

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

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Investigation of:

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CSX TRAIN DERAILMENT IN HYNDMAN,  
PENNSYLVANIA, AUGUST 2, 2017

\* Accident No.: DCA17FR011  
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Interview of: CHAD MATTHEWS

CSXT Terminal Yard  
Cumberland, Maryland

Friday,  
August 4, 2017

## APPEARANCES:

TOMAS TORRES, Chairman, Operations Group  
National Transportation Safety Board

MICHAEL BULL, Operations Inspector  
Federal Railroad Administration (FRA)

STEVE AMMONS, System Road Foreman  
CSX Transportation

ROD LOGAN  
CSX Transportation

JARED CASSITY  
SMART Transportation Division

RANDY FANNON, Investigator  
Brotherhood of Locomotive Engineers and Trainmen (BLET)

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I N T E R V I E W

1  
2 MR. TORRES: Okay. This is an NTSB informal interview.

3 My name is Tomas Torres, T-o-m-a-s, T-o-r-r-e-s. Today's  
4 date is August 4th, 2017. We are at Cumberland, Maryland at CSXT  
5 Terminal, interviewing the manager in connection with an accident  
6 that occurred in Hyndman, on August the 2nd, 2017. The NTSB  
7 accident number is DCA17FR011.

8 The purpose of the investigation is to increase safety not to  
9 assign fault, blame or liability. NTSB cannot offer any guarantee  
10 of confidentiality or immunity from legal or certificate actions.

11 A transcript or summary of the interview will go into the  
12 public docket. The interviewee may have a representative of their  
13 choice. Do you have anybody you want to represent you?

14 MR. MATTHEWS: No, sir.

15 MR. TORRES: Do you understand this interview is being  
16 recorded?

17 MR. MATTHEWS: Yes, sir.

18 MR. TORRES: Okay. Please state your name and spell it.

19 MR. MATTHEWS: Chad Anthony Matthews, C-h-a-d, A-n-t-h-o-n-y,  
20 M-a-t-t-h-e-w-s.

21 MR. AMMONS: Steve Ammons, S-t-e-v-e, A-m-m-o-n-s, CSX system  
22 road foreman CSX Transportation.

23 MR. BULL: Mike Bull, M-i-k-e, B-u-l-l, FRA operating  
24 practices.

25 MR. CASSITY: Jared Cassity, J-a-r-e-d, C-a-s-s-i-t-y,

1 representative of SMART Transportation Division.

2 MR. FANNON: Randy Fannon, R-a-n-d-y, F-a-n-n-o-n, BLET  
3 investigator.

4 MR. LOGAN: Rod Logan, R-o-d, L-o-g-a-n, CSX Transportation.

5 INTERVIEW OF CHAD MATTHEWS

6 BY MR. TORRES:

7 Q. Okay. Chad, can you tell us a little bit about your  
8 background?

9 A. Yeah, I started with CSX on August the 10th, 1998. Held  
10 positions as conductor, locomotive engineer, road foreman of  
11 engines, and currently trainmaster.

12 Q. Okay. Do you currently supervise this area?

13 A. My area of responsibility is Newell, Pennsylvania as a  
14 trainmaster. I've served as a road foreman of engines on the  
15 Keystone Subdivision out of Cumberland, Maryland. I've served as  
16 road foreman of engines out of Connellsville, Pennsylvania, which  
17 entailed my locomotive engineers from Connellsville running east  
18 back into Cumberland on the -- what we list as the Sand Patch  
19 Grade. I've served as trainmaster between Newell, Connellsville  
20 and Pittsburgh, Pennsylvania, and that would also entail running  
21 from what we would refer as Cumberland West, which would entail  
22 all the area that's in question. Yes, sir.

23 Q. And as a road foreman, what are your responsibilities?

24 A. Road foreman of engines, my responsibilities are educate,  
25 supervise, to recertify, qualify of locomotive engineers.

1 Q. And as a trainmaster?

2 A. Trainmaster as the same thing. Making sure that we  
3 supervise, educate and certify, with that responsibility of both  
4 because I am a qualified locomotive engineer, I can do both there.

5 Q. Okay. So as a road foreman or supervisor how often do you  
6 ride with the engineers?

7 A. Required to ride with locomotive engineers once a year and  
8 required, in this territory, to ride with student engineers with  
9 four rides and a qualification ride.

10 Q. Okay. Is this a physical ride or a simulator ride?

11 A. Qualification ride is a physical ride. Student rides could  
12 be both, within the parameters of our guidelines, of either  
13 simulator or physical rides.

14 Q. Okay. So you're familiar with the territory of where the  
15 accident occurred?

16 A. Yes, sir.

17 Q. Can you describe, you know, the terrain?

18 A. It is -- they were descending on a descending grade. More in  
19 detail?

20 Q. Yeah. I mean, is there a series of curves or is there, I  
21 mean --

22 A. Well, it's -- there are a series of curves with a descent  
23 starting at the BF211, 210 -- BF210, 211 through Sand Patch  
24 Tunnel, start a descent down around the BF209 through a series of  
25 curves there, through BF207, coming into BF205, series of curves.

1 BF203 is what we call roddy sag, there's a little sag in the  
2 track. When you come out of the sag you go around Glencoe, which  
3 is about approximately the BF202. Kind of flattens out through  
4 BF202, down around BF199 through another series of curves. Go  
5 through what we call Falls Cut Tunnel. Come out of Falls Cut  
6 Tunnel, go across Fairhope Road crossing. Fairhope Road crossing  
7 is roughly BF197.56, something like that.

8 After you clear Fairhope Road crossing, you go around another  
9 curve, you come into what we -- the next signal would be what we  
10 call Maxwell. From Maxwell, somewhere around the 196, you start  
11 down another descent. This would be the steepest descent from top  
12 to the bottom. This would be the steepest part, 195 down through  
13 194, into the town of Hyndman.

14 As you come into Hyndman, you're starting to come out of the  
15 steepest part of the descent and this is where the incident  
16 occurred. And then relatively -- from the BF190, it starts to  
17 flatten out into the rest of the way into Cumberland, Maryland.

18 Q. So what would be the practice how to bring the train down?

19 A. Starting practice would be, back up at the top of the descent  
20 would be somewhere between BF211 and BF209.5. Depending on the  
21 train makeup and locomotive engineer's preference, as you crest  
22 the grade at Sand Patch -- there's actually a sign that says  
23 summit of the Alleghenies. As you come through the tunnel or  
24 before the tunnel you can apply your minimum air. Start your  
25 descent out of the tunnel and gradually increase air, as needed.

