

Mission Base Staff Tasks

This Task Guide has been edited
to include only the tasks for
Air Operations Branch Director



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Developed as part of the
National Emergency Services Curriculum Project

DEMONSTRATE ABILITY TO ESTABLISH BRIEFING AND DEBRIEFING AREAS FOR CREWS/TEAMS

CONDITIONS

You are a new Ground Branch Director on an incident that is just starting, and you have several ground teams. Before you can get operations going, you need to establish areas where you can brief and debrief crews.

OBJECTIVES

- 1. Be able to establish briefing areas.
- 2. Be able to establish debriefing areas.

TRAINING AND EVALUATION

Training Outline

- 1. Depending on the size of the incident, you may or may not have the assistance of briefing officers and debriefing officers. If you have both, and the available space, it would be beneficial to establish separate areas for briefings and debriefings.
- 2. These areas should be in as quiet a location as possible. You should also have some sort of table and chairs available to you. Have all the paperwork needed present in the area. Also have a map available. Avoid any possible distractions. If an aircrew will be working with the ground team, try to have both present during a brief and debrief if possible.

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text.

Evaluation Preparation

Setup: Although this evaluation can be accomplished in a one on one situation, it is best done as part of a tabletop training exercise

Brief Student: Direct the trainee to establish briefing and debriefing areas.

Evaluation

<u>Performance measures</u>	<u>Results</u>
1. Did the trainee successfully establish a briefing area?	P F
2. Did the trainee successfully establish a debriefing area?	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE THE ABILITY TO BRIEF CREWS AND TEAM FOR MISSIONS

CONDITIONS

You are a new/old member on a mission, and are assigned as an Operations Branch Director.

OBJECTIVES

1. To be able to thoroughly brief an aircrew or ground team prior to a sortie.

TRAINING AND EVALUATION

Training Outline

1. In addition to the general mission briefing, an individual detailed briefing for each aircrew and ground team will be given prior to each sortie.
2. This briefing will include areas to be covered, type of mission, altitudes, search patterns, communications frequencies and procedures, actions to be taken, hazards to operations, and other information considered pertinent.
3. Individual briefing folders including the above information should be prepared for each aircrew and ground team.

a. Aircrew briefing kits, which are maintained by each mission pilot, should contain:

1) CAPF 104, Mission Flight Plan/Briefing Form. The front side of this form must be complete prior to release of the flight. A sample CAPF 104 can be found in CAPR 60-4, Volume I, Part I.

2) Appropriately gridded aeronautical sectional charts. Current charts must be used for navigation and obstruction clearance but these need not be gridded.

3) Specialized briefing checklists (as applicable).

4) Any other appropriate material considered necessary to successful accomplishment of the mission.

b. Ground team briefing kits, which are maintained by each ground team leader, should contain:

1) CAPF 109, Ground Team Clearance. The front side of this form should be complete prior to release of the team. A sample CAPF 109 can be found CAPR 60-4, Volume I, Part I.

2) CAPF 106, Ground Interrogation Form. Sample CAPF 106 can be found CAPR 60-4, Volume I, Part I.

3) Appropriate maps and charts.

4) Gridded aeronautical sectional charts for the area (need not be current).

5) Specialized briefing checklists (as applicable).

6) Any other appropriate material considered necessary to successful accomplishment of the mission.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Text.

Evaluation Preparation

Setup: This examination is best accomplished during a training or tabletop mission. Have the student brief at least one air crew (for AOBD trainees) or one ground team (GBD trainees).

Brief Student: All relevant mission information and requirements should be addressed during this time.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
1. Does the trainee conduct a thorough and efficient briefing?	P	F
2. Are the necessary parts of the CAPF 104 or 109 filled out before the team departs?	P	F
3. Is the search area indicated on an appropriate map?	P	F
4. Are hazards briefed?	P	F
5. Are check in times assigned and frequencies verified?	P	F
6. Is a weather briefing provided?	P	F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE ABILITY TO VERIFY THAT TEAMS ARE PROPERLY EQUIPPED

CONDITIONS

You are working at an incident and need to ensure that your teams are properly equipped for their tasking.

