

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

* * * * *

Investigation of: *

CSX EMPLOYEE FATALITY AT THE SEAGIRT *

MARINE TERMINAL IN BALTIMORE, *

MARYLAND ON JUNE 28, 2023 *

Accident No.: RRD23FR012

* * * * *

Interview of: MEACHAM BAILEY, Manager of Training Programs
CSX Transportation

via Microsoft Teams

Monday,
July 10, 2023

APPEARANCES:

RICHARD SKOLNEKOVICH, Investigator
National Transportation Safety Board

SHAWN LAWTON, Investigator
BLET Safety Task Force

JARED CASSITY, Alternate National Legislative Director
and Chief of Safety
SMART TD National Safety Team

JARED CAVE, Operating Practices Inspector
Federal Railroad Administration

I N D E X

<u>ITEM</u>	<u>PAGE</u>
Interview of Meacham Bailey:	
By Mr. Skolnekovich	5
By Mr. Lawton	23
By Mr. Meadows	27
By Mr. Cassity	34
By Mr. Cassity	42
By Mr. Cave	43
By Mr. Skolnekovich	48
By Mr. Lawton	53
By Mr. Meadows	60
By Mr. Cassity	63
By Mr. Skolnekovich	64

I N T E R V I E W

(10:00 a.m.)

1
2
3 MR. SKOLNEKOVICH: All right, good morning, my name is
4 Richard Skolnekovich and I am the NTSB operations group chairman
5 for this accident. We're conducting a Teams interview today on 10
6 July 2023 at 10:00 a.m. with Meacham Bailey, who works for CSX
7 Transportation. This interview is in conjunction with NTSB's
8 investigation in the accident that occurred in Baltimore, Maryland
9 on 26 June 2023. The NTSB accident reference number RRD23FR012.
10 I'd like to take the time now to remind everyone that the purpose
11 of this investigation is to create safety. We're not here to
12 assign fault, blame, or liability. Before we begin our interview
13 and questions, we'll go around and we'll introduce ourselves.
14 Please spell out your last name and state your title. I'll start
15 off, my name is Richard Skolnekovich, I'm the operations group
16 chairman for the NTSB. The spelling of my last name is S K O L N
17 E K O V I C H.

18 MR. LAWTON: Hi, Shawn Lawton, L A W T O N, BLET Safety Task
19 Force.

20 MR. MEADOWS: Matthew Meadows, M E A D O W S, senior director
21 in the safety depart of CSX.

22 MR. CASSITY: Jared Cassity, C A S S I T Y, and on the Smart
23 Transportation Division, I'm the alternate national legislative
24 director and chief of safety.

25 MR. CAVE: Jared Cave, C A V E, FRA operating practices

1 inspector.

2 MR. BAILEY: Meacham Bailey, B A I L E Y, manager of training
3 programs, CSX.

4 MR. SKOLNEKOVICH: Okay, thank you, Mr. Bailey. Can you get
5 a little bit closer to your mic? You sound a little bit muffled.

6 MR. BAILEY: Here.

7 MR. SKOLNEKOVICH: Okay, great.

8 MR. BAILEY: Is that better?

9 MR. SKOLNEKOVICH: All right, that sounds a lot better.

10 MR. BAILEY: Okay.

11 MR. SKOLNEKOVICH: A couple quick questions for you, do we
12 have your permission to record our interview today?

13 MR. BAILEY: Yes, you do.

14 MR. SKOLNEKOVICH: Okay, and do you understand that the
15 transcription will be part of the public docket and as such, we
16 cannot guarantee any confidentiality?

17 MR. BAILEY: I do understand.

18 MR. SKOLNEKOVICH: Okay, terrific, then we'll go ahead and
19 get started.

20 INTERVIEW OF MEACHAM BAILEY

21 BY MR. SKOLNEKOVICH:

22 Q. First off, I wanted to thank you for your cooperation and
23 assistance in this investigation. If you could, Mr. Bailey, could
24 you give us a little bit of your background, how long you've been
25 with the railroad and the jobs you've held since you've started?

1 A. Sure, I hired up with CSX in 2000, so I'm in my 23rd year
2 with CSX. I spent the first part, eight years, of my career as a
3 conductor and locomotive engineer out of Manchester, Georgia, and
4 for the last 14 years, I've been in management involved with
5 transportation training. I started out as a locomotive engineer
6 training instructor here at our training center. Then went from
7 there and managed our -- I was involved with managing phase two
8 program that we had and now, I'm currently back at the training
9 center managing both the conductor and locomotive engineer phase
10 one training programs.

11 Q. Okay, so you manage both conductors and engineering training
12 programs with the school?

13 A. Yeah.

14 Q. Okay, do you oversee the course curriculum and the schedule?

15 A. Yes, I do.

16 Q. Okay, can you give me a walkthrough of the length of time for
17 conductor training and maybe give me some of the highlights of
18 what training is conducted?

19 A. Sure, so our training -- phase-one training program here for
20 conductors is four weeks in length. Basically, a quick synopsis
21 of the breakdown, the first two weeks is a combination of both
22 classroom and hands-on training in our competency area, which our
23 competency area has displays to represent tank cars, boxcars,
24 we've got air hoses with (indiscernible), and a ladder hanging for
25 our Ol' Man ladder hanging tops. So, the first two weeks are

1 spent in a combination of classroom, learning all of the basics,
2 obviously safety rules around being a conductor and in combination
3 with carrying about for these (indiscernible) and allowing them to
4 put their hands on and perform the task that we cover in class.

5 The first two weeks -- the first week also involves an Ol'
6 Man ladder hang, where we test their ability to make sure they
7 have the upper body strength to remain on the -- riding on the
8 side of a rail car. Then the third week, that entire week is
9 spent out in our yard here at the training center, where the
10 trainees get the opportunity to put into practice the things that
11 they've learned the first two weeks, i.e., the proper way to
12 communicate on the radio to make moves out on the tracks. They
13 couple cars, they uncouple cars, we qualify them to get on and off
14 moving equipment and also ride awareness around switches. So,
15 they learn all of the -- they get to actually do actual hands-on
16 on all the tasks and put into practice all of the rules they learn
17 the first two weeks here.

18 During that process, instructors are always evaluating to
19 make sure that the trainees are progressing as they should, both
20 the safety prospective and just overall skill. The fourth week,
21 we get a little more in depth with mainline operations,
22 timetables, we finish it up with a final exam. They depart here
23 on Friday and show up for phase two training on Monday. That's
24 just kind of a quick rundown of the program here.

25 Q. Okay, just out of -- generally, what are the class sizes?

1 So, how many students per class?

2 A. So, we're averaging now between 45 and 50 per class.

3 Q. 45 to 50?

4 A. Uh huh.

5 Q. And how are those -- how many instructors do you have?

6 A. So, during the first couple of weeks, the classroom portion,
7 there's one instructor in the class. But in order -- if we --
8 when we get to week three, I put three instructors out in the
9 field. The reason I do that is so we can run three stations and
10 the biggest advantage to that is it gives the trainees more
11 opportunities of repetition of doing this task.

12 Q. Okay, can you tell me what those three stations are?

13 A. Well, it'd be -- just to give you an example, like the first
14 day out in the field, one station will be double overs, crossing
15 one track to the other and making couples. The other end, they'll
16 qualify to tick cars, and then your other station would be getting
17 off moving equipment. That's day one. Then day two, we pretty
18 much run the same scenario on each end of the yard and the other
19 side of the yard, practice double overs. On day two, we get
20 double overs to couple up, put them on a car without air. Day
21 three, same type scenario, this time we add cutting in air,
22 (indiscernible), switching cars. Day four is what we call
23 training wheel scenario where we get a scenario where you build a
24 car in a particular order.

25 Then the last day in a field on Friday, we call that our

1 runaround. We take the trainees and we run two stations on this
2 day. But they go from one end of the yard to the other, you know,
3 simultaneously meeting each other in the track like in the real
4 world. They're taught two different hoops or line of switches on
5 two different ends at the same time. But the intent of that final
6 scenario called (indiscernible) is all around ride awareness.
7 Being aware of how the switches align and that you're locked
8 properly on.

9 Q. Let me ask you this, go back a little bit with the class,
10 when they're out in the field, so you've got three instructors out
11 there, so does that break down to about ten, maybe 12 students per
12 station?

13 A. Yes, give or take.

14 Q. Okay, about ten to 12. Okay, and then is that an all-day
15 event?

16 A. It is all day everyday in week three, Monday through Friday.

17 Q. Okay, and then so with the double over training, is that --
18 how much equipment do you have? It's just one -- tell me what the
19 equipment consist is?

20 A. Okay, so we have around 25 cars in the yard, three engines.

21 Q. Okay.

22 A. Actually, four engines, one's there in case one breaks down.
23 So, we split the cars up between the three groups, obviously. So,
24 on average, they're holding -- the most cars they're holding onto
25 at one time is five or six.

1 Q. Okay, so on average, for instance for the double overs, how
2 much time does each student get actually conducting the double
3 over?