1 It can go anywhere -- your, you know, fluctuation on the train --  
2 size, makeup, what type of train it is -- would determine how much  
3 air that you might need to, you know, get off of the grade.

4 Q. Okay. How about trailing tonnage, you know, is there any  
5 requirement, any rule that addresses that for the number of  
6 locomotives you might have?

7 A. We have some trailing tonnage special instructions for that  
8 grade for maximum tonnage handled on the head end for going up the  
9 grade. As far as coming down the grade, I guess the biggest  
10 trailing tonnage rule would go underneath the -- we have a EBDA  
11 with the dynamic brake instructions for the type of size trains to  
12 descend the grade.

13 Q. EBDA would mean?

14 A. The dynamic brakes.

15 Q. Okay. Just for the people that don't know.

16 A. Okay. Sorry.

17 Q. That's okay. So your air brake rule on dynamic brakes is  
18 going to dictate -- or the number of dynamic brakes is going  
19 dictate how much trailing tonnage you're going to have?

20 A. No. The tonnage of the train and the amount of dynamic  
21 brakes you have is required to the speed that you can descend the  
22 grade at. All right. In this particular case, we were at 21  
23 dynamic brakes. We were required to have 20 dynamic brakes,  
24 operative dynamic brakes, to descend at 30 mile an hour. And  
25 maximum for us, our rule is 27 dynamic brakes; we have to reduce



1 after 27. That's system.

2 Q. So the minimum dynamic brakes would be 20 axels?

3 A. For 30 mile an hour, sir.

4 Q. Okay.

5 A. And then if you have less than that 20, it would be -- it  
6 would have another set speed that you can descend at. And then if  
7 it was less than what it -- if you give me a minute, I can look it  
8 up and tell you exactly.

9 So, looking at CSX Transportation, Baltimore Division  
10 Timetable No. 2, which was effective July 1st, 2016, under the  
11 Keystone Subdivision, on page 63, for the grades between 1.0 and  
12 1.5, there's a table. And for grades 1.51 to 1.75, there would be  
13 a table. And then for a loaded unit -- and also, it is underneath  
14 the loaded unit. It's broken down whether it's a loaded unit  
15 train or a loaded unit train that's -- or intermodal or a manifest  
16 train.

17 So then there's a tonnage chart that says 16,000 to 17,000,  
18 minimum being 14 dynamic brakes, you would have to descend at 20  
19 mile an hour; 17 down to 14, you would have to descend at 25 mile  
20 an hour. And then for 30 mile an hour you would have to have 20  
21 or more. And in this case, we had 21 operative dynamic brakes.

22 This particular train was 18,252. So between the tonnage of  
23 18,001 and 19,000 tons, if we have at least 16 operative dynamic  
24 brakes, we'd have to go 20. If we had had the minimum of 18  
25 dynamic brakes, we'd have to go 25. And in this case, if we

1 would've had 20 or more operative dynamic brakes, we could do 30  
2 mile an hour. And we had 21, with a maximum of our system  
3 allowing 27.

4 Q. I understand. In this case, the train had air problems and  
5 the train was brought to a stop.

6 A. Prior to the derailment, that's correct. Yes, sir.

7 Q. Correct. And they secured it, right? I mean there's a  
8 requirement as to how many handbrakes should be applied to hold  
9 it?

10 A. Yes, sir. Correct.

11 Q. So once they -- the repair was made, how was it -- how were  
12 the handbrakes going to be handled, you know, once they were ready  
13 to depart? I mean, what's the rule requirement with handbrakes?

14 A. According to, as I stated before, the Baltimore Division  
15 Timetable No. 2, under the Keystone Subdivision, page 62, for this  
16 one, Steep Grade, 1 percent or more; Train Handling, paragraph 1,  
17 2, 3, 4 -- it says, "If needed, handbrakes may be left on the  
18 train to supplement air brakes while descending the rest of the  
19 grade." It says, "Avoid leaving any handbrakes on any empty  
20 cars."

21 Q. Okay. So, no handbrakes on empty cars?

22 A. No. It says avoid leaving handbrakes on any empty cars.

23 Q. Okay. And if they were to release handbrakes to allow the  
24 train to move, to roll, which ones should be released, either  
25 applied from the head end, from behind the locomotive?

1 A. Well, the practice and what occurred on this train was, is  
2 they would start to release the handbrakes from the head end. And  
3 when they did this, this would allow for the conductor to  
4 understand if the train was going to start to move when he  
5 released the handbrakes.

6 Q. So from behind the engine?

7 A. Yes, sir.

8 Q. Then you can have handbrakes -- there can be a gap?

9 A. Yeah. There's no specific rule that says that you have to do  
10 that or not have to do that?

11 Q. Yeah, yeah. I'm just trying to get an understanding on that.

12 MR. TORRES: I'll pass it on to Steve.

13 MR. AMMONS: This is Steve Ammons, CSX Transportation.

14 BY MR. AMMONS:

15 Q. Good morning, Chad.

16 A. Good morning, sir.

17 Q. Let's talk a little bit more about your experience as a road  
18 foreman of engines. Are you qualified to retrieve event recorder  
19 information off of locomotives?

20 A. Yes, sir.

21 Q. Are you qualified to read and analyze those, the data from  
22 event recorders?

23 A. Yes, sir.

24 Q. Did you retrieve the download from this one, this incident?

25 A. I retrieved the inward-facing cameras and the outward-facing

1 camera. Mr. Hanison (ph.) retrieved the data downloads from these  
2 locomotives.

3 Q. Did you review the event recorder information?

4 A. Yes, sir. I did review the lead locomotive on the Q38831.  
5 Yes, sir.

6 Q. Did you -- well, tell us a little bit about what you saw on  
7 that event recorder?

8 A. So, I went all the way back to the Q38831 the night of -- it  
9 departed Connellsville. Crew was called out of Connellsville,  
10 Pennsylvania, got on the lead engine. Locomotive operator then  
11 conducted a helper brake test. The helper was equipped with the  
12 helper link. That was conducted. I then followed the -- reviewed  
13 the downloads all the way through up to Sand Patch.

14 Coming -- this particular locomotive engineer applied the  
15 automatic brake as he was exiting the east portal of the tunnel,  
16 which I said that that -- I stated earlier that that is, you know,  
17 that's preference of the engineer. My experience with this is,  
18 why this was done was, as he was descending the grade and --  
19 ascending and descending at the same time to allow that.

20 So he applies the minimum service. As he's descending the  
21 grade, he experiences the equalizing reservoir go from 75 to 79  
22 with a release of what he was anticipating would be a release of  
23 the train brakes. He goes to full service at that moment and  
24 brings the train to what I believe he stated as a nice controlled  
25 stop.

