



Student & Instructor Handbook

THIS HANDBOOK IS NOT A CONTRACT

The contents of this handbook are not intended to be, nor do they constitute, a contract nor a guarantee of future employment with ATP. The disclaimer in this paragraph relates to every provision in this handbook. It is operative notwithstanding any verbal or written statement to the contrary, and no one has the authority to make commitments contrary to this disclaimer.

This handbook describes policies and procedures, processes, and best practices for students and instructors. The goal is to ensure safety, success, and a standardized experience while training with ATP. Students and instructors are responsible for knowing the information in this handbook.

ATP strives to provide safe and efficient training through standardized operations. That is only possible when everyone follows the same procedures. Take time to read this information carefully and ask questions as necessary.

If this document is printed, the most current version may be found at:

<https://secure.atpflightschool.com/s3/get/atp-program-docs/supplements/student-instructor-handbook.pdf>.

To view recent changes to this handbook, visit:

<https://atpflightschool.com/changes/student-instructor>

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ATP's Training Model

“

*Tell me and I forget.
Teach me and I remember.
Involve me and I learn.*

”

—
Benjamin Franklin

ATP's training model is airline-oriented, full-immersion training focused on safety, standardization, and professionalism. We assume every student will work as an instructor before moving to the airlines, and we have designed the Airline Career Pilot Program (ACPP) with that in mind.

Students devote their full attention to flight training while enrolled with ATP. Each day includes studying, practicing, instruction, and preparing for the next training day. Students study to establish foundational knowledge before meeting with the instructors to ensure the understanding and application required to move to the next stage. ATP provides the framework and resources for success; students must push themselves to drive achievements.

ATP's training simultaneously builds knowledge and flight skills as students become professional pilots. Routine practice produces proficiency. Apply the features of this training model to build productive training habits that will support your aviation career.

Safety-Focused

Professional pilots stay safe by following procedures, adhering to regulations, and exercising good judgment. ATP training does not compromise safety. Our policies and procedures are developed from prior experiences, adopting industry standards, and complying with regulatory guidance. They are in place to anticipate and prevent errors in the future.



If you cannot conduct training safely, it is not authorized. Safety dictates that you follow all training guidelines, policies, procedures, and regulations without exception.

Professionalism

Training with ATP is the beginning of your professional aviation career, and the aviation industry prioritizes professionalism. Students and instructors must display a professional attitude in their daily lives, at the training center, and in the aircraft.

Professionalism is too broad to define here, but the general idea is simple - students, instructors, and employees must adhere to the professional standards of appropriate language, appearance, conduct, and attitude. That includes following rules, upholding standards, and leading by example.

The aviation community is relatively small, and peers at ATP will likely meet again. Reputations, for better or worse, precede potential airline applicants - approach every day at ATP with your future career in mind.

Program Outline

The complete Airline Career Pilot Program (ACPP) begins with private pilot training, and the Credit for Private ACPP begins with instrument training. Below are the stages and milestones in the training programs. Understand and follow the program to effectively execute training on time and budget.

Private Pilot Elevate

Ground school covering the knowledge areas required for a private pilot.

Private Fundamentals and TOL

Initial flight lessons to train basic aircraft handling skills, maneuvers, takeoffs, and landings (TOL). This stage ends with the TOL Eval.

Private Solo Prep

Practice landing skills to solo at the primary training airport safely. This stage ends with the Solo Eval.



Solo and Solo Cross-Country

Complete solo flights to meet private pilot regulatory requirements. This stage is complete when the student meets all solo requirements.

Private Pilot Checkride Prep

Introduce more advanced skills while practicing core skills in preparation for the private pilot checkride. After completing the private pilot checkride, the student holds an FAA Private Pilot Certificate.

Instrument Elevate

Ground school to cover the knowledge areas required for the instrument rating.

Instrument Basics

Introduce basic instrument skills and develop instrument proficiency. This stage ends with the Instrument Progress Eval.

Instrument Cross-Country

Continue developing instrument proficiency while conducting itinerant cross-country flights.

Instrument Checkride Prep

Develop advanced instrument skills in preparation for the instrument checkride. At the end of this stage, the student will have an Instrument Rating with their Private Pilot Certificate.

Commercial Single-Engine

Develop advanced skills while acclimating to the increased responsibilities of a higher level of certification. After completing the initial commercial checkride, students will hold a Commercial Pilot Certificate, which replaces the Private Pilot Certificate.

Commercial Multi-Engine

Commercial multi-engine training and checkride add multi-engine privileges to the Commercial Pilot Certificate. Students may be required to travel to a multi-engine training location.

Certificated Flight Instructor (CFI) Training

Online ground school covers regulatory topics and teaches students to apply the fundamentals of instructing. The flight stage offers instruction through student-instructor role reversal. After



completing the Initial CFI checkride, students will hold a CFI Certificate and Commercial Pilot Certificate. Students may be required to travel to a CFI training location for the flight portion of the CFI stage.

CFI - Instrument

CFI training and checkride add instrument instruction privileges to the CFI Certificate. Students may be required to travel to a CFI training location.

ATP Indoc

ATP invites graduates to apply for a flight instructor position. Indoc ensures every CFI at every ATP location provides quality, standardized instruction. ATP conducts Indoc in Jacksonville, FL. Applicants are responsible for travel to Jacksonville, FL.

Fixed-Cost Program

The ACP is a fixed-cost program developed through the experience of training tens of thousands of successful graduates. The program includes the fixed amount of flight experience that most students need to meet proficiency and certification objectives.

By fixed-cost, ATP emphasizes that you enter the program knowing the costs you will incur and what you will receive. ATP offers a realistic alternative to programs that promote unrealistic minimum flight times at unclear rates.

To be successful, on time, and within budget, students must devote themselves to the required study and practice, demonstrate understanding, and meet flight proficiency requirements. Unsatisfactory progress requires repeated events at an additional expense. Students and instructors can see available flight times on the ATP Whiteboard and ATP Student Extranet. Adhering to the prescribed training times and schedule is essential to staying within budget.

ATP Student Extranet shows the flight time in each stage of the program. Students and instructors are responsible for managing the flight time in each stage. In some cases, students will need additional flight experience beyond that included in the program. Whenever possible, ATP will dynamically reallocate flight time between training stages. However, Federal Aviation Regulations prescribe certification experience requirements that may limit time reallocations to other training phases. When ATP cannot reallocate flight time, students are charged for additional training at the rate posted on the ATP Extranet.



Program Completion

The ACPP leads students through satisfactory completion of the Commercial and CFI certificates with the ultimate goal of airline employment. Adherence to the training outline and timeline is the most significant contributor to success in the ACPP.

Successful Completion

Satisfactory Training Progress

Progress in the ACPP is determined by evaluating critical success factors such as positive instructor and peer feedback, a passing evaluation record, a passing checkride record, being on or ahead of the projected schedule, and professional conduct. Students and instructors should contact the Training Support Department to discuss training or concerns about progress.

Graduation

Students graduate from the ACPP after passing their last program checkride.

Instructor Indoc

When program training is complete, students are invited to be considered for ATP's team of instructors.

Unsuccessful Completion

ATP respects students' investments and will consider their ultimate well-being when making recommendations. Integrity requires training to stop if the ultimate goal of program completion is not viable. Early recognition is important to reduce the overall financial impact in those cases.

Training Improvement Plan

Students not maintaining satisfactory training progress will be provided a remediation plan to identify problems, detail performance objectives, and set deadlines. Students who do not meet the conditions of that plan are considered unsuccessful in the ACPP.

Non-Training Disciplinary Actions

ATP produces professional pilots who are ready for hire by the airline industry. Professionalism extends beyond the classroom and flight deck. Student behavior around the community reflects

on ATP as a whole. Students who fail to maintain a positive public image are considered unsuccessful in the ACPP.

Violations of Standards and Best Practices

Aviation industry professionals stay safe by following established rules and best practices. ATP expects pilots to know and adhere to all policies, procedures, training guidelines, and regulations and to make safety-conscious decisions based on those rules and best practices. Deviation from this policy violates the standards and best practices and is grounds for immediate termination. Failure to maintain satisfactory training progress is also considered a violation of this policy under certain circumstances.

Withdrawal

Students may withdraw from training anytime by contacting ATP Training Support.

Account Closure

Within 15 days of program completion, termination, or withdrawal, ATP will calculate the account balance and notify the student. The account balance is the difference between total payments and total charges incurred as calculated by the rate schedule in the Training and Refund Policy. Students must immediately pay any amount due to ATP. If a refund is due, ATP will issue it to the student or lender in the case of an ATP-certified loan.



