

Minister Destiny Testimony Schools

FINAL EXAM

Law Enforcement — Sections 10–12

Quarter 4

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 10–12.

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 10–12) 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.

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What This Exam Covers

This final exam covers the three classes of Quarter 4:

Section 10: The Gym Alternative: A Supervised, Free Law-Enforcement Gym as a Safe Warning Before Arrest for Aggression (Proposal)

Main things studied: The problem this proposal answers — aggression with nowhere to go · The proposal in full — what the gym alternative would be · When the gym alternative must NOT be used · Making the offer — step by step, and the skills underneath it · Why this fits the whole course — warnings that teach instead of only threaten

Section 11: Working With Immigrants, Interpreters and Disability: In the Home and on Stops

Main things studied: Language is not attitude — slowing down for accuracy · Working with immigrants — fear you did not create and must not use carelessly · Disability in the home — seeing the person and the access need together · When language, status fear, and disability intersect — and what NOT to do

Section 12: Rebuilding Trust: Negotiation, Respect, Accountability, and Solutions Instead of More Charges

Main things studied: What trust actually is — and how it was lost · Negotiation — the street skill underneath trust · Respect as a procedure, not a mood · Accountability — yours, the system's, and the resident's · Solutions instead of more charges — the closing practice, step by step

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 10: The Gym Alternative: A Supervised, Free Law-Enforcement Gym as a Safe Warning Before Arrest for Aggression (Proposal)

- Gym alternative (proposal) — Minister Destiny's proposed supervised, free law-enforcement gym offered as a safe warning before arrest for escalating aggression; labeled as a proposal, not agency policy.
- Escalation — the process by which agitation builds — voice, posture, pacing, threats — toward possible violence.
- De-escalation — communication and tactics that reduce agitation and danger without force where possible.
- Face-saving exit — a way out of a confrontation that lets a person comply without public humiliation.
- Referral — an official offer and handoff connecting a person to a program or service.
- Adrenaline response — the body's alarm reaction — racing heart, loaded muscles, narrowed thinking — that prepares for fight or flight.
- Diversion — a response that directs a person away from formal charges toward a constructive alternative, where law and policy allow.
- Self-referral — when a person seeks a program on their own before a crisis requires police involvement.
- Collateral consequences — the effects of an arrest or record beyond the case itself: work, housing, licenses, and family stability.

Section 11: Working With Immigrants, Interpreters and Disability: In the Home and on Stops

- Qualified interpreter — a trained, neutral language professional provided through authorized channels, bound to interpret accurately and completely.
- Language access — the practical ability of a person to understand and be understood in an encounter, through interpreters, translated materials, or other supports.
- Coercive use of status — an abuser's threat that police contact will cause immigration harm, used to prevent a victim from seeking help.
- Mixed-status household — a home whose members hold different immigration statuses, so enforcement fears ripple across the whole family.
- Disability — a physical, sensory, intellectual, developmental, or health condition that can affect communication, movement, or processing, with or without visible signs.
- Accommodation — an adjustment — time, format, interpreter, communication aid, physical approach — that lets a person participate accurately and safely.

- Service animal — a working animal trained to perform tasks for a person with a disability; not a pet.
- Plain language — short sentences and ordinary words that carry meaning across translation, stress, and processing differences.
- Teach-back — asking a person to restate what will happen next in their own words, to confirm the explanation worked.
- Access need — what a specific person requires to understand, communicate, or move safely in an encounter.

Section 12: Rebuilding Trust: Negotiation, Respect, Accountability, and Solutions Instead of More Charges

- Trust — a community's practical prediction that seeking police help will help more than it hurts, built from repeated encounters.
- Legitimacy — the public's judgment that authority is exercised fairly and honestly, which produces voluntary cooperation.
- Procedural fairness — being treated with respect, given a voice, and dealt with neutrally and transparently — the strongest driver of legitimacy.
- Negotiation — a structured conversation that finds the interests under stated positions and builds an outcome people can accept without force.
- Position vs. interest — a position is the demand a person states; an interest is the need, fear, or value the demand protects.
- Accountability — responsibility made visible: acknowledging error, keeping commitments, enforcing law proportionately, and accepting oversight.
- Diversion — directing a person, where law and policy allow, toward a constructive solution instead of a formal charge.
- Restitution — making a victim's loss right, such as repayment for damage, arranged through proper legal channels.
- Mediation — a facilitated conversation between parties in dispute, used only when both genuinely agree and safety allows.
- Follow-through — completing the callbacks, referrals, and checks an encounter promised; the mechanical heart of trust.