1           At that point, he notifies the proper authorities, the proper  
2 people. Mechanical personnel from Cumberland here arrive. On the  
3 159th car, I believe it was, they find a secondary air hose that  
4 has a rub in it. That is repaired. When that's -- by the time  
5 that all occurs and that's repaired, the engineer at that time,  
6 the crew at that time goes over their hours of service. Another  
7 crew from Cumberland, Maryland goes to what is stated in their  
8 statements as BEF205, I believe 6. They get on the train and  
9 naturally -- back up to the first crew.

10 Q.   This is Ammons again. So just curious about the download,  
11 what you're seeing on the event recorder there.

12 A.   Oh, okay. All right. So, as that -- so we see the train  
13 stop. I'm sorry. We see the train stop. A period of time goes  
14 by. That's when the repair is made. The locomotive -- the relief  
15 crew, locomotive engineer crew gets on the train. They release 20  
16 -- they get on the train and they decide to, to answer your  
17 question -- I'm sorry again. They go to descend the grade the  
18 rest of the way down. As they do that, they leave the minimum on  
19 as they begin to descend. They get the train moving. As it gets  
20 moving, all the way to the time that the train derails, there's 7  
21 miles of the locomotive operator operating in dynamic brake. And  
22 then the train derails; the air goes down on the rear.

23 Q.   So let me back up to the top of the hill --

24 A.   Okay.

25 Q.   -- where you can describe the first stop and you went into

1 what the statement said about the handbrakes. Do you see -- when  
2 the relief crew gets on there, did you see on the download an  
3 attempt to pull away from there initially that -- did you see an  
4 attempt to pull away when there's a throttle with no movement?

5 A. There was some throttle movement at that time to do that --

6 Q. The engineer's statement, I believe it was, said that he  
7 attempted to pull away --

8 A. Yes, sir.

9 Q. -- but he couldn't --

10 A. Yes, sir.

11 Q. -- so they had to release some of the handbrakes.

12 A. That's correct.

13 Q. That's correct? Okay.

14 A. Yes, sir.

15 Q. So did you see that on the event recorder?

16 A. Yeah, you can see -- yes, sir.

17 Q. Okay. Now, so then he reportedly had the conductor release  
18 approximately 25 handbrakes.

19 A. Correct.

20 Q. All right. So then you see him pull away from there  
21 successfully at that point?

22 A. Yes, sir.

23 Q. What did you notice -- did you notice any difference with the  
24 airflow or -- not the airflow, but the EOT and the brake pipe  
25 pressure between before the air brake repair was made and after?

1 Did you notice that or note that?

2 A. Just the fact that there was the fluctuation from the 75 to  
3 79, and then that didn't occur from moving forward with the second  
4 crew.

5 Q. Okay. Is there any -- can you -- so regarding the handbrakes  
6 being left on the train to descend the grade, what benefits are  
7 there to doing that once you've stopped a train on the side of  
8 this mountain?

9 A. This will allow you to recharge your air brake and reapply  
10 your air.

11 Q. Okay. So, but what benefits are there to leaving the  
12 handbrakes on after you've recharged your brakes and descended the  
13 grade?

14 A. It just -- if you're having air troubles and -- to allow for  
15 that if there is some type of release or moving forward from that  
16 point, like another secondary release or something like that -- a  
17 second release I should say. And it would be to supplement the  
18 air brakes in case of that occurring.

19 Q. Would you consider yourself experienced to manage, supervise  
20 and even operate trains over the Keystone Subdivision?

21 A. Yes, sir.

22 Q. Why do you say that?

23 A. Prior to becoming a road foreman of engines, I actually was a  
24 locomotive engineer on this territory for my whole career since I  
25 started.

1 Q. You mentioned earlier that some of your observations are via  
2 simulation rides. Can you describe what that simulation ride  
3 looks like or is?

4 A. The actual simulation is actually of the territory itself.  
5 It's actually the Keystone Subdivision. The simulations have the  
6 actual curves, actual descent. I've actually worked with the  
7 group that controls all the simulations, that build the  
8 simulations and all that. And through different training  
9 scenarios and processes, I've account built a simulation of this,  
10 of train brakes releasing on this particular grade, just for -- to  
11 allow the locomotive engineers to understand this procedure, that  
12 if it happens, so they are adequately trained in what they should  
13 have to do for this type of incident.

14 Q. So, as a qualified engineer road foreman, designated  
15 supervisor of locomotive engineers --

16 A. Yes, sir.

17 Q. -- all those endorsements are on your FRA certification?

18 A. That's correct.

19 Q. Tell me a little bit about slack, slack action on a train?

20 A. Slack action on a train, it's going to be there. It's -- you  
21 know, there's different types of cars that will allow slack to be  
22 there in the movement from different handling, you know, different  
23 draw bars, I guess, and how they're going to move with the cushion  
24 underframe units. It's there; it's going to be there.

25 Q. If there is 2-foot of slack between two cars --



1 A. Yes, sir.

2 Q. -- does it matter if those two cars are empty or loads, does  
3 that slack, that 2-foot of slack change?

4 A. No, sir.

5 Q. Does the force change?

6 A. Yeah.

7 Q. So when you're talking about force on equipment and dynamic  
8 brakes, where would that slack be? Would it be in a draft state  
9 or would it be in buff state?

10 A. Buff, sir.

11 Q. And where would the majority of that buff force be? Be  
12 located directly behind --

13 A. The locomotives.

14 Q. The locomotives, right? Okay.

15 And going back to the special instructions that you were  
16 reading from there on the Baltimore Division Timetable, when it  
17 states that to avoid leaving handbrakes on empty cars, why does it  
18 -- why do we use the terminology "avoid leaving" instead of the  
19 prohibition against leaving?

20 A. If we would happen to have the same type of scenario or  
21 situation with a train that's completely empty, you might have to  
22 still put handbrakes on those cars.

23 Q. So it's not a -- your interpretation of it or your  
24 supervision and training over the years, it's not a prohibition  
25 against leaving handbrakes on empty cars?

1 A. No, sir.

2 Q. Do you know what ERAD is?

3 A. ERAD is the Event Recorder Automated Download system that is  
4 a 24-hour/7-days-a-week tool that we utilize here on CSX.

5 Q. So, what do you mean by 24 hours, 7 day a week? I mean, what  
6 is that -- in the big picture of things, what does that mean?