Students

“ *Take the attitude of a student, never be too big to ask questions, never know too much to learn something new.* ”

—
Og Mandino

Training with ATP is the beginning of your professional pilot career and requires a full-time commitment. Hard work paves the way to success in flight training. Merely showing up is not enough. Each milestone is passed on merit, and taking shortcuts hurts the student the most.

The information in the following sections will assist students in preparing for training and being successful at ATP. Take time to review each topic and ask questions about anything unclear.

Preparing to Start Training

Planning for success in the ATP program begins before the first day of flight training. This section describes the process and items needed to start training with ATP. Contact ATP Training Support with any questions.

Required Documents

Students are responsible for maintaining current, valid documents required by the FAA and TSA. The first/middle/last name on all documents must match exactly. Students should report any changes to current certificates or eligibility for future certificates to ATP Training Support immediately.

Citizenship Verification

Before training begins, ATP must verify citizenship with an unexpired Passport or Birth Certificate and a valid government-issued photo ID. Students need only a valid photo ID throughout training and while exercising certificate privileges.

First-Class Medical Certificate

Students must obtain a First-Class Medical Certificate as the airlines require. Certificate holders are responsible for the conditions of issuance. ATP is not responsible for verifying certificate validity. Medical certificates are issued by an Aviation Medical Examiner (AME). Refer to [FAA.gov](https://www.faa.gov) to find an AME in your local area.

Private Pilot Certificate

Students starting in the Credit for Private program must hold a valid Private Pilot Certificate. Students are responsible for verifying they meet the prerequisite flight time requirements and must maintain the knowledge and proficiency required by the Private Pilot ACS.

Training Equipment

Students are responsible for acquiring and maintaining the personal equipment listed below. ATP has requirements for some of the training equipment. Personal preference determines other options.

ATP Training Bundle

ATP will send relevant training materials to students before the program begins.

Pilot Logbook

Training entries are recorded in the pilot logbook and verified and signed by the endorsing instructor. Accuracy and tidiness are the student's responsibility. The pilot logbook is the official record of training required by the FAA. Protect your logbook - they are difficult, if not impossible, to replicate. Every lesson completed should be logged and signed in the logbook with blue or black ink.

Aviation Headset

A headset for fixed-wing aircraft (dual male plugs) is required. Models range from \$300-\$1200, depending on options.

Mobile Smartphone

A mobile phone with SMS/text messaging and voicemail is required to receive timely communications from ATP.

iPad (WiFi + Cellular)

An iPad capable of operating with the latest major iOS update is used for training. Size options depend on personal preference. Cellular plans are encouraged but not required.

ForeFlight App (with Jeppesen Charts)

ForeFlight is a navigation application. ATP students and instructors are eligible for a reduced subscription rate.

Kneeboard

The kneeboard is used to organize items in the flight deck (including iPad).

Sectional Charts (only required for Private Pilot training)

Current VFR paper sectional charts for areas surrounding the primary training center are used for foundational training. ForeFlight alone will not allow students to gain the necessary skills, like using the navigation plotter.

View Limiting Device (VLD)

Wearable device to reduce visual reference during instrument training.

Flashlight

Light with red lens for night flights.

Appearance And Hygiene

Personal appearance affects how others view you as a professional. Students must adhere to the standards outlined in this section while at the ATP Training Center and in ATP equipment. Failure to comply with ATP's appearance and hygiene standards may result in canceled training and related fees.

Uniform Policy

- All clothing must be professional, clean, and free of wrinkles

- Blue [ATP](#) polo shirt (provided by ATP), worn tucked in
- Khaki, navy, gray, or black chino-style pants or shorts with a belt
- Cargo-style pants, jeans, athletic wear, and skirts are not approved
- Closed-toe dress shoes or sneakers
- Hats with the ATP logo facing forward are approved
- Cold-weather outerwear must be neutral-colored and free of graphics. Hoodies are not permitted.
- Business professional attire is appropriate for checkrides.

Hygiene

Everyone must maintain good personal hygiene. Pilots share small spaces in the training environment (flight deck/simulator). They must be aware of body odor, oral hygiene, and heavily scented perfumes or colognes, which may negatively affect others.

Hair

Hair must be clean, well-groomed, and have a professional look appropriate for business interactions. Long hair that falls below the shoulder must be pulled up. Extreme hair colors are not permitted.

Facial Hair

Males must be clean-shaven to match the standard at most airlines. A neatly trimmed mustache that does not extend beyond the corners of the mouth or below the upper lip is acceptable.

Jewelry

Jewelry must complement the pilot uniform and represent a conservative business appearance. Females may wear one matched pair of traditional earrings in the ear lobe. Plug-style earrings and facial jewelry are not allowed. Jewelry must not interfere with pilot duties.

Tattoos

Airlines require pilots to keep tattoos covered by the uniform. ATP encourages potential airline candidates to consider the impact of that policy on their future employment.

Being a Student

Being a student at ATP means devoting your full attention to flight training while enrolled. Each day includes studying, practicing, instruction, and preparing for the next training day. Students study to establish foundational knowledge before meeting with the instructors to ensure the understanding and application required to move to the next stage. ATP provides the framework and resources for success; students must push themselves to drive achievements. ATP's training simultaneously builds knowledge and flight skills as students become professional pilots.

Scheduling and Availability

The ACPP Fast Track requires a significant financial and personal investment worthy of a full-time commitment. Students must be available for training seven days per week. ATP strives to provide two days off each calendar week. However, because ATP builds schedules to maximize the students' return on investment and to keep students on schedule with projected completion dates, weekend availability and flying is required.

Training Consistently

Consistency builds proficiency. Students must complete the minimum weekly activity prescribed by the training stage dashboard to stay on track in the program. Students not meeting minimum activity requirements should communicate with their instructor and Training Support to schedule additional training.

Success in the ACPP requires flexibility and adaptability. Students should be present and active at the training center to get the most out of the resources ATP provides. The dynamic nature of flight training means delays may occur due to maintenance, weather, and other factors outside of ATP's control. Use that time to study, practice in the simulator, and work with peers. Students should be present at the training center and adaptable to schedule changes.

Time Off

The ACPP is designed as a continuous training program. ATP discourages taking time off while training. If time off is needed, students must request it through ATP Extranet no less than 30 days in advance. Requests are considered based on factors such as program progress, stage of training, and anticipated impact on student performance. Students should coordinate with local Training Support for approved time off, illness, emergencies, and other short-notice situations.

ATP understands that students have life considerations outside of training and will address emergencies individually. However, time away from training for any reason may require repeated training at additional expense to regain proficiency.

Other Time Constraints

Work, recreational, and other educational commitments are discouraged while enrolled with ATP. The crew cross-country, CFI, and multi-engine training stages may require students to leave their primary training center for multiple consecutive weeks. Canceling training events for work or other scheduled events will incur a cancellation fee.

Daily Schedule

Most days, students should be at the training center, and instructors should schedule students for ground, simulator, or flight training events to meet the minimum weekly requirements. Students are responsible for checking their schedules and preparing for the planned lesson by completing the related assignments before the event. Lack of preparation is the leading cause of repeat training. Students can avoid additional costs by being fully prepared for each lesson. ATP will not consistently slow training to allow extra time for studying, nor should that be necessary for students who devote enough time to the process.

Efficient scheduling requires everyone to be prepared and on time. Students vary in the time needed to prepare and must determine the best arrival time for their situation. Time management is an essential skill for pilots. Failure to arrive early enough to complete all necessary preliminary work will result in shortened training time or cancellations subject to a fee. Generally, students should arrive at least 15 minutes before ground and simulator training and 60 minutes before each flight.

Students should coordinate temporary availability changes with their assigned instructor and Training Support at least 24 hours before. ATP will impose a fee for being late, lack of preparation, and cancellations within 24 hours. ATP may allow exceptions and waive the fee in extenuating circumstances.

Learning in Aviation

Learning and Understanding

The concepts and information students need to know to become competent pilots can only be fully understood through regular engagement. ATP provides many resources, and students must

study to understand and retain concepts over the long term. Students at ATP are working toward an aviation career. It is worth the effort to learn concepts entirely from the beginning.

The challenge can seem overwhelming, but regular studying and active engagement will overcome most obstacles. Students rarely understand concepts entirely after reading or hearing them once. Lay the foundation by studying so future ground lessons with your instructor will reinforce prior learning.

Long-term memory and retention come from frequent rehearsal and correlation with other knowledge. ATP and the FAA want students and pilots to fully understand how and why things work rather than memorizing information. Chapter 3 of the Aviation Instructor's Handbook (FAA-H-8083-9) in the ATP library provides more information about learning theory. Although this handbook is written for the flight instructor, it is helpful for students to identify their learning styles so that they can apply that knowledge through the training process. There are levels of learning, and students who are at the rote memory level are not ready for a checkride. Work to the correlative level as you master the topics covered in training. That will set you up for success later as an instructor and professional pilot.

