

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

\* \* \* \* \*

Investigation of:

\*  
\*  
\*  
\*  
\*  
\*

SEPTA TRAIN CRASH  
UPPER DARBY, PENNSYLVANIA  
AUGUST 22, 2017

\* Accident No.: DCA17FR012

\* \* \* \* \*

Interview of: ANTHONY HAND

SEPTA 69th Street Terminal  
Philadelphia, Pennsylvania

Thursday,  
August 24, 2017

## APPEARANCES:

TOMAS TORRES, Rail Accident Investigator  
National Transportation Safety Board

STEPHEN JENNER, Ph.D., Human Performance Investigator  
National Transportation Safety Board

GEORGE GOOD  
Federal Transit Administration (FTA)

JAMES YOUNG  
PennDOT Rail Transit Safety Review Program

BETH BONINI, Manager  
PennDOT State Safety Oversight

WAVERLY HARRIS, President/Chairman  
SMART Local 1594

JARED CASSITY  
SMART National Safety Team

JOHN REYNOLDS, Senior Director  
Southeastern Pennsylvania Transportation Authority  
(SEPTA)

LINDA ANGOTTA  
SEPTA

I N D E X

<u>ITEM</u>	<u>PAGE</u>
Interview of Anthony Hand:	
By Mr. Torres	6
By Dr. Jenner	18
By Mr. Good	27
By Mr. Cassity	32
By Ms. Bonini	41
By Ms. Angotta	46
By Mr. Cassity	75
By Mr. Torres	49
By Dr. Jenner	56
By Mr. Good	58
By Mr. Harris	59
By Mr. Cassity	64
By Ms. Angotta	68
By Mr. Torres	72
By Mr. Good	73
By Mr. Cassity	75

I N T E R V I E W

1  
2 MR. TORRES: This is a NTSB informal interview. My name is  
3 Tomas Torres, T-o-m-a-s, T-o-r-r-e-s. Today's date is August 24,  
4 2017, and we are at the SEPTA 69th Street Terminal in  
5 Philadelphia, Pennsylvania, interviewing the chief instructor in  
6 connection with an accident that occurred at Upper Darby, on  
7 August 22, 2017. The NTSB Accident Number is DCA17FR012.

8 The purpose of the investigation is to increase safety, not  
9 to assign fault, blame or liability. NTSB cannot offer any  
10 guarantee of confidentiality or immunity from legal or certificate  
11 actions. A transcript or summary of the interview will go into  
12 the public docket.

13 The interviewee can have one representative of the  
14 interviewee's choice. Do you have somebody? A union guy or  
15 anybody.

16 MR. HAND: Someone I can lean on?

17 MR. TORRES: Yeah. The previous --

18 UNIDENTIFIED SPEAKER: No, you can't lean on her as far as  
19 the investigation team.

20 MR. TORRES: She's going to be asking you questions.

21 MR. HAND: All right. Okay. She held the job before I held  
22 it.

23 MR. TORRES: Okay. Do you understand the interview is being  
24 recorded?

25 MR. HAND: Yes.

1 MR. TORRES: Please state your name and spell it?

2 MR. HAND: Anthony George Hand, A-n-t-h-o-n-y, G-e-o-r-g-e,  
3 H-a-n-d.

4 MR. TORRES: Steve.

5 DR. JENNER: I'm Stephen Jenner, S-t-e-p-h-e-n, J-e-n-n-e-r,  
6 with the NTSB.

7 MR. GOOD: George Good, G-e-o-r-g-e, G-o-o-d, Federal Transit  
8 Administration.

9 MR. HARRIS: Waverly Harris, W-a-v-e-r-l-y, H-a-r-r-i-s,  
10 SMART General Chairman.

11 MR. CASSITY: Jared Cassity, J-a-r-e-d, C-a-s-s-i-t-y, NST  
12 representative for the SMART Transportation Division.

13 MR. YOUNG: I'm James Young, J-a-m-e-s, Y-o-u-n-g, with  
14 PennDOT Rail Transit Safety Review Program which is the State  
15 Safety Oversight Agency.

16 MS. BONINI: Hi, Anthony. I'm Beth Bonini, from Pennsylvania  
17 Department of Transportation, also the Rail Transit Safety Review  
18 Program which is our SSO program, and it's B-e-t-h, B-o-n-i-n-i.

19 MR. REYNOLDS: John Reynolds, J-o-h-n, R-e-y-n-o-l-d-s,  
20 SEPTA.

21 MS. ANGOTTA: Linda Angotta, L-i-n-d-a, A-n-g-o-t-t-a, SEPTA.

22 MR. TORRES: Okay. Tomas Torres with the NTSB. Do you mind  
23 if we call you by your first name, Anthony?

24 MR. HAND: It's Tony.

25 MR. TORRES: Tony.

1 MR. HAND: Yes.

2 MR. TORRES: Thank you, Tony.

3 INTERVIEW OF ANTHONY HAND

4 BY MR. TORRES:

5 Q. Could you give us a description of when you hired out, work  
6 history and what your duties are now?

7 A. I started with SEPTA as a bus operator in 1986, 10 years as a  
8 bus operator, from '86 to '96. In March of '96, I became an  
9 instructor, transit instructor, and then it kind of morphed into  
10 suburban light rail instructor around 2000. So I stayed an  
11 instructor until last October, last year in October. So about  
12 October 2016, I became chief instructor for suburban light rail.

13 Q. And as an instructor, what do you do? I mean what are  
14 your --

15 A. Job title duties as --

16 Q. Yes, yes.

17 A. -- chief instructor?

18 Q. Yes.

19 A. I assigned the work for the instructors that operate or that  
20 train at Victory District on Media-Sharon Hill, Norristown and in  
21 Elmwood Rail and Callowhill Rail. So I assign the work. I  
22 develop lesson plans, and I monitor tests, develop tests that  
23 they're going to take to certify, recertify, and also with some of  
24 the departments, I schedule them for any kind of recertification.

25 Q. And this is in reference to rail operations?

1 A. Yes.

2 Q. Okay. What is the -- can you explain to us the guidelines  
3 for an employee to train to be an operator? You know, what do  
4 they need to meet, you know?

5 A. When they come to Victory, they come as bus operators. They  
6 go through the training of bus operators. They have minimum  
7 scores they have to reach in certain phases. They have a CDL  
8 portion that they've got to pass in taking their CDL, and then  
9 they'll go through a school vehicle course where they've got to  
10 maintain certain grades and there's a scoring guideline that we go  
11 by. If they don't reach that by the time they reach the end of  
12 that phase, they don't go onto the wildcat portion and then they  
13 go onto the wildcat portion which is they're doing the same routes  
14 that they learned, picking people up and now they're being scored  
15 on that. Then they take finals, they'll come do that, and then  
16 they'll work on that bus mode.

17 After they work on that bus mode, then they'll come to --  
18 I'll schedule them to come to one of the rails, it could be Media-  
19 Sharon Hill, it could be Norristown. They'll work -- they'll be  
20 trained the same way. They'll do a school vehicle where they  
21 operating on the line, they learning the line, they're learning  
22 the rules for a period of time, and then they'll do what they call  
23 wildcatting. They'll operate on that line with people again, and  
24 throughout, there are quizzes and at the end, there are tests  
25 they've got to take to graduate.

1           Once they finish that, they will stay in that mode for  
2 somewhere around 5 weeks, and then I'll schedule them for the next  
3 mode. So Media-Sharon Hill is together, and Norristown is by  
4 itself. So the last mode, they'll do the same thing. They go  
5 through the school vehicle portion of it, they'll operate, they'll  
6 go through the wildcat portion of it. They'll take their quizzes.  
7 They'll take their finals at the end. And at the end of that last  
8 phase, now they are finished their training. They are what we  
9 consider an operator, but they are considered a student throughout  
10 those phases.

11 Q.    So first they start as bus operator?

12 A.    Yes.

13 Q.    And then from there?

14 A.    Then they'll go one of the rail modes, not necessarily  
15 Norristown first or Media-Sharon Hill first. It just depends on  
16 my instructor availability and how many other classes is on that  
17 mode at that time. So if I have two classes already at  
18 Norristown, I'm going to start them on Media-Sharon Hill.

19 Q.    So they're training to be operators?

20 A.    Yes.

21 Q.    What was the third phase? Was there a third phase?

22 A.    Within the training --

23 Q.    Yeah.

24 A.    -- on the rail, it was schedule vehicle and then there was  
25 wildcatting.



1 Q. And what is that wildcat?

2 A. Wildcat is after they learn the routes without any passengers  
3 on there, they'll go over those same routes picking people up with  
4 passengers, and different times of the day so they can see, day,  
5 night, in the dark outside, but they're still with the instructor  
6 at that point.

7 Q. And how long is that training?

8 A. If there's two in the class, it's a 20-day program. We try  
9 to keep the class two, no more than three. We don't have a class  
10 of four with one instructor. So if it's two in a class, it's a  
11 20-day program. If there's three in the class, it's a 25-day  
12 program.

13 Q. Okay.

14 A. This is only for rail. Now bus is a little bit different.

15 Q. Right. And for rail, for an operator. So the total training  
16 is 20 days?

17 A. Twenty days with two in a class.

18 Q. If there's three, 25 days. And then after that, he is  
19 qualified to operate on his own?

20 A. Now once they leave the training department, then they'll go  
21 with what we call a mentor, and that mentor is like a bridge  
22 between them, from training to being out there on their own for  
23 that week. That mentor is with them just, you know, if they have  
24 any questions, assist them, give them any kind of information they  
25 need. Then they're out there on their own, until they're back to

1 the next mode of training.

2 Q. And when they're with that mentor, what's the length of that  
3 period?

4 A. It's usually a week.

5 Q. A week.

6 A. And it's not necessarily the same person. There's always  
7 somebody providing guidance for that one week.

8 Q. And after that one week, they go onto -- go on their own?

9 A. They're on their own, but we do have what we call peer  
10 mentors that will occasionally catch up to them and just to see  
11 how everything's going. So we have a peer mentor program but as  
12 an operator, that they try to find newer people and take a ride  
13 with them to see how they're doing.

14 Q. Okay.

15 A. But they're on their own at that point.

16 Q. You said that they have to learn the rules and stuff. Can  
17 you describe what is it, you know, that's the classroom  
18 instruction? Do you know what's covered?

19 A. Each stay (ph.) of rail, we have 2 days of rules. There is a  
20 book of rules where I have in the lesson plans where they would go  
21 through all of these rules, so that they're, you know, everybody's  
22 covering the same thing. So it's the first 2 days that they come  
23 is the first 2 days of rules training. There is a quiz that we  
24 give after that on the rules training but there are quizzes  
25 throughout their training, but the first quiz usually has to do

1 with the rules. It's a lot of information on those first 2 days,  
2 just to see if they retain it and all, and the quizzes that's  
3 after that, it does refer back those first 2 days. So the rules  
4 are covered throughout but it's concentrated -- mostly it's  
5 concentrated the first 2 days.