OBJECTIVES

- 1. Be able to check for proper equipment for ground and UDF teams.

TRAINING AND EVALUATION

Training Outline

- 1. As the Ground Branch Director you are responsible for the resources assigned to your branch. One of those responsibilities is to ensure that the team is properly equipped. It is not necessary to physically check each individual team member for every piece of specified equipment. That is the job of the team leader and the home unit. Instead, you simply want to verify individual and team equipment.
- 2. Individual equipment can be checked in a variety of ways. The method you choose will depend largely on your familiarity with the individual team. While you can check everyone as mentioned above, this is a very inefficient method (and could delay the team members who have to unpack all of their equipment). Instead, it would be better to conduct some sort of spot check. You can have one member of the team unpack their gear, or ask all of the team members to show a couple of key items that you pick of the list. Whatever method you choose, make sure that you are comfortable and confident with your decision. Also make sure that if there is any equipment that is task/sortie specific, that the team members have that.
- 3. Team equipment can be checked in much the same way as individual equipment. Use the checklists in the Ground/UDF Task Book, but keep in mind your wing specific operating procedures. Primary items that you will likely want to check are direction finding equipment, roadside emergency kit, communications gear, and first aid kit.

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text.

Evaluation Preparation

Setup: This task is best completed during some type of hands on situation. If it is done during an exercise, ensure that the evaluation does not create any safety concerns.

Brief Student: Direct the student to assess teams prior to departing mission base to assure they are properly equipped.

Evaluation

<u>Performance measures</u>	<u>Results</u>
1. Do the team members have the required equipment for their mission?	P F
2. Is the team carrying the required team equipment to operate in the field?	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE THE ABILITY TO PROCESS A CLUE

OBJECTIVES

1. As the ground branch director on a mission, you must assure that all clues to a missing aircraft or person are properly processed and investigated.

TRAINING AND EVALUATION

Training Outline

1. The Ground Branch Director's responsibility is to process all clues brought to his/her attention. Clues can be:
 - a. Tangible objects such as clothing, food wrappers, pieces of wreckage broken foliage etc
 - b. Observations by the general public, airfield employees, park rangers, etc.
 - c. Comments made by family and friends.
2. Clues can be gathered by:
 - a. Ground teams / UDF teams
 - b. Information Officer
 - c. Mission Chaplain

Mission participants should be briefed on the importance of clues. No clue should be disregarded until it is investigated. Clues that may seem insignificant at first may provide useful information when other information is provided later.

3. The ground branch director should investigate all possible clues and pass on information to the planning and operations sections. Ground teams may need to be dispatched as interview teams to follow-up on information.

Ground teams can be dispatched to family or friends of missing aircrews to interview them about the person. They should be aware of the clues found (article of clothing, food wrappers, etc) but should ask the questions in such a manner as to not "put words in the mouths" of those being interviewed. Interviewing teams should transmit their findings as soon as possible.

The Information Officer can also be asked to assist by calling persons who may be able to provide information on clues brought to his/her attention.

4. Write down each clue on an index card. This card should include where clue was found, when found, etc. Post these cards on a bulletin board so that they are seen and not forgotten. **Caution:** This area should be accessible by mission base staff only and these clues should be given to those who have a need to know. Advise the IC or planning division of these hypotheses and advise them to act on them.

Additional Information

Additional information on interviewing techniques can be found in Chapter 14 of the Ground Team Member Reference Manual.

Evaluation Preparation

Brief Student: Tell the student he is a ground branch director for a missing aircraft mission and he has been advised that he will need to process clues found by ground teams in the field. He should be able to answer the following questions.

Evaluation

<u>Performance measures</u>	<u>Results</u>
1. Name the three categories of clues.	P F
2. Who can gather clues for the GBD?	P F
3. Who are the primary investigators for the GBD?	P F
4. Describe a process to organize clues.	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE THE ABILITY TO LOCATE OR PROCESS AN OVERDUE GROUND TEAM OR AIRCREW

CONDITIONS

You are a new Branch Director (GBD or AOBD) and see from the status board that one of your units is overdue and has not reported in to the mission base.

