has TWO SESSIONS. Session 1 has 25 multiple-choice questions and 3 written answers. Session 2 has 25 multiple-choice questions and 4 written answers including one longer written response.

Materials: this book, a pencil, and a quiet place. Take the exam without the class books first — it shows what you truly learned. You may take a break between sessions.

Answer every question. For multiple choice, pick the ONE best answer and mark it on the Answer Sheet at the back of this book (fill in the circle) or circle it here. For written answers, write in the lines given; say what you would do and why, in your own words, using what the classes taught.

Scoring: multiple-choice questions are worth 1 point each (50 points). Written answers are scored with the guide at the back of this book (34 points). Total: 84 points. Score 68 points or more (80%) to pass this final exam and earn the quarterly certificate.

Minister Destiny Testimony Schools is a free school. The classes, the tests, and the certificates are free online at [destinymorganbooks.com](http://destinymorganbooks.com) — nothing about this class costs money. This book is the print edition, for people who want the class in their hands. You never need to buy a book to take a class or a test.

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# What This Exam Covers

This final exam covers the three classes of Quarter 1:

## **Section 1: Community Realities — Environment, Neighborhood, Culture, Race, Income, and Survival Behavior**

Main things studied: Every neighborhood runs on a logic · Environment and income change what "normal" looks like · Culture and race — reading without stereotyping · What are you really seeing? — the five-question read · Scenario — the porch call

## **Section 2: Bias and Judgment: Not Assuming Drugs, and Telling Addiction, Mental Illness, Trauma, and Poverty Apart From Danger**

Main things studied: The drug assumption — why it comes first, and why it misleads · Four different doors behind the same behavior · Danger is a separate question — ask it separately · Bias in judgment — how it operates on a busy shift · Talking with the person — gathering truth instead of winning · What not to do

## **Section 3: De-escalation Without Profanity or Unnecessary Force: Voice, Distance, Time, and Respect**

Main things studied: What de-escalation is — and what it is not · Why profanity fails — professionally, not just politely · The four tools — voice, distance, time, and choices · A step-by-step field sequence · Crowds, cameras, and families — the second audience · When words are not working — force, honesty, and the aftermath

School ranks: Freshman (Year 1 in progress) Sophomore (Year 1 complete) Junior (Year 2 complete) Senior (Year 3 complete) Graduate (Year 4 complete). A year counts as complete only when all of its classes and all of its final exams are passed at 80% or higher.

School rank is a school achievement only. It is not a law-enforcement rank or credential.

# Review — Key Words From This Quarter

Read these before the exam. They are the Words to know from this quarter's classes.

## **Section 1: Community Realities — Environment, Neighborhood, Culture, Race, Income, and Survival Behavior**

- Survival behavior — conduct shaped by a person's environment and resources (poverty, danger, instability) rather than by criminal intent.
- Collateral context — the facts around a person or scene — housing, income, health, language, history — that change what their behavior means.
- Implicit bias — automatic associations that can shape a first read of a person without conscious intent; managed by slowing the read, not by denying it exists.
- Procedural fairness — people judging an encounter by whether they were treated with respect, given a voice, and dealt with neutrally — the strongest predictor of whether they cooperate next time.
- Misread scene — an enforcement action built on a first impression that the facts available would have corrected.

## **Section 2: Bias and Judgment: Not Assuming Drugs, and Telling Addiction, Mental Illness, Trauma, and Poverty Apart From Danger**

- Bias — a shortcut in judgment, conscious or automatic, that treats a person or place as riskier or less credible based on a pattern rather than on present facts.
- Working hypothesis — a temporary explanation you hold lightly, test against observations, and replace when better facts arrive.
- Intoxication — impairment from alcohol or another substance affecting speech, balance, judgment, or awareness.
- Withdrawal — physical and emotional symptoms that occur when a body dependent on a substance no longer has it, which can be medically dangerous.
- Mental-health crisis — a period when symptoms such as panic, psychosis, mania, or suicidal thinking overwhelm a person's ability to cope or stay safe.
- Trauma response — a body-and-mind alarm reaction shaped by earlier harm, including freezing, startle, shutdown, or sudden anger.
- Differential read — the practice of holding several possible explanations for the same behavior and testing each one before acting.
- Present danger — a specific, immediate risk shown by current actions and means, separate from a person's condition, history, or circumstances.
- Collateral label — a judgment word in a report or radio call that follows a person into later encounters even though it was never proven.

- Crisis-intervention team — department or partner clinicians and specially trained officers who respond to mental-health and related crises.