6 Q. Okay. Can you give me an example of rules, you know --

7 A. Of a rule that we would cover?

8 Q. Yeah, yeah.

9 A. They cover -- I can't think of any rule. Maybe restricted  
10 speed rule (indiscernible) 21.

11 Q. Okay.

12 A. They would have their books. They already have rulebooks  
13 with them. The instructor would have the rules that they're going  
14 to cover and as they cover them, they're going over. So one of  
15 the rules might say let's talk about restricted speed. What is  
16 restricted speed? And in the book it labels what is restricted  
17 speed, you know, first to end. They will go over that and, you  
18 know, explain it and make sure they understand it and like I said,  
19 later on, they may have a question that asks them what is  
20 restricted speed? Fill in the, you know, give them part of the  
21 answer and then they've got to fill in an answer here and there to  
22 make sure they understand it.

23 Q. So they're rules for operational, for movement of the car?

24 A. Yes.

25 Q. And signals.

1 A. Signals is a part of that, yes.

2 Q. Okay. So that's 2 days.

3 A. Two days of concentrated rules, but rules are still covered  
4 throughout.

5 Q. Okay. So after those 2 days, what else -- what other subject  
6 do you move onto?

7 A. Usually after the second day, they may get a walk-around,  
8 look at the areas, some might even get into introducing the  
9 vehicle, but you're learning the territory. So you learn the  
10 territory by walking out there in the yard or walking, you know,  
11 showing them where the trains or trolleys would go, what does this  
12 mean when you see it. We talked about it in the classroom. This  
13 signal, now this is what it looks like. So they're getting a  
14 visual walk-around of what that is. And then they'll -- after  
15 that, they'll start operating the vehicle.

16 Q. Okay. So during those 20 days, do they get on the vehicle?

17 A. Yes.

18 Q. I mean, so it's out in the field and classroom instruction?

19 A. Yes.

20 Q. Okay. How about the car itself? You know, what training do  
21 they get in the operation of the car?

22 A. They do operate it. We require in our training, that they  
23 get at least 16 hours.

24 Q. Okay.

25 A. Most operators will get much more than 16 hours.

1 Q. But on that --

2 A. But that 16 hours actually is doing the operating. So they  
3 get more with the other one operating. They're actually seeing  
4 it, but they actually operate 16 or more hours and I actually  
5 track that.

6 Q. How about the mechanical portion of it?

7 A. Yes.

8 Q. Do they have mechanical training?

9 A. Yes, they get troubleshooting days where they will do nothing  
10 but go in the yard and then they'll go in different departments,  
11 they'll hook cars up, well, you know, Media-Sharon Hill or  
12 Norristown rail lines, they'll pull out the emergency equipment,  
13 show them where, you know, if they have to evacuate. They'll go  
14 over evacuation procedures, and a lot of that is done right in the  
15 yard, lower the -- well, I'm saying Panagram (ph.), talk about  
16 Media-Sharon Hill, too, and, you know, they'll do different things  
17 depending on the mode that they're in.

18 Q. Okay.

19 A. So they get yard days.

20 Q. But on the mechanical portion, like brake application and the  
21 air system, do they go through that or how's that covered in  
22 class?

23 A. On how does it work?

24 Q. Yeah.

25 A. It's covered in class. It is actually covered out there and

1 if they're on the line, they'll put it in emergency, they'll put  
2 it in EM just to see how it feels. Okay. Okay. This braking  
3 emergency, let's -- let it go to (indiscernible), deadman, to see  
4 what happens. Let's go to brake 7, you know. So they'll --  
5 they're doing all of this while on the line because there's nobody  
6 else, no passengers on there. So part of their training is, yeah,  
7 okay, let's see what happens if you've got to do this. Let's do  
8 this, and they do it.

9 Q. Okay. And then those rules that are covered during the rules  
10 instruction, do they cover like train or car handling, you know,  
11 like speed reduction, you know, brake up location, target  
12 manipulation. Is that taught?

13 A. That's more out there actually doing it. Not as a rule, you  
14 know, not, you know, what does P3 give you and all. That's more  
15 out there when they're actually doing it.

16 Q. So there's no explanation as to what it does. It's more like  
17 on hands, on hand training --

18 A. Yeah. Yeah.

19 Q. -- and as far as, you know, like throttling and braking and  
20 stuff like that, there's no written guidelines or like that?

21 A. Yeah, and it's kind of hard to do that with rules without  
22 them seeing it. I mean they get the manual, they get everything  
23 they're going to see on the car and that can be explained in the  
24 classroom, but it's a lot easier to do it while they're out there.  
25 So it is explained but then it's done.

1 Q. So in the classroom, what do you tell them as far as the  
2 controls and, you know, balancing speed and speed reduction,  
3 braking, you know? What's covered in class?

4 A. Well, part of the training is, too. I mean there are -- and  
5 they will go over that, too. There are different speeds. They go  
6 at top speed on the line and then they'll go over places where --  
7 you know, in the rulebook we have -- Norristown, we have milepost  
8 markers. So if the line is 70, it's not 70 everywhere. So when  
9 they're going over things in the book, they might go over the  
10 chart where there are places where you can't go 70, and there's  
11 mile -- and like I say, it's hard for them to see without being on  
12 line what MP 1.5, you know, is, MP 7.1, but they do see it in a  
13 book before they get out there. Now when we get out there, this  
14 is what I'm talking about. This is the area, look at the bulletin  
15 order, go over the bulletin order, 30 miles per hour between here  
16 and here. This is what I mean when I say that, and then they see  
17 it.

18 Q. Okay. So it's going to be more on how they -- it's an  
19 individual preference on how they're going to handle a car based  
20 on --

21 A. Not their preference. They're still operating according to  
22 the rules.

23 Q. Yes, okay.

24 A. But actually seeing it is more on the job.

25 Q. Okay. How about signal indications, signal compliance?

1 Let's talk.

2 A. We give them a signal map of the mode. We go over that  
3 during those first 2 days of actually where every signal is, what  
4 that signal means. We give them a signal map and then give them  
5 indication chart, too, and we go over everything that that means.  
6 What does a lunar mean? What does a flashing mean? What's a  
7 (indiscernible)? We go over all that. They see it, and they get  
8 quizzed about it, and then they get a signal test at the end, and  
9 a signal test is separate from -- you know, a signal test is just  
10 signals and signs. That test, they have to get 100 on.

11 Q. And what is taught to them or what is related to them when it  
12 comes to complying with a signal that -- where they have to reduce  
13 speed, you know, what actions -- I mean is that taught?

14 A. What do they do when they're coming up on a red signal for  
15 instance?

16 Q. Yeah, or anything --

17 A. It's taught in the class and they see it because they do,  
18 when they're out there training, they do sometimes abnormal things  
19 that you normally don't see. You know, if you're going into --  
20 you're going on a siding or something, which normal -- might not  
21 normally see. So they see that. They have to stop. They've got  
22 to make the call and if they got to -- have a red signal, you  
23 know, and they got to go over the rules and repeat, whatever.

24 Q. No, bit in class, how is that covered if you know?

25 A. It's also covered when we go over the indications because in



1 the rulebook, when it tells a signal, it tells the name of it, and  
2 it tells the indication. What does this mean? That's also gone  
3 over there.

4 Q. And is there anything in the rule that tells them when they  
5 should start acting on the rule -- on the signal or, you know,  
6 getting control?

7 A. You mean how far back?

8 Q. Yeah, or anything like that. I mean I know they're not going  
9 to say how far back but I mean does the rule describe what actions  
10 they need to take?

11 A. Well, let's say on Norristown. You get certain indicators as  
12 you're approaching a red signal, and it's probably -- now somebody  
13 who's been around would know, okay. I'm going to Bryn Mawr and  
14 now my code drops. They understand what that means. An operator,  
15 they're taught that if they, you know, if you get a red signal on  
16 Norristown and your code drops, you have no code, they're taught  
17 to call. There's certain places where they know they're going to  
18 get a code, coming to 69th Street, they get a stop and proceed but  
19 there are some places where they might get a red signal. As they  
20 coming up, they've got to stop, they got to call, they've got to  
21 find out what's going on. They've got to find out what the  
22 control center wants them to do. So, yeah, they're taught that  
23 and they may see it, too, because like I said, they go different  
24 places. Normally the normal line can go.

25 Q. So a lot of the learning that's on the job, on-the-job

1 training.

2 A. Yes.

3 MR. TORRES: Thank you. Steve.

4 DR. JENNER: Okay. Thanks. Steve Jenner.

5 BY DR. JENNER:

6 Q. Thank you for your descriptions so far.

7 A. Um-hum.

8 Q. You've been in the training position for -- since 2000?

9 A. Suburban light rail.

10 Q. Okay.

11 A. I've been in instruction since '96.

12 Q. Okay. During your tenure, have you made any changes to the  
13 program from the one you adopted?

14 A. We had a -- and this was under my former boss, but we had a  
15 program for rules and the rules we felt were kind of jumping  
16 around. So the change that we made was that when we covered the  
17 book of rules, it'll follow along that their rule book is. So  
18 they're not jumping from page 1 to 75, back to 50. It actually  
19 goes in order. So the rules we cover now, 2 days of rules, those  
20 rules make more sense to us and I think it makes more sense to  
21 them.

22 Q. Okay. Any other changes?

23 A. To the program?

24 Q. In terms of program, in terms of the material that's covered  
25 or your strategy, the amount of time spent on the road, mentorship

1 program, anything --

2 A. I know we updated the need to know, and the need to know is  
3 just, okay, if you're on 100, if you're doing the Norristown trip,  
4 then you need to show these things. That has probably changed  
5 probably less than 5 years.

6 Q. I'm sorry. What the program is.

7 A. So if I'm showing a Bryn Mawr trip, there is a need to know  
8 or it could be any trip. There's a need to know, of things I need  
9 to tell that student at that time for that trip. That was updated  
10 probably less than 5 years ago. There was always a need to know  
11 for those lines, but to make it uniform that everybody can  
12 understand, that was updated probably less than 5 years ago.

13 Q. Now you described earlier that you have during the classroom  
14 portion, there is testing or quizzes on materials they've learned.  
15 Once they're in the position to be on the road, how are they  
16 evaluated?

17 A. There's a training record that we evaluate every day, and  
18 there are about 15 categories. We have from 1 through 5, and they  
19 get graded on each of those categories with a number, and there  
20 are certain standards they have to meet by the end of that  
21 training, but there are certain standards that they've got to  
22 gradually improve on. So I can't go from the 1 to the last being  
23 day being a 5, you know, something's wrong. So it has to  
24 gradually improve going -- we've got to see gradual improvement,  
25 and they are graded every day with those numbers.