7 A. The system itself actually monitors the locomotive and the  
8 locomotive engineer -- or, excuse me -- a locomotive engineer as  
9 he is operating across his territory or his run, and the system is  
10 built to flag any type of discrepancies. Or, once that's done, it  
11 would be notified to the system in Jacksonville, and the system in  
12 Jacksonville could actually notify the proper manager in the field  
13 to have conversation or further assess any type of conversation  
14 that you need to have with that particular locomotive operator.

15 Q. Have you ever received any of these notifications?

16 A. Yes, sir.

17 Q. And have you talked to employees about discrepancies?

18 A. Yes, sir.

19 Q. With ERAD?

20 A. Yes, sir.

21 Q. Do you still receive those today?

22 A. Yes, sir.

23 Q. Has anything changed with that?

24 A. No, sir.

25 MR. AMMONS: I think that's all I've got for now. Thank you.

1 MR. MATTHEWS: Yes, sir.

2 MR. BULL: Mike Bull, FRA.

3 MR. MATTHEWS: Yes, sir.

4 BY MR. BULL:

5 Q. Good to see you, Chad.

6 A. Good morning.

7 Q. I'm not sure where to start. I have a couple here. Let me  
8 start back up at the beginning when the first crew was on the  
9 train. They crested the hill and they made their first service,  
10 and then what happened that caused them to think there was a  
11 problem?

12 A. The locomotive engineer would be, as required, to be in  
13 constant visual to maintain, you know, awareness of his gauges on  
14 his locomotive.

15 Q. Uh-huh.

16 A. And he would have noticed that he sees an increase from 75,  
17 76, 77 to 79 on his equalizing reservoir and brake pipe. As he  
18 sees that, he's taught, educated, trained that he's going to get  
19 -- he's starting the release of his train brakes. At that time he  
20 goes to full service and brings the train to a controlled stop.

21 Q. Okay. And this was evident on the download, you looked at  
22 this on the --

23 A. Yes, sir.

24 Q. Okay. So good train handling practices. So then he stopped  
25 and they applied the 30 percent handbrakes, which is right around

1 50 or -- I know that's -- it's been in question lately how many it  
2 was. But whether it was 50 or 60 or whatever, they tied them on  
3 and then at that time, did he release the brakes, the air brakes?

4 A. No. At the time, what it -- from my understanding, at that  
5 time he goes to full service. The conductor would start to walk  
6 back and then he would -- and I haven't spoken with the conductor  
7 face to face. He would have either tied the handbrakes as he was  
8 walking back to look to see what type of issues he has or to find.  
9 He gets back to, I believe it was reported, the 159th car, notices  
10 there's an air problem there. And at that point he sees where  
11 it's at, and that's not within his scope of his duties to replace  
12 that secondary air hose.

13 Q. So he did that before he applied the handbrakes?

14 A. I'm not sure, sir.

15 Q. Okay.

16 A. That would be speculation on my part.

17 Q. Okay. Once they had the handbrakes applied, did they release  
18 the air on the train? So the train was just sitting there with  
19 the 50 handbrakes on?

20 A. I would have to review the download on that again. But my  
21 understanding was -- is that the full service state applied, the  
22 handbrakes were on until the repair was made.

23 Q. Okay. So then the relief crew came in and released the full  
24 service?

25 A. Yeah. Again, it would be speculation if he released it prior

1 to that. I would have to go back and review that.

2 Q. I'm just confused. When the second -- when the relief crew  
3 left, they applied a minimum, right? So when they left, they  
4 didn't have any air on at all, right? They couldn't pull them  
5 because the handbrakes were tight, so --

6 A. No. There was a minimum, there was a minimum set applied  
7 plus the handbrakes.

8 Q. When the second crew came in?

9 A. When he tried to --

10 Q. Pull the first time. Okay.

11 A. -- to move.

12 Q. All right. That's cleared up now. Okay.

13 Back to your timetable again. I noticed Steve alluded to  
14 this and it's still a little confusion to me. It says avoid  
15 putting handbrakes on empty cars, or leaving them on empty cars.  
16 I don't know what the terminology reads in there. You said it  
17 says avoid or --

18 A. It says -- yeah.

19 Q. -- prohibited or --

20 A. It says avoid leaving handbrakes on any empty cars.

21 Q. Okay. So, but it doesn't explain what you told us here, that  
22 the reason it says that is because the whole train might be empty.  
23 In that case, you have to leave some on?

24 A. Correct.

25 Q. Okay. So how do engineers know that, if it's not written

1 that way? I mean, if you've got an engineer out there and he sees  
2 the rule that says avoid putting -- leaving handbrakes on empty  
3 cars, wouldn't he think that they'd want to take all the  
4 handbrakes off empty cars?

5 A. Well, if you're in a situation with all empty cars, I mean,  
6 there's -- and you needed to correct an issue or the problem, you  
7 would have to do that. I mean --

8 Q. I'm getting into common sense now.

9 A. Right. I didn't know if I could say that, but yes.

10 Q. Yeah, well --

11 A. Common sense.

12 Q. -- we still have to use common sense.

13 A. Yes, sir. Correct.

14 Q. And that's good. But I think the problem is we don't all  
15 have the same common sense. So you may have an engineer out there  
16 that says I can't leave a handbrake on these empty cars, so we're  
17 -- you know, I want them all released. I mean, that could happen.

18 A. Well, hopefully that locomotive engineer or operator would  
19 have the common sense that if he couldn't figure that out, that he  
20 would know notify dispatcher and the dispatcher would get a hold  
21 of a local manager that could answer that question for him.

22 Q. Okay. Good. Have you ever experienced any situation like  
23 that where they got stuck out there, had all empties or asked for  
24 help or guidance?

25 A. No, sir.

1 Q. No. Okay. All right. That's going to come up again, I'm  
2 sure, but thank you.

3 A. Yes, sir.

4 Q. The ERAD system again. I always heard ERAD and I never  
5 really understood what it was till you explained it. That was a  
6 good explanation. That's over and above what the event recorder  
7 does, right? That's in addition to?

8 A. It is actually the event recorder. It's an event recorder  
9 automated download.

10 Q. Okay. So the automated part is real time and it goes to  
11 somebody's office and they can see what's going on if there's  
12 something going on. It gives you heads up if there's something  
13 afoul?

14 A. If something would have occurred on that particular trip.

15 Q. So at that point, then they would get in and read the entire  
16 event recorder data to see exactly what's going on?

17 A. Right. And then lead to a conversation between the local  
18 manager and the locomotive operator.

19 Q. Okay. Do you know of any instances where they had a train  
20 stopped on a grade, they applied their handbrakes, got everything  
21 charged up and then continued on with a release of all the  
22 handbrakes?