4 A. Well, we -- so, for instance, I'll just give you an example,
5 so we'll say one group, the switch in between tracks one and two,
6 okay? So, one student will take the cars out of track one, pull
7 high, double over into track two, couple up to the other cars.
8 Once that's done, we'll swap out and next trainee will go from
9 track two to one. We'll do that back and forth so everybody gets
10 a rep and if there's time left in the day after that, we'll give
11 them more reps.

12 Q. Okay, so on average, how many reps do you get throughout that
13 day for the various events?

14 A. On average, I would say a minimum two.

15 Q. Okay, now for the type of cars, what type of cars are they
16 using when they're doing these double overs?

17 A. A combination of boxcars, we've got a few open-top gons, a
18 few hopper cars, actually, I have a tank car. That's pretty much
19 a breakdown of the type of cars we have. Oh, there's a rock
20 hopper too.

21 Q. Do you have any intermodal cars?

22 A. No -- currently, no intermodal cars. But I do have an auto
23 (indiscernible), I forgot to mention that.

24 Q. All right, so now they get to ride the different types of
25 cars or is it just kind of what they get when they're --

1 A. Well, they -- you know, as far as the switches scenarios,
2 it's just whatever car winds up being the car they have to ride.
3 But on purpose, day one, in addition to qualifying them to get on
4 and off moving equipment, we also require them to ride a tank car
5 for our rules, whether they have to be in a pulling or shoving
6 move. So, we do expose them to -- and our tank car out there just
7 has the one handhold, so we purposefully qualify them on riding
8 the tank car the appropriate ways based on the safety appliance.

9 Q. Okay, so --

10 A. By our safety rules.

11 Q. So, let me understand this, so they can ride any other car --
12 or they can ride any car, but they also -- it's mandatory they got
13 to ride a tank car?

14 A. Correct.

15 Q. Okay. All right, is there any difference between riding,
16 let's say, the boxcar and the tank car? Is there any difference
17 in instruction on how they're taught to ride?

18 A. There is. So, the difference is it depends on what the car
19 -- what kind of safety appliance it has, i.e., handholds, okay.
20 So, some of our newer tank cars in fleet have two handholds 12
21 inches above platform, so they ride it -- they do ride that type
22 of car and they're taught this just like you would a box car.
23 However, the tank cars that just have the one handhold, we -- it
24 depends on whether you're making a shove move riding this tank car
25 or a pulling move. So, shoving move, we demonstrate this to them

1 and they're required to have one foot in the stirrup, they can
2 have one foot on the outer edge of the platform, hanging onto the
3 one handhold.

4 On the pulling move, we do allow them to ride up on the
5 platform on the outer edge, hanging on. Of course, that's pulling
6 away. So, we show them and require them to do that ride and that
7 type of car with one handhold because it is different from, you
8 know, having two handholds just so they're exposed and they're
9 qualified to do that as well and know how to properly do it.

10 Q. Okay, on that tank car, can you describe the position of that
11 one handhold? Is it towards the shoving movement or is it -- you
12 know, if I'm facing it and I'm riding it, is it -- you know, am I
13 putting my hands to right side, left side, where am I putting my
14 hands? Is it closer towards the coupler?

15 A. Okay, so you're riding the tank car, so you've got the side
16 ladder, right? This -- if you're looking at the end of the tank
17 car, you've got your side ladder and you've got the one handhold
18 that goes over and it's close to the tank itself, right? So, when
19 they're riding a shoving move on a tank car that's equipped that
20 way, they're going to have their one foot in the bottom rung,
21 okay. Most of these tank cars just have the one rung. So, you're
22 going to have the one foot there, the other foot is going to be on
23 the outer edge of the platform and then they're going to use their
24 hand to hold onto the one handhold. We refer to it as riding it
25 kind of like Captain Morgan style. But that's only -- and

1 obviously with that, they're facing the direction of the move by
2 doing it that way.

3 Q. So, they would grab ahold of it and then face the direction
4 of the move and then the handhold's actually closest to the tank
5 away from the coupler, right?

6 A. Correct.

7 Q. Opposite direction, okay.

8 A. Correct.

9 Q. All right, now let me ask you this, is -- do the students get
10 taught if they're riding a tank car, how they cross road crossings
11 at grade?

12 A. Yes.

13 Q. You walk them through the --

14 A. So, our rules state that if you're going to ride any kind of
15 car for that matter over a highway crossing the grade, they have
16 to position themselves on the second rung, right? So, we do that
17 to -- from a safety perspective, we're obviously going over
18 highway crossings and by going up one rung -- because normally,
19 they'd have their feet in the bottom rung, right? We require them
20 to go up one rung, which is higher as they're actually shoving
21 over the highway crossings. However, on the tank car that we've
22 been discussing, there's usually only one rung. So, we actually
23 require our employees -- they can't be -- meet the intent of our
24 rule if it's only got one rung, so they stop to occupy the
25 crossing from the ground, get the traffic stopped and shove the

1 tank car until it's occupying the crossing and they climb back up
2 and continue the shove.

3 Q. Okay, now are they taught that's just the only requirement
4 for that particular type of tank car or are they told that that
5 rule applies to any cars with just one rung?

6 A. Any car with just one rung.

7 Q. Now, moving on with the -- some of the other additional
8 training, so for their -- for riding -- for manning, and
9 dismanning (ph.), and riding, what kind of instruction are they
10 given? I know they're given some classroom instruction; do they
11 do some performance-oriented training?

12 A. Correct, so basically, in all -- it would be our day ten of
13 training, Friday of the second week they're here, we go through
14 our 21 honor rules, which is our rules around the proper way to
15 mount and dismount moving quick. So, we cover those rules on
16 Friday, show them a video of -- a demonstration of a person fully
17 mounting and dismounting with our rules. So, the first thing we
18 do with them on Monday morning of week three is we go to the field
19 and we -- first of all, an instructor demonstrates the proper way
20 to mount and dismount moving equipment and then we require every
21 one of our trainees to both mount and dismount the equipment.

22 Q. Okay.

23 A. And we'll evaluate to make sure they can do that the
24 appropriate way.

25 Q. Okay, another question I've got for you is so, mounting and

1 dismounting equipment as -- how long has that rule been in effect
2 as far as being able to dismount moving equipment?

3 A. Since 2017.

4 Q. I'm sorry, say again?

5 A. 2017.

6 Q. 2017.

7 A. That rule was put back in --

8 Q. What was the rule before that? Were they allowed to dismount
9 moving equipment?

10 A. No, not before 2017.

11 Q. Okay, so can you walk me through just performance wise what's
12 expected of them when they dismount from moving equipment?

13 A. Okay, so the one thing we're looking for on the dismount
14 portion is one, that they're not dismounting next to something
15 that could cause them to trip during the dismount, i.e., a switch,
16 a stand, or something. So, that's part of the routine. So, we're
17 making sure that's number one, that they're dismounting in
18 locations of sight. Second thing that we're looking for as
19 they're dismounting is -- I call it the ergonomics of the rule.
20 So, we require them to dismount first with their trailing movement
21 relative to the direction of movement. We also require them to
22 point their trailing foot -- the toes, I guess, towards the
23 direction they're mounting, right, the direction of travel. Then
24 the second thing that would come off would be their leading foot
25 and front hand and then the last thing they would let go with per

1 our rule would be the trailing hand.

2 This way, the ergonomics of it -- if they're dismounting and
3 they were to fall, their momentum is carrying them away from the
4 track. So, we're looking to make sure that they're doing it right
5 by the rule, okay, and then on the mounting portion, same thing.
6 We require them to -- when they mount a car, they will get on with
7 their trailing foot relative direction of the movement as well,
8 followed by the trailing hand and they, you know, simultaneously
9 bring their other foot up. So, we're just making sure from the
10 ergonomics perspective of it that they're doing it just how our
11 rule says.

12 Q. Okay, is there any speed associated with that rule?

13 A. Yes, you're only allowed to mount or dismount moving
14 equipment at four miles an hour or less, what we refer to as
15 walking speed.

16 Q. All right, is there any visibility instructions like day or
17 night? Can they do it day or night?

18 A. Yes.

19 Q. Is there any requirements on their visibility to do that?

20 A. There's not.

21 Q. Now, as far as the -- you mentioned a ladder-hanging test,
22 you said it was four minutes?

23 A. Yes.

24 Q. What are they required to do in four minutes?

25 A. Okay, so it's four minutes. So, we have them mount, start

1 the time, about a minute and 30 seconds into it, the instructors,
2 they also will have a railroad lantern in their hand and this
3 particular time, they'll have it in their right hand. So, at the
4 one minute and 30-minute mark, I will tell them to look to the
5 right and, you know, they obviously will have to let go with one
6 hand and they'll hang on with one hand and we require them to give
7 hand signals with a lantern for about 30 seconds. So, we do this
8 twice. The first time is looking to the right, second time, about
9 three minutes into it, we look into the left and giving us hand
10 signals for 30 seconds per interval. Then once the hand signals
11 are done, we tell them to just back up. Then at the four-minute
12 mark, we'll have them -- require them to look where they're going
13 to step and step where they look and at that time, the time stops.

14 Q. Okay, do they get any practice doing that with a radio, or is
15 it just with the lantern?

16 A. This particular task is with a lantern.

17 Q. Okay, now when they're out doing double overs in the field
18 work when they're riding and shoving, are they using radio or are
19 instructors using the radio?

