Senior-Level Police Orientation Guide June 2020

Police Chief, Deputy Police Chief and Police Inspector

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***Please Note: The year listed on the orientation guide refers to the year the exam will take place. This guide applies both to candidates from the current administration and make-up candidates from an earlier administration who will be tested in June of 2020.**

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I. INTRODUCTION

The New Jersey Civil Service Commission (CSC) has prepared this supplemental orientation guide for promotional candidates who will participate in the June 2020 Senior-Level Police oral exams (Police Chief, Deputy Police Chief, and Police Inspector). The information in this booklet is designed to help candidates better understand the testing process and the types of questions they will encounter on the Senior-Level Police exams. The exams will be designed utilizing the information obtained from the job analysis for each of the specific titles. We encourage candidates to carefully review this guide and to take advantage of any and all opportunities to prepare for their exam.

Please note that no study group has been involved in the development or review of CSC exams, and at no time has any exam material been provided to such groups. Additionally, the CSC is not responsible for any claims made by study groups or the manner in which they represent themselves for advertisement purposes.

II. PRE-EXAM INFORMATION

A. Date and Location

The tentative timeframe to administer the Senior-Level Police oral exams is the week of **June 8 through 12, 2020**. The exams will be held at the NJ CSC Testing Center, located at building #3, Station Plaza, Trenton, NJ. However, in the event there are difficulties scheduling the exams for any unforeseen reason, the exam dates may change. The test dates, location, and time will be confirmed when candidate exam notices are mailed two to three weeks prior to the test dates. The test dates will also be posted on the Public Safety News webpage at https://www.nj.gov/csc/about/news/safety/index.html.

Candidates should plan their route to the test center in advance of the test date. Candidates are encouraged to arrive early, since candidates arriving late will **NOT** be admitted to the exam.

B. What Candidates **SHOULD** Bring to the Exam

Candidates arriving at the test center should have their Notification Card and a valid photo ID. Candidates arriving at the test center without a valid photo ID **WILL NOT** be admitted to the exam. Candidates are permitted to bring writing instruments (e.g., highlighters, pens, and pencils) and may use timers during the exam, but the timers must not be noisy or disruptive, and must not have a recording feature.

C. What Candidates Should **NOT** Bring to the Exam

With the threat of high-tech cheating on the rise, possession of personal communication devices, such as cell phones, or any photographic/recording equipment, is prohibited at test centers. Candidates who are seen with these devices in the test center, even in a power-off mode, will be disqualified. The device may also be confiscated to ensure that an attempt was not made to compromise the testing process. In addition, briefcases and other personal items should not be brought inside the test center. The Civil Service Commission is not responsible for any personal items.

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D. Americans with Disabilities Act (ADA) Policy

Candidates who require special assistance or ADA accommodations for this exam must check the corresponding box on the "Preferences" tab of their online application, regardless of whether or not they have previously been approved for accommodations with CSC in the past. Candidates who are indicating a need for accommodations for the first time will subsequently be contacted with further instructions.

Upon receipt of their exam notice with the test date, time, and location information, candidates who are already on file with CSC as being approved for accommodations must call (609) 292-4144, extension 1991001, in order to discuss the specifics of their accommodation needs for this exam.

E. Make-Up Policy

According to the New Jersey Administrative Code 4A:4-2.9(b), make-up examinations for public safety promotional examinations may only be authorized for the following reasons:

1. Debilitating injury or illness requiring an extended convalescent period, provided the candidate submits a doctor's certification containing a diagnosis and a statement clearly showing that the candidate's physical condition precluded his or her participation in the examination;
2. Death in the candidate's immediate family as evidenced by a copy of the death certificate;
3. A candidate's wedding which cannot be reasonably changed as evidence by relevant documentation;
4. When required for certain persons returning from military service (see N.J.A.C. 4A:4-4 6A); or
5. Error by the Civil Service Commission or Appointing Authority.

Make-up requests, with supporting documentation, must be submitted in writing within five days of receipt of the test notification. However, in situations involving an illness, death, or natural disaster that occurs on or immediately before the test date, a request for make-up must be made in writing no later than five days after the test date. Written requests for make-up examinations should be mailed to: NJCSC Make-Up Exam Unit, P.O. Box 310, Trenton, NJ 08625-0310.