23 A. That would go on particular train size.

24 Q. Okay.

25 A. And depending -- and actually it would not only go on

1 particular train size, it would actually go on the location of the  
2 descent, because as I stated or alluded to before there's actually  
3 a spot through the -- about the 203 to the Fairhope Road crossing,  
4 that it's relatively flat through there. It's actually -- so  
5 where you're at -- train makeup, number of engines, all those  
6 parameters that come into play there in the location of where it's  
7 sitting at, you could do that. Yes, sir.

8 Q. Okay. But that's not something you typically look for when  
9 you're randomly looking at event recorders? I mean, you don't  
10 look for that kind of stuff?

11 A. No, sir.

12 Q. Okay. Another thing that we wanted to go over a little bit  
13 was the fatigue analysis. We normally only do this with hours of  
14 service people. Whenever there's an incident we collect data to  
15 see what kind of sleep patterns they have and, you know, what kind  
16 of rest they're getting. I thought it would be a good idea to ask  
17 you too. Are you getting enough rest between jobs or, I mean, do  
18 you typically work --

19 A. Yes, sir.

20 Q. -- how many hours a day?

21 A. My days vary.

22 Q. Vary. Is it routinely for you to work 6, 7 days in a row?

23 A. No. I have adequate time off and rest.

24 MR. BULL: Okay. I think that's all I have for now.

25 MR. MATTHEWS: Thank you.



1 MR. CASSITY: Jerad Cassity with SMART.

2 BY MR. CASSITY:

3 Q. Since the ERAD was the most recent discussion -- you said it  
4 would flag incidents if anything was out of the ordinary or  
5 unusual or in violation with operating rules. Were there any  
6 exceptions concerning the ERAD? Or in regard to this accident  
7 with the ERAD, was there any exceptions to the train crew's  
8 handling of the train?

9 A. No, sir.

10 Q. Okay. So ERAD didn't flag anything.

11 You also stated when you reviewed the download, the  
12 equalizing reservoir went from 75 to 79, which would have  
13 indicated an unintended release. Was that the only unintended  
14 release that you noted on that download?

15 A. That I noted, yes, sir.

16 Q. Are you aware or have you heard any speculation of possibly a  
17 second incident with an unintentional release or are you just  
18 aware of the one?

19 A. Just the one, sir.

20 Q. Okay. You also said that it was an air hose that had rubbed  
21 on a brake line. Do you know if it was the actual metal brake  
22 line underneath the car or was it --

23 A. The secondary air hose is actually also a rubber air hose.

24 Q. Okay.

25 A. So you have your regular air hoses that snap between both of

1 the two cars.

2 Q. Right.

3 A. Goes up into the angle cock, metal where the handle is --  
4 fitting I guess I should say, the metal fitting. Behind that  
5 metal fitting there's a secondary air hose. I believe that's --  
6 is that correct, Steve? Yes, sir.

7 MR. AMMONS: It basically runs the length of the car.  
8 Outside of the conductor's parameters as far as his maintenance  
9 ability goes.

10 BY MR. CASSITY:

11 Q. So the train has the unintentional release. The engineer  
12 applies the full service and comes to a stop. There was some  
13 discussion on the handbrakes. In your opinion, with 18,000 tons  
14 on that train being stopped on that hill, would the locomotive  
15 brakes or the independent be sufficient enough to hold that  
16 tonnage without any handbrakes?

17 A. And a release of the auto --

18 Q. And release of the automatic.

19 A. And your question is?

20 Q. Could the locomotives hold back the tonnage on that grade  
21 with no other brakes other than the independent applied?

22 A. No, sir.

23 Q. Okay. You were talking about the simulator, which I'm going  
24 to be real honest, I'm quite impressed with. The territory I come  
25 from it's just a random simulation; it's not of the territory. So

1 I'm pretty impressed that this is of the territory. You even  
2 built in unintended brake releases, as you said, which is also  
3 rather impressive in my opinion. But does it -- does the  
4 simulation ever simulate, in your knowledge, of having to stop on  
5 that hill with the handbrakes applied and then simulate the  
6 process of restarting to progress the rest of the descent?

7 A. The particular scenario that's built for the unintentional  
8 release on this there's no -- after that occurs, there's no stop  
9 with handbrakes applied. No.

10 Q. Okay. And then you were an engineer out here. Can I ask how  
11 long you actually operated as an engineer on the territory?

12 A. Yeah, 1999 through -- I believe it was 8½ years, I ran what  
13 they called the interdivisional pull on the -- out of Cumberland,  
14 from Cumberland, Maryland to New Castle, Pennsylvania and back.  
15 After those 8½ years, my seniority allowed me to work out of  
16 Connellsville, Pennsylvania. I then worked, and chose to work,  
17 from Connellsville, Pennsylvania back into Cumberland, Maryland,  
18 and I believe that was right around 12 years before I got promoted  
19 as the road foreman of engines. So my entire running of -- as  
20 being a locomotive operator/locomotive engineer has been on that  
21 grade.

22 Q. Okay. So you were fortunate enough to only be the conductor  
23 for about a year before you got promoted?

24 A. It was August 10th, 1998 was my hire date. I believe I went  
25 to locomotive school right here in Cumberland somewhere around

1 April of '99.

2 Q. Okay. Pretty good. When you were operating as an engineer  
3 out here, and I'm an engineer myself so this is kind of a leading  
4 question. But when it comes to tonnage in a train, especially a  
5 mixed manifest train, do you have a preference on where that  
6 tonnage is placed in the train versus the front or towards the  
7 back?

8 A. No. Actually, my preference for this particular grade that  
9 we're talking about that this incident occurred on was basically  
10 loads versus empties. And that was it, the number of loads versus  
11 empties, because depending on the number of empties versus the  
12 load is the difference of how much braking that you're going to  
13 have.

14 Q. Sure.

15 A. And, you know, if you're really asking me about being a  
16 locomotive engineer, power is everything. And dynamic braking is  
17 there and it was at 21 dynamic brakes, so we were even above that  
18 20 before that, so --

19 Q. In this particular incident, according to the work order,  
20 there's about 1500 tons roughly on the head 40 cars, then another  
21 17,000 tons, if you will, behind that. Does that not draw any  
22 concern or attention to you whatsoever as an engineer?

23 A. No, my thing was basically the loads versus the empties, the  
24 number.

25 Q. Okay. So --

1 A. I actually -- you know, that's my thought process on that  
2 personally.

3 Q. Okay. And then the environment here at CSX there's been a  
4 lot of changes, a lot of changes here recently. How do you think  
5 the morale is with the employees?