20 A. Both, and they're talking to the instructors to move the
21 equipment. They use our CO (ph.) operations out there, so the
22 instructors are there, but we require them to talk to the
23 instructor over the radio, just like they will to an engineer or
24 our CO operator out in the field.

25 Q. Both, okay.

1 A. And we do require them to use both radio -- a majority of it
2 is radio, but we will also require them to use hand signals to
3 make movements as well so they've got that exposure and
4 experience.

5 Q. Okay, are they -- is there any instruction on where to place
6 the radio on them or is there, like, mics or anything or do they
7 just have a hand-held radio that they clip on anywhere?

8 A. No, we have radios here, just slang radios that we issue them
9 before at least phase two that they'll use in the field. It's got
10 the lapel mic, the clip.

11 Q. Okay.

12 A. So, they --

13 Q. I'm sorry, go ahead.

14 A. Go ahead, I'm sorry.

15 Q. No -- are they given any instructions on where to carry it,
16 or are they just allowed to do it and as long as they perform the
17 task, they're fine?

18 A. (Indiscernible) where we have them -- require them to clip it
19 on the side, like on their belt or just hung on their high-vis
20 vest just like --

21 Q. Okay. All right, and now is that -- now, when they do that,
22 is that part of their final off-field qualification as far as --

23 A. So, we use a 24-item checklist for our field. One of the
24 items to check off on is radio communications, so, yes.

25 Q. Okay, now with that checklist, is it just -- are there

1 standards and conditions in those checklists, or is it just a
2 check list?

3 A. There.

4 Q. There is?

5 A. Task conditions and standards.

6 Q. Okay, so can you walk me through the conditions and standards
7 for a student for shoving?

8 A. For shoving?

9 Q. Yes.

10 A. Okay, so one, they're facing the direction of movement, two,
11 they're properly riding the equipment based on the safety of
12 classes that the car is equipped with. So, more often than not,
13 that's going to be on the side, maintaining three points of
14 contact, looking in the direction (indiscernible).

15 Q. Okay, and then they use the radio during that time -- during
16 that evaluation?

17 A. They do.

18 Q. Okay.

19 A. They do both. They'll do it mostly with the radio but we
20 also require them a time or two utilizing the hand signals.

21 Q. Okay, generally speaking, how many -- how often -- or how
22 many times does a student get to perform a shove with a radio at
23 the REDI?

24 A. Throughout the week -- I'm just giving you a guesstimate
25 here.

1 Q. Yep, that's fine.

2 A. It depends on how many reps they get, like I told you
3 earlier, so, like, on average, two per day, per student.

4 Q. Okay, two per day.

5 A. So, with every one of these moves is -- one part of the move
6 is going to be involved in a shove.

7 Q. Okay. All right, if you don't mind, now I'd like to kind of
8 switch gears. So, when the students leave the REDI Center, is
9 there any interaction between REDI and the training mentors in the
10 different divisions?

11 A. Some, but it's more around mentors calling, asking us
12 questions about maybe how the student did here -- while they were
13 or did they have any trouble with anything. But our interactions
14 with mentors out there is minimal.

15 Q. Okay, do you guys provide any student-training outlines or,
16 you know, instructor outlines to the mentors out in the field?

17 A. Yes, we do. We have an electronic, phase two guideline book
18 for both managers and mentors.

19 Q. Okay, what is that guideline book called?

20 A. Don't quote me on this, but I'll tell you it's phase two
21 training guidebook.

22 Q. Okay, phase two training. All right, now the guidebook, is
23 it -- does it have any type of, like, evaluation criteria, or is
24 it just a guide for mentors?

25 A. It's got -- has some instructions on our training

1 qualifications too, which is what we use -- they use in the field
2 to form the training schedules. It has RQS, regulatory
3 qualifications system, checklist in it that managers must check
4 off on before one of our conductors is promoted. It has
5 instructions on where to get that checklist, all the different
6 items, pass condition standards, which kind of mirrors our
7 checklist here. It just has miscellaneous information about what
8 all they're required to complete prior to being certified and
9 promoted. So, it's just an instruction guideline for managers and
10 mentors as a -- basically, to carry their trainees through the
11 phase two time.

12 Q. Okay, now the guideline book, is that -- was that written by
13 REDI instructors or was that written by a system? Who wrote that
14 up?

15 A. It was us and one of my instructors, Todd Campbell (ph.), he
16 and I worked on it mainly and we used that from our phase two
17 training experience because he also worked with me when we were
18 out there managing phase two.

19 Q. Okay, do you ever receive any feedback on that guidebook?

20 A. The feedback I have received is very appreciative. It helps
21 them -- helps the people out there involved in training to
22 complete the task that they need to.

23 Q. Okay, do you -- have you updated that guidebook in the past?

24 A. We have.

25 Q. Okay, what kind of things did you update just generally?

1 A. Generally, it was, like, from a technology standpoint, so
2 when we went to this new program we have on, RQS, our system, the
3 direct access kind of changed the way you can get to this
4 checklist and also some things such as those to make sure it's
5 accurate.

6 Q. Has any of the conductor mentor trainers, have they contacted
7 you about updating anything or changing anything?

8 A. No, not recently.

9 Q. Okay, do you know if they had the means to submit updates, or
10 changes, requests in that guidebook?

11 A. They -- well, we're the only ones set up to update it. But,
12 you know, we -- Todd and myself, we monitor that to make sure if
13 anything that we know is in the guidebook needs updating, we do
14 that and generally what happens is we send out an email to all
15 those involved and say hey, that update to this guidebook, the new
16 version is notated here. It's in PDF, so those who were -- myself
17 and a couple others do the updates. We do that to make sure
18 there's nobody (audio cuts out) that updates (indiscernible).
19 That way everybody's --

20 Q. Let me ask you this, with the conductor mentor trainees, is
21 the guidebook considered a requirement for how they conduct
22 training or is it just a guideline to kind of help them out once
23 they start?

24 A. It's a guideline to make sure they're, for lack of a better
25 term, crossing all the Ts and dotting all the Is on our

1 qualification training requirements.

2 Q. Okay, now when you guys wrote it up, did you have to get it
3 vetted through, like, CSX Safety or anything like that, or did you
4 just send it out to the mentor trainees?

5 A. No, we got it vetted.

6 Q. I'm sorry, say that again?

7 A. We got it vetted through our department to make sure.

8 Q. Okay, who vetted that, was it the Rules Department, or was it
9 a combination, or was it like a --

10 A. It was a combination.

11 Q. Okay, was it more like a committee?

12 A. No, it was our senior director of training, senior director
13 of operating practices, my director.

14 Q. Okay, is there any other things beside the guidebook that you
15 guys support -- the division of conductor training mentors for
16 mentor trainees? Like any other student -- like instructional
17 aids or anything like that or any other documents?

18 A. The guidebook pretty much covers everything that we --

19 MR. SKOLNEKOVICH: Okay, well, that will complete my
20 questions.

21 Shawn?

22 BY MR. LAWTON:

23 Q. It's Shawn Lawton, L A W T O N. Good morning, it's Meacham?

24 Am I --

25 A. That's right.

1 Q. Okay, I apologize if I get that wrong. Just a couple of
2 quick start questions. You mentioned the training classes roughly
3 range from 45 to 50 per class with one instructor for the first
4 two weeks, correct?

5 A. It's normally one instructor, but I usually have another
6 instructor (indiscernible) or Estes (ph.) when they go to the
7 competency area. We don't just have one instructor out there with
8 50 students doing the competencies, you've got two instructors.

9 Q. Okay.

10 A. Even if that's myself out there with them.

11 Q. Okay, but the first two weeks, how important do you feel how
12 we bring new hires on and CSX brings them to the REDI Center that
13 the first two weeks are to somebody? How important are the first
14 two weeks of establishing what railroading is?

15 A. Really important. The first two weeks are the basis of the
16 foundation that we build upon.

17 Q. Okay, that being said -- (bell chiming) my apologies, my
18 doorbell is ringing upstairs. Do you feel that the instructions
19 with the student ratio to -- the instructor to student ratio, do
20 you feel that's at a good number? What number would you like to
21 see an instructor to student ratio?

22 A. I think it's adequate for the classroom portion.

23 Q. Okay, you mentioned the training is four weeks from my notes.
24 Do you feel four weeks is sufficient? Should it be longer?
25 Should it be shorter? What's your thoughts on that?

1 A. I think it's sufficient.

2 Q. Sufficient, okay. Does the REDI Center have intermodal
3 equipment to, I guess, instruct the new hires on spine cars, well
4 cars? Do they have those specific cars on sight?

5 A. We don't have those specific cars on sight. But I will tell
6 you in week one, on day five, a lot of our presentations are
7 around these -- all these different types of cars that they could
8 encounter out there.

9 Q. Okay, well, that was my next question, if you guys at the
10 REDI Center or CSX has put together -- in your presentations and
11 your demonstrations, if you have anything -- manuals and
12 presentations with riding intermodal cars, okay.

13 A. Yeah.

14 Q. Do you guys spend any time or instruction in the classroom,
15 verbally, on slack action and explaining to them what slack action
16 actually is?

