DCA-12-MR-009

CSX Transportation Freight Train Derailment with Non-railroad Fatalities

Ellicott City, MD

August 21, 2012

Interview of CSX Director of Engineering Training on October 4, 2012

36 pages, including cover

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

Investigation of:	*	
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CSX TRAIN DERAILMENT	*	
AUGUST 20, 2012	*	Docket No.: DCA-12-MR-009
ELLICOTT CITY, MARYLAND	*	
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Interview of: STEVE FRAZIER
Director of Engineering Training
CSX Transportation

Ellicott City, Maryland

Thursday,
October 4, 2012

The above-captioned matter convened, pursuant to notice.

BEFORE: JAMES SOUTHWORTH
Investigator-In-Charge

APPEARANCES:

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I N D E X

I N T E R V I E W

MR. SOUTHWORTH: Good afternoon, everyone. My name is James Southworth and I am the Investigator-In-Charge for NTSB for this accident. We're here today on October 4th, 2012 to conduct an interview with Mr. Steve Frazier, Training Instructor, who works for CSX Transportation. This interview is in conjunction with NTSB's investigation of a train derailment with non-railroad fatalities on CSX's Old Main Line Subdivision in Ellicott City, Maryland, on August 20th, 2012. The NTSB accident reference number is DCA-12-MR-009.

Before we begin our interview and questions, let's go ahead and go around the table and introduce ourselves. Please spell out your last name and please identify who you are representing and your title. I'll remind everybody to speak clearly so we get a good and accurate recording. And I'll lead off, and then I'll pass to my right. Again, my name is James Southworth. The spelling of my last name is S-O-U-T-H-W-O-R-T-H. I am the Investigator-In-Charge from the NTSB at this accident.

MR. HIPSKIND: My name is Richard Hipskind and I work for the National Transportation Safety Board and I am the Track Group Chairman on this accident. The spelling of my last name is H-I-P-S-K-I-N-D.

MR. CROWTHER: My name is Frank Crowther, spelled C-R-O-W-T-H-E-R. I work for the Federal Railroad Administration as a track safety inspector assigned to Region 2, headquartered

Baltimore, Maryland.

MR. DANIELS: Randy Daniels, D-A-N-I-E-L-S, Division Engineer, CSX Transportation, Baltimore Division.

MR. ROSE: My name is Bruce Rose. I'm the Director of Train Accident Prevention and Investigation for CSX Transportation. My last name is spelled R-O-S-E, and I am here as an observer.

MR. INCLIMA: My name is Rick Inclima, Director of Safety for the Brotherhood of Maintenance of Way Employees Division. Last name is spelled I-N-C-L-I-M-A.

MR. SOUTHWORTH: All right, thank you.

Mr. Frazier, do you we have your permission to record our discussions in our interview with you today?

MR. FRAZIER: Yes, you do.

MR. SOUTHWORTH: And do you wish to have a representative with you at this interview?

MR. FRAZIER: No, I don't.

MR. SOUTHWORTH: All righty. Mr. Hipskind, why don't you go ahead and start the questioning.

INTERVIEW OF STEVE FRAZIER

BY MR. HIPSKIND:

Q. Okay, Steve, first thing, can we complete your introduction for the record, name, title, and spelling of your last name, please?

A. My name is Steve Frazier. I'm the Director of

Engineering Training at the REDI Center for CSX in Atlanta, and the spelling of my last name is F-R-A-Z-I-E-R.

Q. And do you mind if we talk on a first name basis?

A. No, that's fine.

Q. Okay, Steve. Listen, why don't we start off with give us a little bit -- a brief history of how long you've been around in railroading and take us through the highlights of your career and get us into where you were involved in training and kind of put a time frame around that, and then take us into your current job.

A. Sure. Okay. Started with the Old C&O up in Michigan on the Grand Rapids back in the early '70s. Was in the craft for about 15 years, held, you know, various jobs in the craft: welder, foreman, assistant track inspector, which is the job I was in, in 1990, when I made the decision to go into management. That's what took me to the Atlanta Division as an assistant roadmaster from 1990 to about 1997. Got my -- became a roadmaster in '97 on the Atlanta Division. A place called Manchester had three subdivisions that kind of hubbed right there in Manchester: the Fishrail (ph.) Sub, the Lineville, and the Manchester Sub, that went up into Atlanta.