6 A. I spend a lot of time in the -- either in Newell, PA or  
7 Connellsville, Pennsylvania, at Connellsville terminal there.  
8 We've taken -- and I spend some time in the crew room and do that.  
9 So the work is here; the work is good. So, you know, to -- I'd  
10 say it's good.

11 Q. Good. Do you think they are pleased with the prohibition now  
12 of brake sticks and usage?

13 A. I haven't heard any negative or positive.

14 Q. Do you think they are pleased with the reduction of  
15 purchasing of safety equipment or not buying safety equipment?  
16 You don't think that has any effect on them with the additional  
17 cost?

18 A. I, as a manager, and spending the time in the crew rooms that  
19 I've been in, haven't gotten anything back, me personally.

20 Q. And you were a roadmaster prior to being a trainmaster?

21 A. Road foreman.

22 Q. Oh, I'm sorry. Road foreman prior to being a trainmaster?

23 A. Excuse me?

24 Q. You were a road foreman prior to being a trainmaster?

25 A. That's correct. I'm sorry.

1 Q. Was that a voluntary move or was that something you were  
2 forced to do as a result of the road foreman being eliminated from  
3 CSX?

4 MR. TORRES: Let's try to keep it with the incident.

5 MR. CASSITY: Okay. Just trying to get with morale. I'll  
6 finish up then. Go ahead.

7 MR. FANNON: Randy Fannon. Just a few questions.

8 BY MR. FANNON:

9 Q. You created a simulator or a simulation or you participated  
10 in the creation of a simulation of an undesired brake release. Is  
11 it a normal -- is it normal to have an undesired brake release in  
12 this territory? I mean --

13 A. No. It's not normal.

14 Q. But there have been some in the past that created -- to  
15 facilitate the creation of a simulation for that so the engineers  
16 will be trained on this grade?

17 A. I guess you could say to try to be prepared for everything  
18 that could occur. Just like a -- it's not normal for a plane to  
19 fly into the Trade Center, but we prepare ourselves for those type  
20 of situations.

21 Q. Right. I understand that's why simulations. But while you  
22 were you are the road foreman and an engineer in this territory,  
23 do you know of brake -- undesired brake releases?

24 A. Yes. It has occurred.

25 Q. Okay. Do you know what has triggered those in the past?

1 A. Actual causes, no, sir.

2 Q. Okay. Do you also -- talking about simulations of what  
3 occurred with this, stopping on the grade, restarting. After the  
4 stop, the application of the handbrakes, the releasing of some  
5 handbrakes, getting the train moving again, did you see, from that  
6 point to the bottom of the hill to the incident scene, where the  
7 engineer was pulling some dynamic, having to go back to throttle?

8 A. Yes, sir.

9 Q. So the entire -- from that point down, it wasn't all just  
10 dynamic brake?

11 A. The start was --

12 Q. Throttle.

13 A. -- half throttle power, throttle power. Seven miles prior to  
14 the incident in dynamic brake, constant 7 miles.

15 Q. So 7 miles constant, but prior to that they had to go back --

16 A. Yes, to get the train started, that's correct.

17 Q. With the 25 head cars with no handbrakes on and then  
18 approximately 34 cars with handbrakes, but in the rear of the  
19 train with no handbrakes whatsoever, would that change the buff  
20 forces in the middle of this train?

21 A. There was still air applied to the train.

22 Q. Right.

23 A. I mean, the slack is going to -- you know, slack is slack.  
24 And the buff forces, you know, I can't speculate what the buff  
25 forces were there.

1 Q. But as an engineer, with the retarding forces of 34  
2 handbrakes, that would change with cars with no handbrakes. There  
3 will be a little bit more retarding force in those 34 cars, would  
4 it not, with the air and the handbrakes? You should assume that  
5 there would be?

6 A. Yeah, that's a fair statement. Yes, sir.

7 Q. So at that point, the slack could be different; it could  
8 change, it could change in that part. We should assume that in  
9 dynamic brake all the slack should be in?

10 A. I wouldn't say that the slack would be different. The  
11 force --

12 Q. Buff force would be.

13 A. -- might be. Might, you know.

14 Q. Correct. Right. Okay. That's what I was getting at. But  
15 there's no way to simulate handbrakes in this situation, are  
16 there?

17 A. In the simulators that I built?

18 Q. Right.

19 A. Not that I'm aware of. I actually sat with someone, so I  
20 don't -- you would have to --

21 Q. You programmer would have to --

22 A. You know, the programmer would have to answer that question.

23 Q. My last question because, being last, everybody asked all the  
24 questions, okay?

25 A. Okay.



1 Q. In this area are there people furloughed? The conductor on  
2 this trip with the incident had been an engineer for 13 years, and  
3 he goes on vacation at the first part of July. When he comes back  
4 off vacation, he's demoted to a conductor.

5 A. I believe that was because there was some change in work  
6 locations.

7 Q. Okay. So, but you don't know of anyone furloughed in this  
8 area?

9 A. In the Cumberland area here, no. I really don't know if  
10 there's anyone, this crew, particular crew base.

11 Q. Okay. But what about in your territory, do you know of any?

12 A. There may be.

13 MR. FANNON: Okay. That's all I have. Thanks.

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

15 BY MR. TORRES:

16 Q. If you can take a look at the train profile?

17 A. Yes, sir.

18 Q. Can you describe what you see on there, how the train is  
19 built?

20 A. You want me to describe it to you?

21 Q. Yeah. I mean, just --

22 A. 128 loads with 50 empties, 18,252 tons, 10,612 feet.

23 Q. And how was it built?

24 A. You have -- you want me go line by line?

25 Q. Well, you know, just like -- yeah, I mean --

1 A. I see 8 empties, 2 loads, 1 empty, 3 loads -- or 4 loads,  
2 roughly 27 empties, 7 loads, an empty, 7 more loads, an empty,  
3 roughly 29 loads, an empty, 4 loads, 6 empties, approximately 13  
4 more loads, an empty, approximately 23 loads, an empty,  
5 approximately --

6 Q. Yeah, that's fine. Would this be your preferred way to build  
7 the train, or --

8 A. Well, as I --

9 Q. You as an engineer, what --

10 A. As I alluded to earlier -- and I apologize, I don't remember  
11 the gentleman's last name over there, but -- my thing was empties  
12 versus loads, not particular anyplace where they're placed in the  
13 train, as long as they're within the rules and the parameters of  
14 our guidelines to build it, which it was.