OBJECTIVES

1. Take actions to locate the ground team or aircrew.
2. Take actions to begin locating the overdue ground team or aircrew.

TRAINING AND EVALUATION

Training Outline

1. Branch Directors must maintain an awareness of the status of all members on the mission. This includes inbound and outbound as well as those assigned to sorties. The Ground Branch Status Board should show when teams last checked-in. The Air Branch Status Board should show when aircrews last checked-in. There are circumstances that will keep a team or crew from checking-in exactly on time. The Branch Director must decide how long a sortie may go without a check-in. A good rule of thumb is that a sortie should never be allowed to go longer than 30-60 minutes without a check-in, but this time may vary depending on the tempo and area of operations. If a ground team or aircrew becomes overdue, the Branch Director must take action.

FOR GROUND BRANCH:

2. The first action is to determine if in fact the ground team is overdue. Has it arrived and not been updated on the Status Board? Has it called in with a new arrival time? First check your messages delivered from communications. Then check with the communications unit to see if you possibly missed a communication. Have someone check the parking lot(s), staging areas, and camps to see if the team returned and possibly not checked in.

a. Notify the Operations Section Chief.

b. Use the team's last location and estimate where they should have been at the missed check-in and where they are now. Determine if the team's position would prevent them from making contact.

c. Use communications to call the ground team on CAP frequencies. Contact CAP aircraft in the area and request their radio assistance on various CAP frequencies. Try to contact ground team by pager and cell phone if they have one or more members with them.

d. If there is a CAP aircraft in the area, ask Operations or Air Operations Branch to check the last know position of the team, check the probable position at the missed check-in time, and any other probable locations if the aircraft is available to be pulled from its tasking.

e. Check with local police departments to see if the vehicle has been reported to them. Has there been obstacles back to base such as traffic jams or road closures? Has the ground team been detained by police or been involved in accident, etc.?

f. If the ground team has not been located by a reasonable time, work with Plans to develop the search process.

FOR THE AIR BRANCH:

3. The first action is to determine if in fact the aircraft is overdue. Has it arrived and not been updated on the Form 107? Has it called in with a new arrival time? Have a check of the ramp accomplished. Check with CAP communications and with airport communications such as UNICOM or tower for any possible missed communications. Attempt to contact the aircrew by radio. Contact other aircraft or ground teams in the area of the overdue aircraft and ask them to attempt contact or if they have had recent contact.

a. Notify the Operations Section Chief immediately.

b. Determine if the aircraft actually departed at the scheduled time. Was the takeoff time noted by observation or from radio communications? Were radio check-ins briefed and were they accomplished with ground or an airborne communications platform?

c. Determine if a flight time extension was requested or granted. Have the estimated time in route and estimated time of arrival checked for calculation or annotation errors? How much estimated flight time was there for fuel aboard? Check times listed on the CAPF 104.

If a ground team or aircrew is overdue, take action!

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text.

Evaluation Preparation

Setup: Although this evaluation can be accomplished in a one on one situation, it is best done as part of a tabletop training exercise. If it is done on a training exercise with actual flying, ensure that the evaluation does not create any safety considerations. Instruct the trainee that a selected ground team has not arrived or reported in by radio to the base at the expected arrival time.

Brief Student: A selected ground team is overdue. Develop a scenario to fit the situation. Are radio check-ins required, is there a high bird, etc.

Evaluation

<u>Performance measures</u>	<u>Results</u>
1. Takes all obvious actions to determine if the ground team or aircraft is actually overdue.	P F
2. Notifies Operations.	P F
3. Makes all reasonable efforts to locate the team or aircrew.	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE THE ABILITY TO COORDINATE WITH THE GROUND BRANCH

CONDITIONS

You are a new/old member on a mission, and are assigned as the Air Operations Branch Director.

OBJECTIVES

- 1. To be able to coordinate between air and ground activities.