All make-up requests based on medical grounds must include a New Jersey Civil Service Commission Medical Authorization for Make-Up Examinations form (DPF-728), completed by the treating physician. This form can be obtained from our website at https://www.nj.gov/csc/about/publications/forms/pdf/dpf-728.pdf or by contacting the CSC's Information Center at (609) 292-4144.

Additionally, your treating physician must provide a separate detailed letter containing a diagnosis and statement clearly indicating why your physical condition will prevent you from taking the examination as scheduled. This letter should include the date the injury/illness began, the date of your last office visit, and the earliest date you can take the test. Information on your leave time from work because of your illness/injury should also be included. The documentation must be on official letterhead, written in layman's terms and legible. If insufficient, untimely, or illegible information is provided, your request will be denied.

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F. Exam Information for Make-Up Candidates

Because of exam security concerns relating to the illicit discussion and/or dissemination of test content, the make-up exams for these announcements may not be identical to the original exam. It would, however, match the content specifications of the original exams as closely as possible. This means that the make-up exams would measure, in equal portion, the same knowledge and/or abilities that were measured by the original exams. They will also be administered and scored in the same manner as the original exams. If different exams are used for make-up purposes, make-up candidates may be required to obtain or use resource material for test preparation/study purposes that is particular to the make-up exams.

III. EXAM INFORMATION

A. Exam Development

A job analysis was conducted to identify the knowledge and abilities that are necessary to perform the duties of a Police Chief, Deputy Police Chief, and Police Inspector. A job analysis is the process of critically examining the Knowledge, Skills, and Abilities (KSAs) required to perform successfully on the job. As a part of this job analysis, staff from the CSC visited various police departments throughout the state. They gathered information about on-the-job activities by interviewing and surveying incumbent (permanent) Police Chiefs, Deputy Police Chiefs, and Police Inspectors. Based on this job analysis, several work components were identified. Each exam has been developed around the work components found to be most critical to the specific title. The work components include:

Criminal Law
Police Management
Police Administration
Personnel Problem Solving
Police Personnel Management (Leadership/Supervision)
Community Policing
Court Decisions and Case Law

NOTE: Exam questions may be from any of the work component areas listed. Each exam may not cover all components listed.

B. Oral Exam Process

When candidates arrive at the test center, they will report to the check-in room, where they will be given specific information about the exam process. Candidates will then be given a separate preparation period to prepare for their oral exam questions. Following the preparation period, candidates will report to the testing rooms. Candidates will be audio and video recorded as they present their responses. The size of the candidate population in this test administration will determine whether each candidate's response will be live-scored by assessors in the room, or recorded so that the responses can be scored at a later time.

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C. Sequestration

When a candidate population is large, concerns often arise as to how the entire population can be tested on the same day without compromising the integrity of the exam. The only way that the CSC can manage this is to hold candidates over before and/or after they have been tested, in an area apart from non-tested candidates. This prevents the two groups from coming in contact with each other. Usually, this means that **ALL candidates may be at the test center for several hours**, even though the actual testing process may only take 1 to 1.5 hours. In such circumstances, candidates are encouraged to bring non-perishable bag lunches/snacks/water to the test center. The test center may not have refrigerators, vending machines, or any food service available. Candidates' lunches will be collected during the check-in process and then returned upon completion of the test. Candidates with medical/dietary concerns must provide for their own needs; no one will be permitted to leave the test center until completion of the testing and sequestering processes. Candidates with special situations/ADA concerns must contact the CSC's Information Center at (609) 292-4144, upon receipt of their exam notification, in order to make requests/discuss special needs.

D. Potential Source Material

The following sources may be used by the CSC to develop test questions for these exams. (Please note, however, that the development of all test questions may not be restricted to these particular sources.):

Constitution of the United States and Amendments
Past and current United States and New Jersey court decisions (Case Law)
N.J.S.A. 2C - The N.J. Code of Criminal Justice
N.J.S.A. 2A - Administration of Civil and Criminal Justice
N.J.S.A. Title 9 - Children-Juvenile and Domestic Relations
N.J.S.A. Title 39 - Motor Vehicle and Traffic Regulation
New Jersey Attorney General Guidelines and Directives

There may also be questions on the exam that are more scenario-based, where candidates are placed in a job-related situation and asked how they should best respond to it (e.g., disciplinary problems, crime prevention, police/community relations, organizational change, etc.). Justification for correct responses will be based on the collective experience of Police Subject Matter Experts. For these questions, candidates will have to apply their technical knowledge and knowledge of administrative and supervisory principles. (See Sample Question # 3 on p.14).