Session 1

Minister Destiny Testimony Schools — Law Enforcement

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

1. A pacing, shouting young man has energy with no safe exit. What problem is Destiny's gym proposal built to answer?

- A. Aggression that has already caused serious injury needs a workout instead of protection
- B. Officers have no way to warn people before arrest today
- C. Exercise should replace arrest for every offense
- D. Aggression that has not yet become serious harm can find an unsafe exit — a fight, an injury, and a record — when the only options are warn-and-leave or wait and arrest

2. Under the proposal, who would staff and supervise the gym?

- A. Trained personnel and vetted community coaches or mentors, in a real facility open at the hours aggression actually peaks, including evenings
- B. Whoever is on shift, in a holding area
- C. The referring officer alone, in a cell
- D. Unsupervised volunteers, at any hour they choose

3. Under the proposal, how would cost and transport be handled so the offer is real?

- A. A fee is charged, but only after the first visit
- B. The person must arrange and pay for their own ride
- C. The gym is free with no membership or paperwork wall, and transport is offered by the referring officer or an authorized ride arranged by the program
- D. A membership application must be approved first

4. Under the proposal, what would a structured gym session include?

- A. Free chaos with no set activities or supervision
- B. A defined session — warm-up, hard supervised exertion, cool-down, water, and a short conversation with a coach about what happened and what happens next
- C. Sparring with other referred participants in crisis
- D. An interrogation about unrelated matters after exertion

5. What is the deepest success the gym proposal aims for, beyond one accepted ride?

- A. A record of referrals officers can use as bookings

- B. A door that stays open — a person self-refers, or a parent, school, or coach suggests the gym, before police are needed at all
- C. A facility victims are sent to instead of protection
- D. A program only officers may ever mention

6. Which safeguard is part of the proposal itself, not a decoration?

- A. Medical screening questions before exertion, no sparring or contact drills for referred participants in crisis, trained supervision ratios, and guardian involvement for minors under program rules
- B. Contact drills for everyone, to test toughness
- C. No medical questions, to keep the door fast
- D. Minors handled with no guardian involvement at all

7. A victim needs protection and the law requires an arrest after a serious offense. Under the proposal, what must happen?

- A. Offer the gym first so the record stays clean
- B. Let the victim decide whether the law applies
- C. Use the gym while the victim waits for protection
- D. Enforce — the gym is never used to delay a needed arrest, medical transport, or protective action

8. A man showing overdose signs is also shouting and restless. Why is the gym the wrong answer for him, under the proposal?

- A. Shouting people are never eligible for any help
- B. A gym visit would take too long to log
- C. Medical danger — overdose signs, dangerous withdrawal, chest pain, head injury, severe intoxication, or inability to stay awake belong with medical responders, not on a treadmill
- D. Only minors may be excluded for medical reasons

9. Two rival groups arrive at a scene together, both agitated, and their conflict is with each other. What does the proposal's safety limit say?

- A. Send both groups together so they can settle it there
- B. Offer the gym to the louder group only
- C. The concept matters more than facility safety
- D. Anyone who would be unsafe at the facility — for example rival parties arriving together — must be separated; separation and safety outrank the concept

10. Under the proposal, before any gym offer is made, what does the offer sequence require first?

- A. Stabilize the immediate scene — separate the parties, move the audience, get hands visible and space created as trained
- B. Make the offer while the two people are still chest to chest
- C. Let the crowd vote on the offer
- D. State the offer before checking for weapons or injuries

11. Which opening line follows the proposal's 'name what you see' step?

- A. 'You're acting like a punk and everyone sees it.'
- B. 'Calm down right now or else.'
- C. 'I can see you are furious. Your fists are balled and you are pacing. I believe you are about to fight.'
- D. 'People like you always end up booked.'

12. Under the proposal's offer sequence, after the warning and the choice are stated once, clearly, what should the officer do with the silence that follows?

- A. Fill the silence with repeated threats until he answers
- B. Give the decision a little time and a little privacy — pride needs a path down that friends cannot mock, and a friend or family member may encourage the smart choice
- C. Narrate his hesitation to the crowd
- D. Withdraw the offer if he does not answer in five seconds

13. A young man accepts the gym offer. How should the ride and handoff be handled, under the proposal?

- A. With a lecture tour in the car about his character
- B. By telling gym staff your suspicions about unrelated matters
- C. By mocking his earlier behavior for the staff's benefit
- D. Smoothly and with dignity — explain transport and arrival, allow a quick word to family, and hand off to gym staff with facts only: what happened, medical cautions, what calmed him