TRAINING AND EVALUATION

Training Outline

- 1. Good coordination between the Ground and Air Branches is essential to the effective prosecution of the mission.

- a. During a search mission, the Air Operations Branch needs to be aware of the general location that ground teams are positioned and staging.

- b. If ground teams are following clues in the vicinity of where aircraft are searching then aircraft should be made aware.

- c. Both aircraft and ground teams need to know the communications capabilities of the other in the event air/ground coordination is required. Aircrews need to be advised if a ground asset is operational and when it is off station should it need to leave.

- d. The Air Branch should be updated periodically if Ground Teams are in the field. The AOBD should be aware if the mission is being narrowed to a smaller location. By each staying aware of the ground operations, aircrews can provide eyes over a target and communications support.

- e. It would be advisable for the GOBD and the AOBD to have a short interchange prior to the regular meeting of the Operations Section. In this way, any coordination issues can be worked before the meeting with the Section Chief.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Text.

Evaluation Preparation

Setup: This examination is best accomplished during a training or tabletop mission. Have the student contact you anytime that he/she is meeting with the Air Branch

Brief Student: The evaluator needs to be included in any discussions with the Air Branch. You will be looking to see if coordination takes place and that an open channel of communications is maintained.

Evaluation

<u>Performance measures</u>	<u>Results</u>
1. Is the AOBD maintaining good communications with the GOBD?	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

O-4071
MONITOR WEATHER THROUGHOUT THE OPERATING AREA

CONDITIONS

You are assigned to a flight crew for a mission. Collect weather data to ensure safe flight planning.

OBJECTIVES

Be able to utilize multiple systems for collecting updated weather reports to aid in flight planning.

TRAINING AND EVALUATION

Training Outline

1. There are a number of factors that impact safe flight. Crew training, rest, and proper flight planning are essential.
2. Weather is a key factor to safe flight in most parts of the country through most of the year. There are several systems available where you can obtain updated weather information for your flight planning.
 - a. Flight Services
 - b. FAA phone in requests
 - c. Base weather briefings where available
3. There are several kinds of weather that can impact safe flight.
 - a. Icing
 - b. Reduced Visibility (due to fog or overcast conditions)
 - c. Wind and Thunderstorms
4. Determine with the pilot what constitutes safe flight conditions for the type of aircraft you'll be operating in and level of experience of the crew.

Additional Information

More detailed information on this topic is available in the Aircrew Reference Text.

Evaluation Preparation

Setup: Provide access to weather information systems.

Brief Student: This task is best accomplished at a flying event, mission, or mission base. No setup is required. Utilize local systems to identify at least two methods of obtaining up-to-date weather information and describe how those systems are accessed and identify three weather conditions to consider during flight planning.

Evaluation

<u>Performance measures</u>	<u>Results</u>
1. Did the student correctly identify two weather information systems and how to use them?	P F
2. Did the student correctly identify three weather hazards to safe flight?	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE THE ABILITY TO PREPARE APPLICABLE PORTIONS OF THE CAPF 104

CONDITIONS

You are the Air Operations Branch Director on a mission, and need to brief aircrews for sorties.

OBJECTIVES

- 1. To understand how to prepare a CAP Form 104.
- 2. To evaluate the completeness of the CAP Form 104 when briefing or debriefing aircrews.

TRAINING AND EVALUATION

Training Outline

1. The Mission Flight Plan/Briefing Form CAP Form 104 provides the aircrew information required for the assigned personnel to complete their mission. The form provides mission base staff the information that they need upon the completion of the sortie. The Air Branch Director, usually through briefers and debriefers, is ultimately responsible for the completeness and accuracy of the Form 104. During the briefing prior to the sortie check the following points.

a. Initially the aircrew will start the form by completing the aircraft and aircrew portions. Check this section during briefing to ensure completeness.

b. Ensure all parts on the front side of the form are covered in the briefing and that correct annotations are made to the form. If an item is not applicable in the briefing, note so on the form. Provide the aircrew with as much information as possible.

c. This side of the form is important to both the aircrew and the mission staff as it confirms the where and the when of the sortie. Where exactly was the sortie planned, and when was the expected take off and return.