17 A. Absolutely, multiple times.

18 Q. What do you guys discuss with them?

19 A. We discuss that, you know, when the riding equipment -- just
20 like our rule says, that you have to be aware and ready for slack
21 action at any given time. So -- and they actually experience a
22 little bit of slack action when they're out there riding this
23 equipment in the field in a controlled environment. So, it's not
24 like they haven't experienced some form of slack action before
25 when they leave.

1 Q. Okay.

2 A. Both in classroom and hands on.

3 Q. Okay, obviously, you mentioned the slack action out in the
4 field is three or four car (indiscernible), you know, that's what
5 you have on sight and obviously, it has to be done on sight. You
6 can talk about it all day, but you have to see it, and experience
7 it, and understand it. Anybody that's familiar with railroading
8 in 2023 knows that trains are getting longer. We're beyond the
9 mile, the two mile, the three-mile-long trains now. Has CSX and
10 the REDI Center, since this incident, started in a process of can
11 we come up with anything to simulate the longer trains, the longer
12 slack action? You know, I can't see the REDI Center putting a
13 three-mile-long train together and practicing students, that's
14 not, obviously, practical. But has there been any discussion
15 about that since this incident?

16 A. Yes, there's actually been a discussion and we've actually
17 talked to two vendors about a slack action simulator.

18 Q. Okay, do you have any information? Just general detail?

19 A. I don't have a lot of details on that. It's just been
20 conversations recently.

21 Q. Okay.

22 A. Around is there such thing and if so, how can we do it.

23 MR. LAWTON: Okay, I think, Rich, I'll yield my questions
24 there for the second round for the other ones.

25 Thank you, Meacham.

1 MR. BAILEY: You're welcome.

2 BY MR. MEADOWS:

3 Q. Hey, good morning, Meacham, it's Matt Meadows. So, you said
4 you've been with REDI in various roles for 14 years?

5 A. On and off, yeah.

6 Q. Have you seen the program change over those 14 years?

7 A. Yes, I have.

8 Q. Do you any explanation or any reasoning you can give as to
9 why the various changes to the place?

10 A. Yeah, the changes -- I mean, a lot of it has to do around
11 technology, okay. For instance, now, we -- you know, our
12 employees are utilizing tablets and can pretty much conduct their
13 day-to-day business as a conductor, which, you know, by having
14 this -- I'll call it advanced technology (indiscernible). But by
15 having this advanced technology, you know, we've been able to add
16 things to our training curriculum that affords the trainees
17 opportunities not only to get our classroom instruction, they can
18 carry it back to the hotel and things such as our training pods,
19 videos, all that.

20 They're now able to -- our signals test -- we have a practice
21 signals test, they're able to practice the signals test. So, we
22 added some of that, you know, for online training to be in
23 conjunction with these technological advances. And obviously,
24 there's rules that have changed, you know, we've kept the program
25 -- do keep the program up to date with all and any rule changes

1 not only with us, but across the industry. So, there's really all
2 of this.

3 Q. So, you've mentioned the 24-item checklist that's in RQS a
4 few times, so are students evaluated on that same checklist while
5 they're at REDI, or does that only apply to phase two?

6 A. Both phase one and phase two. Before they can successfully
7 complete our week three field training, they have to be at least
8 checked off as a go at least once at a minimum throughout the week
9 by the instructors on each of those tasks. Then they're also
10 checked off on this checklist prior to promoting at the end of
11 phase two.

12 Q. So, if the student is struggling with a task competency or
13 even any of the classroom training, are they offered any
14 additional instruction while they're at REDI?

15 A. Absolutely, if we see -- I'll use field training as an
16 example, if we see a student struggling with any particular task,
17 just pick on, the instructor or instructors, we will hold them
18 after class or normal business hours, we'll work with, we'll do on
19 the spot corrections with them, and given them additional training
20 there on the spot. As the week progresses, if we don't see any
21 improvements, we have actually dismissed some people -- some
22 trainees in the past out of phase one because they never were able
23 to demonstrate that they could safely do a certain task.

24 Q. So, you talk about a minimum of two reps when people are
25 doing hands on and field training there at the REDI, but you also

1 talked about three stations. So, when you say two reps minimum,
2 do you mean two reps per station or do you mean period for the --

3 A. Two reps per station.

4 Q. So, that would be six reps per day?

5 A. For each student?

6 Q. Yes.

7 A. No, that would be two reps per day, per student.

8 Q. Six per week? So, they've got three stations?

9 A. Yes.

10 Q. Two reps per -- okay, so let's leave it at that. Two --
11 there's three stations and they have to do two reps per station?

12 Got you, okay, I think that's clear. You talked about
13 specifically training employees on tank cars, is there a reason
14 you focus on training for tank cars?

15 A. Yes, the reason is because as I mentioned earlier, a lot of
16 the tank cars and the fleets out here just have the one handhold,
17 okay. So, you know, obviously, a conductor doesn't deal with
18 tanks cars every day, but they -- nevertheless, they deal with it.
19 So, we've got a trainee that's got two handholds and the rungs and
20 they're doing that, you know, three-quarters of the time, then if
21 they got on a tank car that just got one handhold, it would be
22 foreign to them, knowing that it'll be required at some point in
23 time to ride this type of tank car with that type of safety
24 appliance. So, we can to make sure here when they complete phase
25 one, that they know the appropriate way to ride a tank car that

1 only has one handhold per our rules.

2 Q. Okay, thank you. You said there's no intermodal equipment at
3 REDI, has there ever been intermodal equipment at REDI?

4 A. Yes, at one point in time, we had a fiver packer here. It
5 really wasn't conducive to use on our yard because of the size,
6 it's so long, it took up -- you know, it basically took up a whole
7 track. (Indiscernible) called and said they needed them worse
8 than we did to move freight, so we haven't had intermodal cars
9 here probably in over a year.

10 Q. So, how does REDI acquire the equipment they have?

11 A. So, the cars that we have here, they have pretty much been
12 here throughout the years. The tank car that I've spoke to,
13 actually, the company UTLX, we inquired with them a few years back
14 and they actually donated that car to us for training purposes.

15 Q. So, you talk about 45 or 50 students per class in the
16 classroom, have you ever gotten any feedback from trainees that
17 they cannot hear instructors?

18 A. No.

19 Q. So, your current curriculum and training program at REDI, how
20 was that developed?

21 A. So, if it -- the curriculum has been there since I've been
22 involved with the REDI. So, basically, what we've done since I've
23 been involved with this phase one program is we've just updated
24 the curriculum that's been there based upon, obviously, rule
25 changes, new rules, etcetera. So -- and it's built in a way like

1 -- it's basically built on what we refer to in the military as the
2 crawl, walk, run phase.

3 Q. Have any of the labor organizations viewed the agenda and
4 curriculum at REDI?

5 A. Yes, they have.

6 Q. Did they provide any feedback?

7 A. The only feedback I got was that it was a file that looked
8 good.

9 Q. So, what does it take for a trainee to -- I'm going to call
10 it graduate from REDI and move onto the phase two portion?

11 A. So, there's two parts to phase one training, it's both hands
12 on and classroom, obviously. So, classroom portion, they
13 basically take four quizzes, two week exams, and a final exam, and
14 a signals test while they're here. So, on the three quizzes and
15 the two week exams, they must maintain an overall 85 percent grade
16 point average during those quizzes. Our two week exams carry a 60
17 person weight, where our oral quizzes carry a quarter percent
18 overall average. So, as long as they maintain an 85 percent or
19 better throughout those exams, they remain in the course. The
20 final exam is a standalone, you've got to make 85 percent on it
21 and our signals test requires a hundred percent.

22 The last academic requirements to graduate -- as I've spoken
23 earlier, to graduate, also, you've got to successfully demonstrate
24 to the instructors during phase two -- excuse me, three-three
25 field training, they have to demonstrate that they can perform all

1 the tasks on that checklist in a safe, efficient manner by the
2 rules. So, it's a combination of that checklist and the academic
3 portion to graduate phase one.

4 Q. So, you talk about hands on, I think you said, began week two
5 or week three?

6 A. Week three. Well, we -- well, you do some hands on in our
7 competency area during the first two weeks. But it's not on
8 moving equipment or anything like that. It's just, you know,
9 basically crossing over, mounting equipment, tying and releasing
10 handbrakes, lacing air hoses, that sort of thing. But basically,
11 (indiscernible). Then in phase -- excuse me, week three is where
12 they actually do the hands on moving of the equipment.

13 Q. So, what's the purpose of those hands-on activities, both the
14 ones you do at the competency area and the ones in the REDI yard?

15 A. Okay, so the competency, first two weeks is -- okay, I'll
16 just give you an example. So, the instructor covers that morning
17 the rules -- safe way rules associated with the proper way to
18 mock, cross over, and dismount equipment, tie and release vertical
19 wheel handbrakes -- I'm just using some of the examples -- lace
20 air hoses.