IV. POST-EXAM INFORMATION

A. Review and Appeal Information

Candidates will be given the opportunity to schedule an appointment to review the exam. At the test center before the exam begins, candidates will be given a review form that explains the specific dates and times that will be made available for reviewing the exam. Candidates will be permitted to leave the test center with the review form so they can reference the information contained on it, in order to schedule an appointment if they choose to do so. Appointments are made on a first come, first served basis, until all appointments are booked.

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Any objection to the manner in which the exam was administered must be made in writing immediately following the completion of the exam, by completing a Test Administration Comment/Appeal Form prior to leaving the test center. This form can be obtained from the center supervisor. No appeal relating to the manner in which the exam was administered shall be permitted after the test date.

Candidates should be aware that all appeals pertaining to test administration and/or test content are subject to a $20 processing fee, paid by check or money order to NJ CSC. Persons who have veteran status are exempt from this fee.

B. Explanation of Seniority

A candidate's final score (and rank) on a New Jersey Civil Service Commission Police promotional list consists of two weighted parts: the test score and the seniority score.

The seniority score combines two elements. The first, length of service, is the time from the regular appointment date (of the eligible title) to the closing date of the announcement, minus the time spent on suspensions, layoffs, and regular leaves of absence without pay (not including military, educational, gubernatorial appointments, personal sick, disability, family, voluntary furlough, furlough extensions, and to fill elective office) on a day-for-day deduction. The second element, record of service, adds a maximum of ten points to the seniority score. The ten points are reduced by disciplinary suspensions up to five years from the closing date.

Seniority is weighted at 30% and test score is weighted at 70% for Senior-Level Police promotional exams. Seniority is combined with the test score to produce the final average score.

C. Calculation of Seniority Score

To a base score of 70.000, one point is added for each year of eligible service up to a maximum of 15. The maximum score for the length of service component is 85.000.

Ten additional points are given for record of service. The record of service component is reduced by disciplinary suspensions occurring within five years of the closing date, by the following rules:

.0025 times the number of days suspended, up to three years from the closing date, and
.00125 times the number of days suspended, from 3 years to 5 years from the closing date.

The maximum possible seniority score is 95.000.

D. Explanation of Exam Results and Promotions

The results from these exams will tentatively be available in July. Candidates should NOT call CSC for their scores. Candidates will receive their exam results in the mail.

After the exams are scored, candidates will be ranked within their particular jurisdiction according to their final score (a composite of the oral exam score and seniority score). Promotions to the level of Police Chief, Deputy Police Chief, and Police Inspector are made from a certified list based upon this ranking. **Please Note: Promotional appointees are considered to be serving conditionally pending resolution of all scoring appeals related to the exams.**

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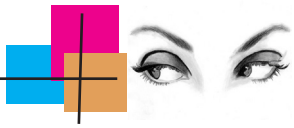
V. STUDY TIPS

A. Descriptions and Study Tips for Different Learning Styles

Research suggests that not all people learn the same way. With so much information available in the source material, it may help you to consider which learning style best matches your abilities, so you can determine the most effective way for you to study the material. While this is not an exhaustive description of the different learning styles, consider the following information as one possible way to determine which study method is best for you.

1. The Visual Learning Style



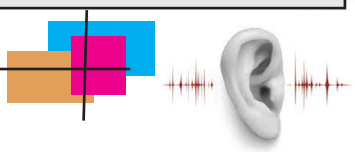
Description

You learn best when information is presented visually and in a written language format. In a classroom setting, you benefit from instructors who use the blackboard (or overhead projector) to list the essential points of a lecture, or who provide you with an outline to follow along with during lecture. You benefit from information obtained from textbooks and class notes. You tend to like to study by yourself in a quiet room. You often see information "in your mind's eye" when you are trying to remember something.

