

Minister Destiny Testimony Schools

FINAL EXAM

Law Enforcement — Sections 4–6

Quarter 2

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

Copyright

© 2026 Minister Destiny Marie Morgan. All rights reserved.

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means — electronic, mechanical, photocopying, recording, or otherwise — without the prior written permission of the author, except for brief quotations in reviews and other uses permitted by copyright law.

Minister Destiny Testimony Schools — Law Enforcement: Final Exam — Sections 4–6.

Published by Minister Destiny Marie Morgan, Minister & Founder.

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

Legal Disclaimer

This book is educational material, written in plain language for learning. It is not legal advice, and reading it does not create an attorney–client relationship. It is not medical, mental-health, or other professional advice, and it is not a diagnosis or treatment. Laws, forms, and procedures vary by state and change over time — verify the current law, and talk to a qualified professional about your own situation.

This book is not an emergency service and does not replace 911. In an emergency, call 911 (or your local emergency number) if you can do so safely. In a mental-health crisis, call or text 988 (U.S.).

Certificates from Minister Destiny Testimony Schools certify completion of an educational program only. They are not a state license, not a POST certification, not an official agency certification or government credential, and they do not by themselves qualify the holder for any job, rank, title, or legal authority. Training and proposals presented for law enforcement are education and advocacy by Minister Destiny Marie Morgan; they are not official policy of any department or agency unless that agency formally adopts them.

Privacy Disclaimer

This book collects nothing, and neither does the school. Minister Destiny Testimony Schools collects no student data: there are no accounts, no sign-ups, and no tracking in this book or in the free school online. All learning and testing happen on your own device or on paper, in this book. Your name is never required, asked for, or collected — if you earn a certificate, you write your own name on it yourself. Your answers, scores, and certificates stay with you.

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 4–6) 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 — 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.

Contents

A Prayer Before You Begin	2
Copyright	3
Directions	4
Contents	5
What This Exam Covers	6
Review — Key Words From This Quarter	7
Session 1	9
Session 2	17
Answer Sheet — Multiple Choice	25
Quarterly Progress Summary	26
Answer Key and Scoring Guide	28
Sources & Credits	34
About the Author	36

What This Exam Covers

This final exam covers the three classes of Quarter 2:

Section 4: Faith and Prayer on the Job: Offering Prayer With Permission, Respecting a No, and Honoring Other Faiths

Main things studied: Why faith appears at police scenes · When a resident asks you to pray · Offering prayer — permission is the whole skill · Other faiths, and no faith — equal respect in practice · Your own faith on the job — conviction with boundaries · Chaplains, clergy, and the handoff

Section 5: Fair Traffic Stops: Necessary Checks Only, Never Racial Profiling, and Clear Identification on the Road

Main things studied: The stop begins before the lights — a lawful, articulable reason · Never racial profiling — what it is, why it fails, what replaces it · Necessary checks only — the scope of a fair stop · Conduct at the window — the eighteen inches that decide everything · Minister Destiny's vehicle sign and window-cling proposal — taught as a proposal · After the stop — data, supervision, and self-audit

Section 6: Schools, Grades and Home Safety Checks: When School Struggles Signal a Need for Support, and Children Who Cannot Speak Up

Main things studied: Why school is where children's lives become visible · This program's proposal — grade patterns as a support-check trigger · The support check itself — how to conduct one · Kids who cannot speak up — reading silence as information · Home safety — what to notice, and what a home is not required to be · Partnership with schools — roles, respect, and privacy

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 4: Faith and Prayer on the Job: Offering Prayer With Permission, Respecting a No, and Honoring Other Faiths

- Consent to pray — a person's free, unpressured agreement to prayer with or from an officer, given in a moment when refusing carries no cost.
- Resident-led — describing comfort, prayer, or conversation whose content, tradition, and length are directed by the resident rather than the officer.
- Power imbalance — the difference in authority between a uniformed officer and a resident, which can make an unwanted offer feel impossible to refuse.
- Chaplain — a faith or spiritual-care professional attached to a department, hospital, or institution to support people of many traditions or none.
- Handoff — the deliberate transfer of the comfort role from the officer to the family's own faith leader, chaplain, or chosen support person.
- Doctrine — the specific teachings of a faith tradition; at a scene, the resident's doctrine governs their prayer, never the officer's.
- House of worship — a church, mosque, synagogue, temple, hall, or other place where a community gathers for worship.
- Mourning customs — a family's or tradition's practices after a death, which can include prayer, washing, timing, visitors, and rules about touch and viewing.
- Equal respect — the same courtesy, patience, and service extended to every tradition and to people of no faith, without ranking or preference.

Section 5: Fair Traffic Stops: Necessary Checks Only, Never Racial Profiling, and Clear Identification on the Road

- Articulable reason — a specific, factual basis for a stop or an expanded inquiry that an officer can state in observations, not impressions.
- Racial profiling — using race, ethnicity, or national origin, alone or as a meaningful factor, in place of a person's own actions and verified information when deciding to stop, question, search, or check them.
- Pretext — a stated reason for a stop that conceals the officer's real, unrelated purpose.
- Scope of a stop — the inquiries and checks justified by the stop's reason and by specific new facts that arise; the boundary beyond which a stop becomes an unrelated audit.
- Window cling — in this program's proposal, an agency-issued sign displayed in a vehicle window to communicate identification or safety information at a glance.