Then, in 2002, took a promotion. Went to the Nashville Division as assistant regional engineer. And then, in 2003, I was asked to come back to the Atlanta Division. It was a lateral move during an organizational change and I had basically the same

responsibility, just went back to the Atlanta Division. Then, in 2007, which is actually a couple of years after the REDI Center, the training center had been established, had an opportunity to move out of the field of -- with engineering to the training center and I've been there pretty much ever since. So I've got just a little over 37 years total.

Q. Okay, that's a pretty good chunk of time and a lot of different jobs and progressively moving forward in each promotion.

Steve, tell us a little bit more about, in your current position title, what all you -- what all your duties and responsibilities are and specifically what that has to do with training and specifically training of engineering employees.

A. Okay. My present responsibility is to manage the engineering training at the REDI Center. The REDI Center, you know, it covers just about every discipline that the rail industry has and most every position comes to the training center to start in their career, with the exception of a couple of positions.

So on the engineering side -- I'll give you an example. When I first came there, they really only had new hire track worker training and FRA track safety standards training. And then, since then, it has grown to cover track welding; we have bridge training, different pieces of that that you can sign your people up to be trained on, whether it's steel structure, timber structure, concrete. We have communications training, started since I've been there, training the communications maintainers,

and that -- and then we have a pretty sizable ASW, assistant signal worker, training that take place there.

So it's really -- you know, each one of those areas has its subject matter expert whose career was along those lines and it's really just overseeing the instruction, the scheduling, the growth, and managing the constant improvement of what we deliver to the CSX employees, you know, in meeting the needs of the field.

Q. Okay. Well, let's talk about that, but let's clear up a couple of acronyms. You just used an acronym. It was ASW?

A. Assistant signal worker.

Q. Assistant signal worker. And we've used the word REDI. Is that R-E-D-I?

A. Right. That's the Railroad Educational Development Institute.

Q. And the name of the facility is?

A. The full name of the facility is the Tony L. Ingram Railroad Education and Development Institute.

Q. Okay. And in the course of your career have you been a classroom instructor?

A. I have.

Q. Okay. And now you're just at a level above that where you're overseeing and managing people who are now doing what you used to do?

A. That is correct.

Q. So when we have this discussion today about the various

classroom topics and training, you are familiar with that?

A. I am.

Q. But that's just something that you did some time ago?

A. Right.

Q. Okay. And you mentioned something about fulfilling the needs of the division, so let's start off with how do people come your way? How do people out on the CSX system get from where they're at into your training? I'm not asking how they get there in terms of transportation, but how do they get there in terms of your process and selection?

A. Sure, I understand. Well, from a new hire standpoint, they -- when they hire out, their first -- as an example, the track worker, their first 3 weeks of employment is going to be in training at the training center before they ever show up at the location that they were hired for. Beyond that remedial training, we have a way to go into our computer system and sign individuals up for the different training that we offer. We put our entire schedule out there on a spreadsheet for every discipline that we have, and then the field, usually the supervisors, will go in and put all the information we need for a person they want to come to that specific training.

Q. Okay. And why do you elect to have that new hire in there for 3 weeks? What's just kind of the brief understanding of that? Why do you do that?

A. Well, I mean, I think, you know, everybody in here knows

that, you know, we've come to a time in the rail industry where a large portion of the population is reaching retirement age, so we're seeing a lot of attrition with a lot of hiring done that, you know, hadn't been done at all through the '80. And I think that, you know, the training center, what it offers and the size of it, has just been a byproduct of the recognition that we're -- we've got that many inexperienced people coming to the rail industry and we've got to have a mechanism that helps prepare them as they go to the field.

And so, the beginning, it's all foundational for someone who's never done railroad work to give them a lot of the safety training. The biggest thing about the REDI Center is, is it works hard on the safety mindset, the attitude of the employee and the way that they approach their job, right along with the technical training that that person gets to prepare them then to go to the training -- to the field and, you know, not just be successful in what they do as an engineering employee, but that they can, hopefully, get out there and do it safely throughout their entire career.