### **Section 3: De-escalation Without Profanity or Unnecessary Force: Voice, Distance, Time, and Respect**

- De-escalation — deliberate use of voice, distance, time, and choices to lower tension so a person can hear, think, and choose a safer action.
- Arousal — the body's stress activation — raised heart rate, narrowed attention, braced muscles — which reduces a person's ability to process complex instructions.
- Active listening — listening to understand rather than to reply: letting a person finish, reflecting what you heard, and naming the workable problem inside it.
- Procedural respect — treating a person with courtesy, voice, and neutrality in the process, regardless of the outcome the law requires.
- Face-saving exit — a way for a person to comply without public humiliation, preserving dignity in front of family, peers, or a crowd.
- Unnecessary force — physical force that exceeds what a specific, present need justifies, or force used to punish, hurry, or answer disrespect.
- Command presence — the authority communicated by posture, calm, clarity, and competence rather than by volume, threats, or profanity.
- Tactical patience — using available time deliberately — waiting, pausing, or bringing help — when no immediate peril requires instant action.
- Second audience — the bystanders, family, and people recording whose reactions can raise or lower the stakes of an encounter.

# Session 1

## Minister Destiny Testimony Schools — Law Enforcement

Multiple choice — questions 1–25. Then written answers W1–W3.

**1. Neighbors gather quickly around a stopped car on their own block, watching quietly. What is one non-crime explanation this school teaches?**

- A. They are forming a threat and should be dispersed at once
- B. They may be watching out for each other and watching the police, because in their experience watching is protection
- C. Quiet watching proves they planned what happened
- D. A crowd that gathers fast is always hiding someone

**2. Two children run inside as your cruiser turns onto their street. What does this school say about that reaction?**

- A. Running from fear and running from guilt look identical at a distance, and children often learn the reaction from adults' stops or one bad experience
- B. Running proves the children were doing something wrong
- C. Children only run when a parent told them to hide something
- D. It is a reliable sign of criminal activity in the home

**3. You enter a noisy home with many people, a crying child, and an intoxicated adult. What read fits Section 1?**

- A. A chaotic home is proof of a criminal plan
- B. Many people in a home means disorder that must be enforced
- C. It is often poverty plus crisis — possibly the worst hour of that family's month — not criminal design by itself
- D. An intoxicated adult means every adult there is a suspect

**4. A man sells plates of food from his porch without a storefront. How does this school frame work like this?**

- A. As a criminal enterprise you can identify at a glance
- B. As proof the whole block runs illegal businesses
- C. As activity that has no economic explanation
- D. As a possible survival economy, which exists where formal work is closed off; telling it from a criminal enterprise is investigative work, not a first-glance call

**5. Three related families share one apartment, with relatives sleeping on couches and in shifts. Section 1 teaches this is usually:**

- A. An economic arrangement, not automatic lease fraud or disorder
- B. Proof of lease fraud in every case
- C. Disorder that requires enforcement on sight
- D. A sign the families are hiding from police

**6. A driver has an expired registration and a taillight she has not fixed. Before judging her attitude, what should your read account for?**

- A. Expired paperwork always shows disrespect for the law
- B. A broken taillight kept broken proves defiance
- C. These are frequently money problems before they are attitude problems
- D. Paperwork problems have nothing to do with income

**7. At a family gathering, grief is expressed loudly, with wailing and animated gestures. What does this school teach?**

- A. Loud grief should be treated as aggression until it stops
- B. Loud grief is not aggression; culture shapes volume, gestures, and how distress sounds
- C. Animated expression is automatically a fight starting
- D. Quiet compliance is the only safe way grief looks

**8. A resident sits flat and quiet and complies with everything you say. What caution does Section 1 give?**

- A. Flat compliance always means the scene is calm and safe
- B. Quiet compliance proves the person agrees with you
- C. A quiet person can be ruled out as frightened
- D. Flat, quiet compliance is not automatically calm or safe; expression varies by culture and family

**9. A resident is angry in the first minute of your encounter, before you have said much. What perspective does this school offer?**

- A. That anger may come from experiences long before your shift — their own, their parents', or their community's — and is often not about you personally
- B. The anger proves the resident is guilty of something
- C. Taking it personally will calm the encounter faster
- D. A resident's history has no place in a fair read

**10. Which statement completes the five-question read's second question — 'What else could explain it?'**

- A. Only whether the person has a record

- B. Whether a neighbor thinks the person looks suspicious
- C. Fear, illness, disability, grief, language, culture, poverty, or a crisis you cannot see yet
- D. How fast the person can be moved along

**11. In the five-question read, what does the fourth question ask?**

- A. What charge fits this scene best?
- B. Who here looks most out of place?
- C. What would a wealthier neighborhood do here?
- D. What does this neighborhood know that I don't — is this gathering, corner, or behavior ordinary here?

**12. In the five-question read, what does the fifth question ask?**

- A. What response makes the strongest impression on onlookers?
- B. What response solves the problem I actually have — not the problem I assumed when I arrived?
- C. What is the fastest way to clear this call?
- D. What penalty will this person remember most?