1 Q. And who grades them?

2 A. The actual instructor they have.

3 Q. Okay. And how many days is this process that they're being  
4 evaluated?

5 A. Well, starting from maybe the fourth day because the first 2  
6 days are in class, the rules. Now they're still graded on things  
7 like being there on time and all that, but the actual grading of  
8 what they're doing --

9 Q. Right.

10 A. -- starts about 3 or 4.

11 Q. And then that lasts to day 20 or --

12 A. To day 20. Day 20 is the day of the finals.

13 Q. And if someone does not meet the standards, what happens?

14 A. Well, if they're not gradually improving, then we have a  
15 verbal warning will give, you're not where you're supposed to be  
16 at this point, give them time to improve. If they don't improve  
17 -- a couple of days to improve. If they don't improve, then we  
18 have a written warning, and then we give them at least 2 days to  
19 improve and failure to improve will actually get them dropped out  
20 of the training program.

21 Q. What is the typical size of a class?

22 A. Two.

23 Q. Oh, just two.

24 A. Yeah. It's two, maybe three. We do run three classes, too,  
25 but no more than three.

1 Q. No more than two or three.

2 A. With one instructor.

3 Q. And what is your graduation rate? How many people don't make  
4 it through?

5 A. Through the rail portion or period?

6 Q. Through the rail portion.

7 A. I mean it's maybe 98, 99 percent makes it through.

8 Q. So now they eventually will become certified. Is that the  
9 term?

10 A. Yes. Um-hum.

11 Q. And they'll still be pretty young in their experience.

12 A. Um-hum.

13 Q. So what is the process to evaluate how they're doing for the  
14 next year?

15 A. Well, that's where the peer mentor comes in at. So once they  
16 finish, a peer mentor will occasionally catch up with them any  
17 day, any time. Everybody that's certified on rail will come back  
18 to us for a recertification. So every year they have to be  
19 recertified. So during that year, peer mentors catch up to them,  
20 and then sometime during the next calendar year, they will be  
21 scheduled to come back for a recertification.

22 Q. During the peer mentor period, is someone there with also  
23 like a set of standards or evaluation forms or anything?

24 A. They do have a form that we use, and if you need it, I can  
25 get it, and it's certain things that they grade on while they're

1 doing it, stops, announcements, power, how they take on power, and  
2 if there's anything that they maybe need a little talking to, they  
3 will write it down. All that information comes back to me, and  
4 then that information I actually log into the computer. So if  
5 anybody wanted to look up their record, they would see that, if  
6 they were being instructed on anything.

7 Q. And on average, I think you mentioned it could be any day,  
8 any time, but is it once a week, once a month? I mean what's an  
9 average time?

10 A. Well, there are only two peer mentors here. There's one  
11 that's on rail and one that's on bus. So I mean the one that's on  
12 rail, we -- he actually has a list of anybody with 2 years or  
13 less. So it's still going to be a lot of people that he rides.  
14 He rides an average of maybe four or five a day, for that week.  
15 So sometimes he might catch somebody three times in that one week.  
16 Sometimes he might catch somebody 1 time in 2 weeks. So it  
17 varies. You can get somebody with less than 2 years, and  
18 sometimes that person might not be available when they're out  
19 there.

20 Q. It's a wonderful day outside today and sometimes you get  
21 lucky and you get great stretches of good weather. If someone is  
22 training this time of year, and you get a dry period, how -- what  
23 sort of instructions or experience can they get operating through  
24 inclement weather, through snowy or icy conditions?

25 A. If it doesn't happen through training?

1 Q. Right.

2 A. And, like I said, with one peer mentor, it's hard for him to  
3 catch everybody or even to know this person had never had snow,  
4 you know.

5 Q. Right.

6 A. So it's just who they catch. Now we do provide information  
7 about snow even though they might come in March, you know, we give  
8 them information and even go over situations where, okay, weather  
9 has changed. Your operating has to change.

10 Q. Okay.

11 A. So -- in theory --

12 Q. Right.

13 A. -- we can tell them.

14 Q. Now you just said, now you're operating -- your operation has  
15 to change. So if we can explore that a little. Do you give  
16 precise instructions how their operations need to change? How  
17 much instructions do they get?

18 A. Not precise instructions. It's hard to tell. I mean if  
19 you're the first one through when it's raining, it's different  
20 than if you're out there when it's been raining for 4 or 5 hours.  
21 You know, there are some times when they're out there and they get  
22 into cases where it might be a little slippery, the spin slide  
23 light comes on. Okay. Well, that's a good teaching moment right  
24 there. Okay. Well, what did you do? Okay. I decreased, you  
25 know, maybe not -- may not go to brake 7. I might go to brake 5

1 or I'm not -- I go to power 4 or, you know. So a lot of times it  
2 happens, it's good teaching moments --

3 Q. Yeah.

4 A. -- but most of times it don't when it's raining.

5 Q. Are you familiar at all with the incident that we're  
6 investigating here?

7 A. Yes.

8 Q. What we've heard and we have no conclusions or analysis, but  
9 what we've heard is that from talking to the operator, is that he  
10 was operating during a period of rain or toward the end and his  
11 description to us was describing the wheels slipping and sliding  
12 conditions. How do you prepare people for such conditions and  
13 what do you tell them?

14 A. Well, their driving -- their operating has to change, and  
15 it's not only that. It depends on the terrain, too. I mean it's  
16 raining and you're on a flat surface, is different than raining  
17 coming down a hill. It's operating according to conditions  
18 really.

19 Q. Okay.

20 A. There's nothing specific. Okay. You've got to go this  
21 speed.

22 Q. Right. Okay. Part of what we heard in his interview was  
23 he's sliding now and he's manipulating his brake and throttle and  
24 trying to gain control, and he describes slipping for a period of  
25 time. He's doing his best we assume out there to try to gain



1 control. What can you tell people who have never experienced  
2 that? What sort of instructions can we tell new people? You  
3 know, what -- how do you want them to handle those conditions?

4 A. Well, he always seemed to have it under control and then it  
5 did, like I said, come to a point where, you know, it wasn't under  
6 control. For what reasons, I don't know. Like I said, I know  
7 we've got a downhill there. I know it was slippery there. I  
8 don't know, you know, it might have come to a point where coming  
9 downhill where it was just nothing the person could do. So every  
10 situation, you know, it's hard to cover every situation.

11 Q. Right.

12 A. I mean the best we could do was to tell them, always have the  
13 vehicle under control.

14 Q. Right. Can I get your opinion about how -- you've operated  
15 trains for long time, but what would you do if you're coming down  
16 -- this same situation, given the same terrain and same weather  
17 conditions, say you're traveling maybe 50 miles per hour and you  
18 feel slips going on. Can I get your take?

19 A. What differently I would have done?

20 Q. Well, how would you have approached it, yeah.

21 A. Not knowing what the operator did, but knowing that area, I  
22 don't know if he tried it or not, I would have tried to come to a  
23 stop. I would have -- I think I would have -- well, I can't say  
24 that. I can't speak for him, but I think I would have tried to  
25 recognize it sooner, when my code dropped, okay. I'm not dropping

1 down, or if it drops again to 15, you know, and that's not saying  
2 that he didn't do that, but my first thing would have been try to  
3 bring it to a stop maybe earlier.

4 Q. Okay. And I'm getting a little out of my area of expertise  
5 here, so I'm going to rely on others, but in terms of what type of  
6 braking, dynamic versus emergency braking, how would you have --  
7 what would have been your strategy about what type of braking you  
8 would have applied and when?

9 A. Well, once that code dropped to 30, I normally would go to 5,  
10 6 or 7 normally. And like I said, without knowing what he did --

11 Q. I'm not --

12 A. -- of course, I would have been --

13 Q. Yeah, I don't want what he did, but what you think.

14 A. -- I would have went to, you know, maybe brake 7. I don't  
15 know if it would have been sooner than what he did or not, but  
16 maybe I would have -- by the time I saw -- I know when the code is  
17 going to go down to 15. I know when it was going to go down to  
18 30. Now it's down to 30 and I'm not getting down under 30 because  
19 I know it's going to drop 15. Maybe I would have went to 7, you  
20 know, and, okay, I'm going to try to stop this maybe somewhere  
21 around the employee platform or something and get control of it,  
22 you know. So I might have went to -- I might have went to  
23 emergency maybe at (indiscernible). And he could have. I don't  
24 know.

25 Q. I'm asking from a very experienced person, you know, if --

1 this is a learning opportunity for some. So your expertise would  
2 be valuable in this area. So I appreciate you discussing that.  
3 Okay. That's all the questions I have. Thank you.

4 A. Um-hum.

5 MR. GOOD: George Good, FTA.

6 BY MR. GOOD:

7 Q. How you doing?

8 A. Okay.

9 Q. Just a couple of questions. As part of the training, is  
10 there any roadway worker protection training or is that built into  
11 that or do the operators get some of that?

12 A. Do they? No.

13 Q. Do they get training --

14 A. Seeing roadway workers, what to do.

15 Q. No, if they need to get off a train and enter the roadway?

16 A. Oh, yes, as far as with emergency evacuation and all, yes,  
17 they do.

18 Q. And you mentioned OJT and that there's a training folder. Do  
19 the instructors and the mentors, do they have -- does that specify  
20 certain areas that they need to cover in that record, you know, --

21 A. On the grading?

22 Q. -- and they make sure -- on the training record so that you  
23 make sure each one of those points are covered and that the other  
24 instructor -- well, it's the same instructor, that they make sure  
25 all those areas are covered?

1 A. On the actual grading each day?

2 Q. No, on the training record itself?

3 A. Yes, on the training record the categories they do cover  
4 then, they grade it. There's also an area for comments, too. So  
5 if I don't have that student for the full training, you know,  
6 because it could happen in cases, I can make any comment I want in  
7 there. So now maybe I didn't cover something, and I'm going to  
8 make sure or maybe I covered something they were having trouble  
9 with, and I wanted the next instructor to make sure they go over  
10 that. I can add that in the comment section, too. So my grading  
11 is done every day for every one of those categories, and then  
12 comments are made at any time.

13 Q. Are the --

14 A. Now they also do what they call a daily, too, the instructor,  
15 where they have a little form where they fill out, everywhere they  
16 went, what they covered, when they covered it, too, that's turned  
17 into me. It doesn't go with their record.

18 Q. Do the instructors and the mentors, do they receive some kind  
19 of special training on how to be instructors and mentors?

20 A. The instructors, there is an instructor -- no, that's one  
21 thing that we did change within the last 5 years, too. There's a  
22 formal instructor's program, and it's one-on-one with another  
23 experienced instructor where they're taking them out and, you  
24 know, usually the instructor may have been qualified on Norristown  
25 and Media-Sharon Hill but it's still a program where they would go

1 with an instructor, and they'll go over different things, how to  
2 grade, what to look for, how to go over their rules. That was  
3 done within the last, I think less than 5 years. That's done one-  
4 on-one with an instructor. Then an instructor would actually  
5 observe at least two classes of another instructor teaching that  
6 class. So then after that, they would take and get a class with  
7 an instructor observing them doing that.