- Identification cling (proposal) — the proposed department-issued display showing an officer's rank, badge number, and department for a stopped driver's confirmation.
- Firearms-carrier sign (proposal) — the proposed voluntary, agency-issued display by which a licensed carrier communicates in advance that a firearm may lawfully be present.
- Medical / EMT-supply sign (proposal) — the proposed voluntary display indicating that a vehicle carries medical or emergency supplies or that an occupant serves in an emergency-medical role.
- Stop data — the recorded facts of stops — reason, checks, outcome, duration — used by departments and officers to audit fairness.

Section 6: Schools, Grades and Home Safety Checks: When School Struggles Signal a Need for Support, and Children Who Cannot Speak Up

- Support check — a planned, non-emergency contact with a family, triggered by a signal of struggle, whose purpose is to learn what changed and connect the family with help.
- Trigger (proposal) — in this program's proposal, a defined pattern — D or F grades across subjects, or chronically unfinished work persisting after a school's own outreach — that prompts a support check.
- Chronically unfinished work — an ongoing pattern of assignments not completed by a student who was previously able to complete them, read as a signal rather than a character judgment.
- School baseline — a teacher's knowledge of a child's ordinary behavior, work, and energy, against which a change becomes visible.
- Nonverbal signal — information a child communicates without words — stillness, watchfulness, startle, withdrawal, or caretaking behavior beyond their years.
- Forensic interview — a specialist, structured interview of a child about possible harm, conducted by trained professionals under department procedures; not a doorstep conversation.
- Doubled-up housing — a family living with relatives or another household because of economic hardship, a common and non-criminal arrangement.
- Family liaison — a school or community staff member whose role is connecting families with resources, meetings, and support.
- Mandated reporting — the legal duty, carried by many professionals, to report suspected child abuse or neglect through designated channels; officers follow the law and department procedures that apply to them.

Session 1

Minister Destiny Testimony Schools — Law Enforcement

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

1. A grandmother gathers her family to pray before answering your questions at a hard scene. How should you read that pause?

- A. For many households prayer is the first language of grief and decision-making — she is not necessarily stalling you
- B. She is stalling and should be pressed to stop
- C. Prayer before questions is a tactic to avoid police
- D. Only officers may decide when prayer is allowed at a scene

2. A driver asks to call her pastor before a tow truck arrives. What does Section 4 teach?

- A. It proves she is avoiding the stop
- B. That request is not necessarily avoidance of the stop; faith is a coping tool people reach for in crisis
- C. She should be denied any call as a matter of routine
- D. A faith request must be treated as noncompliance

3. A young man clutches prayer beads while trying to calm down. This school describes that as:

- A. A suspicious object that must be taken from him
- B. A delay tactic to be ended quickly
- C. Evidence he will not cooperate with lawful tasks
- D. Using the strongest coping tool he owns

4. Your urgent task cannot wait, but a family asks you to stand with them in prayer. What response fits this section?

- A. Promise to pray first and delay the medical call
- B. Refuse any later moment so the call stays simple
- C. Say so plainly and offer the next possible moment: 'I have to call for medical help first, and then I can stand with you while you pray.'
- D. Use the prayer request to get a statement first

5. When a resident leads a prayer you are joining, what governs posture, touch, and wording?

- A. The officer's own tradition, in every case

- B. A single standard posture for all families
- C. Whatever will end the prayer fastest
- D. What the resident offers — some pray aloud, some silently, some hold hands, some want no touch at all

6. After a resident-led prayer ends, what does this school teach you to do?

- A. Begin asking investigative questions inside the prayer moment
- B. Add your own doctrine to close the prayer properly
- C. Thank them simply and move gently back to what must happen next — the prayer was a door inside the call
- D. Treat agreement to pray as consent to a statement

7. Why must a prayer at a scene never become a route to information or calm compliance?

- A. Comfort offered with an agenda is not comfort, and residents can tell the difference even in grief
- B. Prayer is the best time to obtain consent
- C. A grieving person cannot tell if an officer has an agenda
- D. Using the moment is acceptable if the information is important

8. What makes an offer of prayer risky if it is made carelessly?

- A. Residents never feel pressure from a uniform
- B. The power imbalance — a resident may fear refusing an officer will be held against them or will slow help
- C. An offer can never feel like pressure
- D. Only the officer's intent matters, not the resident's fear

9. When is an offer of prayer best fitted to the moment?

- A. In the middle of a search of the home
- B. While the person is detained and not free to leave
- C. During an interrogation, to soften the person up
- D. A quiet, stabilized scene where the resident has mentioned their own faith or said they do not know how they will get through this

10. A resident has not mentioned faith at all and is a stranger to you. What is usually the safer, more respectful path?

- A. Offer prayer repeatedly until they respond
- B. Assume their tradition from their appearance

- C. Practical comfort — water, a chair, a call to their chosen person — with prayer available if they raise it
- D. Treat no mention of faith as a problem to warm up

11. In a house of worship, how should you conduct yourself about its customs?

- A. Follow the house's customs as a guest would — headgear, voice, and where you stand as the faith leader guides — consistent with safety and your duties
- B. Insist the house follow cruiser customs instead
- C. Argue any custom that seems unfamiliar
- D. Treat customs as irrelevant once you are inside

12. A family's custom involves rules about touch and viewing after a death, and a police task seems to conflict. What is the professional move?