21 Now, you know, we all know people learn different, some
22 people learn real well by looking at black and white in a book. A
23 lot of people, such as myself, do well with both. I like to see
24 it in black and white, then I like to put my hands on it. By
25 doing it this way, we give them both -- we give them the classroom

1 book training, then we take them out that afternoon, demonstrate,
2 and actually allow them to do the task that they just learned in
3 black and white that morning. Then in week three, it's just a
4 combination of the first two weeks, putting all these rules and
5 tasks that they've learned into a -- I'll call it a live-pack
6 environment where they're actually having to talk on the radio,
7 talk to an instructor-slash-engineer and move equipment. Just
8 like they will when they get to phase two.

9 Q. Okay, is the current conductor training program at REDI
10 approved by the Federal Railroad Administration?

11 A. Yes, we actually had them visit back in November. They spent
12 a week with us.

13 Q. During that week, did -- since they were there a week and
14 trainees are there four weeks, were you able to show them what
15 each four week consists of?

16 A. They were able to see -- yes, we had four classes going.
17 Each class is in a different week of training. We also had an LET
18 class going on at that time and they actually were able to observe
19 that as well. So, they actually questioned that. They saw what
20 happens in each one of our four weeks while they were here. Based
21 on the feedback that we got, they were pretty impressed with it
22 all.

23 Q. So, you said LET, what does that stand for?

24 A. Locomotive engineer training.

25 Q. Okay, so when a student leaves the REDI center, are they

1 prepared to be a certified conductor?

2 A. No, but they do have a good foundation and they do leave here
3 with the ability to go out on tracks and work safely and
4 efficiently.

5 Q. I think you've covered this, but if a trainee doesn't
6 demonstrate adequate proficiency to safely move to phase two, are
7 they allowed to move to phase two?

8 A. They are not.

9 MR. MEADOWS: I appreciate it, Meacham, that's all I have.
10 Mr. Cassity will be next.

11 BY MR. CASSITY:

12 Q. Jared Cassity with SMART TD. Good morning, Mr. Meacham.

13 A. How're you doing?

14 Q. So, for clarity, just for my sake, we have not covered this,
15 I just want to make sure we're not missing anything, how does the
16 RCO fit into a trainee's training? At what point or portion does
17 that actually occur?

18 A. Okay, so if they go to a location that has RCO operations and
19 they're basically required to be RCO certified in order to work a
20 that location, that RCO training is intermingled in with their
21 phase two training.

22 Q. Okay, so it's not anything that you do there at the REDI
23 actively?

24 A. No.

25 Q. Okay, do you know if CSX keeps any records or data on rules

1 or violations, or accidents, incidents that occur that a trainee
2 may be assigned to a certain job or task and/or a newly promoted
3 conductor was involved in?

4 A. I'm fully certain there is, but I'm not aware of it.

5 Q. Okay, when you're doing training and you're doing active
6 training in the field during the last two weeks, what kind of
7 outside factors are figured into the training? What I mean by
8 that is when they're operating switches or riding shove movements,
9 are they ever exposed to vehicles that may be moving about the
10 property or other equipment that's riding beside them? I mean, is
11 -- I'm trying to get a picture of how realistic it is. I'll say
12 it this way, I'm a railroader, I went through the REDI Center, I'm
13 a CSX employee, I hired in '05 and I'm just -- what does the REDI
14 Center do to expose people in a more controlled environment to the
15 things that they will experience in the field? Like if I'm
16 standing at a switch, is there ever a situation where moving
17 equipment is going behind me? Is there ever a vehicle crossing
18 over? Is there ever more than one thing happening at once or is
19 it usually singularly focused on the task they're being trained
20 on?

21 A. As far as crossing -- an active road crossing, we only have
22 one here. It's on our side end. So, if you came through here in
23 '05 -- so we actually have gates for that that are down, so
24 they're exposed, yeah. If they saw a vehicle approaching that
25 crossing, the gates are down and their exposure to that would be

1 to come out of the vehicle, inspect the crossing, they'd have to
2 call on the radio to get permission to put the gates up and cross
3 over. Now, as far as being exposed to other movements in the --
4 beside them, they do get that on day five. So, we've got two
5 moves moving in opposite directions of each other, one going to
6 one and the other one going to the other. So, they are exposed to
7 movement and (indiscernible).

8 Q. Okay, and what about weather? How do you all deal with that
9 if -- let's say riding wet equipment, do you make equipment, for
10 lack of a better way to put it, or is it just kind of however
11 Mother Nature handled it?

12 A. If Mother Nature liked it -- that's good you brought that up,
13 it's raining this morning, guess what, they're out there in the
14 yard getting on and off wet equipment, riding it in the rain. The
15 only way we will not expose them to weather is if it's obviously
16 it's a safety concern, i.e., lightning or something like that.
17 But raining and all, we're out there and all the different
18 environments.

19 Q. So, if there is a draught, is it possible that someone would
20 never experience working in the rain, if you will, at the REDI
21 Center?

22 A. If they're here in Georgia in July or August, the opportunity
23 for them to ever see rain is good. So, it's whatever Mother
24 Nature gives us.

25 Q. Does the REDI Center or does CSX provide conductors that are

1 performing the on-the-job training, do you provide them with any
2 type of curriculum or documentation that'd help them in the
3 training process?

4 A. Are you talking about their mentors?

5 Q. No, the actual conductors doing the on-the-job training. Not
6 the mentor, but the person -- the trainee would be working with?

7 A. So, as far as us here at phase one, so what we provide them
8 is phase two payroll guidelines because they're (indiscernible).
9 From my understanding, in phase two, there's a lot of locations
10 that provide these trainees with playbooks that have all the
11 different tracks in their yards and all the different tracks that
12 basically have the customers, maps of them. A lot of places
13 provide that from my understanding.

14 Q. I'm more focused like if I'm the conductor and you're my
15 trainee, does CSX give me anything to help me improve my ability
16 to be a better trainer or am I just expected to rely on my
17 experience and knowledge for that end?

18 A. Yeah, well, you're more expected to rely on your knowledge
19 and experience.

20 Q. You had --

21 A. It depends on how long you've been doing it for.

22 Q. Okay, you had talked a little bit about having trainees that
23 weren't going to cut it, for lack of a better term. Can you walk
24 me through a little bit of what that's like in the field? I
25 assume if they can't pass the test, that's probably a little

1 easier to figure out. But on the proficiencies -- on the portion
2 of the last two weeks of the REDI Center, what types of things are
3 you observing to say hey, this employee may not be the best fit,
4 you know, we're going to reject your application?

5 A. One of the biggest is they can't properly mount, dismount
6 moving equipment. But, you know, so we give them multiple tries
7 and, you know, there have been cases in the past where they just
8 didn't possess the skill set to do it safely and efficiently.
9 We've had some in the past that, to give you an example, you tell
10 them until they're blue in the face anytime they foul equipment,
11 obtain three-step protection. You know, and we're looking --
12 we're not -- our goal is not to see how many we can let go. Our
13 goal, ultimately, is to make -- you know, give them mentorship,
14 training to the point where they do graduate and they go to phase
15 two.

16 So, when we get to that point, please understand that there's
17 been a lot of extra mentorship, if you will, a lot of extra
18 training. Then what we do from there is throughout the course of
19 the week, we look for improvement. They go -- so, if you're
20 having to correct them on the same thing about okay, you've got to
21 get three step protection before you foul equipment, correct them
22 on Monday, and Friday, you're still having to have the same
23 conversation every time they make a move, that's pretty much an
24 indicator to you that that person may not have the skill set to
25 safely and efficiently work out there.

1 Q. Okay, and I think you addressed this one earlier and I do
2 sincerely apologize for the repetition if it is, but on the
3 written test, the passing grade, what's the passing grade on the
4 signals test and what's a passing grade again on the knowledge
5 test?

6 A. So, all on the knowledge tests, it's 85 percent, okay. On
7 the signals test, a hundred percent. They get five attempts to
8 pass the signals test out of here.

9 Q. Got it, in regards to the tank car posture, you called it the
10 Captain Morgan stance, which is how I'm familiar with it as well,
11 can you walk me through the Captain Morgan stance? Obviously,
12 that's CSX's rule for a shoving movement in facing the direction
13 of the movement, is it still the Captain Morgan stance if you're
14 pulling ahead but the locomotive's in front and going that
15 direction too?

16 A. Oh, it's my -- per our rules, if you're on, what we refer to
17 as, a pulling move, in other words, they're on the bottom tank
18 car, and (indiscernible) if you're pulling out of an industry and
19 back to the main, our rules allow you to have both feet up on the
20 outer edge of the platform, hanging onto the one handle.

21 Q. Okay, so does the --

22 A. On a pulling move only.

23 Q. And the Captain Morgan, then, is meant to give the greatest
24 balance, the greatest -- I guess the strongest posture, if you
25 will, in a tank car for a shove movement, is that correct?

1 A. Correct.

2 Q. Okay, when the trainees are at the stations, if we have 50
3 students, you know, there's roughly 15, 20 at each station, how do
4 they observe? Are they standing in the right of way, are there
5 pads down there that -- how do they observe and then make sure
6 that there's a clear line-of-sight and they're learning from the
7 other students that are participating?