**13. A shopper's hands shake and she speaks in a whisper after a minor crash, though she is unhurt. Using 'collateral context,' what should you consider?**

- A. Her shaking has no context worth considering
- B. The facts around her — health, history, language, and circumstances — can change what her behavior means
- C. Collateral context means her past record decides the read
- D. Context only matters after an arrest is made

**14. An officer judges a teenager as 'trouble' in the first seconds, based on an automatic association with his clothing and block. This school names that risk:**

- A. Procedural fairness in action
- B. A completed five-question read
- C. Implicit bias — automatic associations that can shape a first read without conscious intent, managed by slowing the read
- D. Collateral context gathered correctly

**15. Residents later say an officer listened, explained, and treated both sides the same. This school calls that judgment:**

- A. Procedural fairness — people judge an encounter by respect, voice, and neutrality, and it strongly predicts whether they cooperate next time

- B. A misread scene corrected late
- C. Survival behavior by residents
- D. An automatic association

**16. An officer enforces against a 'suspicious group' that turns out to be a family waiting for a bus, when a few more questions would have shown it. This school calls that:**

- A. Procedural fairness
- B. A survival economy
- C. A completed differential read
- D. A misread scene — enforcement built on a first impression the available facts would have corrected

**17. Why does Section 1 focus on the first ten seconds of an encounter?**

- A. Ten seconds is the legal limit for observing a scene
- B. Most of what goes wrong — and most of what goes right — starts with what an officer believes they are seeing
- C. Nothing after ten seconds can change a first read
- D. Residents decide everything in ten seconds and never update it

**18. Dispatch sends you to 'a man acting high' outside a store. How should you treat that label on arrival?**

- A. As a confirmed diagnosis you can act on without checking
- B. As proof a search is the right first step
- C. As one person's report, filtered through a phone call — useful information, but not a diagnosis
- D. As a label to repeat in your report as fact

**19. Why does this school warn that a drug assumption changes the encounter itself?**

- A. It does not change anything an officer does
- B. It only matters for paperwork after the call
- C. Believing it makes a person calmer and more cooperative
- D. An officer expecting drug use tends toward searches, commands, and testing, while an officer suspecting a medical problem tends to create space, ask about health, and call medical help

**20. A confused man is vomiting and cannot stay awake, and a bystander says he has been drinking. What does Section 2 teach?**

- A. Treat unexplained confusion, vomiting, and inability to stay awake as a medical problem first and request medical evaluation
- B. Credit every sign to drinking and let him sleep it off
- C. Wait until he can answer questions clearly before calling anyone
- D. Treat it as intoxication only, because a bystander named a cause

**21. A woman hears and answers voices you cannot hear and seems terrified someone is following her. What field distinction does this school draw?**

- A. A frightened person in crisis is usually seeking an advantage
- B. Hearing voices proves the person is dangerous
- C. Fear in a crisis is a performance to gain time
- D. A person in a mental-health crisis is often frightened rather than hunting for advantage

**22. During that same crisis, which approach is most likely to gather information?**

- A. Several officers giving commands at once
- B. Demanding instant eye contact repeatedly
- C. A quieter voice, one speaker at a time, simple sentences, and extra distance
- D. Crowding closer so she feels outnumbered

**23. A veteran startles hard, shakes, and then goes silent when a flashlight clicks on near him. Section 2 teaches this may be:**

- A. Proof he is planning an attack
- B. A trauma response — the body's stored alarm from earlier harm — not a performance and not, by itself, evidence of a crime
- C. A performance staged for officers
- D. Evidence of a crime in progress by itself

**24. Which list names this school's four different situations that can sit behind the same surface behavior?**

- A. Addiction or intoxication, mental illness in crisis, trauma responses, and poverty
- B. Guilt, defiance, deception, and disrespect
- C. Record history, neighborhood, clothing, and accent
- D. Speed, volume, eye contact, and posture

**25. A man is shaking, nauseated, sweating, and urgently begging to leave a lobby. Section 2 says this urgency can be:**

- A. Pure defiance with no medical side to consider
- B. Proof he is intoxicated right now

- C. Withdrawal — which can look like defiance but can also carry medical risk
- D. A reason to delay any medical check until he calms down

## Session 1 — Written Answers

### Written Answer W1 — 4 points

On a night call, a crowd gathers fast around your stop, a teenager films, and the driver answers you in single words and will not meet your eyes. Explain what you would do and why, using the five-question read.

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### Written Answer W2 — 4 points

A man outside a clinic is sweating, slurred, unsteady, and increasingly agitated. A passerby says, 'He's just high — arrest him.' Explain what you would do and why instead of accepting that label.

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### Written Answer W3 — 4 points

A young man is shouting in a parking lot, pacing, with friends nearby. No one has been touched and he holds nothing. Explain, step by step, how you would work the scene and why each step helps.

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# STOP

End of Session 1.

If you finish early, you may check your work in Session 1 only. Do not go on to Session 2 until your break is over.