Q. And as part of that, I'm going to imagine that this 3 weeks that they're down there is partly classroom training, but it's partly hands-on training, maybe to do with how to safely handle tools and things of that nature. Would you care to elaborate?

A. Well, I mean, that's true. We, to best that we can, we

try to build about a 60/40% ratio, 40% classroom with 60% hands-on. And, you know, with that engineering new hire track worker, you know, we introduce them to the hydraulic tools that that person will use that, you know, they've never seen and never handled before, you know, how to use it safely, what it's used for, you know, the name of it. Same thing with the regular hand tools that they would use, as well as some of the other things around, you know, lifting and rigging and fall protection and the things that go right along with an engineering employee's job responsibilities.

Q. Okay. Well, let's move away from the example of the new hire or the freshly hired employee and let's move -- thinking about that employee, you've trained them, you've sent them out in the field and they've been out there for some time, and then they -- that person decides, you know what, I want to be a foreman, I want to be a track inspector. Do those kinds of decisions on their part, and if they're accepted into that position -- take it -- take me from that position, that decision point. Do I end up coming back and seeing the REDI Center?

A. Yeah. Yes, they do. Depending on the -- you know, there's a lot of positions that they might go to that may not bring them back to the training center, but some of the specific jobs that they would hold such as a foreman, such as a welder -- and that bid that they would bid for has an FRA qualifications requirement with that bid. Then to be able to even bid on that,

they're going to have that training and that's usually then when we see that portion of the sign-up sheet in relation to FRA track safety standards qualification training, that sign-up sheet get filled in.

Q. So a prerequisite course before I take on more responsibility and accountability?

A. There's some responsibility that they'll -- that they want to get their rights started in that requires that, therefore, you know, they've got to have that. So you get a lot of -- they have, you know, a year's time, 6 months to a year, a year and a half. You'll get a lot of them in that class.

Q. Okay. And tell me about the next level. If we've talked about the beginning stages for an employee and we talk about coming back in and doing some FRA stuff as a prerequisite before I become a foreman, track inspector, those kinds of things, what about for that employee who's been out there for a while, they're into the track inspection, track foreman type positions, what happens at that stage? Is there a next level where you're bringing them back in for additional training?

A. Well, there wasn't at one time other than, you know, they had the FRA track safety standards training at the training center, which some tenured employees would come to because, you know, for whatever reason, their supervisor wanted them to get -- because the training was provided, they wanted to improve the overall, you know, knowledge of, you know, FRA 213, so they

elected to send that person. So we would get some of those in that class -- but, you know, then also the field itself, as younger tenured employees go to those track inspection positions, you know, there's no doubt that they're mentored by more experienced track inspectors, as well as their supervisors and so forth, right on up to their engineer of track. What we have developed this year is a next level track inspection training that the prerequisite for that is that you have to be in a track inspector's position. That's what it was really developed for.

Q. And do you have to be in that position for a certain amount of time?

A. No.

Q. Okay. So --

A. No, because it only partners and enhances what they are already getting in the field from wherever it is that they are located at.

Q. And your mention of the term mentor, that's not really, I suspect, a function of the REDI institute, that's something that is occurring on a local level?

A. That's right.

Q. Okay. What do you expect to happen after a foreman or inspector has been down there, received the FRA training, and been back and received additional training once they're on that position? Is there an expectation that there's going to be follow-up on how well those employees are applying the instruction

received down at the REDI Center into the field? And do you have involvement in that or is there any communications between the division people and you on how well that is going, in other words, being applied in the real world?

A. There is -- we don't -- once they leave the training center -- let's say they come to the 213 track safety standards training, and then they go to the field, you know -- and I'll tell anybody that, you know, your ability to track inspect, you know, the more you do it, the better you get. And so, you know, even though you may not have that position now is to, you know, stay in those FRA standards. You know, you can still apply them as you're on the track, even if you're not holding the position, so that you become -- so that you become better at using, you know, those standards and recognizing it, you know, in the track. You don't have to be a track inspector to be a track inspector, so to speak.