8 A. So, the way I track the structure here, if you're familiar
9 with it, we stage them, obviously, in the clear of all tracks and
10 all, we stage them to a point where they can see both ends of,
11 we'll say, a double over for this. So, they can see a student
12 pull out on track, can see them line the switch when he pulls out,
13 they can see the whole move shoving back to a coupler for a
14 second. The way they can observe all the moves that we're doing
15 where they're taught and also, inside the group, we have more than
16 40 radios. We've got multiple radios, so we split them up among
17 the three groups, so those who are not actually making the move,
18 there's radios on some of those trainees. So, they're also
19 hearing everything the other trainees are -- that's making the
20 move are saying over the radio and they're hearing any of that
21 instruction over the radio that the instructor may be giving to
22 that trainee that's making the moves.

23 Q. Okay, you had brought up -- or I think it was actually asked
24 of you, you didn't bring it up, but you were asked about labor and
25 weighing in at the REDI Center. One of the unique things about

1 this process for the NTSB and the party status is that, you know,
2 labor is kind of cut in -- obviously, I'm the labor
3 representative, I'm the chief of safety, and so typically,
4 something like weighing in on the REDI Center would come through
5 me. I'll just tell you, I'm not seeing anything, so I'm curious,
6 do you have any knowledge of who from labor would have been
7 discussing this issue with the REDI Center or had given some kind
8 of approval?

9 A. What issue are you referring to, Jared?

10 Q. Well, I mean, Mr. Meadows asked you if labor had weighed in
11 on the REDI Center, if they took an exception to what was
12 happening there. Typically, that would go through me, it hasn't
13 occurred, I'm just curious who that might've -- that channel
14 might've gone through?

15 A. Oh, okay, then this would've been a few years back. Bryan
16 (indiscernible), we looked at the program, discussed it, and they
17 were more than pleased with the curriculum and all the stuff that
18 mattered was covered.

19 MR. CASSITY: Okay, and as far as CSX's 242, again, because
20 the office I uphold, I'm aware --

21 And I'll make sure this is a part of the docket,
22 Mr. Skolnekovich.

23 -- that FRA actually did reject or decertify, or whatever
24 term you want to use, CSX's 242 program. As far as I'm aware
25 right now, currently, through the OP staff director at FRA, that

1 that 242 is still open and going -- under review with FRA?

2 UNIDENTIFIED SPEAKER: Hey, Richard, I'd like to kind of take
3 a break here and drop Mr. Bailey.

4 MR. SKOLNEKOVICH: Okay, why is that?

5 UNIDENTIFIED SPEAKER: I think Jared and I need to have a
6 conversation.

7 MR. SKOLNEKOVICH: Okay, well, how about we do this, how
8 about we pause that line of questioning for the time being,
9 continue on, and then go through? Or, I'll tell you what, do you
10 want to pause -- I'd like to continue to go through, can we skip
11 that question and come back to it?

12 MR. CASSITY: Yeah, that's fine.

13 UNIDENTIFIED SPEAKER: Yeah.

14 BY MR. CASSITY:

15 Q. On the proficiencies in the field training on the last two
16 weeks, Mr. Bailey, if I'm at one station and I show I'm
17 proficient, I'm curious in what point the boxes are actually
18 checked? So, let's say you're watching me on my radio rules and
19 maybe shove move distances, does that proficiency get checked when
20 I'm at that station, or do you put me through a routine of things
21 to verify that I'm comprehending it or is it just kind of the
22 boxes are checked one at a time?

23 A. So, I would say it's more on the lines of the routine. So,
24 throughout the week, they're doing each task multiple times
25 throughout the week when they do their repetitions. So, we're

1 observing them the entire week of phase two. You know, they may
2 do a task on Monday and not pass the task. But when you give them
3 that extra training, coaching, and counseling, and then the next
4 day you're looking for improvement, and that's a routine process
5 throughout the week. Then by the end of the week, we observe them
6 doing all of these different tasks multiple times and making
7 determinations that they're proficient on all the tasks.

8 Q. I think this will be my last question for now. On the on-
9 the-job training and the conductors that -- railroad lingo here --
10 that catch the trainee, if you will, the ones that get assigned
11 the trainee, does CSX consider the work history of the on-the-job
12 trainer before letting a trainee work with him or her?

13 A. I'm sure at times -- and like I said, I'm not as involved
14 with phase two, but I'm sure, locally, that's taken into
15 consideration. However, in phase two, I do know this, in order
16 for the trainees to learn and be exposed to all the territories
17 and jobs, et cetera, that they'd be required to take once they
18 mark up, it's really not conducive to assign a trainee to a
19 particular conductor being they'd never see everything they needed
20 to see.

21 MR. CASSITY: Okay, thank you, that's it for now.

22 Thank you, Richard.

23 Thank you, Mr. Bailey.

24 MR. BAILEY: No problem.

25 BY MR. CAVE:

1 Q. Jared Cave, FRA, thank you, Mr. Baley, for being here with us
2 this morning. I think I've got a good understanding of what phase
3 one training looks like. I'd kind of like to shift my questions
4 all over to phase two. So, you mentioned you helped write phase
5 two training and build that, can you kind of go over your part in
6 that and what phase two consists of?

7 A. So, I didn't write phase two.

8 Q. Okay.

9 A. We put the guidebook together, trying to help any mentor
10 manager, you know, and it's more like a reference book for them to
11 go to to know where to go to complete the required task, if you
12 will, in order for us to promote somebody as a conductor, i.e.,
13 checklists, (indiscernible) test, phase two exams, where to go,
14 how to get them on it, that sort of thing.

15 Q. So, when you say you help put the guide together, so the QRS,
16 the 24 tasks there and the OJT conditions and standards, how was
17 that developed? Like, how was that decided that these would be
18 the tasks that the guide would incorporate?

19 A. So, it's the tasks that pretty much any conductor that comes
20 on duty on any given day is going to do multiple times throughout
21 the day. They want to get in an on and off movement quick, they
22 want to communicate on the radio, they want to align switches.
23 That's just a few of the examples of the items that's on the
24 checklist.

25 Q. Okay, now you mentioned your interaction with the MTOs and

1 the conductor mentors in the field that are overseeing phase two,
2 it's very minimum, is that correct?

3 A. Could you rephrase that question?

4 Q. Sure, do you have much interaction with managers and the
5 conductor mentors on how they go about the phase two training?
6 Did you give them any specific guidance on how they should do it?

7 A. I mean, we give them guidance on it's a good idea to meet
8 with them on a pretty consistent basis, you know, constantly
9 observing, meet with them on a biweekly basis.

10 Q. Okay, so I guess my question here is the trainees when
11 they've come out of REDI, they've completed phase one, they know
12 the basics of railroading, right? The majority of what they're
13 going to learn is going to be in phase two, hands on, you know,
14 working in the yard. So, while they're at the REDI and they're
15 going through phase one, I mean, you have a very structured
16 program, you know, this trainee is going to do this, this day,
17 this, the next day, everything's well documented. So, my question
18 is once they're out in the field, you know, what is -- what would
19 your expectation be at how often a new trainee should, you know,
20 be interacted with and how should that phase two training be
21 fulfilled, right? So, should they weekly be interacted with by a
22 mentor or a manager and progressively fill out that phase two
23 training document?

24 A. Now, that would be my expectation. But again, I'm not
25 involved with the phase two today. But, you know, they understand

1 that that checklist is a living, breathing, document throughout
2 phase two.

3 Q. Right.

4 A. They're constantly observing.

5 Q. So, let me ask you in your personal opinion, so if we had a
6 trainee out there that was in phase two training and they've been
7 on the railroad for, you know, a month out training and they've
8 had three hours spent with them and they've got, you know, nine
9 tasks checked off and that's all that's been done in a month, is
10 that concerning? Or is that kind of realistic of the training
11 that's going on?

12 A. Well, if they've only been out there a month and they've been
13 observed doing nine of the items on there, I think they're
14 progressing in the right direction.

15 Q. Okay, so if those nine hours are done and one observation for
16 three hours -- a three-hour observation in a month, is that --
17 does that -- I mean, is that appropriate? I'm just trying to get
18 a grasp of, like, what the expectation should be, how often they
19 should be interacted with?

20 A. I mean, that shouldn't and will not be the only interaction.
21 If we're talking about the first month, maybe they're training is
22 three months. They're going to be constantly observed throughout
23 phase two training. They just got lucky that day and saw them do
24 nine tasks on the checklist. The next time, they may only see
25 them do four of them. So -- but the point is that they're

1 constantly observing the trainees while they're going through
2 phase two.

3 Q. Okay, I guess what I'm getting at here is, you know, I'm
4 looking at the QRS and I'm looking at the OJT checklist and I'm
5 just trying to get an idea if this training should be conducted
6 and filled out, you know, from day one to the end and kind of be
7 spread out? Or, you know, are we going to see in, like, the last
8 week or two, this entire document get filled out and completed
9 then because, like, that would kind of be concerning, right, if
10 it's, like, the last couple of weeks, everything is getting
11 completed and filled out?

12 A. I will tell you this, the checklist is designed to be filled
13 out throughout their training.

14 MR. CAVE: Okay, that concludes my questions. Thank you,
15 sir.

16 MR. SKOLNEKOVICH: Okay, if everybody's okay with it, what
17 we'll do is we'll take a quick pause. Everybody stay on, we're
18 just going to pause the recording so we can resolve the 242 issue
19 and then we'll come back for a second round of additional
20 questions. Everybody good?