2. The second part of the form is just as important.

a. Ensure that the flight information is correct on the form and included on the CAP Form 107. This is necessary to facilitate the reimbursement process.

b. Ensure that the exact area covered during the sortie is annotated on the Form 104. This information may be used later to determine the areas that were missed or effectiveness of search operations.

c. Ensure that the probability of detection calculations is done correctly. This will be needed to determine what areas need to be searched additional times.

Additional Information

More detailed information on this topic is available in the Mission Aircrew Reference Text.

Evaluation Preparation

Setup: This evaluation is best accomplished during an actual or training mission. However, it can be accomplished by obtaining CAPF 104s from old missions that have omissions that the trainee can point out and suggest corrections.

Brief Student: Direct student to present the CAPF 104 with appropriate information to you as the briefer for review.

Evaluation

<u>Performance measures</u>	<u>Results</u>
1. Can the trainee find errors in the POD calculations?	P F
2. Can the trainee find and recommend corrections for errors on the form?	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE THE ABILITY TO COMPLETE A CAPF 107

CONDITIONS

You are a new/old member on a mission, and are filling the position of Air Branch Director.

OBJECTIVES

1. Correctly fill out the CAP Form 107, Flight Operations Log.
2. Track and record aircraft movements and flying time.

TRAINING AND EVALUATION

Training Outline

1. The CAP Form 107, Flight Operations Log provides the Air Operations Branch a method to track aircrew sorties in progress or that have been completed. The Log is also used to record the flying hours and is used for validation of CAP Forms 108 for reimbursements for aircraft utilization.

a. Currency and accuracy are of the utmost importance.

b. The Form must be kept current, as any event happens, it is most be recorded. The sortie is entered as soon as the aircrew is briefed. Both estimated and actual sortie events are to be recorded as they happen. It is from the Form 107 that an overdue aircraft is determined.

c. Accuracy is important as the Form is used by the State Director to validate the requests for reimbursement for hours flown.

Additional Information

More detailed information on this topic is available in CAPR 60-4, volume 1, part 1.

Evaluation Preparation

Setup: The preferred method of evaluation for this task is on an actual or training mission where the trainee can be observed maintaining the Form 107 under actual mission conditions. If observing the trainee under mission conditions cannot be arranged, then obtain six to ten CAP Forms 104 from an actual or training mission. Provide a steady input of the Forms 104 intermixed with updates of actual take off and landing times to insure the trainee is entering the information correctly. A request for enroute extension or an overdue aircraft may be added to the scenario.

Brief Student: “You are a member of the Air Operation Branch and you have been assigned to track the air sorties.”

Evaluation

Performance measures

Results

- | | | |
|---|---|---|
| 1. The trainee enters all data to the Form in a timely manner. | P | F |
| 2. The accuracy of the data entered is better than 95% correct. | P | F |

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE THE ABILITY TO MONITOR AIR OPERATIONS

Given a radio and map, use the CAPF 109s for all deployed elements.

OBJECTIVES

Keep track of the location/status of deployed elements.