But we don't follow them to the field. We don't have involvement in the field with any of the mentorship. We know that the field wants them to come to the field and we know the field wants them to be able to apply those and we know that the field, at the division level, is that they're going to work with anyone, you know, that bids on and then is awarded that position to make sure that that person at some point is competent to apply those standards. We produced or built and developed the next level of track inspection training really to help the field in that effort as another mechanism where you don't have to -- you're not

necessarily encumbered with -- you know, maybe you don't have track time, some of the things that you have to do under traffic. It's really just devoted for a whole week of focusing on those skills as it relates to track inspection. You know, you may have to have an FRA qualification for other positions that are not related to track inspection, but this is all about somebody that has got awarded that job, has accepted that responsibility, and it's additional training to help them in that effort.

Q. Okay, one last question here before I pass it off. When -- just in a general characterization, when you're bringing employees in and training them on track safety standards, should I think about the time that they're down there and the instructions that they're getting is a mixture of how you see and understand, not only the FRA track safety standards, the regulations in Part 213, but also a CSX way of doing it, standards and procedures?

A. Yes. Yeah, that's true. And we do -- you know, the 213 track safety standards training is built off of the FRA 213 regulations.

Q. Okay.

A. But they get that book and that's the book they use in class, but what they have right alongside of that is the CSX field manual, which we do refer to when we have something corresponding that we're covering in the FRA 213 standards, but we want them to understand, you know, the CSX requirement that may be in addition to that, as well, you know, if there's something they need to look

at that -- in that from an inspection standpoint, you know, something that's a little more stringent, and for good reason.

Q. Okay. Thank you, Steve. Let me pass it off, if I can, to Rick.

MR. INCLIMA: Thank you, Dick.

BY MR. INCLIMA:

Q. Steve, can you give me a little bit of an overview of how you deal with -- how you train for non-cost-specific defects, in other words, things like fouled ballast? I mean, how do you train to that when there's really not a, you know, a bright red line to say, well, you know, here's the tolerance --

A. Sure.

Q. -- and you're over or you're under?

A. Sure.

Q. So how do you deal with that in the training program?

A. Well, you know, we talk about the standard as it's written and it relates to drainage and, you know, that drainage is key. And then when you're, you know, putting that in a, kind of a real world understanding, and if you get somebody in there that has done some track inspection and has covered territory, I mean, you're going to come up on mud and fouled ballast.

So, you know, from a non-class-specific standpoint, it is something that's got to be addressed and, you know, it's the realistic understanding that you've got to get out. If you have a mud hole and you have fouled ballast, you got to get out. You got

to get out of your truck. You got to know what's there because, first of all, it's not going to heal itself. And so what you have to determine is, is whether or not, under load, the track structure itself, based on what you're seeing as a drainage problem, if you've got a geometry problem that is starting to occur along with that. And then from there, you've got to address that, whether it's writing it up as fouled ballast, you know, what you measure. That's basically what we instruct anybody that's in that 213 track safety standards class as it related to drainage and then fouled ballast out on the railroad.

Q. Okay. So if I captured all that, you -- I mean, obviously, fouled ballast or, you know, saturated subdrain where you got standing water is a visual indication, but you train, more or less, to look at the geometry and where you have that --

A. Well --

Q. -- water condition and geometry, or --

A. Well, you could look at it as -- you could just go over every mud spot you have on the railroad and say I have a drainage problem, therefore, I have fouled ballast, and then you could just go ahead and write it up from one end of your railroad to the other. But, you know, we don't tell them that that's what they have to do, but we tell them that if you've got mud in the track, which is a real good indication you've got a drainage problem, you've got to get out and look at that because as an inspector you want to know what's happening under load.

So if you're going to determine to write it up as fouled ballast, I mean, you have that prerogative as a track inspector, but you want to know if there is a geometry problem beginning to occur because then as a -- you know, when you're -- when you only have so many resources and you want to make sure that you are working in the most critical areas, then you're going to assess every location you may have like that that's on your railroad based on, you know, where your worst geometry problem may begin to occur. Maybe it's not to a defect of that class of track, but it's developing a geometry problem and therefore you're going to write it up or -- and you're going to make somebody aware of it so they know what is occurring at that location and it can be addressed.