15 Q. Okay. And I understand that recently those guidelines were  
16 changed; is that correct? What was the standard before?

17 A. I would have to have time to look at the difference between  
18 the one or the two, but basically the difference of the placement  
19 and the trailing tonnage of loads or empties. And I don't know,  
20 it would be all just off the top of my head. I would rather have  
21 the time to look at the particular rule and to give it to you.

22 Q. With that number of empties on the head end and the grade,  
23 you as an engineer, I mean, it wouldn't alarm you or --

24 A. No.

25 Q. -- raise any questions?

1 A. Once again, as I was asked earlier, empties versus the loads  
2 in those.

3 Q. Because you say you understand and you built a program on  
4 your simulator, do you take buff forces into consideration in the  
5 way trains are built?

6 A. Yeah. As a locomotive operator, you got to think of and know  
7 what state that your train is in at all times. And, you know,  
8 it's going to -- it could be in a series of different states. It  
9 could be in a series of one state. But as far as, you know, for  
10 you to understand if something were to happen or occur, but --

11 Q. So was this type of train profile, is that standard pretty  
12 much? Is this the way they come in?

13 A. Do I -- I do not personally study all the train profiles. I  
14 would say that we've run trains and have run trains to these  
15 profiles. I'm sure that I could get that information of how many  
16 or types or whatever, but --

17 Q. All right. Where did this train originate, like actually  
18 originate?

19 A. I believe that it -- and once again, without having the  
20 proper paperwork right in front of me, I believe it originates in  
21 Chicago.

22 Q. And that's the way it came out of Chicago, or do we know?

23 A. Without going back and looking at it, off the top of my head  
24 I don't have the answer if it made setoffs or pickups between  
25 Chicago and here.

1 Q. Would you be able to provide that information or --

2 UNIDENTIFIED SPEAKER: We can get that.

3 MR. MATTHEWS: Yes, sir.

4 BY MR. TORRES:

5 Q. See what the train did from origination station to this  
6 point?

7 UNIDENTIFIED SPEAKER: We -- CSX can provide that.

8 MR. TORRES: Okay. And I'll pass it on to Steve.

9 MR. AMMONS: Okay.

10 BY MR. AMMONS:

11 Q. Bear with me here, Chad, I've got several follow-up questions  
12 here for you. Going back to -- Mr. Bull was asking you earlier  
13 sort of the terminology and how does someone know what level of  
14 commonsense to apply, specifically the rule here where we use the  
15 term avoid instead of prohibit. Is it fair to say that that's  
16 what training is all about, how we -- I mean, can you write a rule  
17 -- can we -- can CSX write a rule for every scenario that an  
18 engineer or conductor is going to face out here?

19 A. No, sir.

20 Q. So how do we teach or how do we get around that or how do we  
21 get over that hurdle there?

22 A. Through a series of teaching, educating, train rides, the  
23 ERAD system as much as possibly can, conversation with locomotive  
24 operators, as much information as I can try to provide to the  
25 locomotive operators that's under my watch, I guess.

1 Q. Have you ever been to Florida?

2 A. Yes, sir.

3 Q. What would you describe the terrain in Florida to be?

4 A. I would call it flat.

5 Q. Flat. Would an undesired brake release on a train running  
6 through Florida be as concerning to you as one on the side of this  
7 hill on the Keystone Sub?

8 A. No, sir.

9 Q. Would you build a scenario for a train ride in Florida to  
10 have an undesired release?

11 A. No, sir.

12 Q. So you would build one in areas where it would be more  
13 problematic?

14 A. Yes, sir.

15 Q. Is that why you have one on that scenario?

16 A. Yes, sir.

17 Q. Can you describe the differences between when you're talking  
18 about terrain or topography, the differences between undulating  
19 territory and mountainous territory?

20 A. I would say my explanation for undulating would be more of a  
21 roller coaster type and mountainous territory is more of a steep  
22 grade.

23 Q. So when you're thinking about train build or placement of  
24 empties versus loads, what's more problematic for an engineer,  
25 undulating or mountainous?

1 A. Can you ask that again?

2 Q. So when you're thinking about train build, the way a train is  
3 built, what would be more problematic or what would be a little  
4 more difficult for an engineer with a train build of empties and  
5 loads maybe not placed exactly where --

6 A. More of an undulating, where it's a rolling type of hills and  
7 grades.

8 Q. What type of territory were these guys running?

9 A. Mountainous, steep grade.

10 Q. Mountainous. Not a whole lot of change in elevation; it's  
11 either up or down?

12 A. Correct.

13 Q. This train left Chicago built similar to this or exactly like  
14 that, did they come across some undulating territory?

15 A. Yes, sir.

16 Q. Do you know of any problems they had prior to the hill here  
17 at Sand Patch?

18 A. No, sir.

19 Q. When we have a handbrake applied on a car, how many wheels is  
20 that handbrake applied on, on that car?

21 A. The handbrake that the wheel was attached to.

22 Q. So that would be one?

23 A. Yes, sir.

24 Q. And so these head 25 cars that we released the handbrakes on,  
25 they still had brakes applied to how many wheels?

1 A. All four.

2 Q. All four. Because we had a brake pipe reduction on them?

3 A. Yes, sir.

4 Q. Can you describe what a mixed manifest train is -- well,  
5 first of all, was this a mixed manifest train?

6 A. Yes, sir.

7 Q. Can you describe what kind of train that is?

8 A. A train that's built of loads, empties of different types of  
9 materials and types of cars.

10 Q. So a mix of loads and empties of different types of cars and  
11 materials?

12 A. Correct.

13 Q. Were those empties all in one place or are they mixed?

14 A. Mixed.

15 Q. You teach rules?

16 A. Yes, sir.

17 Q. You teach equipment handling rules?

18 A. Yes, sir.

19 Q. Were we in compliance with our equipment handling rules on  
20 this train build?

21 A. Yes, sir.

22 Q. And I know you don't study -- you said you don't study every  
23 train that comes through here. That train, does it look from out  
24 of the ordinary from what you typically see on a mixed train  
25 through here?

1 A. No, sir.

2 Q. Did that train do any work in Connellsville, or do you know?

3 A. I'm not aware, sir.

4 Q. So, as far as you know, it arrived in Connellsville like  
5 that?

6 A. Yes, sir.

7 Q. Where did it come from before it got to Connellsville?

8 A. The crew prior to that would have brought it from New Castle,  
9 Pennsylvania to Connellsville.

10 Q. New Castle to Connellsville, the train was built as -- or you  
11 believe it was built as it was there?

12 A. Yeah, I believe it came this way.

13 Q. Other than adding a pusher at Connellsville?

14 A. Yes. I believe that was correct.

15 MR. AMMONS: Okay. That's all I've got. Thank you.

16 MR. BULL: I'm good, thank you.

17 MR. CASSITY: Jared Cassity with SMART.

18 BY MR. CASSITY:

19 Q. We were talking about the undulation and the mountainous  
20 territory, and you may have described undulation. I apologize if  
21 you did. Do you care to tell us what undulation is one more time?