14. A colleague calls the gym offer 'a reward for aggression.' How does this school answer?

- A. Any warning that offers an exit is a reward
- B. Documentation would make the offer a punishment
- C. Under the proposal the warning is real and documented, supervision is by law-enforcement-connected staff, and arrest remains the consequence if aggression continues — the exit prevents a victim, an injury, and a record
- D. Arrest disappears as an option once a gym exists

15. What officer-safety argument does this school make for the proposal?

- A. Exercise makes all future arrests unnecessary
- B. Every avoided arrest of a resisting, adrenaline-loaded person is an injury risk avoided — an ended danger with nobody sent to an emergency department
- C. Officer safety is unrelated to how aggression ends
- D. A gym offer guarantees a person will never resist

16. What does this school call the spiral that can follow an arrest — booking, court dates, fees, a record, lost work, housing risk?

- A. Collateral consequences — effects of an arrest or record beyond the case itself
- B. A face-saving exit
- C. A self-referral pathway
- D. Procedural fairness in action

17. In a department that has established the gym under Destiny's proposal, a person has been offered it twice before and refused both times, then stops his aggression tonight when warned. What does this school expect over time?

- A. One refusal proves the proposal can never work for him
- B. Programs like this are measured across seasons, not single shifts — some refuse the first time and self-refer later, having watched a friend come home unbooked and unbruised
- C. Refusals must be punished so later offers succeed
- D. A third contact should skip the warning entirely

18. What is 'language access,' as this school defines it?

- A. A person's practical ability to understand and be understood in an encounter, through interpreters, translated materials, or other supports
- B. A person's duty to learn English before calling police
- C. An officer's ability to guess a language from appearance
- D. A form a resident signs at the station

19. A trained language professional, provided through authorized channels and bound to interpret accurately and completely, is a:

- A. Family liaison for the night
- B. Co-response clinician by default
- C. Qualified interpreter
- D. Resident who volunteers to help

20. In a home, the father holds a different immigration status than the mother and children. Why does this school name that a mixed-status household?

- A. Because every member's status is legally identical
- B. Because the household must be reported as a unit
- C. Because status determines who may call for help
- D. Because enforcement fears ripple across the whole family, not only the person whose status is in question

21. An abusive partner tells his wife, 'Call police and they will take you from this country.' This school names that threat:

- A. Coercive use of status — an abuser's threat that police contact will cause immigration harm, used to keep a victim from seeking help
- B. A safety plan offered by a partner
- C. A qualified interpretation of the law
- D. A form of language access

22. Disability, in this school's definition, can be:

- A. Only conditions that are visible at a glance
- B. Only conditions a person announces on arrival
- C. Physical, sensory, intellectual, developmental, or a health condition affecting communication, movement, or processing — with or without visible signs
- D. Only mobility conditions involving a wheelchair

23. An officer gives a Deaf resident extra time, a written format, and a communication aid so she can take part fully. That adjustment is an:

- A. Unnecessary delay of the encounter
- B. A favor that changes the facts of the case
- C. A reason to speak only to her relatives
- D. Accommodation — a change in time, format, interpreter, communication aid, or physical approach that lets a person participate accurately and safely

24. What is a service animal, in this school's teaching?

- A. Any animal a resident is fond of
- B. A working animal trained to perform tasks for a person with a disability — not a pet
- C. An animal officers may pet to build rapport
- D. An animal that must be removed from every home visit

25. What does 'plain language' require of an officer in a mixed-language, high-stress home?

- A. Short sentences and ordinary words that carry meaning across translation, stress, and processing differences

- B. Longer sentences so nothing is left out
- C. Legal terms, since they are the most precise
- D. Speaking louder in the officer's own language only

Session 1 — Written Answers

Written Answer W1 — 4 points

Outside a store, a teen who was insulted in front of friends is pacing and punching his own palm, has shoved no one, and holds no weapon. Your department, in this scenario, has established Destiny's proposed gym program. Explain how you would sort eligibility, make the offer, and protect his pride — and how you would describe the program if your department had NOT established it.

Written Answer W2 — 4 points

A man declines a gym offer, calms down, and walks home with his brother. A colleague wants to 'teach him a lesson' with extra enforcement for refusing. Explain what you would do and why the refusal itself changes nothing about his rights.

Written Answer W3 — 4 points

At a home visit, a wife with limited English nods 'yes' to everything while her husband, who neighbors say controls her phone, offers to 'explain for her.' Explain your sequence and why neither the husband nor her young son may interpret her substantive account.

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 person's 'access need'?