Q. Sure. Okay, great. I just want to follow up, Steve. Do you or do any of your trainers -- when you get a question that might be specific to an FRA condition, FRA defect, you know, something in the CFR, do you use the FRA compliance manual at all as a resource or a reference to answer some of those questions, or --

A. Yeah, we do. We do use the compliance manual. Yeah, we refer to it on many occasions.

If there is a question asked that is somewhat difficult to understand, you know, the application, we have -- I mean, I've gotten an FRA officer on the phone, you know. I mean, we know some of them, and just, you know, just like the fellow that just

left here.

Q. Sure.

A. I've called Carmen Patriarch (ph.) a couple different times and asked him questions that weren't really in his realm, but then he got me in touch with somebody. Because if you're teaching the FRA track safety standards, which is -- you know, as the minimum safe standard and, you know, we're telling a track inspector -- you know, we inspected that to make sure that we are at least within those parameters, but when we send the section out to make the repair, we want them -- the repair to be done to a CSX standard. So you need to understand there's, you know, there's the difference there. But we have gotten some questions where, in application of the FRA regulations, we really weren't sure of the answer we might give so we wanted to make sure that the answer we were giving scored right --

Q. Right.

A. -- with what the original intent of the regulation was.

Q. Okay. Yeah, then that makes sense.

Just as a matter of process, let's say a guy goes down -- he's been on the road for maybe about a year of service or whatever and he wants to be a track inspector, so he comes down or he gets sent down, whatever the case might be, for track inspector training and he does a 3-week, initial 3-week course; is that correct?

A. No.

Q. Oh, okay.
A. The 3-week I was referring to was the new hire training.
Q. Okay, that's new hire?
A. Yeah.
Q. What is the --
A. The FRA track safety standards is a week-long training.
Q. Okay. So, basically, 5 days --
A. Yes.
Q. -- 5 days training? Does the REDI Center or does your instructor then designate that person as 213.7 qualified or is that done somewhere else?
A. Well, what we do first with everybody that comes into training is we give them a pretest.
Q. Okay.
A. Because the audience varies.
Q. Right.
A. Their tenure varies. Therefore, you know, the knowledge that they may or may not have as it relates to the FRA track safety standards varies. So we give them a pretest and, based on those scores, it kind of gives us an idea of, you know, the knowledge base or skill set of the audience so we kind of know, you know, what we may be in for, so to speak, as we're going to go through the rest of the week. And it also tells you, if they do have some knowledge, where, you know, it's -- we need to focus more on. And then partway through the week, we have -- they get a

quiz on turnout components, then they have a post-test which is prior to the qualification test. So it tells us somewhat of how far they've come in their knowledge of the regulations through that week, and then on that last day, the qualification test or the final is administered to them.

Q. Okay. And that -- if a guy or gal passes the final test at that point, is it the REDI Center's responsibility or charge to say that's -- you know, you're 213.7 qualified or does that happen by --

A. If a person passes the final in the 213 regulations training, that means they have passed the final in the 213 regulations training, so they meet -- from an understanding of the regulations, they meet that part of it. You know, application of 213, you know, goes beyond that and at some point it's the -- depending on what they're going to, you know, the field, then, will take it from there and spend the time with them, then, to determine whether they are proficient to be able to apply those regulations, that based on that final they understand, in that position.

Q. Okay. So -- just so I understand, so then, basically, the student passes the final exam, if you will --

A. Sure.

Q. -- for track inspector, but that's just one phase of becoming a track inspector?

A. Yeah, if he passes the --

Q. So you've got the book learning down and now someone back in the field is going to mentor and continue field training until they can demonstrate their knowledge and application.

A. That's right.

Q. And at that point they're designated, okay, you can -- you know, we can award you that track inspector's job. Is that --

A. Well, he may be awarded the job by bid, but, you know, you know how the bid process works?

Q. Um-hum.

A. It's whether or not he's going to remain in that position because he has shown to his division that he's competent to apply those regulations in the field. So it's more not so much -- I mean, you could put him out there and ride with somebody from, you know, now on, but at some point you want that person to be able to be trusted to work alone as a track inspector and you know that they're -- they've shown you -- showed you that they are competent enough to apply those in the field, you know, identify the defects and take the required remedial action, and you're comfortable with that person's ability to do so.