8 Q. How about the mentors?

9 A. Now the mentors will go to a class down in South Philly where  
10 it's all mentors and they're shown how to grade and everything,  
11 and it's generic. Then they'll come to me, and I'll go over a  
12 little more specifics with what we're doing out here or maybe at  
13 Elmwood, maybe at Elmwood, you know, for the peer mentors because  
14 it's generic. It covers bus and rail when they go down  
15 (indiscernible) and I'll go over the forms and everything and  
16 what, you know, what I'm looking for after they come from that  
17 class.

18 Q. I think a few operators referred to is it slippery season or  
19 something like that?

20 A. Slippery rail season.

21 Q. Is that part of the training?

22 A. Usually the fall.

23 Q. Yeah, is that mentioned in --

24 A. It is and actually the first day when they come downtown, we  
25 give them a pamphlet that talks about slippery rail and adjusting

1 the conditions and everything, and then they'll talk again once  
2 they get here.

3 Q. Okay. The other question, so they start out with bus and  
4 then they do one of the two rail modes.

5 A. Let me add onto that, too.

6 Q. Okay.

7 A. Also with slippery rail, too, we have what we call training  
8 bulletins, and usually around that season, a training bulletin is  
9 a piece of paper that comes out with rules on it. It comes out  
10 once a month, and usually around slippery rail season, that's the  
11 subject. So I'll put that in there where they would -- each  
12 operator would get it and they would have to read it, and okay,  
13 we'll --

14 Q. And that's each year.

15 A. Yes. So usually around that time I'll put that out.

16 Q. The other question I have, so if you qualify on the bus and  
17 then say you qualify on the light rail or the Norristown, you said  
18 the training program isn't complete until they do all three,  
19 right?

20 A. They're still considered students until they finish all three  
21 here at Victory.

22 Q. Now once they certify on the bus or certify on one of the  
23 rails, can they operate by themselves until they finish the whole  
24 program?

25 A. Only on that mode.

1 Q. Okay.

2 A. So when they finish bus, they can only do bus. And then when  
3 they finish Media-Sharon Hill, the goal is to keep them on Media-  
4 Sharon Hill for at least 5 weeks or so until they get used to it.  
5 They can't do anything with Norristown until they get to  
6 Norristown, and then the same thing.

7 Q. Okay. So each mode as they finish that program and get  
8 certified --

9 A. Get certified on that mode.

10 Q. -- they can operate even though they haven't finished the  
11 complete program?

12 A. Yes.

13 Q. For an operator that like violates a signal or something like  
14 that, do you have like a -- where they get re-instructed or they  
15 have been out a long time --

16 A. We have a remedial training. If someone violates a signal  
17 now, we have a remedial training program which is -- it's a 1 day  
18 training --

19 Q. One day.

20 A. -- one-on-one with the instructor. The instructor will bring  
21 them in. I'll get the report and sometimes I'll get the video.  
22 I'll get the instructor to look at the report and look at the  
23 video before they see the student. They'll bring the student in  
24 and then they'll go over rules that have to do with signals and  
25 all, and then they don't talk about the incident. Then they'll go

1 out to the scene of where it happened at, and then they'll explain  
2 that area and why was it this, why was there a red here? This is  
3 what you do. So it's a 1 day training for someone who had a  
4 signal violation.

5 MR. GOOD: That's all I have.

6 MR. CASSITY: Jared Cassity with SMART Transportation  
7 Division.

8 BY MR. CASSITY:

9 Q. Tony, usually I have my questions fairly in order to make  
10 sense and a little fluidity to them, but they're pretty chaotic  
11 and random today. So just bear with me. I apologize. When the  
12 mentors are selected, is that a voluntary -- I mean is that  
13 something someone's wanting to do or is that something the company  
14 selects for?

15 A. I believe the director speaks to different operators. I  
16 don't pick them.

17 Q. Okay.

18 A. They're sent to me. I don't know how they're picked. I  
19 think they look at their record and speak to them.

20 Q. Do you know if there's any chance that they could be forced  
21 into being a mentor even if they don't want to, perhaps to have  
22 some kind of animosity and envy in the position of a mentor?

23 A. I don't think so.

24 Q. Okay.

25 A. I don't think so.



1 Q. I'm curious, too, when they're trained on all three modes of  
2 transportation, I have not seen a trolley control stand or  
3 anything. Is there anything that could create ambiguity from the  
4 control stand of the trolley per se to the like of the control  
5 stand in the light rail? Are they fairly similar or is there  
6 maybe something --

7 A. No, they are different, and we used to run training back to  
8 back to back, one mode to the next mode to the next mode. I think  
9 since we separated it, now I'm not thinking about 2 weeks ago I  
10 just saw Norristown console. Now I'm seeing a Media-Sharon Hill.  
11 So it's separated I think because they are different and the  
12 signal system is different and all. So they are different but  
13 they are separated by, you know, a couple of months.

14 Q. Is it possible for a person to be assigned or bid or however  
15 your seniority structure is made, is it possible for someone to be  
16 on a trolley for an extended period of time and then make a move  
17 to the light rail? And in that case, is there any kind of  
18 refresher or update to go from one mode of transportation to  
19 another?

20 A. This is after they've become operators?

21 Q. Fully --

22 A. No. I can -- you work in the Media-Sharon Hill and decide  
23 Saturday I want to work overtime on the Norristown. I can do  
24 that. The only refresher they get is their once a year  
25 recertification class that they come to.

1 Q. This one is kind of tricky, and it actually involves the word  
2 trick. Are there any tricks of the trade to operating the car?

3 And I believe --

4 A. That we teach?

5 Q. No, not necessarily that you teach. Are there tricks to the  
6 trade as an operator to operating the car? And you can address it  
7 from power, braking, whichever way you want to do it.

8 A. There are -- there is nothing that we teach, tricks of the  
9 trade, no.

10 Q. Are you aware if the operators have tricks of the trade,  
11 maybe you don't know per se what it is, have you heard of anything  
12 that exists?

13 A. I've heard of things, yes.

14 Q. And you said that you do address in training the slip slide.

15 A. The slip slide. Um-hum.

16 Q. If that condition exists on a rail while the employee is  
17 under instruction, is that condition utilized in any way to allow  
18 him experience it when the condition exists?

19 A. Is it a teaching moment?

20 Q. Yeah.

21 A. Yes, definitely.

22 Q. So you do take them --

23 A. And there are times where, you know, you don't know it's  
24 going to happen and it happens. Good. I'm glad it happened.

25 Q. Sure.

1 A. It's a good teaching moment.

2 Q. Okay. Again, I'm jumping around. The actual operating  
3 system, is there -- how does the system correct for operator error  
4 in any regard when they're operating the car? If there's an  
5 overspeed, is there a penalty application? Is there --

6 A. Yes, yes. If there's an overspeed, they'll get an alarm, and  
7 if there's an overspeed, they've got 3 seconds to 5 seconds to go  
8 to one of the brake positions to make that overspeed light go out.  
9 If they don't react in time, they give a printed (ph.) brake  
10 application. So there is a light that actually comes on and  
11 they've got to react to.

12 Q. Okay. Again, jumping around, when it comes to the actual  
13 signals and the lunar or red signals, are there any known issues  
14 on this territory with sight distance, anything blocking the  
15 signals or any issues with sight distance in regards to --

16 A. Not with the speed involved. I mean you see -- I don't know  
17 if you noticed when you come around the 6S, it's kind of under the  
18 bridge around the corner.

19 Q. Yes, sir.

20 A. But the speed is actually 15 there. And it's enough time to  
21 be able to stop on the bridge before you get to that 6S.

22 Q. Okay. I'm going to put you on the spot a little bit as a  
23 trainer. Do you feel that the program is adequate with the amount  
24 of time that you put a trainee through or is that fairly  
25 restricted by a greater force or --

1 A. I believe it is. Now what happens is at the end of the  
2 training, we give them a course evaluation, and maybe 20, 25  
3 percent say we could add more time of the people when they put in.  
4 I believe it is but people learn at different levels and that's  
5 about -- I guess that's about the number, about 25 percent say  
6 maybe we need more time operating.

7 Q. And if I am a trainee and maybe I feel like I'm not ready  
8 yet, will SEPTA allow me more time with an instructor or do you  
9 just kind of get graduated?

10 A. As long as they meet -- if they meet the qualifications, it's  
11 just a certain amount of time, yeah.

12 Q. And you --

13 A. We don't extend it for individuals.

14 Q. And you may have addressed this already, and I apologize if  
15 you have. As far as the pass/fail, is that based on percentages  
16 of answers correct?

17 A. Pass --

18 Q. Do they get a 80 percent on a test or a 90 percent or 100  
19 percent or how is --

20 A. You mean how are they -- what are we going by to pass on a  
21 test?

22 Q. Right. Yeah.

23 A. We have three tests we give them. We give them equipment  
24 where they go out there and they perform certain things. It's 85  
25 percent minimal passing score on that. We give them a general

1 knowledge, which there there's an 85 percent passing score on  
2 that, and we give them a signal test, which is 100 percent passing  
3 score on that. And like I say, in order to get to those tests,  
4 they've got an incremental progress as the training goes on.

5 Q. Okay. And then for my own clarity, you had mentioned a  
6 mentor and an instructor, I believe they're different roles. Is  
7 that correct?

8 A. Yes.

9 Q. The instructor is truly dedicated to the instruction of  
10 class?

11 A. Yes.

12 Q. And the mentors are after, on-the-job training?

13 A. Yes.

14 Q. If I'm a trainee, and I want to learn how to stop a car as  
15 quickly as possible, can you walk me through that process?

16 A. Well, that's done in training, too. Like I said, they'll  
17 have them going down the line, okay. Put it in emergency, and  
18 then they'll put it in emergency (indiscernible). They'll let it  
19 go. It'll stop. You know, even they go over the parking brake.  
20 So all that's talked about and is actually done on the line. Same  
21 thing for Media-Sharon Hill. They put it in -- same thing. They  
22 actually do it out there on the line.

23 Q. Okay. Is emergency an acceptable method of braking? In  
24 other words, is there any penalization for an employee utilizing  
25 the emergency brake or is acceptably used?

1 A. If it's necessary, yes, it's acceptable.

2 Q. There are some discrepancies about sand and how it applies on  
3 the cars. Do you know offhand if the sand can be manually applied  
4 when the car's in motion?

5 A. No.

6 Q. No, as it doesn't or no, you don't know?

7 A. No, I was told it doesn't.

8 Q. Okay.

9 A. When it's in run forward on the N5 car, sand can't be  
10 dropped.

11 Q. Okay. I guess normal conditions, obviously they're going to  
12 be using --

13 A. Unless it's in spin slide.

14 Q. Right, spin slide is what I --

15 A. Yes.

16 Q. Normal conditions, I'm pretty sure that they dynamic brakes  
17 or the power braking is the preferred method. Is there any way to  
18 get the airbrakes to apply on the car without actually putting the  
19 car in emergency or dumping the air?