- A. The equipment a department keeps in the cruiser
- B. What that specific person requires to understand, communicate, or move safely in an encounter
- C. A diagnosis an officer assigns at the door
- D. A request a resident must make in writing

27. Two errors mirror each other in disability work. One is treating disability as defiance. What is the other, from this lesson?

- A. Asking the person what access need they have
- B. Giving a person more time to answer
- C. Treating disability as incapacity — speaking only to a relative about an adult who can communicate with support
- D. Using a communication aid the person provides

28. An autistic resident is overwhelmed by a loud, crowded, flashing scene. How does this school frame his covering his ears and turning away?

- A. Turning away is defiance until he explains himself
- B. Covering ears proves he heard every command clearly
- C. Overload is a reason to raise volume and lights
- D. Sensory overload can shape his responses; a loud, crowded, flashing scene can be physically overwhelming — it is not defiance by itself

29. A father will not open his door fully because someone he loves fears any uniform means removal from the country. What is this school's first caution?

- A. None of that is defiance by itself — fear you did not create must not be used carelessly, and the safety purpose of the contact leads
- B. A partly opened door proves a crime inside
- C. Fear of removal should be used to gain entry quickly
- D. Door behavior settles the family's credibility

30. Where immigration status is not relevant to a call, what does raising it on every call do, according to this school?

- A. It makes the community measurably safer

- B. It has no effect on whether people call
- C. It replaces the need to state the call's purpose
- D. It chills victims and witnesses from seeking help at all

31. A woman with limited English answers 'yes' to end a frightening encounter, though she looks lost. What habit from Section 1 does Section 11 make a skill here?

- A. Treat the yes as full agreement and move faster
- B. Slowness and confusion are communication problems first, defiance last — confirm understanding through a qualified channel and teach-back
- C. Repeat the same words louder until she nods again
- D. Use her teenage son to confirm what she meant

32. A driver who uses a wheelchair needs more time than you budgeted to transfer and communicate at a stop. What read does this school require?

- A. Extra time at a stop is evidence of a problem
- B. Budget pressure justifies treating slowness as refusal
- C. Time and access needs are part of an accurate encounter — needing time is not defiance, and communication problems must never be mistaken for guilt
- D. A wheelchair user should be directed through a passenger instead

33. A grandmother in the home communicates in sign, and no one present signs fluently. What is the accurate path for anything substantive?

- A. Guess from gestures and proceed with the interview
- B. Arrange a qualified, neutral communication channel through authorized channels rather than guessing or using family for substantive matters
- C. Let the person the call is about interpret for her
- D. Skip her account because communication is difficult

34. A resident with chronic pain and fatigue answers slowly and needs breaks in a long conversation. What shapes his response speed, under this school?

- A. Only willingness to cooperate
- B. Slow answers are a chosen negotiating tactic
- C. Breaks prove the account is being invented
- D. Pain, fatigue, processing time, communication method, and sensory overload can all shape response speed — judge compliance on what he can do with support

35. What is 'legitimacy,' as Section 12 defines it?

- A. The public's judgment that authority is exercised fairly and honestly, which produces voluntary cooperation

- B. A department's publicity about its own fairness
- C. A court's ruling on a single case
- D. An officer's confidence in their own authority

36. This school calls procedural fairness the strongest driver of legitimacy. Its elements are:

- A. Being given the outcome you asked for
- B. Hearing a department's message repeated often
- C. Being treated with respect, given a voice, and dealt with neutrally and transparently
- D. Knowing an officer socially in the neighborhood

37. Two neighbors both demand 'the other one moves his car forever.' Beneath that demand, one needs sleep before a 4 a.m. shift and the other fears losing the only spot his disabled wife can manage. Those underlying needs are their:

- A. Positions, restated more politely
- B. Interests — the needs, fears, or values a stated position protects
- C. Charges to choose between
- D. Restitution amounts to set

38. What is negotiation, in this school's practice?

- A. A debate the officer wins by volume
- B. Splitting every difference exactly in half
- C. A structured conversation that finds the interests under stated positions and builds an outcome people can accept without force
- D. Letting the louder party set the outcome

39. When is mediation appropriate, under this school?

- A. Only when both parties genuinely agree to it and safety allows
- B. Whenever an officer wants a dispute ended quickly
- C. When one party agrees and the other is outnumbered
- D. As a substitute for protecting a victim

40. A shop owner was overcharged for damage a teenager caused, and repayment for the damage is arranged through proper legal channels. That making-right is:

- A. Diversion to a program with no victim
- B. A documented warning with no consequence
- C. Follow-through by the officer alone
- D. Restitution