Q. Okay. So it's basically a two-phase --

A. It's a progression.

Q. Yes. Okay, thank you.

MR. INCLIMA: That's all the questions I have for now.

MR. HIPSKIND: Thanks, Rick.

Frank?

MR. CROWTHER: Yeah, I got a follow-up actually to Rick's question because it was my question, and then he took it --

MR. INCLIMA: Stole it, right.

MR. CROWTHER: -- and that's fine.

BY MR. CROWTHER:

Q. But it's the field training that I want to make sure I clearly understand. An employee, regardless of how long he's been on the job -- in the field, can apply to attend FRA training down at the school in Atlanta and -- because he needs this training in order to be qualified to bid on a track inspector's job or a track foreman's job. Both of those jobs need an FRA certification?

A. Right.

Q. Right. So they go down and they get training, then they come out of the school, they've passed the test, but they don't have the working knowledge. They have book knowledge, no working knowledge.

A. Right.

Q. Or some of them might, but -- okay. From what I see in the field, most of the guys are young that are raising their hand to take these jobs. There's not too many old people. So they need more field experience to apply these rules. I want to make sure I understand this. There is -- you do not have -- the school or CSX does not have an on-the-job training program that follow these people that the division can use to report on them to the

school or to themselves to see how the guy is progressing and if he should be in the job or does he need remedial training or anything like that? There's no formal OJT program for these people?

A. No. At the present time, there is no formal OJT that is under the direction of the training center.

Q. Okay.

MR. CROWTHER: That's all I have, Dick.

MR. HIPSKIND: Okay, thanks, Frank.

Jim, any questions?

MR. SOUTHWORTH: Yeah, just to follow up on that.

BY MR. SOUTHWORTH:

Q. If an employee feels he has a certain need or a certain need has been identified after he's gone through the early basic training as a new employee, kind of backpacking on what you were talking about, who makes the determination of whether they need refresher training or some type of remedial training or additional assessments or help or -- and I don't care if they send them back to Atlanta or they do it in the field. Who makes the decision where and when this employee needs to have those needs met? Does it come from his immediate supervisor? Is there a discussion back in Atlanta on how well he did in his training, or when you get somebody that's out in the field -- I'm not saying they don't measure up, but there's a particular need either they've identified themselves to say they don't understand something or

know how to work something or a supervisor has seen that they don't know how to do something or need more knowledge, let's say, how does that happen? I mean, at some point you make assessments of all employees. Some probably stay and some pick different careers. But if there's someone out there that you've invested the time in, how do you go about making sure that the OJT now meshes with -- on-the-job training now meshes with the schooling that they got in Atlanta?

A. It would -- the field would make that --

Q. The field (indiscernible) --

A. -- make that assessment. His --

Q. The job that he's at, but --

A. Yeah, his roadmaster, his engineer of track would make that assessment and, you know, could refer him back to the training center for some additional training that the training center has.

Q. We went out hi-railing and did some discussions with Randy Daniels about different things and see how they -- we were able to see how they do some of their work and plan their work in those areas. Is there any training that they'll get as a new employee or later on that standardizes -- not necessarily sets policy, but shows them how CSX determines how they'll go out and do their work? What work -- I mean, I know the work ends up being different on different divisions, but are the priorities the same in one division as they are in another division as they are in

another division on what they'll be looking for when they do track inspections? Do they -- are they trained on what's higher priority, what's the things you can't miss? Like, a person --

A. You're asking if the field itself --

Q. Well, is any of it represented in the classroom? We talked earlier about they walk curves and, of course, the longer and the sharper the curve, the more they need to get on the ground and inspect those things on foot. Is that something that's taught in the classroom or is that something they pick up on the job? I'm just trying to get a feel in my mind of how much basic kind of information they get and how much is refined in the field.

A. Yeah. Well, you know, those things are covered in the classroom and, you know, to the extent that you may give some examples could depend on who the particular instructor is at the time that has that class and his or her level of experience when they were in the field, so they're going to draw off of their experience, so that's going to vary. You know, if I was in there versus somebody who was, you know -- has 15, you know, a total of 15 years and was a track inspector, may not draw some of the same experience as I will, but they all do refer to the need to get out with certain things you may see.