- A. Assume a conflict and ignore the custom silently
- B. Ask what the family needs, explain what you must do and why, and find the overlap — most customs and tasks can both be honored with a minute of communication
- C. Cancel the police task without explaining anything
- D. Tell the family customs never matter on a call

13. A resident wants no prayer, no clergy, and no faith language at their scene. This school teaches:

- A. That refusal is coldness to be warmed up
- B. That refusal is suspicious and should be noted as such
- C. That clergy should be called anyway for their own good
- D. That is the same dignity as the family that prays — practical care is comfort in its own language

14. Which comment would violate this section's 'never rank traditions' rule?

- A. Using the term a resident uses for their own faith leader
- B. Asking how a resident would like a leader addressed
- C. Calling one house of worship 'a front' or one custom 'strange' in a family's hearing, in the cruiser, or in a report
- D. Writing only facts and needs in a report

15. An officer distributes religious literature to an injured person who is dependent on his help. Why does this section bar that guardrail breach?

- A. Residents dependent on your help are not free in the way a real choice requires; religious conversation at scenes stays resident-led
- B. Literature is fine whenever the officer means well

- C. Dependence makes agreement more genuine
- D. Injured people cannot be pressured by a uniform

16. An officer wants to tell a searching family, 'I know He'll bring your son home safe.' What does this school teach instead?

- A. Promise the outcome to keep the family calm
- B. Do not promise outcomes in God's name; share hope honestly as hope and say exactly what is being done to look for him
- C. Guarantees are kind even if no one can keep them
- D. Say nothing at all about what is being done

17. When you call a family's faith leader, they cannot be reached. What close does this section teach?

- A. Say nothing about the failed attempt
- B. Substitute a leader of a different tradition without telling them
- C. Say so gently and leave a next step — the name they gave you written down, the assurance the attempt was made, and your card
- D. Tell them a leader is definitely coming

18. Where does a fair stop begin, in this section's teaching?

- A. Before the lights — with a lawful, articulable reason you can state in facts
- B. At the window, once you see the driver
- C. After the first records check returns
- D. Whenever an officer has a general feeling about an area

19. A stopped person closely matches a suspect description that was documented and broadcast. What does this section still require?

- A. Expanded checks because a description was mentioned
- B. Detention until the person proves they are not the suspect
- C. No explanation when they are released
- D. The full measure of fairness — introduction, reason, necessary checks only, and release the moment the facts clear them, with an explanation that treats their time as valuable

20. An officer wants to run every imaginable check on a simple equipment stop 'just to be thorough.' This school answers:

- A. Every check imaginable is good policing
- B. Thoroughness means the necessary checks done well, not every check imaginable — extra checks spend the resident's time and public trust without a factual basis

- C. Extra checks cost the resident nothing
- D. Scope does not apply to equipment stops

21. Under Destiny's proposal, what is the proposed medical / EMT-supply sign meant to communicate?

- A. That the vehicle is exempt from all stops
- B. That officers must search the vehicle for supplies
- C. That a driver without the sign carries nothing medical
- D. That a vehicle carries medical or emergency supplies, or that an occupant serves in an emergency-medical role — as a voluntary, agency-issued display

22. In this program's proposal, a 'window cling' is best defined as:

- A. A citation placed on a windshield for unpaid fines
- B. A sticker a driver must buy to avoid stops
- C. An agency-issued sign displayed in a vehicle window to communicate identification or safety information at a glance
- D. A marking officers place on cars they have searched

23. A driver has no proposed sign or cling of any kind displayed. What stop are they owed?

- A. The identical fair stop — the sign system is a labeled proposal, not law, and its absence changes nothing
- B. A longer stop until the absence is explained
- C. Extra checks, because the proposal expects a sign
- D. A citation for failing to follow the proposal

24. What is 'stop data' used for in this section?

- A. A driver's private history sold to insurers
- B. The recorded facts of stops — reason, checks, outcome, duration — used to audit fairness over time
- C. A quota target for stops per shift
- D. A list of drivers to stop again later

25. At the window, a driver asks sharply, 'Why me?' What does this section teach?

- A. Answer the question once, factually, without sarcasm — it is the question every driver is asking, and answering it cleanly defuses more than it costs
- B. Refuse to answer; explanation is a concession
- C. Answer with sarcasm so the driver stops asking
- D. Give a different reason than the real one to end the talk

Session 1 — Written Answers

Written Answer W1 — 4 points

At a death notification, a mother asks you to pray with her, her sister joins in, and her teenage son says he wants no praying. Your partner looks uncomfortable. Explain what you would do for each person and why.

Written Answer W2 — 4 points

You stop a car for a broken taillight. The license and registration are valid and nothing unlawful is visible, but you feel curious about the silent back-seat passenger. Explain what you would do and why the stop should or should not grow.

Written Answer W3 — 4 points

Under Destiny's proposal, a principal asks you to explain the grade-trigger support check to worried parents who think grades are 'reported to the police.' Explain what you would say and why accuracy matters.