41. What does accountability require when it is 'made visible,' in this school?

- A. Announcing that accountability matters
- B. Acknowledging error, keeping commitments, enforcing the law proportionately, and accepting oversight
- C. Holding residents accountable while exempting officers
- D. Publishing a statement after any criticism

42. Respect as a procedure includes explaining the encounter. What exactly should be explained, and when?

- A. Who you are, why you are there, and what will happen next, in plain language, before it happens
- B. Only what happened, after it is over
- C. Legal theory behind every step, at length
- D. Nothing — surprise keeps control of a scene

43. Why does this school insist respect be a procedure rather than a mood?

- A. Moods are more reliable than procedures
- B. Respect only matters with easy residents
- C. A good mood guarantees fair treatment
- D. Procedures can be performed on a bad day, in a bad mood, with a difficult resident — precisely when they matter most

44. Trust, in this school, is NOT a public-relations problem. What actually changes a neighborhood's prediction that calling helps?

- A. Better messaging about the department
- B. One large public event each year
- C. Repeated fairness, honesty, and follow-through, witnessed and retold
- D. A new slogan residents can repeat

45. A colleague says one officer cannot move a whole neighborhood's trust. This school answers:

- A. Trust belongs only to chiefs and spokespeople
- B. A single officer's calls are never discussed
- C. Encounters are retold efficiently and remembered for years — one officer's pattern across hundreds of calls is one of the strongest signals a block receives
- D. Only citywide statistics affect trust

46. In the closing sequence, after stating the actual problem, what must be checked before any discretion is used?

- A. The mandates — what the law, any court order, victim safety, and your orders require, without exception, done fully and first
- B. Which option requires the least paperwork
- C. Whether the resident prefers a warning
- D. How the call will look on social media

47. In that same sequence, what does 'inventory the help already in your hands' include?

- A. Only the charges available on the call
- B. Personal favors an officer can call in
- C. Equipment stored at the station only
- D. Medical transport, a crisis team or co-response clinician, a victim advocate, and hotline numbers that work — such as 988 for crisis and SAMHSA at 1-800-662-4357 for treatment referral

48. After a solution is chosen, why does this school require telling everyone affected what was decided and why, in words they can repeat at home?

- A. Repeating a decision at home has no effect
- B. Decisions explained become legitimacy; decisions merely announced become rumors
- C. Explanation is only for people who agree
- D. Rumors are a reliable way to spread a decision

49. How rigorously should a chosen solution be documented, in this school?

- A. Lightly, since no arrest was made
- B. With the same rigor as an arrest — future officers, prosecutors, advocates, and judges can only honor a plan they can read
- C. Only if a supervisor asks later
- D. In a private notebook no one else reads

50. What does this school call follow-through, and why does it call it trust's mechanical heart?

- A. A final warning delivered loudly
- B. A report filed before the shift ends only
- C. A supervisor's review of an arrest
- D. Completing the callbacks, referrals, and checks an encounter promised — trust is built when the future appointment an encounter made is actually kept

Session 2 — Written Answers

Written Answer W4 — 4 points

Two neighbors are chest-to-chest over a blocked driveway, each demanding the other 'never park here again.' Explain how you would get to a negotiation at all, and how you would find the interests under their positions.

Written Answer W5 — 4 points

You raised your voice unnecessarily at a resident in front of her children, and the call ended lawfully but cold. Explain what accountability looks like before you clear the call, and why apologizing for your own conduct does not weaken your authority.

Written Answer W6 — 4 points

A stopped driver who is Deaf does not respond to your spoken instructions and points to her ear, while traffic waits behind you. Explain what you would do to complete the stop accurately and calmly, and what you would not assume.

Written Answer W7 — 10 points

[illegible]

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 10: The Gym Alternative: A Supervised, Free Law-Enforcement Gym as a Safe Warning Before Arrest for Aggression (Proposal)		
Section 11: Working With Immigrants, Interpreters and Disability: In the Home and on Stops		
Section 12: Rebuilding Trust: Negotiation, Respect, Accountability, and Solutions Instead of More Charges		
Final Exam — Sections 10–12 (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 4

Minister Destiny Testimony Schools

**Certificate of Completion — Quarter 4: The Gym
Alternative: A Supervised, Free Law-Enforcement Gym
as a Safe Warning Before Arrest for Aggression
(Proposal) · Working With Immigrants, Interpreters and
Disability: In the Home and on Stops · Rebuilding Trust:
Negotiation, Respect, Accountability, and Solutions
Instead of More Charges**