20 A. To get the brakes to apply?

21 Q. And this is kind of a trick of the trade question. Is there  
22 anyway to tweak enough air to allow the friction brakes to  
23 apply --

24 A. Without --

25 Q. -- without putting it in emergency?

1 A. I don't know. That's to apply the parking brake, I don't  
2 know. I don't know anything other than that.

3 Q. Okay.

4 A. I know the brakes applied somewhere around 3 to 5 miles per  
5 hour, dynamic, then disk brakes (indiscernible).

6 Q. Okay. Now I'm curious. When a car is in brake 7, I had my  
7 experience to be able to get to it today, is that pretty -- can  
8 you feel the forces of that car braking?

9 A. Yes.

10 Q. Is it braking hard?

11 A. Yes.

12 Q. Okay. And then normally operated on the tracks, say they're  
13 operating on a clear with a 70 mile an hour, they do utilize the  
14 power brake to maintain speed so they don't overspeed, correct?

15 A. Yes.

16 Q. When the code is dropping or coming down to tell them they  
17 need to slow down, are they taught to wait for that signal to  
18 change to go into braking or --

19 A. No, as soon as they get overspeed, they're taught to go at  
20 least to brake 5.

21 Q. Okay.

22 A. And keep it there until that light goes out, until their  
23 speed drops.

24 Q. Okay. So this is kind of foreign to me. I'm probably going  
25 to dumb this down a little bit. I apologize. So if I'm going

1 down the rail, am I going to try to keep it in power as long as I  
2 can until it tells me to go to brake?

3 A. There's kind of a coast feature we've got -- I mean -- not  
4 coast but when you're on the highway driving your car.

5 Q. Cruise control.

6 A. It's like cruise control, kind of a cruise control feature on  
7 there. So I may be in P2 but keeping it at a certain speed.

8 Q. Okay.

9 A. Now it drops, I've got to go to B5.

10 Q. So when you're anticipating the braking, relatively to say,  
11 you're pretty much locked in on that signal waiting for it to go,  
12 and then once it changes, that's when you apply your brakes, or  
13 the code to drop, I'm sorry.

14 A. Now you said signal. You're not talking about --

15 Q. No, the code. I'm getting it confused with signal, but -- so  
16 you're watching your speedometer and the gauge which gives you the  
17 code. You're anticipating the brakes. So once it actually  
18 changes, that's when you apply the brakes.

19 A. Once that brake comes on, you apply the brake, yes.

20 Q. Okay.

21 A. Yeah, I mean if you're a veteran operator, you kind of know  
22 where it's going to start at. If you're not a veteran operator,  
23 you're still able to brake when that red light comes on.

24 Q. Are you pretty reliant though on the code I mean as far as  
25 governing your speeds? I mean you're relying on it. I mean do



1 you think guys are out there making their own decisions on speeds  
2 or are they really relying on that code as to when to change?

3 A. I couldn't say.

4 Q. Okay.

5 A. Yeah, I couldn't say.

6 Q. That's all for me. Thank you.

7 MR. YOUNG: All my questions were asked.

8 MS. BONINI: Beth Bonini from PennDOT.

9 BY MS. BONINI:

10 Q. Tony, are you a certified operator?

11 A. On the Norristown?

12 Q. Where are you certified?

13 A. I can operate on any of the lines. I've been through partial  
14 training on Norristown, been through full training as an  
15 instructor.

16 Q. Okay.

17 A. And as an operator, I was at another district where there  
18 wasn't rail. I didn't learn rail until I came into instruction.

19 Q. So you don't have to be a certified operator to be in your  
20 position?

21 A. Not in my position.

22 Q. The instructor --

23 A. The instructor has to be, yes.

24 Q. And they have to be certified operators on whichever mode  
25 they're instructing on?

1 A. Yes.

2 Q. Okay. When you were describing the 20 days, was that per  
3 mode or was --

4 A. Per mode. So Media-Sharon Hill is one mode, Norristown is  
5 one mode.

6 Q. And you were talking about the 16 hours.

7 A. That's per mode, yes.

8 Q. Per mode. I just wanted to clarify that. And then you  
9 talked about an evaluation, too. Is that an evaluation given  
10 after more of the classroom thing or is that an evaluation that's  
11 done at the very, very end of each mode?

12 A. At the very end of each mode.

13 Q. Okay.

14 A. So it's a course and instructor evaluation.

15 Q. And that's even after they've had their mentor for a week and  
16 that --

17 A. No, no.

18 Q. Okay. That's what I thought.

19 A. So once they take the finals in bus, they get an evaluation.

20 Q. Right.

21 A. Take the finals in Norristown, an evaluation. Take finals  
22 in Media-Sharon Hill. So they get to evaluate each one of those  
23 at the last day with the instructor.

24 Q. With the instructor?

25 A. Yes.

1 Q. Okay. So they go through the -- each mode with that  
2 instructor, say they're on bus and then they get the evaluation  
3 and then they go out on the actual bus and they have a mentor for  
4 a week or whatever time, and then they go off on their own, on bus  
5 or whatever they've been approved in.

6 A. Right.

7 Q. So that evaluation process and that 25 percent wish they had  
8 more time, is given after the classroom or the one-on-one or two-  
9 on-one instruction.

10 A. Yes.

11 Q. Is there also an evaluation given after that one week with  
12 the mentor?

13 A. No, we have been looking into that. We're trying to make it  
14 better. We talked about signal violations and all that, and even,  
15 you know, making that program a little better but there's no  
16 evaluation given to me on the peer mentor.

17 Q. What about after the -- is there an evaluation done by that  
18 -- the peer?

19 A. Yes.

20 Q. Okay. So they --

21 A. Their forms is actually turned into me.

22 Q. Okay.

23 A. Of the operator and the operations that they were on.

24 Q. Okay. So you're talking about the -- like a signal  
25 violation. So there is -- do you ever work with system safety or

1 any other part of the authority to look at different trends that  
2 are happening along the system to see how you could change your  
3 training?

4 A. I don't, but I do get their reports.

5 Q. Okay.

6 A. So if they do a signal check somewhere, they send me what  
7 their findings were.

8 Q. Okay. And then do --

9 A. And if there is a trend, then -- okay, then maybe I include  
10 that in the next training bulletin.

11 Q. Okay.

12 A. Something to remind the people, you know, we were having a  
13 problem where, you know, they brought it to me. Okay. Now we're  
14 going to cover that and now we've come up with something we call  
15 the rule of the month, we have -- TMs actually go out there and  
16 talk, if there's something happening, and it may be a point we  
17 need to stress, I could put it in the training bulletin. We can  
18 go over it in the rule of the month and we can go out and stress  
19 it to the operators.

20 Q. So you put it in the training bulletin. Do you ever  
21 incorporate it into training?

22 A. Into training, yeah. If it was something that -- yeah, if  
23 there was something that was -- kept occurring, yeah, I'll send  
24 out something to the instructors, okay, I want you to stress a  
25 little bit more on this.

1 Q. Do you guys have simulators?

2 A. No, not for rail.

3 Q. Do you evaluate performance after the graduation? So after  
4 they completed a mode again or could someone after they've been in  
5 the system, I think maybe you were already asked this, but could  
6 they say, hey, I don't feel comfortable. I still don't feel  
7 comfortable?

8 A. And we've had people that were out there that say they  
9 wasn't, you know, they wasn't too sure of what was going on.  
10 That's where a peer mentor would go and ride with him. Now we've  
11 got peer mentors that, you know, they'll usually ride a trip with  
12 somebody. So if somebody's not comfortable, I've had reports  
13 where the peer mentor told me, this person is not comfortable. I  
14 stayed with them all day, and so I mean that's the only way we're  
15 going to know after they left us is if they let somebody know, you  
16 know, maybe the peer mentor can stay with me a little longer  
17 today.

18 Q. And just one more question. I know that new employees aren't  
19 the highest on the seniority list and they probably don't get the  
20 best shifts. They may be working overnight. Do those peer  
21 mentors --

22 A. Change their hours?

23 Q. -- change hours --

24 A. Yes.

25 Q. -- and then change their shifts to accommodate?

1 A. Yes.

2 Q. And do they have a program where they target folks that  
3 graduate maybe not in the slippery season and haven't may be  
4 experienced where they prioritize making sure they do a ride along  
5 or do a check with that particular graduates?

6 A. I don't know if they would track if they wasn't hired during  
7 the slippery season. They know the people may be under a year,  
8 year and a half, 2 years, that they're going to ride with but I  
9 mean to target those, I don't even know if they have that  
10 information.

11 Q. Thank you.

12 MS. ANGOTTA: Linda Angotta, attorney.

13 BY MS. ANGOTTA:

14 Q. Your rules class, you mentioned the rules class is 2 days.  
15 The rules you cover, are they generic rules that are just rail  
16 rules in general or do you focus on the mode that the operator's  
17 in class for?

18 A. It's generic and so it's this -- rail division rules which is  
19 all rail. It's part of what they cover, and then they focus in on  
20 the mode that they're on. So somebody in Norristown will not get  
21 Media-Sharon Hill rules for that mode.

22 Q. The training records, the instructors keep on the students,  
23 do the instructors have a guide as to how to grade like you said,  
24 1 to 5?

25 A. Yes, there is --

1 Q. So what is 3 versus --

2 A. Yes, on every record, there is an explanation of what each  
3 number means. What does a 1 mean? What does a 2 mean? What's 3?  
4 And in the instructor's guide, there is a minimum score for each  
5 mode. So that they have to reach by the time they get to that  
6 point in the training.

7 Q. So if I don't reach that minimum grade, what happens?

8 A. Right. So now before they even get to that end phase, that  
9 instructor should be monitoring the incremental progress. So if  
10 they are not making that progress as they're going along, then  
11 that's when the counseling comes in and the verbal, the written  
12 and then if they're not doing it, then they're actually dropped  
13 from training.

14 Q. And the phase of training, when you go out to the yard, to  
15 the vehicle, the instructor demonstrates the car, correct?

16 A. Yes.

17 Q. Outside, inside.

18 A. Yes.

19 Q. So when you're inside the car, do you go over the console and  
20 all the telltale lights with the --

21 A. Yes, everything. When they're in the yard, they do front,  
22 back, outside, you know, emergency evacuation, where's the fire  
23 extinguisher, where's the ladder, everything, the console, how to  
24 do a brake test, I mean they do brake tests, everything's done  
25 when they're in the yard.

1 Q. So would that be a time when an instructor would give  
2 explanation as to the spin slide --

3 A. Yes.

4 Q. -- light?

5 A. Yes.

6 Q. How -- also now you're in a school vehicle. So you mentioned  
7 that they demonstrate braking during school vehicle. So would  
8 you, for instance, put the car in emergency?

9 A. Yes.

10 Q. Then you would demonstrate maximum braking?

11 A. Yes.

12 Q. Parking brake, would you apply the parking brake while the  
13 car is moving as a --

14 A. I don't know if every instructor do it but they tell them in  
15 theory, okay. If you lost dynamic brakes you can still bring this  
16 car to a stop by hitting the parking brake. I don't know that  
17 everyone actually demonstrates it. I know they do talk -- they do  
18 talk about it.