Success is measured in outcomes rather than effort. The two are related but not the same. A student's ability to learn new concepts is related to their prior knowledge of related topics, and each student has a unique set of experience and knowledge as they enter the flight training program. Some students grasp technical topics quickly, while others may struggle and spend more time studying to understand those same concepts. Some students build physical flying skills rapidly, while others may require more practice to reach proficiency. Each path is different, but the end goal is the same - meeting the established standards. If your efforts do not produce the desired results, you should devote more time, change your approach, or both. Ask for help when you need it and drive your success.

How to train at ATP

There is a lot of material to review and things to learn through the Airline Career Pilot Program. Students should learn techniques to reduce stress and ensure success in the program.

Setting goals and learning milestones will help you focus, manage stress, and maintain motivation through training. Short-term goals include passing airmen knowledge tests, evaluations, and checkrides. Long-term goals involve achieving your dreams of becoming a professional pilot and working for your preferred airline. The program outline is available through the ATP Student Extranet. Each training phase contains stages with deadlines (see Program Outline). Events within each stage have lesson narratives, lesson plans, and Read/View/Do items required for the lesson. Use your time wisely and get ahead when you have

additional time to study. Divide goals into smaller daily tasks to help you stay on track and maintain motivation.

You must prepare for each lesson to stay on schedule and achieve your goals. Trying to catch up adds stress to an already strenuous training plan. Stay on track and hold yourself accountable rather than waiting for someone else to highlight deficiencies. Build a schedule that encompasses all required practice, and maintain discipline with that schedule. You should spend approximately 75% of your time studying ground knowledge topics. The rest of your time is devoted to chair flying, simulator practice/training, and flying.

Students often experience stress in a fast-paced learning environment, and it is natural to unknowingly exhibit defensive mechanisms (denial, rationalization) or negative emotions (anxiety, impatience, apathy, worry) in those situations. However, students must learn to recognize and overcome those obstacles early in training rather than allowing them to hinder progress. Refer to Chapter 2 of the Aviation Instructor's Handbook (FAA-H-8083-9) in the ATP Library to learn more about learning behavior and techniques to manage stress.

Types of Training

ATP Elevate

Elevate is ATP's standardized ground training program, which combines multiple resources and methods to deliver efficient learning outcomes. The program elements include lesson plans, lesson notes, and videos to complement the live ground school delivered via Zoom.

Watch the videos and review the linked resources before attending ground school to get the most out of each lesson. Use the lesson notes to record your thoughts and reminders for future reference. Participation and discussion during the ground school will help you develop a deeper level of learning and is required to receive credit. Classes are available to audit if needed to make up a missed lesson or for additional review.

Guided Independent Study

Each flight and simulator lesson has associated guided independent study lessons. The lessons contain reading references and videos. Students should complete all study lessons and bring questions to review with their instructor. Students shortchange themselves when they arrive unprepared for training.

The quality of time spent studying is equally important as the quantity. Students must develop good study habits and routines to be successful in accelerated training. Cramming is never the solution. Long-term learning takes consistent dedication.

Group Ground

Group work is an invaluable part of learning. Everyone in the group benefits from multiple viewpoints, which broadens the individual perspective. In addition to group ground lessons presented by ATP instructors, students are encouraged to study in peer groups for the same benefits.

Chair Flying

The most accessible practice method is chair flying by sitting in a position that allows the hands and feet to move as if you were in the aircraft (with a flight deck poster, if available). Rehearse each maneuver, procedure, and profile until committed to memory.

This technique is a form of mental practice to develop a physical skill without engaging in real-world activity. Many studies have shown that mental practice significantly improves performance, sometimes nearly as much as physical activity.

Students should practice each skill and maneuver many times on the ground and in the simulator before attempting it in the aircraft. Practice outside the aircraft is free, and practice inside the plane is expensive.

Below are tips to get the most out of chair flying practice:

- Sit in a chair with a cardstock cutout of the flight deck in front of you (if available). Use the visuals of the flight deck to reinforce learning.
- Imagine the actions of flying with as much realism as possible. Perform the physical motions to involve muscle memory. Move your hands to “touch” the item you would be adjusting.
- Use checklists to guide your actions as you would in the aircraft.
- Talk through your actions to deepen the learning process.

Simulator Practice

ATP provides free access to simulators when not scheduled for an instructor-led training event. Students should use simulators to practice deficient skills until they become proficient.

Studying for FAA Airman Knowledge Tests (AKT)

Students must pass six proctored FAA knowledge tests (PAR, IRA, FII, CAX, FIA, FOI) throughout the program. In addition to the traditional study methods listed above, many knowledge tests have an associated test prep program that students must complete along with other program requirements.

Instructor-Led Events

Scheduled lessons with an instructor are where preparation pays off. Instructors consistently work with students to review concepts from recent independent study and to practice flight skills. Students must review the lesson plan and complete all associated study material before meeting with the instructor.

Each student is different, so every one-on-one meeting is unique. Students should ask questions to help their instructors identify deficient knowledge areas and focus training. Instructors will provide additional study requirements as needed.

Training at ATP

ATP ensures standardized training by having the ATP-designated instructor follow detailed program lessons. Each instructor has a unique teaching style, and each student has a unique learning style. However, the goal is the same. When possible, individual learning and teaching styles are accommodated to the extent that the learning requirements are met.

A successful lesson should be in-depth and thought-provoking. Consistent teaching and quizzing ensure nothing is missed. Students must stay engaged and participate actively to be successful. Before each lesson, review the lesson plan and independent study items to lay a foundation. Then, working with the instructor will build a deeper understanding of the concepts. Training with the instructor is inefficient and costly when students do not adequately prepare. Ask questions about items covered but not fully understood.

Requirements For Each Flight

In addition to the academic portion of preparing for lessons, each flight requires preflight planning, which may range from 30 minutes to many hours to complete. These requirements are not busy work. They are critical to developing proficiency.

Airworthiness

Verify the airworthiness of the aircraft using ATP's Airworthiness Worksheet.



Weight and Balance (W&B)

Ensure the aircraft complies with the manufacturer's specified weight and balance criteria. Failure to calculate weight and balance has led to many aviation accidents.

Performance Calculations

Calculate environmental factors which have a significant impact on the performance of the aircraft. Neglecting performance calculations has led to many aviation accidents.

Weather Briefing

Obtain a standard weather briefing for the route and time of flight by using ForeFlight or by calling 1-800-WX-BRIEF. The briefing includes information on weather, NOTAMs, and TFRs that can affect safe and legal flying.

Pre-Event Brief with Instructor

Before each simulator or flight lesson, the student and instructor should review the lesson plan, Flight Instructor Guide, and Plan of Action. Every preflight brief should include airworthiness, weather, W&B, performance, fuel requirements, and the planned route. The preflight brief ensures crew members have a shared plan and knowledge for a safe and productive lesson.

Preflight Inspection

Students and instructors independently evaluate the condition and airworthiness of the aircraft before each flight as part of the "Preflight Checklist." Immediately report any discrepancies to ATP Maintenance.

Post-Flight Inspection

Students and instructors independently evaluate the condition and airworthiness of the aircraft as part of the "Walkaround" checklist item at the end of each flight. Report any discrepancies immediately to ATP Maintenance.

Post-Event Brief with Instructor

Review the flight and highlight elements that are satisfactory or improving and those that are unsatisfactory or deteriorating. Instructors make recommendations for study and practice. Then, students practice for proficiency before the next flight or simulator event. The post-flight briefing is a thorough review of the flight. Each briefing is an opportunity to grow as a pilot. It is also a time to discuss program progress and plan for the next training event.

Post-flight briefings are incomplete until the event is logged correctly in the student's logbook and ATP's logging system. Training only counts toward certification when logged and signed by the instructor.

Instructional Quality Rating

Students rate the instructional quality of each training event on a 5-star scale. Instructional quality is subjective, but each lesson should include informative preflight briefings, safety-focused decisions, engaging instruction, actionable debriefings, integrity with your time and money, and professionalism throughout the lesson.

Students can provide additional comments and determine whether to share those comments with the instructor. ATP management will follow up with students who submit low ratings or comments not shared with the instructor to address issues discreetly.

ATP Student Extranet and Online Resources

ATP Student Extranet is the online portal that provides information about training and access to all the resources needed to be successful in the ACPP.