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. Which window conduct matches this section?

- A. Keep your hands hidden to maintain an advantage
- B. Raise your tone early to establish dominance
- C. Treat any request for explanation as defiance
- D. Stand where training directs for safety, keep your hands visible and your tone level, and treat explanation as part of the job

27. Why does this section say a stop may be a family's only encounter with police, and why does that matter?

- A. Neighborhoods never hear about traffic stops
- B. Only stops ending in arrest affect trust
- C. Because every stop becomes a fairness test the whole neighborhood grades afterward
- D. A stop's fairness matters only to the driver

28. An officer stops a car for a broken light but admits his real hope was to look inside for unrelated contraband, with no facts supporting that hope. That stated reason is functioning as:

- A. An articulable reason stated in observations
- B. A pretext concealing the officer's real, unrelated purpose
- C. A necessary check within the stop's scope
- D. A fair use of stop data

29. Once a vehicle is stopped, what does the scope rule require of each additional minute and inquiry?

- A. No justification is needed once the stop is lawful
- B. Each needs its own justification, tied to the stop's reason or to specific new facts that arise
- C. Any inquiry is allowed if the officer is polite
- D. Justification can rest on the driver's nervousness alone

30. A driver's fine would be a genuine emergency for her household, and she is frightened and tearful over a minor violation. How should that affect your read of her?

- A. Treat tears as a sign of hidden offenses
- B. Treat distress as proof she knew about other violations
- C. Ignore distress because stops are routine for officers
- D. Read nervousness and distress as the normal weather of a stop, not as evidence — fright, new driving, age, and cost all produce it

31. Which self-audit question fits this section's close-the-loop teaching?

- A. Count only how many citations you wrote
- B. Compare your stop totals to other officers' totals only
- C. Review your patterns by reason, outcome, and how often a stop expands beyond its original scope — and investigate a lopsided pattern in yourself first
- D. Audit only stops that drew a complaint

32. A community member asks you about the vehicle sign system at a public meeting. What must your answer include?

- A. That it is Destiny's proposal, taught and labeled as a proposal — not agency policy and not a rule a driver has failed to follow
- B. That drivers are now required to display the signs
- C. That your department has adopted it, whether or not it has
- D. That a driver with no sign should expect extra checks

33. An officer's stop reason is 'the car looked out of place in this neighborhood.' Why does that fail this section's standard?

- A. Neighborhood impressions are the strongest reasons
- B. Out-of-place is an articulable observation
- C. Reasons do not need facts if the officer is experienced
- D. A fair reason must be stated in observations about this vehicle at this time, not impressions about who belongs somewhere

34. A teacher says a normally energetic student has gone flat and tired over six weeks. What makes her knowledge valuable here?

- A. Teachers can diagnose why a child changed
- B. She holds the school baseline — the child's ordinary behavior, work, and energy — against which a change becomes visible
- C. A baseline lets a teacher order a home visit
- D. Baseline knowledge replaces any need to ask the family

35. A child at a home visit keeps glancing at one adult, stays very still, and does not relax even as the visit stays calm. Section 6 calls that pattern:

- A. A nonverbal signal — stillness and watchfulness can be information for proper follow-up, not a character judgment
- B. Proof, by itself, that the adult harmed the child
- C. Ordinary shyness in every case
- D. A reason to question the child at the doorstep at length

36. A young child has taken over feeding and dressing her younger brothers every night. How does this school read caretaking beyond a child's years?

- A. As proof the parents are neglectful
- B. As a sign the child needs no adult support
- C. As a nonverbal signal worth noticing — information a child communicates without words
- D. As misbehavior to correct at the visit

37. A family you visit is living with relatives because rent rose beyond their pay. This school defines that arrangement as:

- A. Automatic evidence of neglect
- B. Doubled-up housing — a common and non-criminal arrangement driven by economic hardship
- C. A code violation that settles the visit
- D. A reason to treat the home as unsafe by itself

38. Who is a 'family liaison' in this work?

- A. An officer assigned to interview children forensically
- B. A neighbor who reports families to the school
- C. A school or community staff member whose role is connecting families with resources, meetings, and support
- D. A court official who removes children

39. What does 'mandated reporting' mean for the professionals in this section?

- A. A legal duty many professionals carry to report suspected child abuse or neglect through designated channels, following the law and procedures that apply to them
- B. A duty to tell neighbors about suspicions
- C. Permission to interview a child any way that works
- D. A proposal invented by this program

40. Before a support check, what preparation does this school require?

- A. Arrive with the neighborhood's rumors organized
- B. Decide the outcome before knocking

- C. Bring a citation book as the main tool
- D. Prepare from facts, not folklore — review exactly what signal prompted contact, what the school already tried, and what local resources exist

41. A grade drop is traced to a parent's illness, a job loss, and a child caring for siblings at night. What does that list illustrate?

- A. Grade drops are usually caused by laziness
- B. Household causes are excuses to dismiss
- C. A grade pattern is a flare from inside a household that may be in trouble — the first message is that somebody should ask kindly whether support would help
- D. Only causes inside the school matter

42. What limit on the grade signal does this school hold just as firmly?

- A. Falling grades prove a home is unsafe
- B. A single grade drop requires a police visit
- C. Grades are a child's character report
- D. Falling grades are not evidence of abuse or neglect, and plenty of children struggle in safe, loving homes

43. During a support check you spot one fixable hazard in the home, and the parent fixes it willingly in front of you. What outcome does this school prefer?