This certifies that

Name (write your name here)

has passed the Final Exam for

Minister Destiny Testimony Schools — Law Enforcement

Quarter 4 — Sections 10–12

Date completed: _____

Rank: _____

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

Congratulations. You passed the Quarter 4 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. Aggression that has not yet become serious harm can find an unsafe exit — a fight, an injury, and a record — when the only options are warn-and-leave or wait and arrest
2. Trained personnel and vetted community coaches or mentors, in a real facility open at the hours aggression actually peaks, including evenings
3. The gym is free with no membership or paperwork wall, and transport is offered by the referring officer or an authorized ride arranged by the program
4. A defined session — warm-up, hard supervised exertion, cool-down, water, and a short conversation with a coach about what happened and what happens next
5. A door that stays open — a person self-refers, or a parent, school, or coach suggests the gym, before police are needed at all
6. Medical screening questions before exertion, no sparring or contact drills for referred participants in crisis, trained supervision ratios, and guardian involvement for minors under program rules
7. Enforce — the gym is never used to delay a needed arrest, medical transport, or protective action
8. Medical danger — overdose signs, dangerous withdrawal, chest pain, head injury, severe intoxication, or inability to stay awake belong with medical responders, not on a treadmill
9. Anyone who would be unsafe at the facility — for example rival parties arriving together — must be separated; separation and safety outrank the concept
10. Stabilize the immediate scene — separate the parties, move the audience, get hands visible and space created as trained
11. 'I can see you are furious. Your fists are balled and you are pacing. I believe you are about to fight.'
12. Give the decision a little time and a little privacy — pride needs a path down that friends cannot mock, and a friend or family member may encourage the smart choice
13. Smoothly and with dignity — explain transport and arrival, allow a quick word to family, and hand off to gym staff with facts only: what happened, medical cautions, what calmed him

14. Under the proposal the warning is real and documented, supervision is by law-enforcement-connected staff, and arrest remains the consequence if aggression continues — the exit prevents a victim, an injury, and a record
15. Every avoided arrest of a resisting, adrenaline-loaded person is an injury risk avoided — an ended danger with nobody sent to an emergency department
16. Collateral consequences — effects of an arrest or record beyond the case itself
17. Programs like this are measured across seasons, not single shifts — some refuse the first time and self-refer later, having watched a friend come home unbooked and unbruised
18. A person's practical ability to understand and be understood in an encounter, through interpreters, translated materials, or other supports
19. Qualified interpreter
20. Because enforcement fears ripple across the whole family, not only the person whose status is in question
21. Coercive use of status — an abuser's threat that police contact will cause immigration harm, used to keep a victim from seeking help
22. Physical, sensory, intellectual, developmental, or a health condition affecting communication, movement, or processing — with or without visible signs
23. Accommodation — a change in time, format, interpreter, communication aid, or physical approach that lets a person participate accurately and safely
24. A working animal trained to perform tasks for a person with a disability — not a pet
25. Short sentences and ordinary words that carry meaning across translation, stress, and processing differences

Session 2 (questions 26–50):

26. What that specific person requires to understand, communicate, or move safely in an encounter
27. Treating disability as incapacity — speaking only to a relative about an adult who can communicate with support
28. Sensory overload can shape his responses; a loud, crowded, flashing scene can be physically overwhelming — it is not defiance by itself
29. None of that is defiance by itself — fear you did not create must not be used carelessly, and the safety purpose of the contact leads
30. It chills victims and witnesses from seeking help at all
31. Slowness and confusion are communication problems first, defiance last — confirm understanding through a qualified channel and teach-back

32. Time and access needs are part of an accurate encounter — needing time is not defiance, and communication problems must never be mistaken for guilt
33. Arrange a qualified, neutral communication channel through authorized channels rather than guessing or using family for substantive matters
34. Pain, fatigue, processing time, communication method, and sensory overload can all shape response speed — judge compliance on what he can do with support
35. The public's judgment that authority is exercised fairly and honestly, which produces voluntary cooperation
36. Being treated with respect, given a voice, and dealt with neutrally and transparently
37. Interests — the needs, fears, or values a stated position protects
38. A structured conversation that finds the interests under stated positions and builds an outcome people can accept without force
39. Only when both parties genuinely agree to it and safety allows
40. Restitution
41. Acknowledging error, keeping commitments, enforcing the law proportionately, and accepting oversight
42. Who you are, why you are there, and what will happen next, in plain language, before it happens
43. Procedures can be performed on a bad day, in a bad mood, with a difficult resident — precisely when they matter most
44. Repeated fairness, honesty, and follow-through, witnessed and retold
45. Encounters are retold efficiently and remembered for years — one officer's pattern across hundreds of calls is one of the strongest signals a block receives
46. The mandates — what the law, any court order, victim safety, and your orders require, without exception, done fully and first
47. Medical transport, a crisis team or co-response clinician, a victim advocate, and hotline numbers that work — such as 988 for crisis and SAMHSA at 1-800-662-4357 for treatment referral
48. Decisions explained become legitimacy; decisions merely announced become rumors
49. With the same rigor as an arrest — future officers, prosecutors, advocates, and judges can only honor a plan they can read
50. Completing the callbacks, referrals, and checks an encounter promised — trust is built when the future appointment an encounter made is actually kept

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. Outside a store, a teen who was insulted in front of friends is pacing and punching his own palm, has shoved n...