You know, you see that spalling on the lower rail where it seems like it's a little bit cupped out? You know, you don't just want to -- when you see something like that, I would tell them that in my experience, what that tells me is, especially if I

-- if it's territory when I was engineer of track and it had never been there before, I'm going to see thing that tells me that I need to get out and take a closer look because from my experience in the -- you know, prior to that, those usually were signs that told me the gauge may be opening up, you know. There's things that can tell you that you need to take a closer look.

You know, if I go to a territory and I'm walking a curve, it may all look uniform, but I usually always throw a tape down because I'm not been there before, I want to get a point of reference how it's running, you know, all together, and then you start looking for the things that may be under load. We do share those things in the classroom with those potential track inspectors, but those -- whatever we give them to the best of our ability of our experiences in the field in our own application of those regulations, you know, when they get out in the field and you're doing that with someone day in and day out because that's the job you have, then, yeah, they're going to get much more, hopefully, from the field at the location that they're going to.

Q. So if they make a repair after an inspection or they find something that needs attention, it's clear in their mind from both their classroom as well as OJT that there is -- the FRA regulations require a certain amount of work is done here to bring it up to the standard, to the regulations, and then they also clearly know then that there is additional work that CSX asks them to do beyond the regulations. That's just something I wanted to

get clear in my own mind, that that's actually something you kind of teach them in their training then.

A. We do. Absolutely, absolutely. We may be inspecting to an FRA standard, but we are doing our work and making our repairs to CSX standards because then we know we're going, you know, well beyond the requirement of the FRA.

Q. We've heard a lot about ITIS, and do they get formal training at your training center on the ITIS system itself?

A. Well, in the FRA track safety standards training, you know, ITIS is more mentioned because the majority of that class are not track inspectors.

Q. Okay.

A. And, you know, the ITIS system, I mean, it has a lot of parts and pieces to it. It is a part of the training that we started earlier this year that specifically is around the application of track inspection. So training in the ITIS is in that class because those are track inspectors.

Q. Okay.

BY MR. HIPSKIND:

Q. Steve, do we have your permission to keep going here? I think we can maybe wrap it up in another 10, 15 minutes.

A. Oh, absolutely.

Q. Okay. And the conversation and discussion has been great thus far. It's been very illuminating for me. When you go through -- I'm going to say that you go through each element of

the Part 213 track safety standards, beginning, middle, end, right?

A. Yeah.

Q. And you take a week to do that and when you need to -- if you need to go to the FRA Compliance Manual, you do that? If you need -- you shook your head yes, so I --

A. Yes.

Q. -- I take it that's a yes?

A. Yes.

Q. Okay. And if you need even further clarification because somebody's bringing up a, not a hypothetical, but a real world condition, you will even reach out to FRA managers or safety inspectors and you'll get their input as well?

A. We have done that.

Q. Okay. What do you do when you talk about rail change-outs? Because there are, there's prescriptive measures in the safety standards about, oh, percentages that the rail had in different remedial actions. They're listed alphabetically, A, B, C, D, and sometimes they indicate where you put a pair of bars on them within a certain numbers of days. Sometimes they say put a certain slow order on them and check it. And I imagine that CSX has a shadow defective rail remedial action table as well. Is that true?

A. Shadow?

Q. Well, that mirrors that FRA?

A. Oh, yeah, right.
Q. The FRA has a prescriptive table about defective rails?
A. Right.
Q. They have --
A. Names the defect, measures it in inches or percentages and --
Q. And an option of what you can -- need to do based on --
A. Right.
Q. -- defect size, et cetera?
A. And then CSX has a column right alongside of that where it has some additional requirement, depending on the defect and the size of the defect.
Q. And that's what I went by the word shadow.
A. Right.
Q. You've got your way of doing things too, okay?
A. Right.
Q. Now, it's my understanding that, like, the FRA doesn't get as prescriptive down to the level of, well, when you're out measuring the location of the defect, you need to cut out, say, for example, for purposes of our discussion, you need to cut out the entire rail. I don't recall ever seeing that in the FRA remedial actions for defective rail conditions. Am I right about that? Do you want to think about that?
A. Yeah. I'm thinking that you're right and that it's -- and that it may be the CSX column that shows the replacement of

the entire rail if it is a transfer (indiscernible).