19 Q. Did you ever hear of the term brake 7 1/2?

20 A. I've heard of it, yes.

21 Q. Do you know what that is?

22 A. That's kind of putting it in emergency without dumping the  
23 emergency pipe.

24 Q. Okay. So it's bringing the airbrake in. Okay. Do you  
25 review your lesson plans?



1 A. Yes.

2 Q. How often do you do that? Annual.

3 A. It's probably maybe a little less than -- maybe twice a year.

4 Q. Okay. Are you aware SEPTA has a signal mitigation focus  
5 group?

6 A. Is that a group that I'm in?

7 Q. Do you participate in -- the training --

8 A. Yes.

9 Q. -- department participates in that?

10 A. Yes.

11 Q. And can you tell us what that is?

12 A. That's the one where we had the -- we came up with the  
13 remedial training. We identified somebody who has had a signal  
14 violation and then we -- we'll do remedial training with them  
15 which is a 1 day training, one-on-one with the instructor and  
16 going over things --

17 Q. And how often do you meet with this group?

18 A. It was a monthly meeting. And system safety after they came  
19 up, I think they were maybe bimonthly. This is kind of new, these  
20 meetings.

21 Q. Okay. That's all the questions I had. Thank you.

22 MR. TORRES: Okay. Tomas Torres with the NTSB.

23 BY MR. TORRES:

24 Q. Let's go back to that 7 1/2 pounds. Is that what they call  
25 slingshot or --

1 A. No.

2 Q. No.

3 A. No. Slingshotting is I know that code is going to drop. So  
4 I'm going to get a little more speed before I get to that code  
5 drop and then I'm going to kind of go in a little faster than what  
6 I would normally go in. I'm still going to go -- when I get my no  
7 code, I'm still going to go brake 5, but I'm hitting it a little  
8 faster than normal.

9 Q. And the reason for that?

10 A. I guess to get there faster.

11 Q. So just to keep from slowing down or keep a higher speed for  
12 a longer period of time?

13 A. Yeah. I can go further by doing that.

14 Q. So explain the process again.

15 A. If I'm at 30, and the code's going to drop to 15, I might be  
16 slowing down to get to that 15. Somebody who -- and now by the  
17 time I -- well, say I'm coming into the terminal, I pass 6S, and  
18 I'm going to get a no code because there's no more track there.  
19 I'm under 15. Let me see if I can explain it right. It may not  
20 be the right situation. I'm going to power up before I get that  
21 drop. So now instead of having to stop here, I'm going to stop  
22 way up here. So I guess it's just to get further than normal.

23 Q. Is that's something that's taught or is that something  
24 learned out in the field?

25 A. No, not at all. That's something that I -- that say you hear

1 things, something that I hear, that can be done out there.

2 Q. And are you aware if it happens out there?

3 A. Am I aware of it?

4 Q. Yeah.

5 A. Yes.

6 Q. And is there any action taken on that practice?

7 A. Well, it's not -- like I say, it's not something I teach.  
8 It's not something that I've seen. It's just something that I've  
9 heard, and I'm sure the instructors, if they saw that, they would  
10 act on it, too.

11 Q. So there would be corrective action on that?

12 A. There would probably be a re-instruction at that point by the  
13 instructor or the manager that's there.

14 Q. Okay. Can you explain this 7 1/2 brake?

15 A. To my knowledge, it's almost bringing it to an emergency stop  
16 without dumping the vehicle. That's my understanding of it.

17 Q. And what would that practice be for? I mean what's it --

18 A. Maybe it's just to bring -- maybe it's an emergency situation  
19 where they didn't want to dump. I'm not too clear on this either.

20 Q. And I guess my question is, if you're in that situation, why  
21 would you not want to put it into --

22 A. Well, now you've got to recharge and, you know, and now you  
23 don't, you know, if you dump the vehicle, you've got to recharge  
24 the emergency pipe. So it's going to take a little bit of time  
25 and if you can get it to stop as fast as you can without dumping

1 it, as you can go, and then release it.

2 Q. So you might be in an emergency situation, you might do a 7  
3 1/2?

4 A. Well, if it's an emergency situation, you want to just put it  
5 in emergency and just come to a stop.

6 Q. Yeah.

7 A. It's quick, it's the fastest way you can.

8 Q. So that's what I'm asking. So why do this?

9 A. And like I said, I'm not too familiar with this but it would  
10 be I guess to bring it to a stop fast and now I can go again once  
11 I've stopped. I'm not too clear what that 7 1/2 is.

12 Q. So the operator puts the car into emergency. How long does  
13 it take to recover, reset it?

14 A. Once they stop --

15 Q. Yeah.

16 A. -- to recharge. It should be charged. Less than a minute.

17 Q. Okay. So the practice is to save a minute.

18 A. Say again now? Oh, I would guess, yeah. I would guess.

19 Q. Are you familiar with 69th Street?

20 A. Um-hum.

21 Q. Can you describe it as you're -- say you're operating, can  
22 you describe it to us, what you're looking at, the terrain, the  
23 signals as you're coming into --

24 A. Coming in.

25 Q. Yeah.

1 A. From Parkview?

2 Q. Saying -- yeah, exactly, coming this way.

3 A. Well, I know you come to a point where you're coming downhill  
4 and what signals you see, like you see 2S --

5 Q. Yes, the speeds and all that.

6 A. -- 2S and then Parkview. Your code will drop to 30. Then  
7 you get to -- before you get to the employee platform, it's going  
8 to drop to 15 and then you've got 4S right there at the other side  
9 of the employee platform, and that 15 will take you all the way in  
10 the rest of the way. You've got the bridge, and then you've got  
11 6S, and it's going to tell you where you're going to, what track.

12 Q. What about the terrain? What is that like?

13 A. Well, it's downhill after Parkview. It kind of -- it  
14 flattens out a little after that, I guess somewhere around -- when  
15 you start getting to the yard, the end of the yard I guess.

16 Q. You said there's a 30. Where does that 30 start?

17 A. It's between milepost, I don't know it. You are -- where  
18 they store the cars at, when you coming in from Parkview, I would  
19 say somewhere around the beginning of that, where the SEPTA  
20 property starts, and this is, you know, without looking it, it's  
21 kind of guessing.

22 Q. So when the train's coming into --

23 A. Maybe a little further back because the 15's going to be --

24 Q. When should it be at 30?

25 A. When they get to -- the code will drop to 30 and now they'll

1 start to braking once it drops. So once it starts, you know, once  
2 the code drops, it might be a little more than 30.

3 Q. So when he enters where the 30 mph starts, he could be going  
4 faster?

5 A. Yes.

6 Q. Is there -- like how much faster can they go?

7 A. I think that's -- well, right now it's not. We just sent out  
8 a temporary speed restriction but normally I think it's 55 and  
9 then it drops down to 30.

10 Q. But when you hit the 30, should the operator be at 30?

11 A. Well, they start braking. They don't have to be at 30 at --  
12 as soon as they brake for 30 because everybody don't know where  
13 the beam responders are. So they see the code drop and then  
14 they'll go to brake 5, 6 or 7 and start braking it down. And then  
15 as they're coming down, then it'll drop to 15. So they don't have  
16 to be at 30 when it drops to 30, the code drops to 30. They've  
17 got to start getting it down to 30.

18 Q. Okay. So they rely on the code to tell them where they're  
19 at?

20 A. Yes.

21 Q. I mean where the speeds starts?

22 A. Code and also if there's any temporary speed restrictions.

23 Q. So there's no wayside signs, 55 mph?

24 A. There are permanent speed signs out there, not in that area  
25 but there are permanent speeds out there. But there the codes

1 will drop.

2 Q. So then they're taught to rely on the code?

3 A. On the code and --

4 Q. Is that part of the training, relying on -- the codes are  
5 going to dictate --

6 A. Yes, the code. Now like I said, the speed restriction's can  
7 supersede that but, you know, a myriad (ph.) -- I've got a speed  
8 limit of 55 and my bulletin order says I've got 30, then they know  
9 the lower speed is what to go by.

10 Q. So the code's not really -- it provides two functions, to  
11 signal him when he needs to slow down to comply with that speed  
12 and if he doesn't, it'll stop or apply brakes.

13 A. Yes.

14 Q. Okay. Once the employee successfully completes his training,  
15 he's out there on their own. How do they monitor him?

16 A. Once they're past training?

17 Q. Yeah, once he's out there, how do they monitor his  
18 performance and how he's doing?

19 A. Then that would be the peer mentor that's going to, you know,  
20 periodically catch up with him.

21 Q. Okay. Have you ever tested out there on the field? I mean  
22 like for speed compliance.

23 A. System safety do run tests. They might do signal tests.  
24 They might do speed. They may drop the codes, depending on what  
25 they do. So they do that with the TM who is out there, and

1 they'll do their tests and then they'll send the information out,  
2 and I'm one of the ones that get the results.

3 Q. And is that recorded or is it just --

4 A. The tests?

5 Q. Yes, are they recorded?

6 A. Yes, they're recorded. So they send it out to -- it's a lot  
7 of people on that list that they send it to, and I get it, too.  
8 Like I said, if there's some type of trend, then I might have to  
9 adjust the training --

10 Q. So record --

11 A. -- let's focus on something

12 Q. What's logged on is -- logged in is whether it was a speed  
13 test or a (indiscernible) stop?

14 A. Right, and then they'll say, we were -- we tested 10  
15 trolleys, 8 out of 10 was compliant, you know, whatever.

16 Q. How about rundown event recorder downloads? Do they ever use  
17 that to monitor performance?

18 A. No, not me. I don't. Another department does.

19 MR. TORRES: Steve.

20 DR. JENNER: Thank you.

21 BY DR. JENNER:

22 Q. I just have a couple of questions. Are some lines, like  
23 Media versus Norristown considered more difficult than other  
24 lines?

25 A. To actually learn or operate?



1 Q. To operate on?

2 A. That probably depends on the individuals. I have people that  
3 loves one line or the other and they catch on faster on one than  
4 the other. Now maybe because Norristown is not foot operated like  
5 you normally operate your car. It's a little different because  
6 (indiscernible) and I don't know if that would be more difficult  
7 for everybody but it's more of an adjustment.

8 Q. Okay. My other question is in general, I know there are  
9 individual differences, what sort of timeframe before someone  
10 gains full confidence in their abilities, both in their sense and  
11 they're fully sufficient?

12 A. I can't tell you that. It depends on the individual I guess.  
13 I wouldn't know.

14 Q. Okay. Have you seen people that you've had full confidence  
15 in after a 1 year period, say that's a good operator?

16 A. You can see things even in training that this person's  
17 getting it maybe more than the other person.

18 Q. Okay.

19 A. Now how they feel about it, ask them. But, yeah, even during  
20 training, you can see some people look a little more comfortable  
21 than others. Does that mean I'm going to throw them out in the  
22 street by themselves after 2 weeks? No, they still have to go  
23 through -- they still have to get up there. They still got to be  
24 out there by themselves, you know, without, you know, the  
25 instructor is now the security guard. If something goes wrong,

1 they turn around. So now they get out there by themselves, you  
2 know, they might have a different mentality. So you can see  
3 things in training but to know if they're fully comfortable,  
4 they've got to be out there by themselves and for what period, I  
5 don't know.