Study Tips

- Find a quiet place to study, away from noise and visual distractions.
- Preview the study material by looking at the table of contents, headings, and pictures before starting to read.
- Write symbols or key words in the margins of your textbook or manual.
- Use highlighters in different colors to emphasize and organize important concepts.
- Write down key points and details that you want to remember.
- When given information in charts, write out explanations in your own words.
- Organize your notes in outline format, including main headings or categories and notes below each. As an alternative, you can organize your notes by using charts, graphs, pictures, or diagrams.
- Make flashcards of important points and key terms. Limit the amount of information placed on each card.
- Visualize key concepts in your head.

2. The Auditory Learning Style



Description

You learn best when information is auditory (presented in an oral language format). In a classroom setting, you benefit from listening to lectures and participating in group discussions. You also benefit from obtaining information from audio tape. When trying to remember something, you can often "hear" the way someone told you the information, or the way you previously repeated it out loud. You learn best when interacting with others in a listening/speaking exchange.

Study Tips

- Before reading, look through headings and pictures and say out loud what you think each section may cover.
- While reading your notes or textbook, read out loud whenever possible.
- Take pauses while reading to summarize aloud what you have read.
- Record yourself reading your notes or textbook, then play it back and listen to it repeatedly, or listen to audiobooks.
- Study in a group or with a friend. Discuss the material.
- Make up flashcards and read the material out loud as you memorize it.
- Ask a friend to help quiz you on test material.

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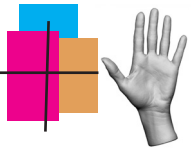
3. The Tactile-Kinesthetic Learning Style



Description

You learn best when physically engaged in a “hands-on” activity. In the classroom, you benefit from a lab setting where you can manipulate materials to learn new information. You learn best when you can be physically active in the learning environment. You benefit from instructors who encourage in-class demonstrations, “hands-on” student learning experiences, and field work outside the classroom.

Study Tips

- Before reading, look over the table of contents, headings, etc., to get a feel for the book or manual.
- Write notes, draw pictures, or make charts as you are reading or listening to study material.
- Take short (3-5 minute) breaks during your study time.
- Walk around while reading or memorizing information.
- Move while learning (e.g., tap a pen, squeeze a “stress relief” object, swing an arm, kick a leg).
- Listen to audio recordings of study material while working out.
- Type notes on the computer. Incorporate tables and graphics as needed.
- Consider studying in a lounge chair rather than at a desk.
- Consider playing background music (baroque) while trying to learn new material.
- Consider reading material through colored transparencies in order to help with focus.
- While reading, point to or trace the words as you go along.
- Paraphrase the material being learned.
- When possible/appropriate, act out what is being learned. If this is not possible, visualize the concept in your mind.
- Find real-life examples of concepts being learned.
- Write important information several times to help with memory.

Sources:

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Lazear, D. Eight Ways of Teaching.

Littlefield, J. (2010). Smart Study Strategies.
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Lynch, M. (2003). Learning Style Survey.

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B. Understanding and Reducing Test Anxiety

Police officers face a level of stress on a daily basis that is unlike almost any other career. However, most officers would prefer to deal with the stress involved in responding to a call for service than to deal with the anxiety caused by sitting for an exam that impacts their chances of being promoted. This portion of the Senior-Level Police orientation guide attempts to assist candidates in recognizing some of the causes of test anxiety and provides strategies on how to reduce it. Test anxiety is a condition in which a person experiences worry or distress before, during, or after a test or other assessment, to such an extent that it causes poor performance or interferes with normal learning. Because of its effect on performance, it is important that candidates recognize the potential symptoms of test anxiety and take steps to reduce it.

It is normal for any candidate taking an exam to feel a certain degree of nervousness. However, true test anxiety can be a serious threat to a candidate's preparation and performance on the exam. Test anxiety can manifest itself in psychological ways such as "blanking," having difficulty concentrating, and experiencing negative thoughts, as well as physical ways, such as nausea, headache, sweating, and muscle tension. Candidates can attempt to reduce the effects of test anxiety and increase their chances of maximizing their performance on the exam by focusing on three steps: be prepared, get organized, and practice.