- A. One hazard fixed kindly, in front of you, over a citation in a drawer — with formal channels reserved for hazards that are serious, repeated, or refused
- B. A citation in every case, to be consistent
- C. Ignoring all hazards to be friendly
- D. Removing the child over any single hazard

44. Who holds the long relationship and the educational remedies — tutoring, counseling, family meetings — in a school partnership?

- A. Officers, who should take over tutoring decisions
- B. Teachers and counselors; officers bring a knock that gets answered, knowledge of community resources and crisis teams, and the ability to act when safety requires
- C. Family liaisons, who replace teachers entirely
- D. No one — each case belongs to whoever arrives first

45. At a lawful home visit, which safety basics does this school teach you to notice?

- A. Whether the furniture matches and looks new
- B. Food and a way to prepare it, a sleeping arrangement, heat and running water, medication and hazards stored out of small children's reach, and an adult able to

supervise

- C. Whether the home is quiet at all times
- D. Whether educational toys are displayed

46. What 'invisible infrastructure' of school success does this school ask you to notice?

- A. A separate study room with a door
- B. A parent who attended the same school
- C. A place and time where homework can happen, a way to get to school, and an adult who knows the teacher's name
- D. New books bought each term

47. A parent asleep at noon in a crowded home turns out to work nights and was up with a sick toddler. How does Section 6 read the scene?

- A. Sleeping at noon is neglect on its face
- B. A crowded home fails the safety test automatically
- C. A wealthy-looking home can be assumed safe without checking
- D. Poverty and shift work are visible in homes as on streets — none of it is neglect by itself; judge whether the child is fed, supervised, cared for, schooled, and safe

48. Why does this school warn you not to promise a child secrecy, or press a child to speak in front of an adult they may fear?

- A. Speaking about possible harm is specialist work, and a child must be heard by the right professional in a safer setting through proper procedures
- B. Children should be pressed quickly before they change their story
- C. Promising secrecy is the best way to get the truth
- D. Doorstep questioning cannot harm a child or a case

49. At a visit, the talkative older sister answers easily while her younger brother stays at the edge of the room, silent. What does this school remind you?

- A. The talkative child is the only one who matters
- B. Siblings matter — the child who talks sometimes opens the door for the one who cannot, and the quiet one at the edge is often the reason you are glad you came
- C. A silent sibling can be ignored if a sibling speaks
- D. Edge-of-room behavior is defiance to note

50. A school staff member repeats a rumor that a family 'had their grades reported to police' as if a standing legal pipeline exists. Why does this school insist on accuracy there?

- A. Rumors help families take the proposal seriously
- B. Fear of a pipeline improves school attendance
- C. Accuracy about proposals does not matter in the community
- D. Accuracy is the difference between a community debating an idea and a community fearing a rumor — the grade trigger is this program's proposal, labeled as such

Session 2 — Written Answers

Written Answer W4 — 4 points

A resident declines your offer of prayer with 'no, thank you,' then apologizes as if she has offended you. Explain what you would say and do, and why that moment matters for trust.

Written Answer W5 — 4 points

On a support check, a 9-year-old will not speak, tracks her stepfather with her eyes, and stays pressed to a wall. Her mother says, 'She's just shy.' Explain what you would do and why you would not interview the child at the door.

Written Answer W6 — 4 points

A fellow officer says running a warrant and history check on every driver and passenger is 'just thorough.' Using Section 5, explain what you would say to him at the end of the shift and why.

Written Answer W7 — 10 points

Write a complete response plan for this combined call: You make a nighttime stop for an expired registration. The driver, an older woman, is shaking and fumbling her papers. Her adult daughter in the passenger seat mentions their church, then asks if you will pray with them because they have just come from the hospital where a family member is dying. While you are at the window, a neighbor calls the station to say the family's school-age grandchild, who lives with them, has stopped turning in work for a month. Cover the stop itself, the prayer request, and what — if anything — you do about the school information, and explain why each part follows this quarter's teaching.