## Session 2

### Minister Destiny Testimony Schools — Law Enforcement

Multiple choice — questions 26–50. Then written answers W4–W7.

**26. What is a 'working hypothesis' in this school's practice?**

- A. Your first explanation, defended no matter what you learn
- B. A temporary explanation you hold lightly, test against observations, and replace when better facts arrive
- C. A diagnosis an officer makes at the scene
- D. A label copied from dispatch into the report

**27. How does this school separate a person's condition from danger?**

- A. A serious condition is itself present danger
- B. Danger is decided by a person's history and address
- C. If a person is ill or poor, danger can be assumed
- D. Danger is a separate question: a specific, immediate risk shown by current actions and means

**28. An agitated man holds no weapon, has threatened no one, and is pacing on a sidewalk away from traffic. Under this school, what is missing before you call him a present danger?**

- A. Specific, immediate risk shown by his current actions and means
- B. Nothing — agitation alone settles the question
- C. Only a witness willing to call him dangerous
- D. A check of his record from years ago

**29. Which report line follows Section 2's language discipline?**

- A. 'Subject appeared high and was drug-seeking.'
- B. 'Man sweating, pacing, speech rapid; sister reported he had not slept in two days.'
- C. 'Known problem male acting crazy again.'
- D. 'Uncooperative junkie refused to cooperate.'

**30. On a busy shift, you notice you read the same pacing behavior as risky on one block and as harmless on another. What check does this school build for that?**

- A. No check is needed once you are experienced
- B. Trust the harsher read on the poorer block
- C. Ask dispatch which read they prefer

D. A deliberate check of your first impression — experience speeds up pattern recognition, including wrong patterns

**31. A person in crisis does not follow your order the first time. What does this school say may be happening?**

A. Fear, hearing voices, trauma alarms, confusion, or language or hearing problems can prevent processing an order — and how the order is given changes what is possible

B. Noncompliance is always a free choice to resist

C. If an order was spoken once, ability is proven

D. Only deliberate defiance explains a missed order

**32. A woman sleeping in her car with her belongings in bags is reported as 'suspicious.' What is the school's first read of the bags and car?**

A. They are a warning sign of planned crime

B. Poverty at a scene is itself a danger sign

C. They describe her resources, not her intentions — danger must be read from present actions

D. Belongings in bags prove she is living dangerously

**33. An officer suspects low blood sugar, intoxication, and exhaustion could each explain a man's slurred speech. Holding all three open while he asks questions is an example of:**

A. Settling on the first hypothesis

B. Writing a collateral label

C. Skipping the medical screen

D. Holding several possible explanations and testing each one before acting

**34. Intoxication is suspected in a fall victim. Why does this school still push a medical look?**

A. Drinking rules out head injury

B. Injury cannot occur when alcohol is present

C. Intoxication can hide injury — a head wound or a dangerous blood-sugar problem can be missed when every sign is credited to drinking

D. A medical look is only for sober patients

**35. Which statement best captures what de-escalation is NOT, in this school?**

A. Letting the subject decide everything or abandoning enforcement — it keeps boundaries firm while changing the method

B. Any use of a firm boundary

- C. Offering a person any choice at all
- D. Waiting when no one is in immediate peril

**36. A subject cannot take in your three rapid instructions. Section 3 links this to arousal in which way?**

- A. Arousal improves a person's ability to process complex orders
- B. High arousal narrows attention — so use short requests, one action at a time
- C. Longer instructions work better when a person is flooded
- D. Arousal only affects the officer, never the subject

**37. You reflect back what a shouting resident just told you and name the workable problem inside it. That skill is:**

- A. Command presence through volume
- B. Active listening — listening to understand, letting the person finish, and reflecting what you heard
- C. A face-saving exit offered early
- D. Tactical patience with a crowd

**38. What does 'command presence' mean in this school?**

- A. Authority shown mainly by shouting first
- B. Authority shown by profanity used sparingly
- C. Authority that depends on crowding a subject
- D. Authority communicated by posture, calm, clarity, and competence — rather than by volume, threats, or profanity

**39. No one is in immediate peril, and a crisis team is eight minutes away. Waiting for them instead of forcing a conversation now is:**

- A. Losing the scene
- B. Avoiding your responsibilities
- C. Tactical patience — using available time deliberately when no immediate peril requires instant action
- D. Letting the subject decide the outcome

**40. A teenager will comply, but not while his friends watch him back down. Offering him a way to step aside and comply without public humiliation uses:**

- A. A face-saving exit
- B. Unnecessary force avoided by luck
- C. A second audience strategy only
- D. Procedural respect with no exit

**41. Who are the 'second audience' at a heated scene?**

- A. The second officer to arrive
- B. Dispatchers listening on the radio
- C. Supervisors who review the report later
- D. The bystanders, family, and people recording whose reactions can raise or lower the stakes

