National Interagency Leadplane Pilot Training Course N-9065

September 2019

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The *National Interagency Leadplane Training Course* standardizes federal agencies in the accomplishment of the leadplane position (LPIL) as defined by the Incident Command System (ICS).

This guide exists to promote safe, effective, and efficient training of leadplane pilot services in support of incident goals and objectives. Its objectives are to:

- Standardize interagency leadplane pilot training.
- Provide an outline for the training of a leadplane pilot.
- Standardize the instruction given to a leadplane student.

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Introduction

The Leadplane Pilot Training Course (N-9065) is a minimum 24 hour course designed to meet the initial ground school and initial flight training needs of a leadplane pilot as outlined in the NWCG Standards for Aerial Supervision. The course will then continue with on the job training in active fire suppression environments until all tasks can be completed to completion standards listed in each individual tasks lesson plan.

This course will provide students with the prerequisite knowledge and skills necessary to perform the tasks of the leadplane pilot position within the incident command system.

The Leadplane Pilot Training Course (N-9065) is intended to be held in conjunction with the National Aerial Supervision Training Academy (NASTA). The ATGS Academy was originally developed to expand on the ATGS course, S-378. The ATGS Academy has evolved to also include The Leadplane Pilot Training Course, Leadplane Refresher, ASM Initial, and ASM Refresher. NASTA is the combination of these training events. Leadplane candidates are required to attend S-378 and can meet the S-378 and the Leadplane Pilot Training Course requirements during the three week NASTA event.

The Leadplane Pilot Training Course may be held independently of NASTA but is intended to be a national interagency training event integrated into NASTA to take advantage of the additional instructors, subject matter experts and flight training opportunities.

During the first week of NASTA the students will attend the Leadplane Pilot Training Course. During the second and third weeks of NASTA the leadplane students will be a part of a team of ATGS students if the student is attending the ATGS Acadamy. Students will be taught the basics of the ATGS position and learn several skills that are standard between the ATGS and leadplane positions. The leadplane student will benefit from the interaction with the ATGS students and their firefighting knowledge and experience. The leadplane students will take part in most of the S-378 classroom trainings. This is necessary to meet the NWCG requirements for S-378. During the flight training portion of S-378 the leadplane students will fly, with an evaluator, as a roll playing air tanker for the ATGS simulations. The leadplane student will be required to take part as an ATGS student during at least one ATGS simulation, if attending the ATGS Acadamy.

During the ATGS simulations, it is the leadplane evaluator's priority to stick with the ATGS simulation script so as not to interfere with the ATGS training.

There will be leadplane only training areas where specific leadplane student needs can be addressed. It is recommended that the leadplane evaluator fly and communicate during the first simulation to demonstrate proper flight patterns and communications between the ATGS and the simulated air tanker.

The syllabus is arranged so that the leadplane students and evaluators will have at least four training flights prior to being part of the ATGS simulations. During these training flights the leadplane students will be introduced to the leadplane flight profile and join up profiles. The practice area for these first four flights should be far enough away from the departure airport to give the student time for in route and FTA planning.

The leadplane students Phase 1 flight training can be completed during this training at NASTA.

Leadplane Pilot Training Course Objectives

Upon successful completion of the course, students will be able to:

- Describe procedures for safe and effective leadplane operations over an incident.
- Describe efficient procedures for utilization of aircraft to meet incident objectives.
- Describe procedures for effective coordination between aviation and ground forces.
- Fly a leadplane profile and exit maneuver while ensuring the safety of the flight.
- Communicate using clear and concise radio communications.

Instructor and Evaluator Prerequisites

Course instructors and evaluators must be a qualified leadplane evaluator or final evaluator. Leadplane pilots attending the Leadplane Pilot Training Course may instruct to meet any requirements for becoming a leadplane evaluator.

Instructor and Evaluator Preparation

The training is structured around the student and designed to be presented in various ways: lecture/discussion, hands-on training, and flight exercises. Instructors and evaluators must devote adequate time for their presentations and should draw from their experiences to add realism and credibility to the information provided.

While instructors are encouraged to enhance course materials to reflect conditions, resources, and policies of the local unit, they must ensure that objectives of the course and each unit are not compromised.

Course Materials

This Instructor Guide is designed as a teaching aid to assist instructors in presenting the information. Each unit begins with a unit overview that outlines the lesson's approximate delivery time, objectives, learning strategy, instructional methods, required materials, and evaluation criteria.

The lesson plan for each unit is organized in a two-column format:

- The "Outline" column contains the lesson content that supports the learning objectives. This column also includes questions to ask students, descriptions of exercises, and additional teaching points to supplement information in the text. Notes to the instructor are in **BOLD CAPS**.