Answer Sheet — Multiple Choice

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

- | | | | |
|---|---|---|---|
| 1. ☐ A ☐ B ☐ C ☐ D | 16. ☐ A ☐ B ☐ C ☐ D | 31. ☐ A ☐ B ☐ C ☐ D | 46. ☐ A ☐ B ☐ C ☐ D |
| 2. ☐ A ☐ B ☐ C ☐ D | 17. ☐ A ☐ B ☐ C ☐ D | 32. ☐ A ☐ B ☐ C ☐ D | 47. ☐ A ☐ B ☐ C ☐ D |
| 3. ☐ A ☐ B ☐ C ☐ D | 18. ☐ A ☐ B ☐ C ☐ D | 33. ☐ A ☐ B ☐ C ☐ D | 48. ☐ A ☐ B ☐ C ☐ D |
| 4. ☐ A ☐ B ☐ C ☐ D | 19. ☐ A ☐ B ☐ C ☐ D | 34. ☐ A ☐ B ☐ C ☐ D | 49. ☐ A ☐ B ☐ C ☐ D |
| 5. ☐ A ☐ B ☐ C ☐ D | 20. ☐ A ☐ B ☐ C ☐ D | 35. ☐ A ☐ B ☐ C ☐ D | 50. ☐ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☐ C ☐ D | 21. ☐ A ☐ B ☐ C ☐ D | 36. ☐ A ☐ B ☐ C ☐ D | |
| 7. ☐ A ☐ B ☐ C ☐ D | 22. ☐ A ☐ B ☐ C ☐ D | 37. ☐ A ☐ B ☐ C ☐ D | |
| 8. ☐ A ☐ B ☐ C ☐ D | 23. ☐ A ☐ B ☐ C ☐ D | 38. ☐ A ☐ B ☐ C ☐ D | |
| 9. ☐ A ☐ B ☐ C ☐ D | 24. ☐ A ☐ B ☐ C ☐ D | 39. ☐ A ☐ B ☐ C ☐ D | |
| 10. ☐ A ☐ B ☐ C ☐ D | 25. ☐ A ☐ B ☐ C ☐ D | 40. ☐ A ☐ B ☐ C ☐ D | |
| 11. ☐ A ☐ B ☐ C ☐ D | 26. ☐ A ☐ B ☐ C ☐ D | 41. ☐ A ☐ B ☐ C ☐ D | |
| 12. ☐ A ☐ B ☐ C ☐ D | 27. ☐ A ☐ B ☐ C ☐ D | 42. ☐ A ☐ B ☐ C ☐ D | |
| 13. ☐ A ☐ B ☐ C ☐ D | 28. ☐ A ☐ B ☐ C ☐ D | 43. ☐ A ☐ B ☐ C ☐ D | |
| 14. ☐ A ☐ B ☐ C ☐ D | 29. ☐ A ☐ B ☐ C ☐ D | 44. ☐ A ☐ B ☐ C ☐ D | |
| 15. ☐ A ☐ B ☐ C ☐ D | 30. ☐ A ☐ B ☐ C ☐ D | 45. ☐ A ☐ B ☐ C ☐ D | |

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 4: Faith and Prayer on the Job: Offering Prayer With Permission, Respecting a No, and Honoring Other Faiths		
Section 5: Fair Traffic Stops: Necessary Checks Only, Never Racial Profiling, and Clear Identification on the Road		
Section 6: Schools, Grades and Home Safety Checks: When School Struggles Signal a Need for Support, and Children Who Cannot Speak Up		
Final Exam — Sections 4–6 (total 84 points)		
Running course average		

One thing I learned this quarter:

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 2

Minister Destiny Testimony Schools

**Certificate of Completion — Quarter 2: Faith and Prayer
on the Job: Offering Prayer With Permission, Respecting
a No, and Honoring Other Faiths · Fair Traffic Stops:
Necessary Checks Only, Never Racial Profiling, and Clear
Identification on the Road · Schools, Grades and Home
Safety Checks: When School Struggles Signal a Need for
Support, and Children Who Cannot Speak Up**

This certifies that

Name (write your name here)

has passed the Final Exam for

Minister Destiny Testimony Schools — Law Enforcement

Quarter 2 — Sections 4–6

Date completed: _____

Rank: _____

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

*Congratulations. You passed the Quarter 2 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

© 2026 Minister Destiny Marie Morgan

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. For many households prayer is the first language of grief and decision-making — she is not necessarily stalling you
2. That request is not necessarily avoidance of the stop; faith is a coping tool people reach for in crisis
3. Using the strongest coping tool he owns
4. Say so plainly and offer the next possible moment: 'I have to call for medical help first, and then I can stand with you while you pray.'
5. What the resident offers — some pray aloud, some silently, some hold hands, some want no touch at all
6. Thank them simply and move gently back to what must happen next — the prayer was a door inside the call
7. Comfort offered with an agenda is not comfort, and residents can tell the difference even in grief
8. The power imbalance — a resident may fear refusing an officer will be held against them or will slow help
9. A quiet, stabilized scene where the resident has mentioned their own faith or said they do not know how they will get through this
10. Practical comfort — water, a chair, a call to their chosen person — with prayer available if they raise it
11. Follow the house's customs as a guest would — headgear, voice, and where you stand as the faith leader guides — consistent with safety and your duties
12. Ask what the family needs, explain what you must do and why, and find the overlap — most customs and tasks can both be honored with a minute of communication
13. That is the same dignity as the family that prays — practical care is comfort in its own language
14. Calling one house of worship 'a front' or one custom 'strange' in a family's hearing, in the cruiser, or in a report
15. Residents dependent on your help are not free in the way a real choice requires; religious conversation at scenes stays resident-led