TRAINING AND EVALUATION**Training Outline**

1. It is the Air Branch Director's responsibility to monitor aircraft status from the time they leave mission base on a sortie until the time they return.
 - a. If you keep track of where your aircraft are and what they are doing, you can more easily coordinate their actions. For example, if you have to divert an aircraft to a new search area, it helps to know which aircraft are closest, which are engaged in search, which ones are out of service, or need to be rotated for fuel or crew rest. Additionally, you have to ensure the aircrews remain safe. Aircraft are complex machines and can be affected by mission, environment, and maintenance issues. Aircrews periodically lose their radio communications with mission base due to location and atmospheric conditions. If you are tracking your units, you will know which ones are overdue for a check-in or may require assistance.
 - b. You cannot always rely on the communications personnel to perform this task for you. Communications personnel may not be trained in air operations. When your crews call in with questions or reports, time may be critical. It is helpful often if the ABD can monitor radio communications and be available by radio.
2. To monitor deployed aircrews
 - a. Preparation:
 - 1) Prepare a "current operations area". You will need the following items.
 - a) A radio on the aircrew frequency. It's good to have a dedicated radio operator (on loan from the Communications Officer) to monitor it, but it is best be where you can hear and talk on it.
 - b) A radio log or Air/Ground point-to-point log. This can be as simple as a notebook of lined paper.
 - c) A map of the search area, and some way to mark aircraft working areas (alcohol pens, grease pencils, or small markers to stick on the map. This will be a "joint map" used for both air and ground branch element tracking.
 - d) A folder/envelope to keep the current sortie forms (CAPF 104) in, and one for completed sortie forms.
 - e) A status chart. The minimum categories on the sheet should be Team Name, Sortie Number, Task Description, Call sign, Location, Time Of Last Check-In, and Remarks.
 - 2) To run the operation:
 - a) After a crew is briefed, annotate the status chart with the information listed above. Then put the CAPF 104 for that sortie in the current sortie folder (if you have a lot of aircraft, you may want to also keep a log for all sorties listing the Team Name, Sortie Number, Task Description, and whether the task is pending, completed, or currently active).
 - b) The crew should report leaving mission base. Note the time on the status chart and list the location as "Leaving Mission Base." Mark the map with a symbol (or sticker) for that team. Normally, use the aircraft number or the active sortie number. That way, it's easy to correlate the map to the Status Chart.
 - c) The aircraft should be making radio checks on a regular basis, as per the instructions the briefing officer gave. Often, check-in is at one-hour intervals. Each time the aircraft calls in, update the map and the Status Chart with the new location and time. Any time an aircraft calls in, get an updated position from them, and treat it as a radio check in.

- d) If the aircraft calls in something unusual (reports a clue, runs into trouble, etc.), update the Remarks section of the Status Chart AND write it in the log (Team, event, time of event, and your initials). Pass the information to an appropriate staff member (For example, report clues to the Plans Section - see separate task) by writing it down on a message form or piece of paper and passing it to them. Log what you did with the information and what happened.
 - e) If an aircraft misses a scheduled radio check-in:
 - (a) Attempt to call the aircraft. If you can't contact them, try relaying through ground teams and aircraft in the area. Try cell phone numbers as well if you have them.
 - f) If the crew misses a second check-in in a row and you still cannot reach them, begin a search for that aircraft. You need to assume they are in trouble and cannot call you.
 - g) When a crew returns to base, log their return, clear them off the map and the Status Chart and hand off the CAPF 104 to the team debriefer.
- 3) If there are other deployed elements not under your control (aircraft, state police, etc), coordinate at least hourly to track these units on your map as well.

Additional Information

More detailed information on this topic is available in the Mission Base Reference Text.

Evaluation Preparation

Setup: This task is tested during a practice mission. Set up the current operations center as listed above.

Brief Student: Tell the student that he is responsible for tracking the status of deployed aircrews. At the end of the 4-hour evaluation block, quiz the student on the actions he would take if a crew missed their first communications check-in, and then their second.

Evaluation

<u>Performance measures</u>		<u>Results</u>	
For a minimum of 4 hours, the student:			
1. Correctly fills out the Status Chart for departing teams	P	F	
2. Keeps the map updated with the current positions of the crews as of their last radio message	P	F	
3. Keeps the Status Chart updated	P	F	
4. Correctly and efficiently handles incoming information and queries	P	F	
5. Keeps an accurate log of critical events	P	F	
6. Correctly handles crews returning from sorties	P	F	
7. Describes the procedures to be used if a crew misses radio check in	P	F	

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

DEMONSTRATE THE ABILITY TO PREPARE AN ICS FORM 220

CONDITIONS

You are a new/old member on a mission, and are assigned as the Air Operations Branch Director.

OBJECTIVES

- 1. Complete the Air Operations Summary.