- The "Aids & Cues" column lists references (slide numbers, handouts, publications, etc.) that remind instructors to display or refer to specific materials.

NWCG Standards for Aerial Supervision (NWCG SAS)

The NWCG SAS is the primary component of the course for instructors and students (there is no Student Workbook). Students will use the NWCG SAS to complete the pre-course work (see next page), and as their main reference throughout the course. The intent is to familiarize students with the NWCG SAS so they can use it as part of their normal operating procedures.

Instructors must review the Instructor Guide in conjunction with the NWCG SAS before presenting the course.

In each unit of the Instructor Guide, space has been provided in the aids and cues column to write in the NWCG SAS page numbers that correspond with specific references.

Leadplane Lesson Plans andHandouts

Each unit has task specific lesson plans that correspond to the tasks in the training and are designed to be handouts.

The flight training unit has specific lesson plans for each flight and are designed to be handouts.

Student Target Group

This course is for personnel desiring to be qualified as Leadplane Pilot.

Student Requirements

Students must meet the individual agency requirements for a pilot position specifically rated for the aircraft to be used as a leadplane.

Student Pre-Course Work

The course coordinator must send each nominee a pre-course packet prior to the beginning of the course.

Pre-course test: Nominees answer questions using the NWCG SAS.

Students must pass the pre-course test with a score of 70% or higher. The pre course test can meet the Phase I oral requirement once the evaluator has reviewed the pre course test with the student.

The pre-course test will be reviewed in Unit 0.

Course Selection Correspondence

The course coordinator must send a course acceptance letter to each student. This letter should explain class time, date, and location. The Instructor Guide and Course Guide and lesson plans will be sent to the student.

Student Assessment

Students will be graded on their pre-course test and flight evaluations. The pre-course test must be completed and, if need be, corrected to 100%. The flight evaluations will be graded using Phase I leadplane mission evaluation form. Students must obtain a grade of 4 on the critical elements to pass Phase I of the training.

Cadre Meetings

Cadre meetings are an opportunity for instructors and evaluators to meet, review the material, and discuss concerns. The meetings are essential for instructors who do not have previous experience with the course. After each day's presentation, a meeting should be held to discuss concerns and progress. At the end of the course, a final cadre meeting should be conducted to evaluate student, instructor and evaluator performance and suggest modifications for future courses.

Recommended Class Size

The ideal class size is 2 students. It is recommended that the maximum class size be limited to 8 students.

Space and Classroom Requirements

The classroom should be able to accommodate up to 8 students with enough space for people to spread out during exercises. A work area should be provided for instructors and their materials. The classrooms should be located near the airport to provide access to the aircraft to be used.

Safety and Flight Operations Briefing (example)

Operations

- Utilize frequencies as listed for the practice areas.
- Dispatch operations: After clearing the airport traffic area contact “Phoenix Dispatch” on flight following, use the students lead number and aircraft tail number. Use the standard departure script and give the practice area destination. Inform dispatch again when departing the practice area.
- Follow all FTA procedures before entering practice area.
- Pay attention to the lateral parameters of the practice areas and remain within the boundaries. Keep a look out for the general public, stock animals and wildlife on the ground. Alter flight paths and target areas if needed to avoid over flights.
- Use appropriate altitudes and routes while transiting between the airport and the practice areas. Use caution while transitioning APS airspace and use altitudes listed on the practice area map.
- Maintain appropriate air speeds, bank angles and drop altitudes.
- Use the phrase “knock it off, knock it off, knock it off” to stop training for non-emergencies.
- Stagger times leaving the practice area to alleviate air traffic congestion at the airport.
- Use appropriate tanker base ramp procedures.