Guided Independent Study Modules

Each subject has an independent study section to ensure students understand the terminology and fundamental concepts before meeting with an instructor. The modules help focus the student while studying. Review the module, read the associated reading assignment, watch the video (when available), and complete the quiz for the best results. The purpose of the quiz is for self-evaluation. If the quiz is unsatisfactory, reread the source material for proper understanding before retaking the quiz.

Lesson Plans

Each lesson in the ACPP includes guided independent study modules and associated readings. Failure to study and adequately prepare for each lesson will inevitably lead to repeated training and additional work for the student. Students should review the lesson plan with their instructor before each event.

Training Schedule

The training schedule is presented on the Student Extranet. ATP also provides an iCal feed for training events. See the "Schedule" page for more information.

Event Log

Each training event with an instructor must be logged when completed. Logging the event confirms the training time and provides written debriefing notes that the student may refer to later in training. Students should review the training log and read debriefing notes for guidance in studying before the next training event. Discuss errors or discrepancies in logging or debriefing notes with the instructor or Training Support.

Training Resource Library

The ATP Library contains all the training materials needed to complete the program successfully. The library is a significant resource for studying and reference.

ATP Account

The account page lists charges and payments to the student account. Students are responsible for maintaining their accounts in good standing. Routinely review the account page for accuracy and notify ATP Training Support of any discrepancies.

Internet Access

All ATP training centers have WiFi available.

Network Name: ATP Public 2.4 / ATP Public 5.0

Password: 8002552877

Evaluations

The ACPP has five evaluations to verify progress throughout training — TOL Eval, Solo Eval, Solo XC Eval, IR Procedures Eval, and Crew XC Eval. Each evaluation marks the end of a training stage. ATP provides intense, professional training at a pace that may not be suitable for every student. The evaluation process saves students money by recognizing challenges early so mitigations can be applied before additional expenses are incurred.

Treat evaluations as important milestones. Make no assumptions about the evaluator's request, and do not leave the evaluator to make assumptions about your knowledge or skills.

Communicate openly to ensure clarity in the evaluation. Being evaluated is stressful, and students must develop stress management techniques early in their careers to be successful as professional pilots.

Unsatisfactory evaluations require a meeting with the student, primary instructor, evaluating instructor, and Training Support Specialist/Training Support Manager. The goal is to identify areas needing improvement and provide the necessary tools for the student to succeed. ATP



may discontinue students who are unsatisfactory on any two evaluations. Contact Training Support to request an appeal.

Checkrides

The checkride (practical test/flight check) is a process where the student/applicant meets with an FAA representative – Designated Pilot Examiner (DPE) – to demonstrate knowledge and proficiency as required by the Airman Certification Standards (ACS) or Practical Test Standards (PTS). Each checkride begins with a knowledge evaluation on the ground and, if passed, proceeds to a skills evaluation in the aircraft. Instructors train students to the relevant ACS or PTS endorsement standards.

ACPP students complete seven checkrides in the program: Private Pilot, Instrument Rating, Initial Commercial SE, Initial Flight Instructor SE, Commercial ME, Flight Instructor ME, and Flight Instructor Instrument. Though the required knowledge and skills to complete each checkride will vary, the overall structure of checkrides is universal. ATP coordinates examiner availability and schedules checkrides for students.

ATP Flight Checks Team

The Flight Checks Team works with students, instructors, and examiners to ensure the timely availability of professionally-conducted and standardized checkrides. The Flight Checks Team works with local Training Support to coordinate checkride availability and scheduling.

The Airman Certification Standards (ACS)

The ACS is an FAA document that drives each checkride. The ACS defines the role of the applicant and examiner, details the rights and responsibilities of both, and provides a structure for knowledge areas and skills covered during the checkride. There should be no surprises during a checkride. The ACS lists all knowledge areas and skills the DPE will evaluate during the test. Students must know their rights during a checkride.

The Practical Test Standards (PTS) preceded the ACS and is still applicable for some checkrides.

The Designated Pilot Examiner (DPE)

The FAA designates examiners to conduct specific checkrides. ATP has final authority in selecting the DPE for checkrides in the ACPP. ATP strives to provide standardization and quality among examiners. Applicants must know their rights and standard checkride protocol and

immediately report any breaches of safety, professionalism, standards, regulations, or policies to ATP's Flight Checks team.

Checkride Fees

Checkride fees are an additional expense paid directly to the DPE by the student/applicant. Fees often exceed \$1,000 per checkride but vary by region and examiner. The student, instructor, and TSS will coordinate the fee with the DPE before each checkride. An unsatisfactory checkride will require another fee for the reexamination. Examiners generally accept payment in cash before the checkride begins.

Cancellations within 72 hours of a scheduled checkride are subject to the full checkride fee. When ATP must pay the examiner fee on the student's behalf, the fee will pass through to the student and appear as a charge on the student's account, including non-refundable travel fees.

Students who include checkride fees in their ATP loan or want help with budgeting for checkrides should contact the ATP Finance Department at finance@allatps.com at least one week before each checkride.

Preparing For A Checkride

Checkride preparation starts the day training begins. Each day of rehearsing and practicing is in preparation for the next checkride. The program lessons cover the knowledge areas and skills required for the checkride. Students and instructors must consistently review them in preparation for a new certificate or rating.

Students earn the prerequisite endorsement for each checkride by demonstrating proficiency in the required knowledge and skills. Instructors have final authority with their endorsements. Failure to meet ACS standards requires additional training.

Mock Checkride

The mock checkride simulates the checkride experience. Prepare for the mock like a real checkride and capitalize on the opportunity to catch misunderstandings before they become a notice of disapproval from the examiner.

The mock checkride begins with a logbook review to qualify the applicant. All requirements, including endorsements and ground training required by the FARs, should be logged for review by the evaluating instructor.

IACRA

The Integrated Airman Certification and Rating Application (IACRA) website is an online application for airman certification records. Students and instructors complete the IACRA application together. By signing the IACRA application, the student and instructor verify they have reviewed the document and confirm its accuracy.

Checkride Checklist

The checkride checklist provides detailed tasks for checkride preparation. Students must arrive at the checkride with a packet of prepared materials used to qualify for and succeed in the checkride. As with most things in aviation, preparation is critical to success. Many checkride failures can be prevented by diligent preparation before the checkride begins.

Checkride Event

ATP schedules the checkride with a DPE. Students and instructors must prepare for the scheduled checkride and immediately communicate delays to Training Support. Cancellations within 72 hours of a scheduled checkride may incur the full checkride fee.

Each examiner and each checkride is different. The ACS/PTS provides a standardized outline of knowledge and skills required for each rating and certificate, and the DPE determines the style and flow of each checkride. The applicant is pilot-in-command during a checkride.

Checkride Location

Checkrides may be scheduled at a location other than the primary training center. When possible, ATP will allocate training time from the current stage or another stage to include travel time to and from the checkride location. When reallocation is not possible, the student pays for additional flight time.

Travel Expenses

Most commonly, ATP will have you fly to your checkride with an instructor in an ATP aircraft. ATP may reallocate training time from other program stages to cover the cost of additional flight time to and from the checkride. When reallocating flight time is not possible, the additional flight time will be charged at a discounted rate shown on the Student Extranet.

When students drive to checkrides over 100 miles away from their home training center, ATP will provide a \$50 travel credit on the student's account to assist with fuel expenses. When driving time exceeds two hours, ATP will cover a one-night hotel accommodation.



ATP avoids airline travel for checkrides unless necessary and will schedule the airfare and rental car when it is the best option.

ATP will directly reserve and pay for airline, hotel, and rental car bookings. ATP will not reimburse any travel expenses for checkride travel organized independently by the student.

Proficiency Flights During Checkride Delays

Students endorsed for a checkride and who experience a checkride delay of nine or more days are encouraged to maintain proficiency by purchasing proficiency flights. ATP encourages flying once weekly and will cover the cost of one proficiency flight before a confirmed checkride.

To be eligible for an ATP-sponsored proficiency flight, the following conditions apply. The student must be endorsed with a confirmed initial checkride at least nine days after the endorsement. There is no training time remaining within the current stage. It has been at least six days since the last flight. The student has uploaded all required documents for the relevant checkride. When eligible, students can schedule a proficiency flight 1–3 days before the checkride.

Special Emphasis Supplement (SES)

The SES is an ATP document that augments the ACS/PTS. ATP collects information and trends specific to the DPE and checkride directly from the students, instructors, and DPEs. Final preparation for a checkride will inevitably focus on local dynamics, and the SES is an excellent tool for fine-tuning before the checkride. However, there is no substitute for complete training. Information in the SES is anecdotal and does not endorse nor authorize deviations from any ATP or FAA policy, procedure, or regulation.