6 Q. Okay. Thank you.

7 MR. GOOD: George Good, FTA.

8 BY MR. GOOD:

9 Q. A question about the slingshot. It seems to be pretty --  
10 like a practice that's known. Has there ever been any talk of  
11 making it a rule violation or any discussions or considerations  
12 specifically making that some kind of rule violation?

13 A. Like I say, I know we don't teach it, and I know we tell our  
14 students that they're not to do it. As far as making it a rule  
15 violation --

16 Q. Just have you ever -- management ever had any discussions  
17 about considering making it a rule violation?

18 A. I don't know because I'm not on the rules committee. So I  
19 don't know what they talked about putting in the rules.

20 Q. My next question, as far as rules or your training, your  
21 lesson plans, whenever you make any changes, is that coordinated  
22 with safety and operations and maintenance, all have a chance to  
23 review and comment on and make changes?

24 A. The actual rules are made through the rules committee and  
25 given to me and then I'll put it in the book. So I don't make

1 rules. I just go by what's given to me as far as rules. Now if  
2 it's a training procedure, something I'm going to do differently,  
3 then I'll make that decision and, you know, as long as it's within  
4 the guidelines of the rules, you know, if it's just for the  
5 instructors know how to teach it, is what I want you to focus on.

6 Q. So there's no change for safety or maintenance or anybody to  
7 review --

8 A. Right, like I said because it's within the parameters of the  
9 actual rule. I can't say, all right, now we're going to teach  
10 slingshot or whatever. It's not a rule but we're going to teach  
11 it now. I can't do something like that, but I can say, okay,  
12 well, here's the rule here. We're going to operate this way  
13 within that rule and adjusting it within the (indiscernible). So  
14 I don't go outside the rules and change anything. I may go out of  
15 the way, the method, and we may teach it or focus on but that's  
16 it.

17 Q. All right.

18 MR. HARRIS: I was just told I could ask a couple of  
19 questions. I hope you don't mind. Mine's going to be real brief.

20 MR. TORRES: Your name.

21 MR. HARRIS: I'm sorry. Waverly Harris, SMART, General  
22 Chairman.

23 BY MR. HARRIS:

24 Q. How many instructors do you have under you right now?

25 A. Ten.

1 Q. Ten. How many of them are qualified on all three routes?

2 A. On Norristown, Media-Sharon Hill --

3 Q. Norristown, Media-Sharon Hill -- out here at Victory Avenue.

4 A. Okay. On all three, four.

5 Q. Four. When you go through --

6 A. Well, we have one that's qualified on them, but not a  
7 qualified teacher. Yeah, we have a couple like that but four are  
8 qualified to teach.

9 Q. How long does the actual trainer, the instructor train?

10 A. One-on-one.

11 Q. The old process. I mean I understand you do a one-on-one. I  
12 guess when you hire an instructor, what is the criteria you look  
13 for in hiring an instructor?

14 A. To become an instructor, you mean to make it to the interview  
15 or --

16 Q. To become an instructor, Waverly Harris applies for an  
17 instructor job and I get hired. What would make you hire me?

18 A. There are certain record reviews, you know, we go to SECRAC  
19 (ph.) with that, accident record, performance records, to get you  
20 to that point. Then the interview process is, you know, you get  
21 qualified on what modes you want, as an instructor. So, you know,  
22 Market-Frankford, somebody who never touched or a Frontier  
23 operator, could be hired on suburban light rail wouldn't make it  
24 to the interview. So rail qualified and it doesn't necessarily  
25 have to be up here. It could be rail qualified in Elmwood and

1 they would get to that interview process, you know. Then once  
2 interviewed and all, and selected and all, then they'll do one-on-  
3 one, which is about 10 days one-on-one. Then a class, like I  
4 said, the class is somewhere around 20 to 25 days, they'll observe  
5 one instructor teaching the class and then if there's another one,  
6 instructor teaching a class, only on that mode. So like if  
7 they're going to be qualified on Media-Sharon Hill, they would do  
8 Media-Sharon Hill instructor and another instructor teach Media-  
9 Sharon Hill. Then they would actually have their class with an  
10 instructor observing them. And then after that, they're on their  
11 own.

12 Q. They're qualified to be on the mode that they --

13 A. Yes.

14 Q. -- instructed on?

15 A. Yes.

16 Q. I'm sorry. My questions aren't way out of order. When you  
17 talk about new hires, do you teach them the codes, the impedance  
18 alarms with the codes, up, drop, come down, changes?

19 A. Where they change at. That's an individual instructor. I  
20 would imagine that all the instructors -- I mean at a certain  
21 point, you've got to know where it's going to drop. Yeah. So I  
22 would imagine all the instructors, you know, around this area,  
23 look for this, you know, this, that and all, especially when you  
24 talk about, you know, like coming in the terminal, where you've  
25 got the gaps at, you know. So they -- I would imagine that every

1 instructor kind of goes over that, gives them some kind of idea  
2 that this is what's going to happen to you.

3 Q. I think I heard you say earlier about the peer mentor  
4 program. The peer mentors are not part of the instruction  
5 department but they report to you.

6 A. Yes.

7 Q. What happens if a peer mentor rides with an operator and he  
8 says that that operator is no good?

9 A. Once they grade them, they put them in, I record it. Once I  
10 record it, what happens with that -- now I haven't had that happen  
11 but if it did, I would alert the director and then the director  
12 would, you know, maybe -- maybe he might think there might be  
13 something where -- and the director can suggest that, okay, this  
14 person might need a little bit more of something, maybe take him  
15 out for a day. On bus, they call it a PEP, personal emphasis  
16 program, where they would take them out for a day which is similar  
17 to our remedial training but the director can say, you know, maybe  
18 take this person out for a day and then we would schedule him for  
19 that.

20 Q. And I know you probably answered this earlier, but when  
21 you're taking about spin slide, what actually do you teach the new  
22 hire about spin slide?

23 A. Well, it's not -- something's (indiscernible) the tracks. So  
24 maybe it's too much power that they give. Maybe they back down on  
25 the power or, you know, maybe you're coming in and you're braking

1 too hard. Maybe, you know, instead of going to, you know, 4, you  
2 might want to go to 3, or something, you know. So it's something  
3 that's causing that spin slide to happen. Whatever it is, you  
4 know, either back off the power or not as much brake.

5 Q. We heard yesterday from one of the interviews that, and maybe  
6 you know this and maybe you don't, when the wheels are spinning,  
7 and as it's spinning, the train (indiscernible) backs off its  
8 brakes on its own. Do you know that to be such?

9 A. You said backs off the brakes?

10 Q. Yeah. In other words, I go to a brake position that's giving  
11 me 70 percent, but now the train is reading that I'm in spin  
12 slide. Would that go down to a 60 or 50 percent or vice versa?  
13 Do you know that?

14 A. No, no.

15 Q. So that wouldn't be the train?

16 A. No, that is different percentage of brakes.

17 Q. Yeah.

18 A. No.

19 Q. If you were (indiscernible) at 30 miles an hour, and it spin  
20 slides, what's the best way to stop the train?

21 A. It is a spin slide?

22 Q. You're spin sliding, coming down -- here's the situation.  
23 Everybody grew up here. You're coming down Parkview, you're in a  
24 spin slide, and you're the operator. What would you do to stop  
25 the train?

1 A. Well, if it was coming to an emergency, I might put it in the  
2 EM?

3 Q. EM.

4 A. Um-hum.

5 Q. Do you teach or train your instructors that in your opinion  
6 what is the fastest way to go to emergency position? Do you go EM  
7 on the stick or do you teach the plunger (ph.)?

8 A. EM.

9 Q. EM. We had conversations about brake 7 1/2. I know everyone  
10 knew it. I don't know of anyone (indiscernible). Do you teach  
11 brake 7 1/2?

12 A. Brake 7 1/2, I've heard of it, but I'm not too familiar with  
13 7 1/2.

14 Q. 7 1/2.

15 A. Yeah. Well, I don't because I'm not too familiar with it.  
16 Maybe an instructor might can give you a better answer on that.  
17 Like I say, I've heard of 7 1/2. I'm not too familiar, you know,  
18 what exactly do -- how would they do it and that was just kind of  
19 -- some kind of guessing at what (indiscernible).

20 MR. HARRIS: I think that's all I have.

21 MR. CASSITY: Jared Cassity with SMART Transportation  
22 Division.

23 BY MR. CASSITY:

24 Q. I'm going to piggyback off that last one right there. Did  
25 you say it could be possible for an instructor to teach the 7 1/2



1 braking?

2 A. Probably. Without -- I'm not -- I couldn't answer that  
3 really --

4 Q. Okay.

5 A. -- because I'm not too -- I'm not familiar with 7 1/2.

6 Q. All right. I want to go back to the slingshotting. Can it  
7 be done within the realm of the rules? I mean is there an  
8 operating rule violation if an employee slingshots without an  
9 overspeed?

10 A. I don't know if there's a written rule. I think it's a bad  
11 practice because that overspeed comes on for a reason. I don't  
12 know if it's a rule violation.

13 Q. You heard the term stuck in the gap.

14 A. Um-hum.

15 Q. Do you care to tell me what that is please?

16 A. When no shoe is touching third rail.

17 Q. And they lose power.

18 A. Right.

19 Q. It basically effectively slows them down and possibly stops  
20 them.

21 A. Stop. It could stop them.

22 Q. Is that a reason or could that be a reason to slingshot a  
23 car?

24 A. It could be, yes, to get past the gap.

25 Q. Once the car is put into emergency braking, does the dynamics

1 stay applied or is there something that the operator has to do to  
2 allow the dynamics and the airbrakes to operate at the same time  
3 or -- so if I'm at 7 and I go ahead and put it in emergency, do my  
4 dynamic brakes continually -- continue to brake or --

5 A. From what I understand, I think you get everything in  
6 emergency, dynamic and disk.

7 Q. Okay. I'm curious about in the instruction period -- let me  
8 rephrase that. How are employees taught? What are they told or  
9 taught about interaction with passengers as far as -- I mean is  
10 there -- what kind of preparation are they given to interact with  
11 passengers when operating a car?

12 A. There is a rule that talks about unnecessary conversation,  
13 that they cannot have unnecessary conversation but they can answer  
14 questions from passengers.

15 Q. So there is an allowable or a necessary amount of  
16 conversation that the operators -- do you feel like that's an  
17 distraction at all to operators?

18 A. If someone asks a question?

19 Q. If they're just being bugged or a multitude of people can --  
20 do the passengers pose a distraction to an operator of a car? It  
21 may not necessarily happen every time, but do they pose a  
22 distraction?

23 A. They can pose a distraction, yes.

24 Q. Do you all train them when they're --

25 A. To answer just --

1 Q. Well, do you train them to operate the car when they're in  
2 training with other folks talking to them and offering questions  
3 at the same time or is that something that just happens on the  
4 job?