Q. Well, that's what I wanted to bring into this discussion, that there is yet another example of where CSX -- back to Jim's point, you know, FRA might tell the people following the Sperry car do X, Y, and Z based on the speed of the operation out there and the size of the defect, et cetera, but there is this other CSX remedial action that may be more restrictive and more prescriptive about just how they're going to go about fixing that certain rail defect. Is that fair enough to say it that way?

A. Yeah. When you say descriptive or prescriptive, I'm not sure just how much more descriptive or prescriptive CSX is. It does have some additional requirement where maybe they lessen the amount of days or, like in this case, depending on the type of defect, you know, if it's something that historically was due to the rolling of the rail at the middle, then, yeah, the requirement is that if you've got that spot, then that whole rail from joint to joint or weld to weld --

Q. Okay. Well, I've got a suggestion. Because I don't want us to spend all day and all of your time talking about each and every example that we can think of to show a difference in the CSX way of doing things and the FRA interpretation of each and every defect, so why don't we agree on this. You kind of know what we're after and why don't you take a first cut at sending us some training materials. And I'll make that as a formal request and you can send it to me and I'll share it with the Track Group

and I will take responsibility to copy, Mr. Southworth. And we'll take a review of that and if we need additional information, we'll reach out to you.

A. Sure, we can do that. And you'll kind of zero in on the area that you're --

Q. Yeah.

A. -- most interested in?

Q. Yeah.

A. Sure.

Q. And you mentioned earlier that sometimes you bring in subject experts or whatever, so why don't we just agree that we'll have that kind of basic fundamental exchange of some of the stuff that you want to send us, and then we'll just kind of progressively go with their -- from there if we need to.

A. Sure. Okay.

Q. Okay. And one more thing. I want to kind of tie up a lose end. When Rick was talking about fouled ballast conditions, I heard you talk about geometry, I heard him talking about geometry, but, in your mind and in your instruction, the training center's instruction to employees, does there have to be a threshold breaking measurement of geometry at a fouled ballast condition before somebody takes action?

A. No, there doesn't have to be.

Q. Okay.

A. There doesn't have to be.

Q. Okay, that's all I've got.

MR. HIPSKIND: Randy, did you have something or -- maybe we skipped over you earlier.

MR. DANIELS: No. I just -- just some things that --

BY MR. DANIELS:

Q. You know, you said that no one -- that you don't -- there's no formal method of you getting feedback on the performance of employees, but you get informal feedback occasionally, don't you?

A. We do. We do.

Q. And you give informal feedback to the field?

A. Oh, well --

Q. -- from the employees that are down there?

A. We do. And we, you know, we give an evaluation to the employees, you know, of the training itself.

MR. HIPSKIND: Okay, Randy, I'll just ask around again real quick.

Rick, anything else?

MR. INCLIMA: No, sir.

MR. HIPSKIND: And Frank?

MR. CROWTHER: No, sir. All set.

MR. HIPSKIND: Okay. And everybody's willing to wait on the receipt and distribution of some of the training materials in case we have additional questions? Okay.

And, Jim, I'm done and if I may pass it back to you for

closing, if you don't have anything else.

MR. SOUTHWORTH: No, I'm done.

Between now and when you put the training items together, I may come up with some ideas of my own that I want, kind of, Steve, and as well as what kind of evaluation that the employees would give you on your course that might provide some of that feedback back and forth as well. Other than that, we appreciate your time and effort to come up here and see us --

MR. FRAZIER: Sure.

MR. SOUTHWORTH: -- in the land of the American League almost champions. And thanks again for your answers in detail. Appreciate it. And we'll take a break now.

(Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF:	CSX TRAIN DERRAILMENT AUGUST 20, 2012 ELLICOTT CITY, MARYLAND Interview of Steve Frazier
DOCKET NUMBER:	DCA-12-MR-009
PLACE:	Ellicott City, Maryland
DATE:	October 18, 2012

was held according to the record, and that this is the original, complete, true and accurate transcript which has been transcribed to the best of my skill and ability.

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Karen M. Galvez
Transcriber