TRAINING AND EVALUATION

Training Outline

- 1. All CAP mission personnel know that the mission is not truly over until the paperwork is done. In the case of Air Operations documenting everything that happens to aircraft and aircrews is the key to successful closure and debrief.
- 2. ICS forms are gridded and labeled for incident command. It may be necessary to focus on one section to the exclusion of others and more than one sheet may be needed.
- 3. The following information needs to be tracked on the ICSF 220.
 - a. Preparer's name, date, and time
 - b. Incident name in Block 1.
 - c. Operational period in Block 2.
 - d. Significant remarks in Block 3.
 - e. Call sign and status of any MEDEVAC A/C in block 4.
 - f. Information concerning any Temporary Flight Restrictions in Block 5.
 - g. Air Operations personnel are listed in Block 6.
 - 1. AOBD is the only ICS position listed that is mirrored in CAP.
 - 2. If you are working an ICS event, fill in the names of personnel filling the appropriate roles.
 - h. Frequencies assigned for Air Branch, Air/Ground, and Command are listed in Block 7.
 - i. Information about all fixed-wing assets is listed in Block 8. More than one sheet may be needed.
 - j. Information about any helicopters on station for the mission goes in Block 9.

Additional Information

More detailed information on this topic is available in the Mission Staff Reference Text and ICS/NIIMS Air Operations section.

Evaluation Preparation

Setup: This examination is best accomplished during a training or tabletop mission. Direct the student to prepare the ICSF 220 for the air assets assigned to the mission.

Brief Student: Fill out the appropriate sections. It may be necessary to leave some areas blank if that type of resource is not available. Print neatly.

Evaluation

<u>Performance measures</u>	<u>Results</u>
1. Does the student mark each of the appropriate sections for the air assets at the mission?	P F

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

P-0101
KEEP A LOG

CONDITIONS

You have been assigned to keep a log on a mission, and must log the actions of your unit, section or team on the ICS Form 214 for use during debrief after the mission.

OJECTIVES

Correctly maintain a log of actions during an incident.

TRAINING AND EVALUATION

Training Outline

1. When working an incident, staff members are required to maintain a log of all significant actions. This is important for record keeping of the accomplishments and setbacks, determining search effectiveness during debriefing, and as a legal record of CAP actions amongst many other things.
2. The mission log is started once a unit or section is opened and maintained until personnel are called in and at home safely to the incident commander. A separate log should be maintained for each varying unit or section that is assigned to the incident, and subordinate units at varying levels will normally also keep a log. This log is turned in with the debriefing paperwork and becomes part of the official mission record.
3. The following actions are always recorded in the log:

FOR GROUND OPERATIONS

- a. Departure and return times to mission base.
- b. Routes taken to and from the search area.
- c. Times of entering and leaving search areas.
- d. Any time the search line changes direction.
- e. Times/locations of clue detections or witness interviews.
- f. Time/location of find.
- g. Time/Location of communications checks.
- h. Any event or action related to the team's ability to complete the sortie requirements (natural hazards encountered, injuries to team members, etc.).
- i. Encounters or instructions from local authorities.
- j. Encounters with the media.
- k. Mileage/Flight time at key intersections, when leaving pavement, at other key locations, etc.

l. Time of distress beacon or other emergency signal acquisition.

m. Times distress beacon located and silenced. Also, if available, include the name(s) and organization(s) of person(s) involved in silencing the distress beacon, the manufacturer, serial number, dates of manufacture and battery expiration, vehicle information (type, vehicle registry, description), and the name of the owner.

n. Personnel assignments to and from the team/unit.

Note: This log (ICSF 214) may be kept as an attachment to the CAPF 109

FOR AIRCREW OPERATIONS

a. Briefing details

b. Names of crew members

c. Engine start time

d. Take Off time

e. Communications checks

f. Time beginning assigned grid or route

g. Time departing grid or route

h. Significant weather, turbulence, other

i. Time of landing

j. Time of engine shutdown

k. Crew changes if any

Note: this log (ICSF 214) may be kept as an attachment to the CAPF 104

FOR MISSION BASE STAFF OPERATIONS

a. Time/date unit or log started or activated

b. Name of unit, supervisor, and individual keeping the log

c. Notes from initial briefing

d. Time and noted from staff meetings

e. Significant events, actions taken, direction received or provided

4. For each log entry, the log keeper writes down the following on the ICSF 214:

- a. The time.
- b. The event taking place (see list above)
- c. Mileage and/or location as appropriate.
- d. Name of individual annotating the log each time there is a change.