**42. What is the first step of this school's field sequence on a heated scene with no immediate peril?**

- A. Shout your full list of demands so nothing is missed
- B. Settle yourself first — one slow breath, shoulders down, and decide in one sentence what outcome you actually need
- C. Ask the crowd to judge who is right
- D. Put hands on the loudest person immediately

**43. When you introduce yourself at a heated scene, what does this school teach?**

- A. Give your name and role, state why you are there in one plain sentence, and keep requests to one action at a time
- B. Give orders first and introductions only if asked
- C. Use several requests at once so the person can choose the easiest
- D. Withhold the reason you are there to keep control

**44. How can you acknowledge emotion without conceding facts you do not know?**

- A. 'You're right about everything — now calm down.'
- B. 'Your anger proves you did nothing wrong.'
- C. 'I can hear you're angry. I want to understand what happened, and I need the shouting to pause while we talk.'
- D. 'Feelings don't matter here at all.'

**45. An officer offers: 'You can sit on this step while we talk, or stand by the cruiser — either works.' What limit applies to choices like these?**

- A. One option should be a trick the officer cannot allow
- B. Choices are negotiations over whether the law applies
- C. Choices must include an option to ignore the officer entirely
- D. Both options must be acceptable and ones the officer can actually honor

**46. A partner begins shouting over you at a subject you were calming. What does the voice discipline require?**

- A. Both officers should talk louder to show unity

- B. One officer speaks while others support, unless roles change by agreement
- C. The newest officer should take over mid-sentence
- D. Whoever is angriest should lead the conversation

**47. A scene ends without force after you repositioned to talk from a safer, less crowded spot. A colleague calls that 'backing down.' This school calls distance:**

- A. A loss that must be made up later
- B. Proof de-escalation failed
- C. A tactical resource — repositioning and time often resolve scenes that pressure would have forced into hands
- D. A reason to apologize to the crowd

**48. Profanity slips into a tense exchange and the crowd reacts instantly. Beyond courtesy, what damage does this school name first?**

- A. It is heard as contempt, and residents distinguish an officer who is firm from one who holds them in contempt
- B. It has no effect beyond politeness
- C. It usually calms crowds by showing honesty
- D. It only matters if a supervisor hears it

**49. A scene required protective force even after a genuine de-escalation attempt. What does this school say about the attempt?**

- A. Any scene ending in force proves de-escalation is useless
- B. It was not pointless — it gathered information, protected bystanders, clarified the need, and documented professionalism
- C. Attempting de-escalation was a mistake once force was needed
- D. The attempt should be left out of the report

**50. During a long call you feel your own jaw clench and your sentences get shorter and louder. This school's self-check says to:**

- A. Lower your volume half a step, shorten your sentences, and hand speaking to a partner if the scene allows
- B. Push harder before you lose control of the scene
- C. Match the subject's volume so you are heard
- D. Ignore your own state and focus only on commands

## Session 2 — Written Answers

### Written Answer W4 — 4 points

You arrive at a crowded, doubled-up apartment for a noise call. The home is cluttered, several relatives are present, and a colleague mutters that the place 'looks like a drug house.' Explain what you would do and why.

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### Written Answer W5 — 4 points

Mid-call, you realize you cursed at a resident and the whole porch went tense. Explain what you would do in the next minute and in your report, and why.

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### Written Answer W6 — 4 points

A woman freezes, goes silent, and startles hard when your partner touches her shoulder during a welfare check. Explain what you would do next and why.

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### Written Answer W7 — 10 points

Plan your full response to this call: At 10 p.m. you are sent to a 'disorderly man, possibly on drugs' outside a corner store. You find a man in his 40s shouting and pacing at the edge of the street, unsteady and sweating. His sister is crying nearby, a small crowd is filming, traffic is passing, and no one reports being touched or threatened with anything. Write a complete plan — your read of the scene, your words, your use of voice, distance, time and choices, your medical thinking, how you handle the crowd and family, and how the call should end and be documented — and explain why each part follows this quarter's teaching.

[illegible]

## Answer Sheet — Multiple Choice

Fill in ONE circle for each question. This sheet is your official answer record.

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## Quarterly Progress Summary

Fill this in when the exam is scored. Letter grades: A 90–100 · B 80–89 · C 70–79 · D 60–69 · F below 60. Passing the final exam is 80% of total points or higher.

| Class                                                                                                                          | Test score | Grade |
|--------------------------------------------------------------------------------------------------------------------------------|------------|-------|
| Section 1: Community Realities — Environment, Neighborhood, Culture, Race, Income, and Survival Behavior                       |            |       |
| Section 2: Bias and Judgment: Not Assuming Drugs, and Telling Addiction, Mental Illness, Trauma, and Poverty Apart From Danger |            |       |
| Section 3: De-escalation Without Profanity or Unnecessary Force: Voice, Distance, Time, and Respect                            |            |       |
| <b>Final Exam — Sections 1–3 (total 84 points)</b>                                                                             |            |       |
| <b>Running course average</b>                                                                                                  |            |       |

One thing I learned this quarter:

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**Rank:** \_\_\_\_\_

School ranks: Freshman (Year 1 in progress) Sophomore (Year 1 complete) Junior (Year 2 complete) Senior (Year 3 complete) Graduate (Year 4 complete). A year counts as complete only when all of its classes and all of its final exams are passed at 80% or higher.