1. Be Prepared

Preparation begins with recognizing and confronting negative thoughts you may have about your past exam performance and your chances for scoring well on the upcoming Senior-Level Police exams. Negative thoughts can influence your preparation for the exam by affecting your study habits, breaking your concentration, and causing you to second-guess your abilities. One strategy to reduce these thoughts is to take out a sheet of paper and create two columns. On the left side of the paper, you will honestly assess your attitudes and write down every negative thought you have about the prospects of taking a written exam. Next, on the right side of the paper, you will write a positive thought that counteracts the negative thought. For example:

Negative Thought	Positive Thought
I always do poorly on tests.	I will be more prepared than I have been in the past.
If I don't pass this test, I'm a failure.	I'm going to pass, but if I don't, I can still bounce back.
I can't possibly know everything that will be on the exam.	I know the area where my knowledge is strong and I will focus on the area in which I am unfamiliar.

Honestly assessing your feelings and concerns will help you begin to change your attitudes and create a positive mindset.

Another strategy to prepare for the exam is to gather as much information about the exam as possible. Consulting the Police Chief, Deputy Police Chief, or Police Inspector job specifications and reading over this orientation guide thoroughly will help you familiarize yourself with all aspects of the exam. Information provided in this guide will tell you, in general, what topics will be covered and what resources you can use to learn about the topics. This is a vital step in preparation for the exam, because knowing the extent of information covered by the exam will assist you in organizing a study plan.

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2. Get Organized

Being organized in your study habits is the next step in reducing test anxiety and increasing your performance on the exam. After you have determined from the information available to you, the topics to be covered on the exam, you need to honestly assess in which areas you are strong and which areas require more attention. You may find it helpful to create a study plan or schedule that defines what you will need to study, what resources you will need to compile, and the amount of time you will spend on each topic. When creating a study plan, you must remember to make it realistic for your current lifestyle. Candidates with responsibilities, such as family obligations, cannot expect to spend all their off-duty hours studying. Candidates should also make an attempt to avoid changing their normal routine in order to focus all their energy solely on studying. Although you may find that you need to make some sacrifices in order to put in the proper amount of time studying, it should not be at the expense of eliminating all your other interests and obligations. Some candidates believe that if they skip meals or stay up late, they are gaining extra hours of study time. Research suggests, however, that altering your normal sleeping and eating patterns, as a result of trying to spend all your spare time studying, does not have the benefits you would expect. Physical health is as important as emotional health in reducing anxiety.

Finally, remember that studying involves more than highlighting words in a book and memorizing definitions. When establishing your study plan or schedule, your goal should be to have a full understanding of terms and concepts. You will know you have a full understanding of the information when you can define a given term in your own words and discuss why it is important. Similarly, concepts are fully understood when you are able to take two related concepts and discuss their similarities and differences.

3. Practice

In some cases, candidates will know others who are taking the exam. Although many people prefer to study on their own, coming together to review in a group can also be helpful. During this review, each member of the group can come with prepared questions based on the source material. This strategy has the benefit of ensuring that you are reading the material critically enough to develop questions from it, while at the same time, practicing the routine of sitting down and answering questions prepared by another person.

During the days leading up to the exam, you should focus on reviewing the material you have already studied. In order to reduce test anxiety on the day of the exam, you should make every attempt to get a good night's sleep so that you can arrive at the test center well rested. Plan to arrive early, so that you are not rushing into the test center with only minutes to spare before the exam. It is important to listen to the monitor's instructions carefully and ask questions if you are unsure of anything that has been said. Remember that anxiety is fed by a fear of the unknown. The more you do to prepare prior to the exam, the better chance you will have at performing at your highest level.

Sources:

http://www.studygs.net/tstprp8.htm

http://www.ets.org/s/praxis/pdf/reducing_test_anxiety.pdf

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C. Technical Vocabulary List

While these examinations are not intended to assess your vocabulary skills, because of the nature of the concepts covered, a certain level of familiarity with technical language is necessary. The following is a short list of some terms that may appear in the source material and exam. It may be helpful to review this list and look up any other words you are unfamiliar with when reviewing this orientation guide and the source material.