21 UNIDENTIFIED SPEAKER: Yeah.

22 UNIDENTIFIED SPEAKER: Yes, and Rich, I just kind of want to
23 clarify --

24 MR. SKOLNEKOVICH: Hold on just a second, I got to stop the
25 recording. Hold on. Otherwise, you're going to be on --

1 (Off the record)

2 (On the record)

3 MR. SKOLNEKOVICH: -- paused, we are back, it is now 11:19
4 a.m. This is Richard Skolnekovich, NTSB, ops chair and I am going
5 to go ahead and begin -- what we're going to do right now is we're
6 going to go back around the room with any follow-on questions.
7 I'll go ahead and start off.

8 BY MR. SKOLNEKOVICH:

9 Q. Real quick, Mr. Meacham, you said RQS system, you -- the REDI
10 Center puts in entries on the trainees in the RQS system, is that
11 correct?

12 A. That's -- RQS is actually used in phase two. That's what we
13 use for our qualification system.

14 Q. Okay, so --

15 A. Here at the training center, we use our checklists here. We
16 keep it on record here.

17 Q. Okay, now are those combined or is those two separate things?
18 So, do you do, like, some of the RQS here and then some of them
19 are done in phase two do you do a hundred percent of the 24 and
20 then 24 on --

21 A. A hundred percent is done here and a hundred percent is done
22 is phase two.

23 Q. Okay.

24 A. It's filled out here on paper out in the field mostly because
25 all of this goes by the certification center. It's filled out

1 online through our RQS system.

2 Q. Okay, so that 24-point checklist in RQS is completed at REDI
3 and then it's also completed again on their -- wherever they're
4 assigned to in phase two?

5 A. Correct.

6 Q. Okay, great. The next question I've got is you talked about
7 different various forms of feedback, have you gotten any feedback
8 from students about training both before or after they've left
9 REDI?

10 A. The most common feedbacks I get from trainees, in particular
11 trainees that's come from other railroads, is just how much more
12 in depth our training program is versus some of the other
13 railroads that they came from.

14 Q. And they specify -- what do you they mean -- like, what in
15 depth, just overall or specifics?

16 A. Overall -- the whole program overall.

17 Q. Okay, and now do they do after-course critiques?

18 A. We don't here, no.

19 Q. Okay. All right, now as far as the overall curriculum, so
20 from the schedule they have from day one to -- how many days is it
21 total -- training days?

22 A. It's a total of 20.

23 Q. A total of 20 days?

24 A. Yep.

25 Q. Okay, who wrote -- who developed that curriculum?

1 A. Honestly, I don't know who originally developed it.

2 Q. Okay.

3 A. I think it's a combination of prior training center staff and
4 our instructional design personnel.

5 Q. Okay. All right, and so then over the time -- you've been
6 there, whatever, off and on for 14 years, you said?

7 A. Well, I was here the first time a couple years and I've been
8 here since '17 this go around.

9 Q. Okay, and you said before that it's changed several times.
10 Those -- where do those changes come from, does that come from in
11 house at REDI or is that from somewhere else?

12 A. Well, the changes that we make -- I mean, we don't change the
13 overall structure of the curriculum. What we do is update it when
14 we have rule changes or new rules added. We make sure those are
15 always up to date and any new rules that come out, that they're
16 implemented into the training field.

17 Q. Okay, now how often -- when you're doing updates, like for
18 instance, how long -- how often do you -- does the REDI Center
19 review the course and make updates?

20 A. I'm constantly looking over and reviewing it on a daily basis
21 and I'm usually having to update it monthly because we normally
22 have a rule change or an update to a rule monthly.

23 Q. Okay, now as far as the amount of days, though, who makes
24 those changes, the amount of days that you have to conduct that
25 training?

- 1 A. That's the -- I'm sorry, I didn't hear the whole question.
- 2 Q. Oh, I'm sorry, okay, so you have 20 total training days right
3 now, right?
- 4 A. Right.
- 5 Q. Has it always been 20 total training days throughout the
6 years?
- 7 A. Well, for the past five, six years, it's been, yeah, 20
8 years.
- 9 Q. Five or six?
- 10 A. Yeah.
- 11 Q. Okay, do you know who manages how many days that you can
12 conduct the training at REDI?
- 13 A. No, I don't.
- 14 Q. Okay, if you wanted to conduct more days of training, what
15 would you do? (Indiscernible).
- 16 A. If I wanted to conduct it, I would -- if anything, I'd add
17 another week or two of training.
- 18 Q. Okay, and who would you ask that from? Would it be operating
19 practices, would it be safety, would it be somewhere in corporate,
20 or would it be somebody in the REDI Center?
- 21 A. I'd go up my chain of command, my direct.
- 22 Q. Okay, your director?
- 23 A. Right.
- 24 Q. Okay, now you said if you could, you'd add another week, what
25 would you put in that week?

1 A. It would be just more hands on training, you know, moving
2 cars around. But as I spoke earlier about our program --

3 Q. Okay, if you were to do more hands on, is it just across the
4 board or is there specific things that you would like to do more
5 off?

6 A. Just across the board.

7 Q. Across the board?

8 A. Yeah.

9 Q. Okay, now as far as the curriculum, say -- I'm assuming you
10 have, like -- I know you have the pods, okay, where you connect
11 online training, but for the classroom stuff, how is that
12 presented? Is that presented in PowerPoint, or handouts, or both?

13 A. It's both PowerPoint and handouts.

14 Q. PowerPoint and handout, okay. Who makes those?

15 A. Which one are you referring to, both?

16 Q. Yeah, either one. Yeah, so for instance, who makes the
17 PowerPoint slides?

18 A. We do.

19 Q. Okay, individual instructors or as a group of instructors?

20 A. We do it as a group.

21 Q. Okay, and what about the handouts?

22 A. Mainly me.

23 Q. Okay, mainly you?

24 A. Yep.

25 Q. Okay, now these PowerPoint slides or the handouts, are they

1 reviewed by anybody or is just, like, collectively by a group?

2 How do you kind of vet those?

3 A. It's collectively reviewed by a group and as a department.

4 Q. Okay, are you required to submit them anywhere for approval
5 or are you just -- are you given the latitude to adjust training
6 as needed?

7 A. I do run them up my chain, but I'm given the latitude to
8 change as needed based on, as we've spoken multiple times, rules
9 changes, rule additions, et cetera.

10 Q. Okay, now, like, when a safety alert comes out, does it take
11 you very long to update your PowerPoint slides and handouts or do
12 you do it, like, right on the spot?

13 A. I do it the day it comes out.

14 Q. Okay, now if a new safety alert comes out and you've already
15 kind of passed that classroom portion of it, do you go back and
16 reteach it or discuss it?

17 A. If a safety alert comes out, every class that's here on
18 property gets that briefing and that (indsicernible0.

19 Q. Okay, so you just give them the briefing, walk over, do you
20 ask any -- are they given the opportunity to ask questions?

21 A. Absolutely.

22 MR. SKOLNEKOVICH: Okay, I have no more further questions.
23 Shawn?

24 BY MR. LAWTON:

25 Q. A couple follow-up questions. With the wide variety of

1 handrails, grab irons, platforms in the industry today, what is
2 covered in the first two weeks in the classroom-heavy part of the
3 training with regards to what grab irons are, handrails, and
4 walkways are and their purpose in railroading?

5 A. Okay, so the first day we introduce them to all the different
6 types of safety components you'll find on rail equipment, i.e.,
7 ladders, and platforms, ball heads, knuckles, air hoses. They're
8 exposed to that on day one, right, and, you know, throughout the
9 first two weeks, that's constantly come back and revisited every
10 week, all right. But, you know, first day it's just hey, this is
11 an air hose, this is what we're -- a hand platform looks like,
12 this is what a side ladder versus an end ladder looks like. Then
13 as the days go on and we get into rules, all about safety rules,
14 all about track rules, we interject these components into the rule
15 itself and how to properly, for example, cross over equipment.
16 Then we take them out, as I've spoken multiple times, out in the
17 competency area and actually let them put their hands on it.

18 Q. Okay, and that brings me to my next question. The first two
19 weeks, you would say is pretty rule, pretty book heavy versus in
20 field, correct?

21 A. Correct.

22 Q. So -- and it'll be the follow-up question to here, it sounds
23 like you guys have -- I guess I might as well just as it, what's
24 your variety of physical handrails and the different styles of
25 stirrups and walkways that you guys have in the second part of the

1 first part of phase one training, I guess your in field? What do
2 you have them -- when they can get out and get a hold of anything,
3 do you have stations? Or are they just going to -- when you get
4 out there, the boxcars -- what the boxcar is, the tanks with the
5 tankers, do you guys actually have stations with different style
6 handrails, and walkways, and all that before they even get on the
7 physical equipment?

8 A. Yes, our competency area.

9 Q. Okay.

10 A. We have a stationary that basically replicates a boxcar,
11 hopper car, gondola that has the in-platform side ladder and end
12 ladder. Then on the other side of the competency area, we have a
13 stacked display of -- and we have three of each, right, so
14 multiple students can use them at the time and the other one
15 replicates a tank car that has the one handhold.