School rank is a school achievement only. It is not a law-enforcement rank or credential.

# Quarterly Certificate — Quarter 1

Minister Destiny Testimony Schools

**Certificate of Completion — Quarter 1: Community Realities — Environment, Neighborhood, Culture, Race, Income, and Survival Behavior · Bias and Judgment: Not Assuming Drugs, and Telling Addiction, Mental Illness, Trauma, and Poverty Apart From Danger · De-escalation Without Profanity or Unnecessary Force: Voice, Distance, Time, and Respect**

This certifies that

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Name (write your name here)

has passed the Final Exam for

**Minister Destiny Testimony Schools — Law Enforcement**

Quarter 1 — Sections 1–3

Date completed: \_\_\_\_\_

Rank: \_\_\_\_\_

Presented by **Minister Destiny Marie Morgan**, Minister & Founder

*Congratulations. You passed the Quarter 1 final exam — you studied all three classes and proved it. Keep going. — Minister Destiny Marie Morgan*

School rank is a school achievement only. It is not a law-enforcement rank or credential.

Educational completion certificate only — not a state license, POST certification, or government credential.

**Minister Destiny Testimony Schools — Law Enforcement**

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# Answer Key and Scoring Guide

For parents, teachers, and self-checking after the exam is finished. Do not look before you take the exam.

## Multiple Choice — Answer Key

### Session 1 (questions 1–25):

1. They may be watching out for each other and watching the police, because in their experience watching is protection
2. Running from fear and running from guilt look identical at a distance, and children often learn the reaction from adults' stops or one bad experience
3. It is often poverty plus crisis — possibly the worst hour of that family's month — not criminal design by itself
4. As a possible survival economy, which exists where formal work is closed off; telling it from a criminal enterprise is investigative work, not a first-glance call
5. An economic arrangement, not automatic lease fraud or disorder
6. These are frequently money problems before they are attitude problems
7. Loud grief is not aggression; culture shapes volume, gestures, and how distress sounds
8. Flat, quiet compliance is not automatically calm or safe; expression varies by culture and family
9. That anger may come from experiences long before your shift — their own, their parents', or their community's — and is often not about you personally
10. Fear, illness, disability, grief, language, culture, poverty, or a crisis you cannot see yet
11. What does this neighborhood know that I don't — is this gathering, corner, or behavior ordinary here?
12. What response solves the problem I actually have — not the problem I assumed when I arrived?
13. The facts around her — health, history, language, and circumstances — can change what her behavior means
14. Implicit bias — automatic associations that can shape a first read without conscious intent, managed by slowing the read
15. Procedural fairness — people judge an encounter by respect, voice, and neutrality, and it strongly predicts whether they cooperate next time
16. A misread scene — enforcement built on a first impression the available facts would have corrected

17. Most of what goes wrong — and most of what goes right — starts with what an officer believes they are seeing
18. As one person's report, filtered through a phone call — useful information, but not a diagnosis
19. An officer expecting drug use tends toward searches, commands, and testing, while an officer suspecting a medical problem tends to create space, ask about health, and call medical help
20. Treat unexplained confusion, vomiting, and inability to stay awake as a medical problem first and request medical evaluation
21. A person in a mental-health crisis is often frightened rather than hunting for advantage
22. A quieter voice, one speaker at a time, simple sentences, and extra distance
23. A trauma response — the body's stored alarm from earlier harm — not a performance and not, by itself, evidence of a crime
24. Addiction or intoxication, mental illness in crisis, trauma responses, and poverty
25. Withdrawal — which can look like defiance but can also carry medical risk

**Session 2 (questions 26–50):**

26. A temporary explanation you hold lightly, test against observations, and replace when better facts arrive
27. Danger is a separate question: a specific, immediate risk shown by current actions and means
28. Specific, immediate risk shown by his current actions and means
29. 'Man sweating, pacing, speech rapid; sister reported he had not slept in two days.'
30. A deliberate check of your first impression — experience speeds up pattern recognition, including wrong patterns
31. Fear, hearing voices, trauma alarms, confusion, or language or hearing problems can prevent processing an order — and how the order is given changes what is possible
32. They describe her resources, not her intentions — danger must be read from present actions
33. Holding several possible explanations and testing each one before acting
34. Intoxication can hide injury — a head wound or a dangerous blood-sugar problem can be missed when every sign is credited to drinking
35. Letting the subject decide everything or abandoning enforcement — it keeps boundaries firm while changing the method
36. High arousal narrows attention — so use short requests, one action at a time