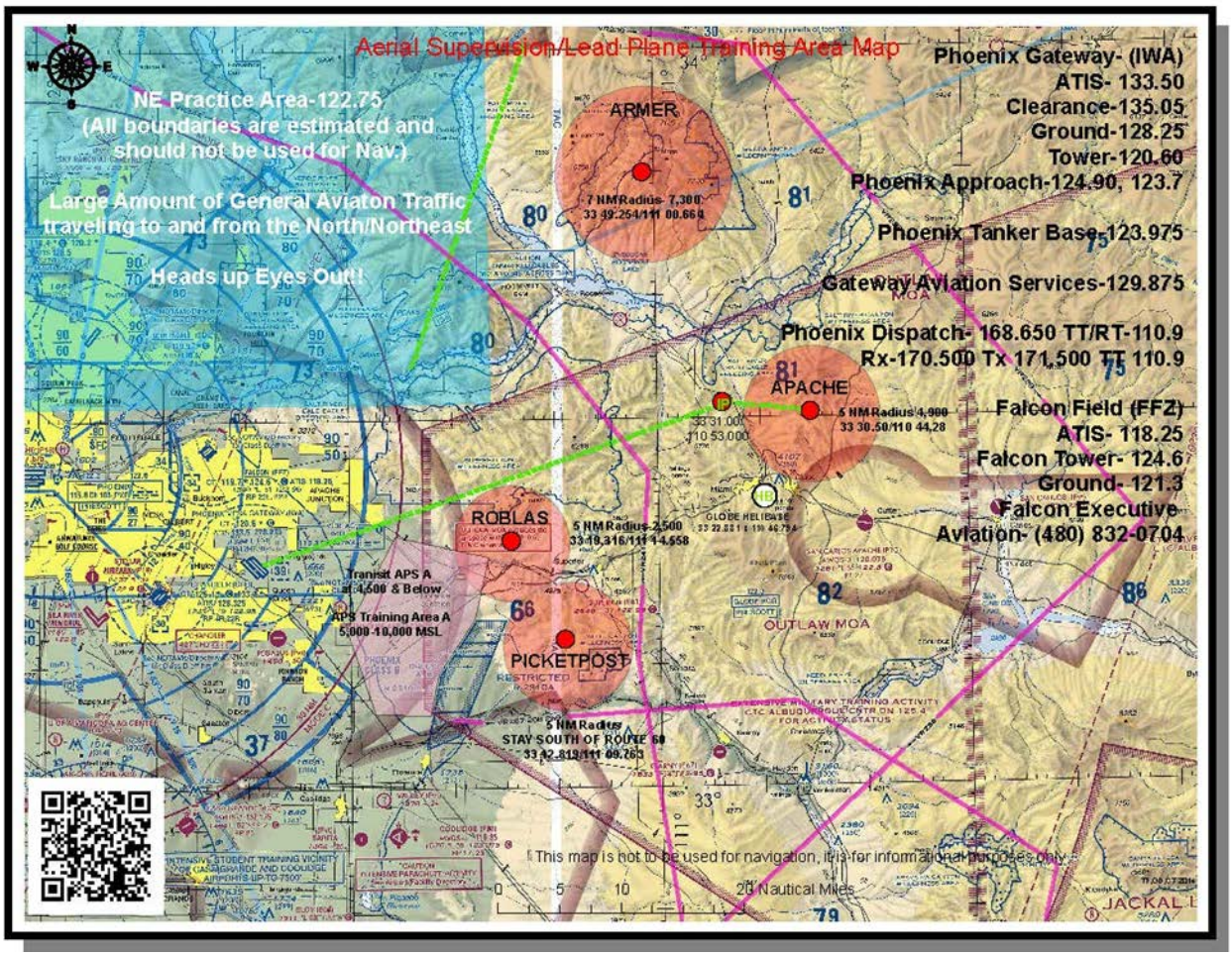
Emergencies

- Maintain situational awareness for nearest airport or acceptable landing areas in the event of an emergency.
- During a simulated emergency all operational aircraft will be informed that “this is a simulation” or “simulated _____ (then state emergency.
- In the event of a real emergency, end all training operations immediately and climb to appropriate altitudes to clear the area.
- In the event of an off airport landing, dispatch will be notified of the situation and the aviation crash/rescue plan will be implemented.

Policies

- PPE requirements per agency policy.
- Currency requirements per agency policy.

Practice Area Briefing (example)



***Map is depicted as an example and for reference only. Content may not be accurate.**

Topics to Cover

Tanker Base/Ramp Operations
Airport Operations
Airspace
IP's
Practice Area Size and Airspace
Fences
Practice Area Hazards

Course Evaluation Form

This is an opportunity for students to comment on the course and the quality of the instruction. These comments should be used to improve future training sessions. Distribute the form as appropriate.

The *Interagency National Leadplane Pilot Training Course N-9065* is developed and maintained by the Interagency Leadplane Unit (ILU), under the direction of the Interagency Aerial Supervision Subcommittee (IASS), an entity of the National Interagency Aviation Committee (NIAC).

Previous editions: none.

While they may still contain current or useful information, previous editions are obsolete. The user of this information is responsible for confirming that they have the most up-to-date version. NIAC is the sole source for the publication.

This publication is available electronically at https://www.nwcg.gov/committees/interagency-leadplane-unit

Comments, questions, and recommendations shall be submitted to the appropriate agency program manager assigned to the Interagency Leadplane Unit. View the complete roster at https://www.nwcg.gov/committees/interagency-leadplane-unit/roster