A complete answer includes:

- Sorts the narrow band first: escalating aggression, no injury/weapon, no medical or acute mental-health emergency, no offense requiring arrest
- Separates parties and shrinks the audience before any offer; speaks in observations, not character judgments, with no profanity or sarcasm
- States the consequence and the choice once, clearly, then gives time and privacy for pride to find a path down
- If no program exists: describes the gym honestly as a proposal only and never presents it as available

W2 — 4 points. A man declines a gym offer, calms down, and walks home with his brother. A colleague wants to 'teach him a les...

A complete answer includes:

- Closes cleanly: enforce or depart strictly as conduct and law require, without punishing the refusal
- States the alternative works because it is chosen; a forced 'voluntary' option would be a detention by another name
- Notes a declined offer changes nothing about the person's rights and referral is never a shortcut around required action
- Preserves respect so the door still stands for the next officer or a later self-referral

W3 — 4 points. At a home visit, a wife with limited English nods 'yes' to everything while her husband, who neighbors say con...

A complete answer includes:

- Puts safety and medical needs first, then a neutral communication channel, then any substantive interview
- Requests a qualified interpreter through authorized channels — neutral, accurate, and complete
- Explains why using the opposing party or a child endangers the person, corrupts the account, and can silence a victim / reverses family power
- Treats nodding as a safety behavior, not understanding, and confirms with teach-back through the qualified channel

W4 — 4 points. Two neighbors are chest-to-chest over a blocked driveway, each demanding the other 'never park here again.' Ex...

A complete answer includes:

- Makes the scene safe before negotiating: separates the men, confirms no injuries, takes each account privately
- Asks what each demand protects — the need, fear, or value under the position (for example sleep, access, safety, pride)
- Explores options that satisfy interests even when the stated positions cannot both be granted
- Uses repeatable respect procedures: explain the encounter, give voice before decisions, and keep small promises made

W5 — 4 points. You raised your voice unnecessarily at a resident in front of her children, and the call ended lawfully but co...

A complete answer includes:

- Acknowledges the specific error in his/her own conduct rather than blaming the resident's tone
- Corrects the record in the moment where possible — apology for the raised voice — while the lawful outcome stands
- Notes communities rate self-correcting officers as more legitimate; correcting yourself models the accountability officers ask of residents
- Documents honestly and keeps any follow-up promised

W6 — 4 points. A stopped driver who is Deaf does not respond to your spoken instructions and points to her ear, while traffic...

A complete answer includes:

- Does not read non-response as defiance or guilt; treats it as a communication/access need
- Steps into view, shows identification visually, and uses writing or department communication tools / a qualified channel as needed
- Uses plain language, one instruction at a time, and gives the time the accommodation requires
- Completes only the checks within the stop's scope and explains what happens next in an accessible format

W7 — 10 points. Write a complete closing plan for this case, in the spirit of Section 12: A 19-year-old with no record was sto...

A complete answer includes:

- Stabilizes first: separates the parties, moves the audience, checks disqualifiers (serious offense, weapon, medical danger, acute mental-health crisis) before any offer or negotiation
- Handles any gym element strictly under Destiny's proposal: only if an established, authorized program exists in the plan; otherwise describes it honestly as a proposal and uses the warning-and-exit skills without inventing a destination
- Uses observations, one clear statement of consequence and choice, clean language, and time/privacy for a face-saving decision; a refusal is not punished
- Provides language access through a qualified channel for substantive matters, plain language and teach-back, and never uses family or the other party to interpret
- Addresses the grandmother's fear without careless use of status: leads with the safety purpose of contact, follows policy exactly, and improvises no promises about immigration outcomes
- Negotiates from interests under positions and applies respect as repeatable procedures — explain, voice before decisions, privacy, small promises kept
- Runs the closing sequence in order: actual problem stated, mandates checked and done first, help in hand inventoried, least-charge outcome that truly solves it chosen where discretion honestly exists
- Explains the decision to everyone affected in words they can repeat, documents the solution with arrest-level rigor, and names a specific follow-through (callback, referral confirmation, or check) that will actually be kept — the deposits that rebuild trust