37. Active listening — listening to understand, letting the person finish, and reflecting what you heard
38. Authority communicated by posture, calm, clarity, and competence — rather than by volume, threats, or profanity
39. Tactical patience — using available time deliberately when no immediate peril requires instant action
40. A face-saving exit
41. The bystanders, family, and people recording whose reactions can raise or lower the stakes
42. Settle yourself first — one slow breath, shoulders down, and decide in one sentence what outcome you actually need
43. Give your name and role, state why you are there in one plain sentence, and keep requests to one action at a time
44. 'I can hear you're angry. I want to understand what happened, and I need the shouting to pause while we talk.'
45. Both options must be acceptable and ones the officer can actually honor
46. One officer speaks while others support, unless roles change by agreement
47. A tactical resource — repositioning and time often resolve scenes that pressure would have forced into hands
48. It is heard as contempt, and residents distinguish an officer who is firm from one who holds them in contempt
49. It was not pointless — it gathered information, protected bystanders, clarified the need, and documented professionalism
50. Lower your volume half a step, shorten your sentences, and hand speaking to a partner if the scene allows

## Written Answers — Scoring Guide

Score each written answer with its guide. Give the points for each part of a complete answer that is present and correct; answers do not have to use the lesson's exact words.

### **W1 — 4 points. On a night call, a crowd gathers fast around your stop, a teenager films, and the driver answers you in single...**

A complete answer includes:

- Names non-crime explanations for the crowd (watching out for each other / watching police as protection) and for the driver's silence (fear, an abuser, immigration concerns, trauma — guilt is rarely the most common cause)
- Separates observations (facts only) from conclusions before classifying anyone
- Identifies the actual, immediate risk rather than the assumed one

- Uses one calm voice and clean language so the second audience does not raise the stakes

**W2 — 4 points. A man outside a clinic is sweating, slurred, unsteady, and increasingly agitated. A passerby says, 'He's just ...**

A complete answer includes:

- Treats the substance explanation as one hypothesis among several, not the first or a diagnosis from a bystander
- Names other possible causes taught in Section 2 (for example stroke, low blood sugar, head injury, exhaustion, medication, mental-health crisis, trauma)
- Creates space and runs a plain medical screen / requests medical evaluation rather than moving first to searches and commands
- Separates present danger — specific, immediate risk from current actions and means — from the man's condition
- Writes/reports observations, not judgment labels that would follow the man

**W3 — 4 points. A young man is shouting in a parking lot, pacing, with friends nearby. No one has been touched and he holds no...**

A complete answer includes:

- Settles self first and fixes geometry / gives space before demands
- Uses one speaking officer, short one-at-a-time requests, clean language, no profanity
- Offers a face-saving exit or two acceptable choices the officer can honor
- Works the crowd/friends as a resource (for example the person he actually listens to) and protects his dignity in front of them

**W4 — 4 points. You arrive at a crowded, doubled-up apartment for a noise call. The home is cluttered, several relatives are p...**

A complete answer includes:

- Reads crowded housing and clutter as economic arrangements / poverty concentrating visibility, not criminal design by itself
- Runs the five-question read: observations, other explanations, actual risk (the noise), local knowledge, and the response that solves the actual problem
- Addresses the noise complaint plainly and respectfully without humiliating anyone
- Refuses the drug assumption as a first hypothesis and documents facts, not adjectives

**W5 — 4 points. Mid-call, you realize you cursed at a resident and the whole porch went tense. Explain what you would do in th...**

A complete answer includes:

- Treats the urge/scene as a sign own arousal is taking the lead: slows down, lowers volume, shortens sentences or hands speaking to a partner
- Does not let profanity stand as contempt; re-establishes one calm, clean voice and a respectful form of address
- Keeps the boundary/firm outcome while restoring a face-saving path for the resident
- Notes honestly/documenting professionalism rather than blaming the resident for the officer's language

**W6 — 4 points. A woman freezes, goes silent, and startles hard when your partner touches her shoulder during a welfare check....**

A complete answer includes:

- Reads freezing/startle/silence as a possible trauma response — a stored body alarm — not defiance or proof of a crime
- Slows down, announces actions, uses predictable movement and gives space
- Uses one calm speaker and simple, one-at-a-time communication so she can process
- Checks medical and safety needs and does not press for instant compliance or eye contact

**W7 — 10 points. Plan your full response to this call: At 10 p.m. you are sent to a 'disorderly man, possibly on drugs' outside...**

A complete answer includes:

- Opens with observations, not the dispatch label, and names at least two non-crime explanations before classifying the man
- Runs the five-question read, including the actual risk (traffic, escalation) versus the assumed one
- Treats drugs as the last hypothesis and considers medical causes; includes a medical screen / medical evaluation and watches for danger signs
- Uses the de-escalation sequence: settle self, one voice, clean language, short requests, distance and time, two honorable choices, and a face-saving exit
- Handles the second audience and the sister as resources — greets/asks for room, recruits the person he listens to, and does not reach for phones or perform for cameras
- States when force would and would not be justified (a specific, present need, stopping when the need stops)
- Ends with a proportionate resolution and a factual report free of judgment labels such as 'appeared high'

**Total score:** multiple choice 50 + written 34 = 84 points. Passing is 68 points or more (80%).

## Sources & Credits

Every question in this exam was written from this quarter's classes of Minister Destiny Testimony Schools. Those classes were written from public sources — official websites, public health and safety organizations, help lines, and the law itself. The sources each class was built from, and the help resources it points you to, are listed under that class's name, with credit, so you can check anything and keep learning. Court opinions and laws are public documents that belong to everyone. Everything here is retold in the school's own plain words — nothing in this book is copied from anyone else's book.

### **Section 1: Community Realities — Environment, Neighborhood, Culture, Race, Income, and Survival Behavior**

- This chapter is taught from Minister Destiny Marie Morgan's own curriculum; it names no outside source.

### **Section 2: Bias and Judgment: Not Assuming Drugs, and Telling Addiction, Mental Illness, Trauma, and Poverty Apart From Danger**

- 911 — for immediate danger, serious injury, or a medical emergency that cannot wait.
- 988 — call or text 988 for the Suicide and Crisis Lifeline, for a person in emotional distress or for guidance on helping someone else.
- Crisis Text Line — text HOME to 741741 to connect with a live, trained crisis counselor by text.
- SAMHSA National Helpline — 1-800-662-4357 — free, confidential treatment referral and information for substance use and mental-health concerns.
- Poison Control — 1-800-222-1222 — for suspected poisoning or a harmful substance exposure; when in doubt about urgency, call 911 first.
- Your department's crisis-intervention team — request it early on crisis calls, in line with your department's procedures.
- The local hospital — the destination and evaluation point when symptoms may be medical; a hospital bracelet, discharge paper, or medication list at a scene is information worth protecting and passing on.

### **Section 3: De-escalation Without Profanity or Unnecessary Force: Voice, Distance, Time, and Respect**

- 911 — for immediate danger, a person being attacked, or a medical emergency.
- 988 — call or text 988 for the Suicide and Crisis Lifeline when a scene involves a person in emotional distress, or for guidance on helping them.
- Crisis Text Line — text HOME to 741741 for a live, trained crisis counselor by text, useful when speaking aloud is unsafe or impractical.

- National Domestic Violence Hotline — 1-800-799-7233 — or text START to 88788, when a heated scene involves a partner or family member controlling or harming another.
- RAINN — 1-800-656-4673 — the National Sexual Assault Hotline, for connecting a victim with confidential support.
- Your department's crisis-intervention team — request it early when crisis, rather than crime, is driving a scene.
- The local hospital — for evaluation whenever a person is injured, complains of injury after force, or shows symptoms that may be medical.

### **This exam itself**

- The quarter's class books of Minister Destiny Testimony Schools — every question in this exam was written from those classes: their lessons, their Words to know, and their stories.
- The classes' chapter tests (Minister Destiny Testimony Schools) — this exam's multiple-choice questions also appear, auto-scored, in the free school online at [destinymorganbooks.com](http://destinymorganbooks.com).

The school itself is free: every class in this book, with its test and certificate, is free online at [destinymorganbooks.com](http://destinymorganbooks.com).

## About the Author

Minister Destiny Marie Morgan is an ordained Muslim minister. She was ordained on May 15, 2025, through the Universal Life Church, and she is registered clergy in Massachusetts.

Her ministry is advocacy — standing up to injustice and helping people, locally and internationally.

She is the founder of Minister Destiny Testimony Schools, a free school. She built it so people can learn for free what cost her years to learn — people who may not have jobs, good credit, or loans, and who deserve real knowledge anyway. Every class is free online, for every age, with no sign-up and nothing collected.

She is also the author of two testimony series — Chronicles of Destiny Morgan and The Chronicle Trials — her own story, in her own words. Those books are her testimony; these school books are her teaching.

Follow her Amazon Author Page to find every new book as it comes out.

The school is free online at [destinymorganbooks.com](https://destinymorganbooks.com).

Contact: [ministerdestinymariemorgan@gmail.com](mailto:ministerdestinymariemorgan@gmail.com)

## From Minister Destiny

You finished this book — but the learning does not stop here. Keep your resources close, keep asking questions, and use what you now know to help the people around you. If this book helped you, pass it to someone who needs it. I built this school for you, and I am proud of you for showing up for yourself. — Minister Destiny Marie Morgan

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