ASSERT	To state or express positively
ACCOUNTABLE	Answerable; obliged to accept responsibility
AGGRIEVED	Wronged; deprived of legal rights or claims
AMBIGUOUS	Liable to more than one interpretation; uncertain
APPELLANT	Of or relating to an appeal
APPLICABLE	Relevant; applies to
APPREHEND	To take into custody
ATTENUATED	Weakened or reduced, as in strength or value
CAUSAL	Relating to, involving, or being a cause
CIRCUMVENT	To go around; bypass
COERCION	Act of bringing about by threat of force
COLLABORATE	To work together; cooperate
COLLATERAL	Security for payment of debt
COMPEL	To force; make necessary
COMPETENT	Properly qualified
CONSECUTIVE	Following one after the other in order; without interruption
CONSTITUTES	To make up, establish formally
CONSUMATION	Act of bringing to completion
DEMEANOR	Behavior towards others
DESIGNATED	Indicated, marked, pointed out; to select for duty
DISSEMINATE	Distribute or spread information
DIVERSE	Having variety in form; unlike
ENDEAVOR	To make an effort toward a given end
EXHAUSTIVE	Comprehensive, thorough
FACILITATE	To make easier
FRAUDULENT	Deceitful
HARASS	To irritate or torment persistently
ILLICIT	Not permitted by custom or law
IMMINENT	Ready to take place; impending
IMPEDE	To interfere or slow the progress of
IMPLEMENT	To put into effect; carry out
INFECTIOUS	Capable of causing infection
INFER	To conclude from evidence

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INFRACTION	A violation
INITIATE	To begin
INSUBORDINATE	Disobedient
LIABLE	Legally responsible
MUTUAL	Directed and received in equal amount
NARRATIVE	A written account of events
PECUNIARY	Of or relating to money; requiring the payment of money
PRECEDE	To go before
PROHIBIT	To forbid; prevent
PROLONG	To lengthen in duration, scope, or extent
PROMULGATE	To put into effect by formal public announcement
PURSUANT	In accordance with
RANDOM	Having no specific pattern or objective
RECIDIVISM	A tendency to return to criminal habits and activities
REPRIMAND	A severe formal disapproval
SUBORDINATE	Placed in a lower rank; subject to the authority of a superior
SUPERSEDE	To replace; to take the place of
SURVEILLANCE	Close observation of a person or group

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IV. SAMPLE QUESTIONS & ANSWERS

The following questions are examples of the types of questions that will appear on the upcoming exam. Please note that these sample items contained in this orientation guide are only sample items. The exam will contain different questions, although similar in structure and content. Answering these sample items correctly does not guarantee you the same success on your exam.

Question # 1 – Police Administration

Answer the following questions based on the New Jersey Attorney General's Law Enforcement Drug Testing Policy:

Part A: What are the consequences of a positive test for law enforcement applicants and trainees?

Part B: What are the consequences for sworn law enforcement officers who refuse to submit to a random drug test based on reasonable suspicion?

Ideal Response for Question # 1

Part A:
Applicants shall be
___ immediately removed from consideration for employment by the agency.
___ reported to the central drug registry by the law enforcement agency to which the individual applied.
___ precluded from consideration for future law enforcement employment for two (2) years from the date of the test.

Trainees shall be
___ immediately dismissed from basic training and suspended from employment by his or her appointing authority.
___ terminated from employment as a law enforcement officer, upon final disciplinary action by the appointing authority.
___ reported to the central drug registry.
___ permanently barred from future law enforcement employment in New Jersey.

Part B:
Sworn officers who refuse to submit to a random drug test based on reasonable suspicion shall be
___ immediately suspended from employment.
___ terminated from employment.
___ permanently barred from future law enforcement employment in New Jersey.
___ reported to the central drug registry as having refused to submit to a drug test.

Note: *This is a knowledge-based question, where candidates must demonstrate that they know the NJ Attorney General's Law Enforcement Drug Testing Policy. To achieve the maximum score on this question, candidates should carefully read Parts A and B, determine the specific information that is being asked of them, and respond solely to that. Candidates should avoid "going beyond" the scope of the questions (e.g., discussing illegal drugs and their impact on law enforcement officers,discussing any training that should be conducted for officers, etc.) and instead stay focused on what is being asked.*

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Question # 2 – Criminal Law

In 2008, the New Jersey Appellate Division examined the below fact pattern, and ruled that the police tactics used in executing the search warrant violated the New Jersey Constitution. Subsequently, in 2009, the New Jersey Supreme Court ruled on the appeal of the same case.

Police investigators received intelligence, gathered from two confidential informants, that a suspect was involved in the sale of illicit narcotics from a private apartment. After a successful undercover buy of cocaine from the apartment, the investigators obtained a search warrant. The warrant specifically required the police to knock on the door of the suspect's residence, and then identify themselves as police officers and announce their intended purpose to search the apartment.