ATP Housing

ATP has furnished apartments available for rent. Accommodations are dorm-style, with two people per room. Everything is included except personal items such as bedding and towels. Housing is offered on a space-available basis, so students and instructors do not have to secure and furnish private housing.

ATP housing is an extension of ATP's professional atmosphere. Everyone must maintain the apartments as a professional domicile. Each occupant must clean up after themselves and contribute to the overall cleanliness of the shared spaces. A professional cleaning service periodically cleans the apartments, but the occupants are primarily responsible for cleanliness. ATP will conduct regular inspections to verify students maintain those standards.

ATP has the sole discretion to remove any occupant at any time. Possible reasons for removal from housing include but are not limited to disruptive, disrespectful, unprofessional, or otherwise offensive behavior; damage to the facilities; lack of cleanliness; legal violations, including those related to alcohol; and illegal or abusive utility use (including internet). Overnight guests, animals, firearms, and drugs are prohibited in ATP housing. ATP is not responsible for personal items.

Flight Instructors

“ *I’ve learned that people will forget what you said,
people will forget what you did, but people will never forget
how you made them feel.* ”

—
Maya Angelou

Instructing is a time to continue building on the knowledge and skills developed as a student while helping the next generation of students grow into professional pilots. Instructors who check every potential action against ATP’s three core values will likely succeed at ATP and beyond.

- Safety-Focused Decisions
- Consistent Professionalism
- Integrity with Students' Investment

Flight instructors are responsible for maintaining safety while delivering quality instruction and demonstrating professional leadership. Instructors lead by example and must adhere to all policies and procedures. The remainder of this document provides guidance to foster safe, standardized training for everyone at ATP.

There is no overnight transformation for students who become instructors. ATP offers support and resources to facilitate the transition. Ask questions, be at the training center, and soak in the wisdom of professionals with more experience.

Everything an instructor does with their student contributes in some way to the professional they will become. Instructors model what students strive to become — or avoid being. That degree of influence comes with great responsibility. Without consistent professionalism from instructors, students may believe acting as a professional is optional and temporary.

The Role of Flight Instructor

Flight instructors are more than teachers. They are also guardians and advocates for their students. The aircraft is unlike any other classroom because there are constant risks to mitigate while instructing. The flight instructor is responsible for every student's safety and training success. Students rely on their flight instructor as an advocate for success. The instructor has been down the same path the student is on and can guide the process more directly than any lesson, book, or video.

Quality instruction

Instructors must deliver quality flight, simulator, and ground lessons. Mediocre instruction leads to complacency and dangerous habits. Quality instruction requires the student and instructor to be vigilant about safety. The best teaching is in-depth, probing, and adaptable. Do not stop at simple memorization. Instead, dive deep and explore every issue to ensure a thorough understanding. Students who understand and correlate information will require less remedial training in the future.

Students must retain information over the long term, and it is ultimately the instructor's responsibility to verify understanding and retention. Spot-checking knowledge before a checkride is not enough. Instructors should regularly quiz students to ensure understanding. Continuous interaction allows the instructor to verify strengths and identify weaknesses without cramming before a checkride.

Each student and instructor is unique, and both must be adaptable to navigate the challenges of professional training. Additionally, each training day must adapt to the changing equipment dynamics, weather, and other operational factors. Even in the standardized ACPP, no two lessons are alike because innumerable variables combine to make each circumstance unique. Embrace fluidity and adapt as changes occur.

Mentoring

Students look to their instructors for leadership and professional development. They may not initially understand the process and will need guidance to be successful. Instructors should consider more than just the lesson when working with students. Approach flight training holistically and consider the student's entire experience. Instructors should foster open communication with students and learn their needs.

Instructor-led ground, simulator, and flight lessons will occupy a portion of each student's day, but that is insufficient to maintain accelerated training. Students must also dedicate time to guided independent study, group lessons, and other resources ATP provides. The instructor will

be the first to recognize students not satisfactorily progressing through the program. That recognition is an opportunity to mentor students on different tools and training techniques to help them along the path. It is also an opportunity to reinforce the immersive nature of the ACP and encourage students to make good use of the time available.

Boundaries

It is natural and healthy for camaraderie to develop between students and instructors. However, you must maintain professional boundaries at all times. Effective training requires objective judgment. Blurring the lines of professional boundaries also blurs judgment on the part of both students and instructors. Be professional and minimize interactions that do not contribute to training.

Availability

ATP instructors must be available to work with full-time students. Students may take off two days during most weeks. However, everyone is expected to be available to keep students on track and progressing through the ACP. Instructors must notify ATP via the Instructor Fees page when they are unavailable to work with students.

Uniform Policy

- Appearance and hygiene standards for instructors are the same as for students.
- All clothing must be professional, clean, and free of wrinkles.
- Blue [ATP button-up](#) shirt (provided by ATP) worn tucked in OR airline-sponsored button-up or polo with the airline and ATP logo
- ATP identification badge on a lanyard issued by ATP or an ATP-affiliated airline.
- Adhere to ATP's uniform policy or dress in business attire when attending off-site visits to partner airlines.
- Formal business attire (full, dark-colored suit) is required when interviewing with an airline for a job or partnership program.

Managing Expectations

Instructors must hold students accountable while also motivating them. There is no one-size-fits-all approach to working with students. Listen to feedback, be adaptable, and admit errors. Being transparent builds trust. Give students credit when due. Genuine praise, when deserved, goes a long way to motivate students.



Scenario-Based Training (SBT)

The FAA encourages SBT to add context to flight training and develop critical thinking and decision-making skills. Students should be involved in every facet of the decision-making process for each flight. Repeated practice will produce a deeper understanding and help develop the appropriate application of skills.

SBT may take many forms. Instructors should develop unique scenarios appropriate to the lesson and topic. Examples of SBT include involving students in the go/no-go decision for each flight (mission/tasks, weather, airworthiness, performance, route, time available, fuel, etc.); determining location and altitude for maneuvers; providing a scenario where a reduced runway is available for landing rather than explicitly calling for a short-field landing; and having the student wear their VLD to minimums rather than telling them to execute the missed approach.

Look for teachable moments where the student makes a mistake or fails to act. Use those times to reinforce knowledge, skills, and procedures. Instructors spend a lot of time with their students and understand the student's unique viewpoints. Use that insight to focus on the knowledge and skills they need to develop.

Appropriate Instruction

Well-meaning but inexperienced instructors may do too much for their students. It is important to remember that each lesson should enable the student to operate more safely and autonomously next time. Be aware of your assistance and encourage students to develop the skills necessary to complete those tasks themselves. Each lesson is an opportunity to practice critical thinking and decision-making skills before the student is expected to do so independently while soloing, on a checkride, or while exercising the privileges of their new certificate or rating. Students should be involved and at the controls as much as safety allows.

Examples of instructors being too active in the flight deck include making go/no-go decisions without involving the student; taking radio calls when the student could; making inputs to the radio, GPS, transponder, instruments, etc., when the student could; taxiing and parking the aircraft rather than allowing the student to practice; and doing run-up for the student to "save time."

Instructing with ATP

There is a robust network of material and personnel support to ensure your success at ATP. This section details the flight instructor's role and guides success.

Safety-Focused Decisions

ATP's primary focus is safety. Everyone must focus on ensuring safe operations. Every flight begins with a risk analysis to evaluate the associated risks. Then, pilots mitigate risk factors with an action plan. Safe instructors never wait for something to happen. Instead, they are proactive to ensure the safest possible outcome for any situation. The instructor's top priority is making safety-focused decisions.

You will meet challenges each day as an instructor. You have many responsibilities to ensure your students succeed, but nothing in training supersedes safe operations. Students focus on maneuvers in the name of training, but the instructor's primary responsibility is safety. If you can not train safely, it is not authorized.

Making a safety call is not always an easy decision. Sometimes, factors that affect safety are not immediately recognizable. Instructors should be aware of their ever-changing environment and be attentive to risk factors. If there is ever doubt, err on the side of caution.

ATP supports and respects safety-based decisions, even when they are not convenient.

Daily Responsibilities

ATP strives to deliver a standardized program through standardized materials, processes, and procedures. The following daily activities ensure a consistent experience for each student.

Scheduling Lessons

Instructors should schedule ACPP students to keep them on schedule in the training program. Each lesson in the ACPP outline represents a discrete event. The program works best when delivered as steady, continuous training. Instructors are responsible for maintaining a schedule that provides consistent quality and keeps each student on schedule.