5 A. No. Well, as regarding training, the instructor might ask  
6 questions while they're operating --

7 Q. Okay.

8 A. -- just to see how they're going to handle it as they  
9 operate. They should.

10 Q. Okay. I think Tomas referred to this a little bit with the  
11 download. You say you're not too familiar with the downloads as  
12 far as locomotive downloads.

13 A. Right, no.

14 Q. I'm going to try to explain it to you in the hopes that I can  
15 get where I'm going here. There's different channels on download  
16 that shows the speed and shows the amount of torque or force the  
17 car's under, and it shows the cab signal indication and when it  
18 shows on the cab signal, it shows the speed. So yesterday I'm  
19 looking at the download and I see the cab signal is 55, 55, 55,  
20 55, and then the cab signal drops to 30 but the car is still 50  
21 plus miles an hour. So at the instance it goes to 30, and this is  
22 all done in one second increments, how long until I should see the  
23 brake application applied?

24 A. I think about 3 -- you mean before they react?

25 Q. Yes.

1 A. Three to 5 seconds before they react.

2 Q. So it's 3 to 5 is the rule? I'm trying to get some --

3 A. Before it gives a penalty brake apparently?

4 Q. Yes.

5 A. Three seconds. If they don't react in 3 seconds, it will  
6 dump the car.

7 Q. Okay. That's all. Thank you.

8 MS. ANGOTTA: I've just have a few questions.

9 MS. BONINI: Your name.

10 MS. ANGOTTA: Oh, sorry. Linda Angotta.

11 BY MS. ANGOTTA:

12 Q. We was talking about customers interacting. Do you give any  
13 kind of customer service training at all for new hires?

14 A. For interaction or just dealing with customers?

15 Q. Dealing with customers.

16 A. Yeah, there is a 5 day -- before they come to the training  
17 department, they go downtown and they have a 5 day training with  
18 an outside contractor about dealing with customers, passengers,  
19 interaction.

20 Q. Okay.

21 A. Now once they come to us, then we -- throughout training,  
22 like I say, we might ask questions. All right. I want -- we  
23 pretend like we're passengers. I'm giving them questions and then  
24 also dealing with customers, we have a 2 day class called working  
25 with the public that they go to where they learn different

1 techniques on how to deal with passengers, too.

2 Q. Okay. Are the operators required to recertify?

3 A. Yes.

4 Q. How often do they have to do that?

5 A. In the next calendar year. So every calendar year, they're  
6 coming to a recertification class.

7 Q. And do you track that or --

8 A. I track it.

9 Q. Okay. Does the control center have to come to  
10 recertification?

11 A. Yes, they do.

12 Q. Same --

13 A. Control center, TMs, anybody that's rail qualified will come  
14 through a recertification class.

15 Q. Okay. During the recertification for operators, does an  
16 instructor go out there with them --

17 A. Yes.

18 Q. -- on the line?

19 A. So when they come to recertification class, they'll come in  
20 the classroom first where they'll go over rules, and that's --  
21 that class is actually adjusted every year depending on what we  
22 have to do. Anything we've got to focus on, we'll go over certain  
23 rules, certain core rules that we'll go over and then certain  
24 rules that may have cropped up within the year that we want to  
25 stress. So they'll go over the rules and then we'll actually do

1 trips with passengers on those lines. So they'll do a Norristown  
2 trip and they'll do maybe a trip to Sharon Hill or something with  
3 the instructor with them operating with passengers. And then  
4 they'll -- at the end, they'll take a test, a recertification  
5 test.

6 Q. Do the, you know, SEPTA has a quality rule compliance  
7 program, computer program. Does the peer mentor's failure -- or  
8 the people the peer mentors see are not doing their -- the correct  
9 thing, is that entered into the Clark (ph.) system?

10 A. It's entered in the TMS, yes.

11 Q. TMS.

12 A. Um-hum.

13 Q. Okay. So -- but not into the Clark System? No?

14 A. Not that -- I just know TMS.

15 Q. So is that entered into --

16 MR. HARRIS: Excuse me. I don't know what those systems are?

17 MS. ANGOTTA: It's a quality rule compliance program. So if  
18 I wanted --

19 MR. HARRIS: You said --

20 MS. ANGOTTA: If I put Waverly -- if it I put your name into  
21 the system, and I can see if a TM failed you for rules compliance  
22 or, you know, how many times you were observed under a specific  
23 rule.

24 MR. HARRIS: So you --

25 MS. ANGOTTA: I want to know if the peer mentors'

1 observations were entered as required.

2 MR. HARRIS: I hear you saying like TMS and I don't know --

3 MS. ANGOTTA: TMS is the Training --

4 MR. HARRIS: Training --

5 MS. ANGOTTA: -- Management System.

6 BY MS. ANGOTTA:

7 Q. But you said no, it's not entered --

8 A. As far as Clark?

9 Q. Yeah.

10 A. Clark?

11 Q. No.

12 A. No.

13 Q. Okay. And you mentioned a rules committee. You're not on  
14 the rules committee?

15 A. No.

16 Q. Just teach the rules?

17 A. Yes.

18 Q. Who -- do you know who is on the rules committee?

19 A. Jim Fox I believe, Tom Reynolds (ph.).

20 Q. So the chief officer, control center --

21 A. Yeah.

22 Q. -- chief officer --

23 A. Mike Ibarra (ph.), all the members -- I don't know.

24 Q. Are they all chief officers and above?

25 A. They are all at that level.

1 Q. Okay. Do you have any influence on the rules committee?

2 A. On what they write?

3 Q. Does anybody from the training department I guess is what I'm  
4 asking on the rules committee?

5 A. No. Tracy Innaurato is on the rules committee.

6 Q. And she's --

7 A. The director --

8 Q. Of training.

9 A. -- of training.

10 Q. Okay. So you do have a voice. Okay. Thank you.

11 MR. TORRES: Tomas Torres with the NTSB.

12 BY MR. TORRES:

13 Q. I just want to go back to speed. You said at 69th Street, at  
14 S2 or 2S, is that where the 15 mile mph starts?

15 A. Let's see. The 15 starts after 2S, before 4S, before  
16 reaching the employee platform, before reaching the switch to go  
17 into the yard, somewhere around there the 15 comes in at.

18 Q. Okay. So an operator could come in where the 15 starts  
19 faster than 15.

20 A. When it drops to 15, they could be above 15, yes.

21 Q. They could be above 15.

22 A. Yes.

23 Q. And as long as they can get it down somewhere in between  
24 there?

25 A. Well, it'll stay 15 all the way down.



1 Q. Yeah, but he could come in faster --

2 A. Above 15, yes.

3 Q. -- where it starts, and then he can reduce the speed as long  
4 as he complies somewhere in between there.

5 A. As he complies once that speed light comes on, once he goes  
6 to 5, 6 or 7, he's complying.

7 Q. Okay. Thank you.

8 MR. GOOD: George Good, FTA.

9 BY MR. GOOD:

10 Q. Just a question about the recertification. How do you track  
11 that both in operations and from training? How is that tracked to  
12 make sure everybody receives it or gets their training prior to  
13 and is there any -- do you allow for people to, you know, like a  
14 30 day grace period or do they have to have --

15 A. There's -- when I run the recertification class, I'll run off  
16 everybody that's qualified and send it to the district. The  
17 district will schedule the people that's on there. When they  
18 schedule them, they come through and then I'll track them when  
19 they came. When it gets near the end of the year, I'll say, okay,  
20 you know, I've got these people that didn't come and then, you  
21 know, they -- so they scheduled them. I have nothing to do with  
22 when they're scheduled but I'll send them a list of who needs to  
23 come.

24 Q. Are people taken out of service if they exceed the  
25 recertification date?

1 A. I've not seen it happen because we usually meet that.

2 Q. I mean is it -- do you have a way to document to make sure  
3 that's being done?

4 A. Yes. I have an access file on every operator that needs to  
5 be recertified and when they were recertified.

6 Q. If they exceed that, what is done? How do --

7 A. Well, if say somebody was out sick, whatever, if they go past  
8 -- now this is really -- they really can go -- when they -- if I  
9 recertify somebody today, they're recertified to really December  
10 31 of 2018. So they've got all of next year to come. So we do  
11 have a little bit of overlap where I can get them in, in the next  
12 calendar year within 90 days. If they don't come then, then  
13 they've got to certify again. So say they were out sick for a  
14 year and they never came through, then they've got to come through  
15 training again if they missed that certification --  
16 recertification.

17 Q. So it's a hard rule. You can't go over that date without  
18 being taken out of service?

19 A. Yes, you need to be recertified, yes.

20 Q. Are you talking about recertification -- are you saying  
21 making a trip on Norristown and you might make a trip to Sharon  
22 Hill. Do you think that's an effective way to recertify --

23 A. Well, it changes. It's not the same every year. So --

24 Q. But as --

25 A. But as far as the actual trips --

1 Q. No, I mean just talking about not separating the two  
2 railroads. In other words, you talk about having two different  
3 cars, two different signal systems, but when you do the  
4 recertification, you do it all in one day?

5 A. Yes.

6 Q. On both signal systems and everything else?

7 A. Yes.

8 Q. Do you think that's effective?

9 A. Well, there's 300 and some operators. If they got 2 days, we  
10 wouldn't get it done in a year.

11 Q. But do you think it was effective?

12 A. It's cramming a little. It is crammed. You give a lot of  
13 information in 1 day.

14 Q. And during that --

15 A. If you --

16 Q. -- recertification, do you go over things that might occur on  
17 the line, coupling, troubleshooting, things of that nature that  
18 even as a 2 year employee, that just got out of training that  
19 hasn't seen a coupling job in a while, is that covered under the  
20 recertification?

21 A. Not in most years.

22 Q. That's all. Thank you.

23 A. It's a lot in 1 -- it's a lot in 1 day.

24 MR. CASSITY: Jared Cassity, SMART Transportation Division.

25 BY MR. CASSITY:

1 Q. Technically speaking, what causes the code to change?

2 A. It could be a number of things. It could be a red signal  
3 somewhere where the code drops, as they're coming up to it. It  
4 could be at the end of the track, like at Norristown or 69th  
5 Street. It could be just maybe control center put in a temporary  
6 speed restriction code to track for a certain mph in that area.  
7 So, yeah, it could be a number of things.

8 Q. Okay. So I guess it's understood that the codes can just  
9 change. It's not actually set points along the railroad curves.  
10 There could be outside factors that would cause that code to drop.

11 A. Yes.

12 Q. Okay. I'm finished. Thank you.

13 MR. TORRES: Tomas Torres with the NTSB. If there's no more  
14 questions, this will complete the interview. Thank you.

15 (Whereupon, the interview was concluded.)  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF: SEPTA TRAIN CRASH  
UPPER DARBY, PENNSYLVANIA  
AUGUST 22, 2017  
Interview of Anthony Hand

ACCIDENT NUMBER: DCA17FR012

PLACE: Philadelphia, Pennsylvania

DATE: August 24, 2017

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.

■  
  
Transcriber