16. Do not promise outcomes in God's name; share hope honestly as hope and say exactly what is being done to look for him
17. Say so gently and leave a next step — the name they gave you written down, the assurance the attempt was made, and your card
18. Before the lights — with a lawful, articulable reason you can state in facts
19. The full measure of fairness — introduction, reason, necessary checks only, and release the moment the facts clear them, with an explanation that treats their time as valuable
20. Thoroughness means the necessary checks done well, not every check imaginable — extra checks spend the resident's time and public trust without a factual basis
21. That a vehicle carries medical or emergency supplies, or that an occupant serves in an emergency-medical role — as a voluntary, agency-issued display
22. An agency-issued sign displayed in a vehicle window to communicate identification or safety information at a glance
23. The identical fair stop — the sign system is a labeled proposal, not law, and its absence changes nothing
24. The recorded facts of stops — reason, checks, outcome, duration — used to audit fairness over time
25. Answer the question once, factually, without sarcasm — it is the question every driver is asking, and answering it cleanly defuses more than it costs

Session 2 (questions 26–50):

26. Stand where training directs for safety, keep your hands visible and your tone level, and treat explanation as part of the job
27. Because every stop becomes a fairness test the whole neighborhood grades afterward
28. A pretext concealing the officer's real, unrelated purpose
29. Each needs its own justification, tied to the stop's reason or to specific new facts that arise
30. Read nervousness and distress as the normal weather of a stop, not as evidence — fright, new driving, age, and cost all produce it
31. Review your patterns by reason, outcome, and how often a stop expands beyond its original scope — and investigate a lopsided pattern in yourself first
32. That it is Destiny's proposal, taught and labeled as a proposal — not agency policy and not a rule a driver has failed to follow
33. A fair reason must be stated in observations about this vehicle at this time, not impressions about who belongs somewhere

34. She holds the school baseline — the child's ordinary behavior, work, and energy — against which a change becomes visible
35. A nonverbal signal — stillness and watchfulness can be information for proper follow-up, not a character judgment
36. As a nonverbal signal worth noticing — information a child communicates without words
37. Doubled-up housing — a common and non-criminal arrangement driven by economic hardship
38. A school or community staff member whose role is connecting families with resources, meetings, and support
39. A legal duty many professionals carry to report suspected child abuse or neglect through designated channels, following the law and procedures that apply to them
40. Prepare from facts, not folklore — review exactly what signal prompted contact, what the school already tried, and what local resources exist
41. A grade pattern is a flare from inside a household that may be in trouble — the first message is that somebody should ask kindly whether support would help
42. Falling grades are not evidence of abuse or neglect, and plenty of children struggle in safe, loving homes
43. One hazard fixed kindly, in front of you, over a citation in a drawer — with formal channels reserved for hazards that are serious, repeated, or refused
44. Teachers and counselors; officers bring a knock that gets answered, knowledge of community resources and crisis teams, and the ability to act when safety requires
45. Food and a way to prepare it, a sleeping arrangement, heat and running water, medication and hazards stored out of small children's reach, and an adult able to supervise
46. A place and time where homework can happen, a way to get to school, and an adult who knows the teacher's name
47. Poverty and shift work are visible in homes as on streets — none of it is neglect by itself; judge whether the child is fed, supervised, cared for, schooled, and safe
48. Speaking about possible harm is specialist work, and a child must be heard by the right professional in a safer setting through proper procedures
49. Siblings matter — the child who talks sometimes opens the door for the one who cannot, and the quiet one at the edge is often the reason you are glad you came
50. Accuracy is the difference between a community debating an idea and a community fearing a rumor — the grade trigger is this program's proposal, labeled as such

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. At a death notification, a mother asks you to pray with her, her sister joins in, and her teenage son says he ...

A complete answer includes:

- Treats consent as individual — the son's no governs the son, not his mother
- Lets the mother lead in her own tradition and words; the officer adds no doctrine and keeps the moment brief in time but unhurried in manner
- Gives the partner a respectful way to step aside or take a practical task without performing discomfort
- Acknowledges the son directly, does not persuade him, and includes him in practical information afterward

W2 — 4 points. You stop a car for a broken taillight. The license and registration are valid and nothing unlawful is visible,...

A complete answer includes:

- Keeps the stop within its scope: the reason for the stop and connected documents/safety matters
- Requires a specific, articulable new fact before any added check; silence/nervousness is not that fact
- Introduces self and reason and closes the stop on time and fairly when the original matters resolve
- Notes that extra checks spend the resident's time and public trust

W3 — 4 points. Under Destiny's proposal, a principal asks you to explain the grade-trigger support check to worried parents w...

A complete answer includes:

- Labels the grade trigger clearly as Destiny's proposal, not an existing rule or legal pipeline
- States the trigger accurately: D or F grades across subjects, or chronically unfinished work persisting after the school's own outreach
- Explains the purpose is support — learning what changed and connecting help — measured by family outcomes, not arrests or removals
- States that falling grades are not evidence of abuse or neglect

W4 — 4 points. A resident declines your offer of prayer with 'no, thank you,' then apologizes as if she has offended you. Exp...

A complete answer includes:

- Accepts the no instantly and warmly, with no persuading, second offer, disappointment, or change in service
- Makes clear the no costs her nothing and carries no meaning for cooperation or credibility
- Continues practical care — information, steadiness, follow-through — as comfort in its own language
- Notes a respected no today is what makes any future yes meaningful

W5 — 4 points. On a support check, a 9-year-old will not speak, tracks her stepfather with her eyes, and stays pressed to a w...