ATP's scheduling system will help you keep students on track. Each student's dashboard contains a projected activity ring for the week. There is a ring segment for each training event. Those segments are red when below the minimum scheduling threshold, light green when scheduled, and dark green when completed. If the student is behind the projected schedule, the activity ring will prompt additional flight or simulator events each week until they are caught up.

Ground Lessons

Ground school is conducted daily in addition to each flight or simulator lesson. Ground training is a continuous process throughout the student's entire training program. Cramming information

before a test or checkride is ineffective. When knowledge is delivered consistently, cram sessions are unnecessary.

Ground school should be scheduled and logged so students can see it on the schedule and access briefing notes. Ground training is required by the FAA and is a mandatory part of the ACPP.

Briefing Notes

Each scheduled event has a section for briefing notes to communicate the instructor's plan to the student. Use that section to identify areas of focus, scenarios for the event, planned routes, and any other information the student should know to be prepared for the event.

Pre-Event Brief

Before each simulator or flight lesson, review the lesson plan, Flight Instructor Guide, and Plan of Action. Every preflight brief should include airworthiness, weather, W&B, performance, fuel requirements, and the planned route. The preflight brief ensures crew members have a shared plan and knowledge for a safe and productive lesson.

Preflight Inspection

Independently evaluate the condition and airworthiness of the aircraft before each flight. Report any discrepancies immediately to ATP Maintenance through the ATP iOS app.

Post-Flight Inspection

Independently evaluate the condition and airworthiness of the aircraft at the end of each flight. Report any discrepancies immediately to ATP Maintenance through the ATP iOS app.

Post-Event Brief

Review the flight and highlight noteworthy elements that are satisfactory or improving and those that are unsatisfactory or deteriorating. Make recommendations and encourage your student to practice until proficient before the next flight/simulator event. Thoroughly review the flight with a discussion about anything the student does not understand.

Event Logging

Log events immediately when done. Training is not complete until the event is logged. There is no reason to wait. Ground, simulator, and flight training must be logged in the student's logbook. Training counts toward certification only when logged and signed by the instructor. Refer to the [ACPP Logbook and Endorsement Supplement](#) for additional guidance. 14 CFR 61.189 states, "A

flight instructor must sign the logbook of each person to whom that instructor has given flight training or ground training.”

Events must also be graded and logged on the ATP Extranet to account for the time spent working with each student and the material covered. The grade selected should agree with the debriefing notes entered for the same event. Instructors should only log work completed. Contact the TSS or TSM to correct erroneously logged events.

Debriefing Notes

Each completed lesson must have debriefing notes detailing the quality of the training event. Debriefing notes are a written form of the verbal post-event brief. Notes should include at least the following information:

- Performance observations (positive and negative) referenced against ATP training materials, FAA source materials, and the ACS
- Knowledge and skills that need work before the next meeting
- Recommendations for study and practice
- Other feedback to help the student prepare for the next training event.

Post-event briefings must be entered on the ATP Extranet when events are logged. The information discussed during post-flight briefings is invaluable. Students may forget what is discussed immediately after training, but the written debrief is available for review. Debriefing notes allow instructors to give feedback and preserve training records for future reference. Well-maintained and accurate contemporaneous records are the best defense against allegations of wrongdoing.

Event Grading

Each logged event is graded on a scale from above average to below average. The grading scale aims to help students understand debriefing notes in the context of progress through the program.

- Above average – the student demonstrates understanding and application of all knowledge and skills expectations by consistently meeting or exceeding the standards.
- Slightly above average – the student demonstrates most knowledge and skills expectations and is capable of meeting the standards.

- Slight below average – the student does not consistently demonstrate the knowledge and skills expectations, and it is uncertain if they will meet the standards.
- Below average – the student shows insufficient progress on the knowledge and skills expectations, and they are unlikely to meet the standards.

Instructional Quality Rating

Students rate the instructional quality of each training event on a 5-star scale. Instructional quality is subjective, but students are encouraged to consider criteria such as informative preflight briefings, safety-focused decisions, engaging instruction, actionable debriefings, integrity with their time and money, and professionalism throughout the lesson.

Instructors must remain open to student feedback to continue growing as a professional. Students should not fear retribution for providing feedback about their experience and perceptions of instruction.

Other Responsibilities

In addition to routine activities with assigned students, instructors periodically conduct ancillary activities that support students and the training center.

Student Check-In

New students must check in on the first day. Check-in is the lesson to verify and scan documents required by ATP, the TSA, and the FAA. Requirements vary by program. The Check-In lesson should be followed as a guide. Students must provide citizenship verification.

Knowledge Test Proctoring

Knowledge test proctoring is a vital support service at most training centers. Procedures are covered during standardization and on-site at affected training centers.

Group Ground

Group ground lessons provide efficient ground training for students at the training center. All students are encouraged to attend. Group lessons should be scheduled in advance with the topic(s) listed. Each instructor is responsible for taking an equal share of group ground events.

Maintenance Reporting

Report all maintenance issues to ATP. Aircraft maintenance issues are reported through FTMobile and the ATP iOS app. Report issues with ATP simulators, housing, or the training center facilities via SMS using a standard format to the ATP SMS Number: 470-428-7784.

Format for sending reports (these are examples; be specific when submitting real reports):

For Simulator: F47 MX Visual Display Inop

For Apartment: Housing MX Air Conditioning Inop

For Training Center: ABC MX Classroom door off hinges

Checkrides

Checkrides are special events for students. It is easy for instructors to fall into the trap of thinking of checkrides as just another event, but that is not the case. Each checkride for each student is unique and special.

Ensure your students are trained and mentally prepared for the checkride process. Checkrides can be stressful and can quickly overwhelm a student without guidance from an experienced instructor. Discuss the checkride process and protocol with each student before each checkride. Below are some areas for discussion.

ATP Flight Checks Team

The Flight Checks Team works with students, instructors, and examiners to ensure the timely availability of professionally-conducted and standardized checkrides. The Flight Checks Team works with local Training Support to coordinate checkride availability and scheduling.

The Airman Certification Standards/Practical Test Test Standards (ACS/PTS)

The ACS or PTS drives each checkride, and there should be no surprises during a checkride. The tested knowledge areas and skills are listed. There is no excuse for students being unfamiliar with the ACS or PTS.

The Designated Pilot Examiner (DPE)

ATP has final authority in selecting the DPE for checkrides in the ACPP. ATP strives to provide standardization and quality among examiners. Instructors must immediately report breaches of professionalism, standards, regulations, or policies to the ATP Flight Checks Team.



Checkride Fees

Checkride fees vary by region, examiner, and checkride. The student, instructor, and TSS will coordinate the fee with the DPE before each checkride. Students who include checkride fees in their ATP loan should contact the ATP Finance Department at least one week before each checkride. Examiners generally accept payment in cash before the checkride begins.

Cancellations within 72 hours are subject to the full checkride fee since 72 hours rarely allows sufficient time to fill an open checkride spot with another applicant. Last-minute checkride cancellations reflect poor planning, poor communication, and a lack of professionalism. The training syllabus and schedule are designed to avoid cancellations. Communicate issues and concerns immediately to avoid unnecessary delays.

Preparing For A Checkride

Checkride preparation starts the day training begins. Each day of rehearsing and practicing is in preparation for the next checkride. Every knowledge area and skill required for the checkride is presented as part of the scheduled lessons. Students and instructors must consistently review knowledge areas in preparation for a new certificate or rating.

Each checkride requires the instructor to evaluate performance as the examiner will. This requires the instructor to stop prompting students as they would in training. The instructor should not have to intervene with any segment of checkride preparation flights. Debriefings should be reserved for the post-flight briefing.

There are no guarantees that the student will not make a mistake during the checkride. However, examiners should not be looking for perfect performance from applicants, nor should you. Instead, look at the full picture of the student's performance and determine readiness for the checkride. Errors and mistakes should be considered in light of prior performance.

Mock Checkride

Mock checkrides simulate the checkride experience before the point of consequence. Prepare for the mock checkride like it is a real checkride. It is a great opportunity to catch misunderstandings before the examiner issues a notice of disapproval. Many checkrides have ended poorly because the student was not able to perform under stress. The mock checkride may help reduce that stress.

The mock checkride begins with a logbook review to qualify the applicant. All requirements, such as endorsements and ground training, should be appropriately logged for review by the evaluating instructor.

IACRA

Students and instructors complete the IACRA application together. By signing the IACRA application, the student and instructor verify they have reviewed the document and confirm its accuracy.

Checkride Checklist

The checkride checklist provides detailed tasks for checkride preparation. Students should arrive at the checkride with a packet of prepared materials used to qualify for and during the checkride. Instructors and students must review everything in the checkride packet to ensure accuracy and understanding. Many checkride failures can be prevented by diligent preparation well before the checkride begins.