There was no reason to believe that the execution of the warrant could expose the officers involved to an exceptionally dangerous situation. At 6:30 a.m., the warrant was executed by a 13-member tactical team, whose purpose was to assist in the execution of high-risk warrants. An officer on the team knocked on the door and announced, "Police Department; search warrant." After waiting 20 to 30 seconds, the door was forcibly opened, and a "percussion grenade" (flash bang/distraction device) was detonated inside the apartment. During the search, the officers located four adults, including the defendant. The search uncovered a quantity of cocaine, cash, a ledger, and a scale.

Part A: Regarding the knock and announce requirement, specifically, what are police required to state prior to making forced entry?

Part B: What are the three exceptions allowed, whereby police may make forcible entry without a wait period, or without knocking and announcing altogether?

Part C: According to the New Jersey Supreme Court, was the 20 to 30 second delay between the police "knock and announce" and the forcible entry reasonable in this case? Why or why not?

Ideal Response for Question # 2

Part A:

___ Officers must state their authority, (i.e., "Police").
___ Officers must state their purpose (i.e., search warrant) for demanding admission.

Part B:

___ Exception # 1 – immediate action is required to preserve evidence.
___ Exception # 2 – the officer's peril would be increased.
___ Exception # 3 – the arrest (or seizure) would be frustrated.

Part C:

___ Yes, the New Jersey Supreme Court held that the 20 to 30 second wait was reasonable.
___ The rationale of the Court was based on the totality of circumstances presented, including, most significantly, the potential for the destruction of evidence, while entry was delayed further. "Particularly in narcotics cases, reasonableness in delay is not a function of merely how long it would take the resident to reach the door, but how long it would take to dispose of the suspected drugs."

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Note: *This question is based on State of New Jersey v. Robinson (2009). To achieve the maximum score on this question, candidates should carefully read Parts A, B, and C, determine the specific information that is being asked of them, and respond solely to that. Candidates should avoid "going beyond" the scope of the questions and instead stay focused on what is being asked.*

Question # 3 – Police Management

A Nor'easter storm has caused massive flooding conditions within your municipality. Approximately 400 single family residential homes and numerous occupied apartments within a large apartment complex have been affected. The storm has caused large scale evacuations and temporary sheltering at local and county shelters. In addition, utility services have been disrupted causing large sections of the municipality to be without electricity, telephone, and cable television services. It is expected that many of the displaced residents will not be able to return to their homes for an extended period of time. Because the storm was so large in scale, many of the surrounding communities are suffering from similar conditions. As a result, mutual aid is not an option.

As the Police Chief, one of the tasks that you now face is to keep the community informed despite the obstacles presented. After the first incident command meeting following the storm, you have been selected to develop a plan for media operations during the recovery and restoration periods.

What steps should you take to develop your media operations plan in order to keep the public informed and updated?

Ideal Response for Question # 3 includes:

___ Refer to the agency's All Hazards Plan (or similar emergency plan).
___ Establish a public information function/designate a PIO.
___ Determine what information should be provided to the public.
___ Assess options available for information dissemination to reach those without electricity (e.g., door to door, town hall meetings, etc.).
___ Assess options available for information dissemination through electronic means (e.g., local cable stations, internet sites, reverse 911, NIXLE, department Facebook and Twitter accounts, etc.).
___ Designate a media staging area.
___ Establish media contacts and explain protocol/rules.
___ Schedule daily press briefings to the community which address the status and progress of the relief effort.
___ Other acceptable response (one only) with justification.

Note: *To achieve the maximum score on this question, candidates should carefully read the scenario and corresponding question, and respond solely to the question that is being asked. Candidates should avoid "going beyond" the scope of the question (e.g., adding their personal thoughts about emergency situations in general, why it is important for a leader to take action, etc.) and instead stay focused on what is being asked.*

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VII. CONCLUSION

This orientation guide was designed to help familiarize candidates with aspects of the Senior-Level Police exam, as well as provide some suggestions for preparation. The suggestions provided here are not exhaustive; we encourage candidates to engage in whatever additional preparation strategies they believe will enhance their chances of performing effectively on the exam. We hope that this orientation guide has been helpful to you. GOOD LUCK!

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