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 10: The Gym Alternative: A Supervised, Free Law-Enforcement Gym as a Safe Warning Before Arrest for Aggression (Proposal)

- Emergency: 911 — for a fight in progress, a weapon, an injury, or any immediate danger.
- 988 Suicide and Crisis Lifeline: Call or text 988 — when aggression is tangled with despair or talk of self-harm.
- Crisis Text Line: Text HOME to 741741 — a silent way for a young person or family member to reach crisis support.
- SAMHSA National Helpline: 1-800-662-4357 — when substance use is driving the aggression and treatment information is needed.
- National Domestic Violence Hotline: 1-800-799-7233 / text START to 88788 — when the aggression is inside a relationship or family.
- On scene: Your department's crisis-intervention team, a co-response clinician if your department has one, and the local hospital when injury or medical concern is present.

Section 11: Working With Immigrants, Interpreters and Disability: In the Home and on Stops

- Emergency: 911 — for immediate danger or medical emergency in any language; stay on the line while connection and interpretation are arranged through emergency services.
- National Domestic Violence Hotline: 1-800-799-7233 / text START to 88788 — confidential support with language services for callers.
- RAINN: 1-800-656-4673 — confidential support for sexual harm.
- Childhelp National Child Abuse Hotline: 1-800-422-4453 — guidance when a child's safety is a concern.
- 988 Suicide and Crisis Lifeline: Call or text 988 — crisis support, including for family members.
- Crisis Text Line: Text HOME to 741741 — text-based support that can help when speaking is difficult.
- SAMHSA National Helpline: 1-800-662-4357 — treatment referral and information.

- On scene: Your department's crisis-intervention team, a co-response clinician if your department has one, interpreter services through your department's authorized channels, and the local hospital for medical assessment.
- Protect victim access fiercely. A person reporting violence, seeking medical help, or protecting a child should leave your encounter knowing how to reach 911, the Domestic Violence Hotline, 1-800-799-7233 or text START to 88788, and RAINN, 1-800-656-4673, where relevant — offered privately and with the safety check of Section 8, because the person who threatened them with status may also monitor their phone.
- Do not leave a household's only copy of resource information in a language no one in the home reads, where an alternative exists through department or hotline language services. The hotlines in Resources serve callers in many languages through their own services — say so when you offer the number.
- Do not convert fear into status conclusions. Nothing in this scene requires you to improvise immigration questions. Your purpose is the reported violence and her safety; follow department policy on any duties that genuinely apply, and offer the Domestic Violence Hotline privately — noting its language services — with the Section 8 check: is it safe for her to keep it, given the monitored phone?

Section 12: Rebuilding Trust: Negotiation, Respect, Accountability, and Solutions Instead of More Charges

- Emergency: 911 — for immediate danger, injury, or a court order being violated.
- 988 Suicide and Crisis Lifeline: Call or text 988 — for emotional crisis, for yourself or someone you are worried about.
- Crisis Text Line: Text HOME to 741741 — silent, text-based crisis support.
- National Domestic Violence Hotline: 1-800-799-7233 / text START to 88788 — safety planning and advocacy referrals.
- RAINN: 1-800-656-4673 — confidential support for sexual harm.
- Childhelp National Child Abuse Hotline: 1-800-422-4453 — guidance when a child's safety is a concern.
- SAMHSA National Helpline: 1-800-662-4357 — treatment referral and information for substance use.
- Poison Control: 1-800-222-1222 — poisoning and substance-exposure guidance.
- On scene and after: Your department's crisis-intervention team, a co-response clinician if your department has one, victim advocates through your department's process, and the local hospital for medical assessment.
- Inventory the help already in your hands. Medical transport, crisis team or co-response clinician, victim advocate, hotline numbers that work — 911 for danger, 988 for crisis, the Domestic Violence Hotline at 1-800-799-7233 or text START to 88788,

SAMHSA at 1-800-662-4357 for treatment referral, Childhelp at 1-800-422-4453 for a child's safety, RAINN at 1-800-656-4673 for sexual harm.

- She takes the report carefully, safety-plans the evening with the family, connects them to the Domestic Violence Hotline, 1-800-799-7233, for advocacy, documents the threats exactly, and explains the follow-up the family will receive — then makes sure the follow-up is noted where it will happen.
- Closing summary stated aloud: who does what, by when, how to reach help — 911, 988, and the hotline that fits

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
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