A complete answer includes:

- Distinguishes shyness that warms up from stillness that tracks a particular adult and does not lift — read as information for proper follow-up
- Does not conduct a doorstep/forensic interview; that is specialist work by trained professionals under department procedures
- Does not press the child in front of an adult she may fear and does not promise secrecy that cannot be kept
- Arranges proper follow-up through school staff, counselors, and department procedures / mandated reporting channels as they apply

W6 — 4 points. A fellow officer says running a warrant and history check on every driver and passenger is 'just thorough.' Us...

A complete answer includes:

- States the scope rule: checks justified by the stop's reason and specific new facts that arise
- Explains thoroughness as necessary checks done well, not every check imaginable
- Names the cost: residents' time and public trust, and low-information stops that miss behavior-based danger
- Suggests self-audit of stop patterns — reason, checks, outcome, expansion — to check fairness over time

W7 — 10 points. Write a complete response plan for this combined call: You make a nighttime stop for an expired registration. ...

A complete answer includes:

- Runs a fair stop: introduction and observed reason first, nervousness read as the normal weather of a stop, checks kept to the stop's scope, and the money-problem read of expired paperwork kept separate from the enforcement decision
- Handles the prayer request as resident-led, only with free permission, brief, with no doctrine added and no use of the moment for information or compliance

- Respects any no at no cost and protects privacy — sharing only what a faith leader would need if a handoff call is requested
- Treats the school information as a signal, not evidence of abuse or neglect: a persistent pattern of unfinished work after school outreach is, under Destiny's proposal, a prompt for a planned support check, labeled as a proposal
- Describes a support check done as a help visit: preparation from facts, honest introduction at the door, listening first, and connection to school/community resources
- Shares information between school and police at the minimum, through agreed channels, for the stated purpose, and tells the family so plainly
- Presents all proposals (any sign/cling or grade-trigger element mentioned) as proposals, never as current policy or law

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 4: Faith and Prayer on the Job: Offering Prayer With Permission, Respecting a No, and Honoring Other Faiths

- 911 — for immediate danger or a medical emergency at any scene, including a person whose grief or panic becomes a medical concern.
- 988 — call or text 988 for the Suicide and Crisis Lifeline, for a resident in despair after hard news, or for an officer carrying a hard call.
- Crisis Text Line — text HOME to 741741 to reach a live, trained crisis counselor by text, an option you can offer a resident who cannot talk aloud.
- National Domestic Violence Hotline — 1-800-799-7233 — or text START to 88788, when a family's crisis includes control or violence at home.
- RAINN — 1-800-656-4673 — the National Sexual Assault Hotline, for confidential support and connection to local help.
- Childhelp National Child Abuse Hotline — 1-800-422-4453 — for concerns about a child's safety that surface during any call.
- Your department's crisis-intervention team — and, where your department has one, its chaplaincy support, requested through your department's procedures.
- The local hospital — where medical evaluation and hospital chaplains can together serve a family in the hours after your call ends.

Section 5: Fair Traffic Stops: Necessary Checks Only, Never Racial Profiling, and Clear Identification on the Road

- 911 — for a driver, passenger, or bystander medical emergency or immediate danger at any stop.
- 988 — call or text 988 for the Suicide and Crisis Lifeline, if a stopped driver shows despair that outlasts the stop or asks for help.
- Crisis Text Line — text HOME to 741741 for a live, trained crisis counselor by text.
- National Domestic Violence Hotline — 1-800-799-7233 — or text START to 88788, when a stop reveals that a driver or passenger is afraid to go home.
- Poison Control — 1-800-222-1222 — if a stop involves a possible poisoning or harmful exposure, after calling 911 for an emergency.

- Your department's crisis-intervention team — when a stop's real problem turns out to be a crisis rather than a violation.
- The local hospital — the evaluation point for any person at a stop who is injured, ill, or showing unexplained confusion.
- Your local library can help you find community information about license, registration, and vehicle-repair assistance programs in your area to pass on to drivers for whom a repair is a financial emergency.

Section 6: Schools, Grades and Home Safety Checks: When School Struggles Signal a Need for Support, and Children Who Cannot Speak Up

- 911 — for a child in immediate danger or any medical emergency.
- Childhelp National Child Abuse Hotline — 1-800-422-4453 — for guidance and reporting support when you are concerned a child may be abused or neglected.
- 988 — call or text 988 for the Suicide and Crisis Lifeline, for a parent, caregiver, or young person in emotional distress.
- Crisis Text Line — text HOME to 741741 for a live, trained crisis counselor by text — a channel teenagers in particular may actually use.
- National Domestic Violence Hotline — 1-800-799-7233 — or text START to 88788, when a home's change traces back to violence or control.
- SAMHSA National Helpline — 1-800-662-4357 — free, confidential referral for substance-use and mental-health treatment for a parent or family member.
- RAINN — 1-800-656-4673 — the National Sexual Assault Hotline, for confidential support and local connection.
- Your department's crisis-intervention team — and your school liaison or family-support partners, requested through your department's procedures.
- The local hospital — for a child's medical evaluation whenever health may be part of the signal.
- Your local library can help you find tutoring programs, benefits information, and community family resources to leave with families who want them.

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.

The school itself is free: every class in this book, with its test and certificate, is free online at 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.

Contact: 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

Minister Destiny Testimony Schools — Law Enforcement
© 2026 Minister Destiny Marie Morgan