22 A. In my opinion, undulation territory would be like more of a  
23 roller coaster, up/down, up/down, up/down, in comparison to what  
24 we're talking about with the Sand Patch grade on the Keystone is a  
25 mountainous territory where you're in a relatively constant state



1 of descent.

2 Q. Okay. But they needed a helper to get up the hill; is that  
3 correct, on the other side?

4 A. Yes, sir.

5 Q. And then after they crest -- they actually crest, so there's  
6 some undulation on the mountain there where the train will be  
7 stretched and buffed depending on how they do it. But there's  
8 some undulation over the hill and then it goes into mountainous  
9 territory. Then I believe you also said there was a sag at the  
10 bottom?

11 A. Yeah. It's not at the bottom, and it actually -- the sag was  
12 east of the situation before they stopped --

13 Q. Okay.

14 A. -- with the air problem. Naturally, with any type of grade  
15 at some point you have to go over something to come down --

16 Q. Sure.

17 A. -- because you can't always go up. So, yes, the answer to  
18 the first part of that. The air issue occurred prior to the sag  
19 and the train had stopped.

20 Q. What about the derailment, was that prior to the sag as well?

21 A. No. That would have been east of the sag.

22 Q. So they would have traversed the sag then?

23 A. That's correct.

24 Q. Okay.

25 A. Which then, no air issue occurred, according to the download.

1 Q. Right. Right. We just know the derailment happened, but it  
2 would have been -- so the derailment technically wasn't entirely  
3 on mountainous territory. It would have already come to the  
4 bottom of hill some --

5 A. No. The head end -- no, the head end was approaching the  
6 bottom.

7 Q. Okay.

8 A. The train was on what I would say the steepest part according  
9 to the grade.

10 Q. Okay. But the head end had gone through the sag; is that  
11 correct?

12 A. The sag is at 203.

13 Q. Uh-huh.

14 A. Derailment occurred BF193 and tenths.

15 Q. Okay.

16 A. So the train at the time of the derailment was coming like  
17 this.

18 Q. Right.

19 A. On the steepest part. The sag would have been back here.

20 Q. Okay. So the head end had not gone through the sag?

21 A. The whole train came through the sag.

22 Q. The whole train came through it, okay. I'm understanding  
23 what you're saying now.

24 A. So at 205, they stopped with the air issue.

25 Q. Okay.

1 A. At 203, they come through the sag, get to Fairhope Road  
2 crossing, roughly BF197 and decimal, steepest part of the grade --

3 Q. Okay.

4 A. -- according to the track charts. And then the train's like  
5 this.

6 Q. Okay. So the train stopped on the mountain, pulls through  
7 the sag, which I'm assuming there's some undulation of the land  
8 there. I mean, it sounds like there has to be if you're calling it  
9 a sag.

10 A. Uh-huh.

11 Q. And then it goes back down the hill into the steepest  
12 portion, at which time it led them into the derailment. Okay.  
13 I'm following you now.

14 And then, you may have said it earlier too and again I  
15 apologize. I'm somewhat familiar with it, somewhat not. Can you  
16 tell me about the block of 30 empty car rule that CSX has?

17 A. I would rather just get the rule to print --

18 Q. Are you aware that there is a rule that says --

19 A. Yes, absolutely.

20 Q. Okay.

21 A. And there's trailing -- there's 6,000 trailing tons behind  
22 and so much where you can't have such and such a car in there.  
23 There's lots of different parts.

24 Q. If a train were to be in violation of that, is there a danger  
25 that exists with that block of 30s if there was an excessive

1 amount of tonnage? Or is there a threat for CSX to have put a  
2 rule like that into the book?

3 A. Yeah. Yes.

4 Q. Okay.

5 A. That's why we have it, I guess.

6 Q. Do you know how many -- what was the largest block of empties  
7 there on that train?

8 A. Twenty-seven.

9 Q. Do you care to tell me which car numbers those were? Not all  
10 of them, just --

11 A. Line numbers or car numbers?

12 Q. Just the line numbers, yeah. Where did that block start and  
13 where did it end?

14 A. 22 through 48.

15 Q. And are you aware of which car in the train, the first car  
16 that's derailed supposedly -- we haven't seen the site yet, but  
17 what allegedly is the first car? Do you know if it would have  
18 been in that block or if there's any cars derailed in that block  
19 of empties?

20 A. Yeah. There are definitely cars derailed within that block.  
21 As far as the very first one, I'm not aware of --

22 Q. Okay. That's fine. I understand. I know it's still pretty  
23 sensitive scene. I know you're tired, it's hard to make technical  
24 stuff.

25 A. No. That's all right. I'm good.

1 MR. CASSITY: I'm done. I appreciate it.

2 MR. FANNON: Randy Fannon, just a couple more questions.

3 BY MR. FANNON:

4 Q. During our interviews yesterday, which you weren't here, but  
5 the engineers stated this is a bigger train that's changed in the  
6 last few months, where the norm was they weren't this big before.  
7 They'd get them on occasion. Does that sound about right, train  
8 length has increased recently?

9 A. That would have to be speculation for that particular  
10 locomotive operator because of the fact that we are a rotating  
11 pool and he might not have seen a train like that or a train like  
12 this.

13 Q. Okay. But --

14 A. Because of difference of trains, whether it's -- we run coal;  
15 we run intermodal; we run autoracks and we run mixed manifest. So  
16 depending on where he stands and how the trains are running, you  
17 know --

18 Q. Okay. But is this a normal size train for the territory?

19 A. Yes.

20 Q. Okay.

21 MR. FANNON: That's all I have. Thanks.

22 MR. TORRES: Okay. if nobody has any questions, this would  
23 conclude the interview. Thank you very much.

24 MR. MATTHEWS: You're welcome. Thank you.

25 (Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF: CSX TRAIN DERAILMENT IN HYNDMAN,  
PENNSYLVANIA, AUGUST 2, 2017  
Interview of Chad Matthews

ACCIDENT NO.: DCA17FR011

PLACE: Cumberland, Maryland

DATE: August 4, 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.

A large black rectangular redaction box covering the signature area of the transcriber.

Transcriber