Projected Endorsement Date

The projected endorsement feature in ATP Whiteboard allows Training Support and the Flight Checks Team to more accurately predict when the instructor and student will be ready to meet with an examiner. Keep projected endorsements up-to-date and communicate changes to Training Support.

Checkride

ATP schedules checkrides with the selected examiner. Students and instructors must prepare for the scheduled checkride and immediately communicate delays to the ATP Flight Checks team. Cancellations within 72 hours of a scheduled checkride may incur the full checkride fee.

Instructors must be present for the duration of their students' checkrides. The checkride is a significant event for students who need your support. The check-in includes a review of endorsements and logged events, and instructors must be available to correct any errors so the checkride may proceed. After the checkride, regardless of the outcome, the instructor takes feedback from the examiner. The student cannot be relied upon for an objective checkride review.

Each examiner and each checkride is different. The ACS/PTS provides a standardized outline of the knowledge and skills required for each rating and certificate, but it is up to the DPE to determine the style and flow of each checkride. Report breaches of rights, protocol, policies, procedures, and regulations to the ATP Flight Checks Team immediately.

No examiner has the authority to violate any ATP policy or procedure.

Flying To/From Checkrides

If the checkride is not at the local training center, work with Training Support to reallocate flight time to get the applicant to and from the checkride location when possible.

Special Emphasis Supplement (SES)

The SES is an ATP document that augments the ACS/PTS. ATP collects information and trends specific to the DPE and checkride directly from the students, instructors, and DPEs. Final preparation for a checkride will inevitably focus on local dynamics, and the SES is an excellent tool for fine-tuning before the checkride. However, there is no substitute for proper, complete training. Information in the SES is anecdotal and does not endorse nor authorize deviations from any ATP or FAA policy, procedure, or regulation.

ATP Resources for Instructors

Lesson Plans

Each schedulable lesson contains a lesson plan for the event. The lesson plan includes:

- Objective – a broad overview of the purpose of the lesson
- Read – reading assignments the student should complete before the lesson
- View – videos the student should watch before the lesson
- Do – practice the student should apply before the lesson
- Reference – links to other material to support the lesson
- Elements – tasks to complete as part of the lesson
- Narrative – conversational description of the lessons
- Completion Standards – details the standards the student should demonstrate by the end of the lesson
- Scheduling and Logging – guidelines to ensure all requirements are met

Flight Instructor Guide

The Flight Instructor Guides provide insight and assist flight instructors at all levels of experience. The guides help improve teaching skills, ensure effective learning, and verify FAA

regulatory compliance. Use the guides to ensure you are using the best practices of quality flight instruction

The Flight Instructor Guide covers the following topics:

- The learning process
- Effective communication
- The teaching process
- Assessment
- Planning instructional activities
- Aviation instructor responsibilities and professionalism
- Techniques of flight instruction
- Teaching practical risk management

Plan of Action

The Plans of Action will assist instructors with developing the goals, objectives, and strategies for a flight training lesson and program. They are tailored to the specific needs of the students and the aircraft being used. They should provide a clear roadmap for the lesson while remaining flexible enough to allow for changes as needed to adapt to real-world conditions.

Flight Operations Manual

The Flight Operations Manual contains the policies and procedures to ensure safety, compliance, and standardization across all ATP flight operations.

Solo Flights

One of the most consequential responsibilities a flight instructor can exercise is authorizing a student for a solo flight. It requires careful consideration of the student's competence to act as pilot-in-command without assistance. ATP has developed policies and procedures that provide a framework for making this safety-focused decision and mitigating the risks of solo flight.

Safety First/Schedule Second

The ACPP outline guides the intended course progression. While most students will be ready to solo by that stage in the syllabus, some will not. If a student is not ready to safely fly solo, do not

proceed with the solo lessons. The student's safety and individual training requirements take priority over the planned schedule. Adjust the training schedule to ensure safety during all operations.

Coordinate with the local TC Flight Standards Instructor and Flight Standards and Safety Department personnel as needed. Communicate updates or program deviations with your Training Support Specialist/Manager.

Instructor Judgment for Solo Flights

The ACPP contains three solo events (TOLs, XCs, and Finish-Up Audit), divided into multiple flights. Make decisions to authorize a solo flight specific to each flight – it is not a one-time decision.

Evaluate each solo warm-up as if it were the student's first solo. Consider the unique circumstances, including the student's performance immediately preceding the planned solo. Factors change between flights, and in some cases, instructors won't be able to authorize a solo flight even though the student has previously completed other solo flights.

Instructors may not let external factors (scheduling considerations, aircraft availability, other students' progress, etc.) influence the decision to approve solo flights – make safety-focused decisions.

Training Center Managing Flight Instructor

MFIs are typically more experienced at each training center and can assist management with ensuring quality training and professionalism throughout ATP operations. They mentor students and other instructors while maintaining the standards established by ATP and the FAA.

The role will vary slightly depending on the training center and local operations.

Duties and Responsibilities

The primary responsibility of the MFI is to ensure safety by guiding, mentoring, and supporting the students and other instructors at the training center. The MFI upholds ATP's core values to maintain a safe training environment, foster a positive culture, and ensure quality instruction. The MFI must also communicate with management when student and instructor issues are not resolved at the local level.

Below are some ways the MFI supports the local team.

- Meet with assigned instructors weekly to foster open communication, review challenges, and coordinate schedules
- Review student training records and progress regularly
- Assist with remedial training and [Training Improvement Plans](#)
- Conduct stage evals and mock checkrides
- Review logbooks and audits during the mock checkride
- Conduct regular standards flights with students
- Notify the Flight Standards department of issues needing additional attention
- Perform Training Center Indoc and local familiarization flights for new instructors
- Assist new instructors with using ATP resources to ensure standardization across all instructors and training centers.
- Conduct Intro Flights

Additional responsibilities at training centers without an on-site TSS:



- Work with Training Support to coordinate local checkrides
- Work with Training Support to coordinate student assignments
- Report facilities issues

Working with Students and Other Instructors

The MFI will not usually have assigned students except at the smallest training centers. Instead, they work with each of their assigned instructors' students to ensure quality instruction and program progress. The MFI role should not reduce instruction time. By working with other instructors' students, the MFI ensures those students receive quality, standardized instruction. When the MFI recognizes issues, they should first correct them with the student. Then, later, with the primary instructor. Student performance is generally indicative of prior instruction. The MFI should look for indicators of inadequate or erroneous instruction and work with the primary instructor to improve their process.

Standards Flights

The MFI should be involved with every student in the assigned instructor group. They conduct a scheduled standards flight with the students at least once every two weeks. Experienced instructors may recognize deficiencies that newer instructors miss or lack the skills to resolve. By flying with each student regularly, the MFI can identify problems early and work with the student and primary instructor to resolve them before an evaluation or mock checkride. Routine standards flights are still instructional flights and should not be treated as evaluations. Report egregious or unresolved issues to management.

Training Reviews

During each meeting with a student, the MFI Instructor should take a holistic view of the training to that point. The review is not a deep dive but a review of the process and results. Below are some areas to consider as part of the review.

- Training record – Verify the training record accurately reflects the student's current stage of training - if not, notify Training Support.
- Logbook – Review logged ground, simulator, and flight events to ensure they are logged correctly.
- Briefing/Debriefing Notes – Verify the instructor provides quality briefing/debriefing notes (see the related sections of this handbook). Absent or inadequate notes often lead to students misunderstanding their progress.

- Scheduling – Verify the instructor schedules the student to stay on track in the program. If not, work with them to schedule and complete the required weekly activity.
- Milestone Planning – Each program stage ends with an evaluation or checkride that should be scheduled in advance. Ensure the student and instructor are scheduled for and working toward the next scheduled milestone.
- Support – When you meet with students, ensure they understand that you are part of a network to support them along this journey. That may encourage them to share challenges not previously identified.
- Empower – Remind the student that active participation is the most critical success factor. If they struggle, identify mitigation strategies and encourage them to use those resources.

Evaluations

Evaluations in the ACPD ensure safety and proficiency at critical stages of training, like solo and crew operations. They are also an opportunity to recognize students struggling in the ACPD so we can make corrections and prevent accidents, incidents, or violations. Students must be able to safely and consistently perform to the evaluation standards. Safety issues requiring instructor input must be recorded as an unsatisfactory evaluation.

Discuss unsatisfactory evaluation items with the student and primary instructor to ensure continuity and quality. Be direct, respectful, and professional when debriefing students. In clear terms and understandable language, state what was unsatisfactory. Then, work with the instructor to develop a retraining plan and schedule the re-evaluation based on that plan. Contact Training Support if you need assistance.