Additional Information

More detailed information on this topic is available in each emergency services reference text.

Evaluation Preparation

Setup: Prepare narrative of 10 events/actions and times. Provide the individual with the list, a pen, and an ICS Form 214.

Brief Student: Tell the student that he is the log keeper for his unit, and that the 10 events listed in the narrative have occurred. Tell him to log the events/actions on the on team log form.

Note: this evaluation can be accomplished during a training exercise by observing the events taking place and checking the log to see that they are properly annotated.

Evaluation

Performance measures

Results

For each of the 10 events/actions, the student:

- | | | |
|----------------------------------|---|---|
| 1. Logs the time and event | P | F |
| 2. Writes legibly and completely | P | F |

Student must receive a pass on all performance measures to qualify in this task. If the individual fails any measure, show what was done wrong and how to do it correctly.

SPECIALTY QUALIFICATION TRAINING RECORD (SQTR)
Air Operations Branch Director

NAME (Last, First, MI)	CAPID	DATE ISSUED
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Prerequisites

Item	Date Completed
Qualified GES	
Qualified SAR/DR Mission Pilot or Mission Observer (need not be current)	

The above listed member has completed the required prerequisite training for the air operations branch director specialty.

UNIT/WING/REGION COMMANDER OR
AUTHORIZED DESIGNEE'S SIGNATURE

DATE

Familiarization and Preparatory Training

Task	Evaluator's CAPID and Date Completed
Complete NIIMS G193 or equivalent	
Demonstrate knowledge Air Operations Branch Director responsibilities	

The above listed member has completed the required familiarization and preparatory training requirements for the air operations branch director specialty qualification and is authorized to serve in that specialty while supervised on training or actual missions.

UNIT/WING/REGION COMMANDER OR
AUTHORIZED DESIGNEE'S SIGNATURE

DATE

Advanced Training

Evaluator's CAPID and
Date Completed

Task	Evaluator's CAPID and Date Completed
Complete Task O-4052 Demonstrate ability to establish briefing areas for crews	
Complete Task O-4056 Demonstrate ability to brief aircrews for missions	
Complete Task O-4057 Demonstrate ability to verify that aircrews are properly equipped	
Complete Task O-4062 Demonstrate ability to process a clue	
Complete Task O-4063 Demonstrate ability to locate or process an overdue ground team or aircrew	
Complete Task O-4070 Demonstrate ability to coordinate with ground branch	
Complete Task O-4071 Monitor weather throughout the operating area	
Complete Task O-4073 Demonstrate ability to prepare applicable portions of the CAPF 104	
Complete Task O-4074 Demonstrate ability to complete a CAPF 107	
Complete Task O-4078 Demonstrate ability to monitor air operations	
Complete Task O-4082 Prepare an ICS Form 220	
Complete Task P-0101 Demonstrate the ability to keep a log	
Complete Basic Communications User Training	
Complete Flight Release Officer Training	
Complete the appropriate portion of CAPT 117, <i>Emergency Services Continuing Education examinations</i>	

Exercise Participation

The above listed member satisfactorily participated as an air operations branch director trainee under my direct supervision on mission number _____.

QUALIFIED SUPERVISOR'S SIGNATURE DATE

The above listed member satisfactorily participated as an air operations branch director trainee under my direct supervision on mission number _____.

QUALIFIED SUPERVISOR'S SIGNATURE DATE

Unit Certification and Recommendation

The above listed member has completed the requirements for the air operations branch director specialty qualification and is authorized to serve in that specialty on training or actual missions.

UNIT/WING/REGION COMMANDER OR
AUTHORIZED DESIGNEE'S SIGNATURE DATE