

IDAHO PEACE OFFICER STANDARDS & TRAINING PROCEDURE

12.17 SCENARIO DEVELOPMENT, EXECUTION AND ASSESSMENT

A. General

The purpose of scenario assessments at the Idaho POST academy is to prepare students to meet the demands of law enforcement public service by demonstrating their knowledge, physical skills, critical thinking abilities, and retention of classroom material. Scenarios are presented to academy students at various intervals throughout the duration of the academy both within and outside the classroom.

Scenarios are presented in a controlled and safe environment using experienced graders and role players, and are managed by the scenario coordinator. The scenario standards must be satisfactorily accomplished by each student for each performance objective in the approved curriculum.

Written and other demonstrative assessments are addressed in POST procedure [12.16 Written and Demonstrative Assessments](#).

B. Definitions

“Grader” means a person who, under contract, participates in POST training scenarios with the primary responsibility of grading the students’ performance and providing appropriate feedback when needed. Graders performing under contract are not considered State of Idaho employees.

“Role player” means a person who, under contract, participates in POST training scenarios by acting a part in scenarios provided by academy staff, in a secure and safe environment under the direction of the scenario coordinator or other training coordinator. Role players performing under contract are not considered State of Idaho employees.

“Scenario coordinator” means a POST employee directly responsible for scenario development and execution in the basic academy.

C. Developing Practical Exercise Scenarios

1. Scenarios are developed by the scenario coordinator alone, or any combination of the scenario coordinator, training coordinators, subject matter experts, and instructors.
2. New scenarios are reviewed by any combination of training staff, subject matter experts and instructors for:
 - a. relevance to training performance objectives; and
 - b. realistic representation of an officer’s duties and responsibilities.
3. Scenarios are approved by the training manager.

D. Role of the Scenario Coordinator

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1. The scenario coordinator collaborates with training coordinators and academy instructors to develop, execute, and assess POST basic academy scenarios.
2. The scenario coordinator ensures all scenarios are properly written, maintained in an electronic file, and available in hard copy for review by POST staff and instructors.
3. The scenario coordinator and training coordinators monitor scenarios in progress, ensuring the scenario training is conducted safely and within guidelines.
4. The scenario coordinator is responsible for:
 - a. collaborating with the facility coordinator to reserve presentation venues for scenarios;
 - b. scheduling, recruiting, retaining, and removing (when necessary) scenario graders and role players; and
 - c. acquiring, maintaining, issuing, and recovering all scenario equipment.
5. The scenario coordinator and/or training coordinators conduct safety briefings with all scenario graders, role players, and students to minimize possible injuries during scenario exercises.
6. The scenario coordinator and/or training coordinators conduct safety inspections including, but not limited to, physical and verbal searches of students, graders, and role players to ensure no weapons, ammunition, evidence, or sharp objects are present or taken into the scenario exercise area.

E. Role of Scenario Graders

1. Graders are responsible for the scenarios assigned to them by the scenario coordinator or training coordinator and for the safety of role players and academy students during those scenarios.
2. Graders deploy assigned scenarios according to the scenario grading form received from the scenario coordinator or training coordinator.
3. Graders ensure that role players stay on script and within POST guidelines for each presented scenario.
4. Graders inspect their scenario venues to ensure they are free from possible safety hazards.
5. Graders grade the students' performances and give appropriate feedback when needed; feedback given to students must be consistent with POST learning outcomes.
6. Graders immediately stop in-progress scenarios when it becomes obvious the student needs assistance to proceed or the scenario has become unsafe for role player(s) and/or students.

F. Role of Scenario Role Players

1. Role players participate in scenarios as directed by the scenario coordinator, a training coordinator, or a scenario grader.
2. Role players receive a basic script for each scenario and, to the best of their abilities, stay within the script and guidelines on the scenario script form.
3. Role players use only props specific and necessary for the specific scenario, provided by the scenario coordinator or training coordinator.

G. Grader and Role Player Contracts

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1. Role players and graders cannot work at POST without a fully executed contract.
2. There is no guaranteed time line for contract approval.
3. Contracts are between POST and individuals; not between POST and business entities.
4. The POST contract manager maintains an electronic list of persons with valid contracts for performing grader or role player services.
5. The scenario coordinator accesses the list to contact a currently-contracted grader or role player.
6. For a new contract, persons expressing an interest in serving as a scenario grader or role player are given the appropriate 'grader' or 'role player' application residing on the POST I: drive.
7. When the application is returned, the applicant is briefly interviewed by the scenario coordinator and/or a training coordinator to evaluate:
 - a. role player suitability for each task; and
 - b. grader experience, training, knowledge and abilities to fairly and competently grade student performance.
8. Following the interview, the processes described in POST procedure 12.05 Contracts and Agreements sections D. and E. are followed to enter into and renew contracts with successful applicants.