Mock Checkrides

The mock checkride simulates the checkride experience. Students should prepare for the mock like a real checkride and capitalize on the opportunity to catch misunderstandings before they become a notice of disapproval from the examiner.

The mock checkride begins with a logbook review to qualify the applicant. All requirements, including endorsements and ground training required by the FARs, should be logged for review by the evaluating instructor.

Departments

Each ATP department has some responsibility to students and instructors. Directed questions to the appropriate department or management.

Training Support Admin

Training Support Specialists are available to answer questions about the ACPP and to direct questions to other departments as needed. This team also coordinates travel, accommodations, and other logistics for the CFI and multi-engine stages of training and Instructor Indoc.

training-support@allatps.com / 904-595-7992

Finance

The Finance Department assists students with loans and other funding issues. Contact the Finance Department for disbursements to cover supplies, DPE fees, and housing/living expenses.

accounts@allatps.com / 904-867-0039

Flight Operations

The Flight Operations department provides flight support for students and instructors. Their oversight includes coordinating and monitoring the safe movement of aircraft transitioning airports to meet operational and logistical needs.

flightops@allatps.com / 904-595-7980 (Students) / 904-595-7960 (Instructors)

Flight Checks

The Flight Checks team works with students, instructors, and examiners to ensure the timely availability of professionally-conducted and standardized checkrides.

flight-checks@allatps.com / 904-595-7927

Flight Safety & Support Desk (FSSD)

The FSSD receives reports from students and instructors to improve safety and standardize operations across all ATP locations. They are the primary contact for safety reports and are available to assist with any policy or operational questions.

safety@allatps.com / 904-595-7994

Housing

The Housing Department coordinates student and instructor housing assignments. They address housing concerns related to maintenance, furnishings, and roommate conflicts.

housing@allatps.com / 904-595-7945

Career Services/Tuition Reimbursement

Career Services works with students and instructors to facilitate cadet programs, tuition reimbursement programs, and airline placement. ATP tracks alum career progress post-graduation.

career-services@allatps.com / 904-274-8740

SIM Support

The SIM Support Team maintains and repairs all simulators across all ATP training centers. See SIMTrack User's Guide and contact SIM support for simulator issues.

simsupport@allatps.com / 904-595-7998

Aircraft Maintenance

The Aircraft Maintenance Team works with Flight Operations to maintain and repair ATP aircraft across all training centers.

maintenance@allatps.com / 904-595-7972

Flight Standards

The Flight Standards department ensures the ACPP promotes quality training materials and standardized instruction for all students at all locations.

Flight-Standards@allatps.com / 904-895-4066



Policies and Procedures

In case of an incident or accident, first contact emergency authorities. Then call Flight Operations at 904-595-7960

Post Incident or Accident

There is no substitute for good judgment after an incident or accident. No procedure can cover all possible circumstances.

- Account for all aircraft occupants. Gather safely away from the aircraft. Seek medical attention if necessary.
- Call ATP Flight Operations at 904-595-7960 and transfer to the duty officer on-call if necessary (leave a message if there is no answer).
- Do not make statements to non-rescue personnel (including the public or press). Refer all questions to the Media Inquiries line at 804-446-6333.
- Federal Regulation 49 CFR 831.7 allows pilots to have representation available for any interview.
- Complete a Safety Report Form.

Open Door Policy

ATP has an open-door policy whereby all students and instructors may contact management at any time to discuss any issue without fear of retribution. Pilots must communicate effectively to maintain safety and standardization. All questions, concerns, and comments about training and ATP operations should be directed to the appropriate department and/or management.

ATP Readfile

Readfile is a function in Whiteboard that alerts instructors and other personnel to important information like bulletins, publication updates, policy changes, etc. To access the Readfile, click the inbox icon in the top right corner of Whiteboard. When new items are added to the Readfile, a red badge will appear next to the inbox icon and show the number of unread items.

Instructors must read, confirm, and comply with all Readfile publications.



Flight School Agreement (FSA)

Every student must review and sign the FSA before training begins with ATP. There are no exceptions.

Flight Safety & Support Desk

The Flight Safety & Support Desk is available for instructors and students to inquire about aircraft operational procedures and to report conditions or events that may impact safety. ATP supports a culture that reinforces safety. All instructors, students, and employees are personally responsible for operating safely in compliance with regulations and company procedures. Everyone is responsible for intervening if safety concerns are identified. The PIC has the final operational authority for each flight.

English Proficiency

Students and instructors must be fluent and proficient in conversational English. Proficiency concerns should be reported to the Training Support Department.

Height and Weight Limitations

Pilots taller than 6'3" will be assessed during an Admissions Training Flight for comfort level inside the aircraft and the ability to manipulate the controls fully. Pilots must be able to adjust the seat height and position to see the cowling over the glare shield and maintain full flight control manipulation. Pilots shorter than 5'4" must utilize a seat cushion to allow for proper visibility while still being able to fully articulate all flight controls.

Due to aircraft operational limitations, students and instructors weighing more than 250 lbs will be denied training in ATP aircraft.

Firearm Policy

Firearms of any type are prohibited in or around any ATP property, including training centers, aircraft, housing, or any ATP-sponsored event. This policy applies to all students, instructors, employees, and visitors.

Drug, Alcohol, and Tobacco

ATP has a zero-tolerance policy for the possession or use of alcohol or illegal drugs in or around the ATP facilities and aircraft. ATP may terminate training due to safety issues for any student suspected of attending a training event under the influence of drugs or alcohol. The use of



tobacco products is not permitted in or near any ATP aircraft or ATP facility. This includes smokeless tobacco products and electronic cigarettes.

Drug/Alcohol Screening

To ensure operational safety and compliance with federal regulations, ATP and its designated agents or representatives may request a drug and alcohol screening of any ATP student, instructor, or personnel.

Equal Employment Opportunity Policy

ATP is an equal-opportunity institution. All admission, academic, and training decisions are administered in accordance with federal, state, and local laws.

FAA Ramp Inspection

In the event of an FAA Ramp Inspection, immediately contact ATP Flight Operations. The FAA Aviation Safety Inspector will present credentials called an FAA 110A and request access to the aircraft. Ramp inspections will be conducted in accordance with the General Aviation Operations Inspector's Handbook 8900.1, Volume 6, Chapter 1, Section 4.

Rental Care Fueling Policy

The registered driver must ensure the vehicle is fully refueled before returning it to the rental company. Drivers are responsible for rental company fuel expenses if the rental is not returned with full fuel. ATP will reimburse the driver for fuel in the rental. Rental company fuel is prohibited.

Fuel Surcharge Policy

Because of the unpredictable nature of fuel pricing, ATP reserves the right to impose fuel surcharges. For the most up-to-date information, please refer to the Fuel Surcharge Policy on ATPFlightSchool.com or in your Training & Refund Policy agreement.

Policy Against All Forms of Harassment

ATP Flight School is committed to providing a professional work and learning environment for all Staff, Instructors, and Students without harassment of any sort. Everyone is expected to conduct themselves in a professional manner and show respect for each other.



Allegations of harassment will be taken seriously. Retaliation for filing a complaint of harassment or participating in an investigation is prohibited. Anyone that ATP reasonably determines has violated this policy will be subject to discipline, including possible termination.

No one should be subjected to sexual advances or any other verbal or physical conduct that constitutes sexual harassment. Whether or not something is sexual harassment depends upon the totality of the circumstances, including the severity and pervasiveness of the conduct. Coerced sexual acts are always prohibited. While it is not possible to list all circumstances that may constitute sexual harassment, the following are some examples of conduct that may constitute sexual harassment, depending on the totality of the circumstances. This list is not intended to be exhaustive:

The following are examples of conduct that may be sexual harassment:

- Explicitly or implicitly conditioning decisions on the provision of sexual favors,
- Displaying or transmitting sexually suggestive pictures, objects, cartoons, or posters,
- Sexually vulgar or explicit remarks, including jokes
- Derogatory remarks about a person's gender, sexual activity, or sexual orientation.

Harassment may also involve derogatory remarks or conduct based on protected characteristics such as age, race, color, religion, disability, veteran status, or national origin and may take the form of bullying, intimidation, direct insults, malicious gossip, and victimization. These might include but are not limited to the following:

- Targeted joking or ridicule, either at an individual or a protected characteristic or
- Derogatory remarks about ethnicity, religion, or other protected characteristics.

Any questions or concerns about possible harassment should be reported to Training Support or to the local Training Center Manager. An investigation will be undertaken promptly and will be conducted as confidentially as possible under the circumstances.