16 Q. Okay, it sounds like you've covered a lot of them. Do you
17 have any intermodal equipment on your stationary station or
18 whatever you're calling it? Do you have any type of what a
19 trainee is going to come upon as far as intermodal equipment on
20 the -- in the classroom stationary handrails?

21 A. They will see that in a PowerPoint in the classroom, but as
22 far as our competency area, no.

23 Q. Okay, it might've been covered and I apologize to you and the
24 group if it was, what does REDI do with regarding shove movements?
25 Can you cover REDI's process from start to finish in the classroom

1 and also what is done in the field as far as starting to finishing
2 a shove movement?

3 A. Okay, so the Friday before they begin field training on
4 Monday, so two days before they actually begin field training --
5 now understand the four-six-dot-six-four-six-dot-seven rule, which
6 is our shoving rule for both conductor and engineer, it's covered
7 multiple times up to this point. But that Friday in particular,
8 on purpose within our training, all the rules associated with
9 shoving, all the rules associated with mounting and dismounting
10 moving equipment properly and (indiscernible), even have videos
11 that go along with that training. So, we cover that on day five
12 at the end of field training on day ten -- excuse me, day ten --
13 they begin field training on 13, right? So, we go through that
14 training with them, we talk about rules on point A all the way to
15 the last point, give them the opportunity to ask questions, clear
16 up any discrepancies around those rules, and we cover all them.
17 Then two days later, they're executing the actual hands-on task
18 around these shove movements and stuff.

19 Q. Okay, so when you get out to the outside phase, what -- and
20 if I'm a trainee, what am I going to do from start to stop? What
21 is my training going to consist of on a shove movement?

22 A. On a shove movement, okay. So, number one, you know, making
23 sure they mount and are -- have positioned themselves properly on
24 whatever particular equipment they have, boxcar, down the side
25 ladder, or any other type of car and are able to communicate over

1 the radio our four-six-dot-six rule to whomever is controlling the
2 move. So, on mounting to getting the move started per four-six-
3 dot-six and continuing to communicate per four-six-dot-six, both
4 car lengths, we're talking to them all the way down to the stop,
5 lining the switch for the other move.

6 Q. Okay, and then obviously, at the end of a shove movement,
7 depending on your territory, depending on the cars becomes the
8 slack action area, where am I, as a trainee -- is an instructor
9 walking along side the movement? Is an instructor opposite of the
10 car to me? Where is an instructor when I'm a --

11 A. The instructor is always in the position to observe the
12 trainee from start to finish of the move from both directions.

13 Q. Okay, so is he --

14 A. He's right there.

15 Q. Is he on the ground or is with the --

16 A. He's one track over the minimum and he's controlling the move
17 because we use RCO operations to control the move. So, the
18 instructor is controlling the move and he is observing the move,
19 and the trainee, and everything he's doing. So, if he sees the
20 trainee doing something that's not safe or by the rule, he's the
21 one in control, he stops the movement, he makes on the spot
22 corrections.

23 Q. Okay, and you mentioned earlier that you guys used to have a
24 five pack, whether it's a spine or well, it really doesn't matter
25 and I understand the distances and all that down there. If you

1 had a say in it, are we going to look into -- or CSX or REDI might
2 think about getting a single well in there for purposes in such --

3 A. I don't know.

4 Q. Okay, fair enough. It's going to be a two-part question. I
5 think you mentioned no changes have been made in your guidebook on
6 conductor training. Correct me if I'm wrong, but following this
7 incident -- and I guess maybe the guidebook -- maybe the in-field
8 guidebook that you guys send out to your mentors, when I said
9 guidebook -- following this incident, do you think CSX and REDI
10 need to come up with some takeaways and points to better update
11 that in-field guidebook as far as shoving movements and slack
12 action to help these conductor mentors? It might not be in
13 complete touch with what we all are dealing with right now with
14 this Baltimore issue so they are aware of the issue and CSX,
15 whether it's Matt's department or your department in training,
16 gets out what you guys want to get out to these trainees to hey,
17 this what we've had happen, this is what we don't want to have
18 happen? Has anything been done yet or has been talked about to do
19 that?

20 A. Are you talking about as far as wit the classes, and
21 trainees, and subs?

22 Q. Not so much the -- well, the trainees, that is going to be a
23 question, that's the same question for the REDI Center, but also
24 with your phase two part of the in-the-field training when you
25 don't have the conductors -- the trainees underneath you, it's the

1 Jared Cassity's of the world and the conductors that are out on
2 property in this phase two training. Do we have anything already,
3 because it's been a week or now of this incident, out there with
4 any changes to say hey, we need to focus on the shove movements,
5 this is what we took exception to, didn't take exception to,
6 anything along those lines, an updated observation from yours and
7 Matt's perspective for the field?

8 A. So, the short answer to your question is there's been no
9 changes made to the phase two around your question as far as my
10 knowledge. But again, I'm not as involved with the phase two
11 training, obviously, as I am phase one training. So, you know, up
12 to this point, I haven't been privy to any conversation or meeting
13 as far as updating that phase two book around the incident that
14 happened with (indiscernible).

15 Q. Okay, do you feel that --

16 A. Here?

17 Q. Yes.

18 A. What we've done, I've already mentioned this, we've already
19 talked to two vendors about potentially getting a slack-action
20 simulator.

21 Q. Okay, I guess my final question is a broad question. Do you
22 feel that the trainees need to get more time in the in-field part
23 of the REDI Center or are you comfortable with where they are
24 currently with what I believe sounds like two weeks, ten days, I
25 believe, if I'm following the instruction process? Is that enough

1 time for the conductor and you guys to cover everything in there
2 or do you feel that there needs to be more time for, specifically,
3 just the in-field training part?

4 A. As I've said multiple times so far, I think our training here
5 in phase one is sufficient.

6 MR. LAWTON: Okay. All right, thank you, I appreciate your
7 time.

8 Rich, that's all I have.

9 BY MR. MEADOWS:

10 Q. Hey, Meacham, it's Matt Meadows again. Just a couple of
11 questions. You alluded to materials provided to the trainees
12 while they're at REDI, do you provide study guides and other
13 material to the trainees at REDI?

14 A. Yeah, so I'll just tell you what they're provided from day
15 one, Matt. For one, they're provided a student guidebook, okay?
16 Inside this student guidebook is a copy of every slide that they
17 will see the entire time they're here. We have an option at the
18 bottom for notes. So, we give them that guidebook so they can
19 follow along with every presentation that's put up and even have
20 the luxury of taking notes in this book. The handout we give them
21 is what we call our student paperwork guidebook. It's basically
22 copies of all the different documentations that they're required
23 to use as a conductor, i.e., dispatching message and numbers, a
24 train documentation, D.C. one form. So, on Wednesday in week one,
25 we go through paperwork with them and they've got this handout, so

1 they're actually looking at an example of the real thing as we go
2 through this paperwork. Obviously, they're given a rule book on
3 day one and we've got guidebook paperwork book.

4 Q. You said they also have the tablets we give our employees?

5 A. Yes, they get the tablets in week two, we set them up on
6 Thursday or Friday of week two. So, the remaining time they're
7 here, the last two weeks here, basically, they do have tablets.

8 Q. So, when an instructor is doing the field training in the
9 last couple of weeks in the yard there at REDI, do they provide
10 feedback for the entire group? So, if I were a trainee and I was
11 being watched making a shove move and let's say I either did some
12 exemplary or I did something wrong, would the instructor use that
13 example for the entire group, or is that feedback to me only -- or
14 to the trainee only?

15 A. So, we got -- you know, we got this thing here that you
16 praise in public, you punish in private. So, if somebody -- a
17 trainee is doing something wrong, we're not going to -- I mean, we
18 might make an on-the-spot correction as they're doing it, right,
19 so the whole group can hear. But if it's something that needs to
20 be talked to one on one, the instructor are going to pull the
21 trainee aside and have that conversation. Now, if the trainee is
22 doing something good, absolutely, we would point that out to the
23 entire group.

24 Q. Would you consider the REDI Center, the training facility
25 there, the yard there at REDI, is that a controlled environment?

1 A. Absolutely.

2 Q. Is there a reason that you set it up to be a controlled
3 environment?

4 A. Yes, so we can control who comes in and out of this yard and
5 bottom line, it's from a safety perspective.

6 Q. The last question I have, we've kind of touched on this. So,
7 if you have a student that's not progressing, is not -- you know,
8 however you want to word this, they're not a good fit for the
9 railroad, they're not going to be able to progress on, is that a
10 yours and yours alone decision? Or do we have to -- do you have
11 to get other people involved to officially reject someone's
12 application?

13 A. So, we have a conversation amongst the instructor that's
14 involved with this -- we'll just say trainee A, so we'll have that
15 conversation, usually it's the instructor that comes to me and
16 says hey, this person's struggling with whatever, all right? So,
17 I, myself, or my boss will go out and we do this anyway, but if
18 it's brought to our attention, we definitely make it a -- we go
19 out an observe for ourselves and see maybe what the discrepancy,
20 what the deficiencies are. At that point, what would happen is we
21 would have a one-on-one conversation with the trainee, explain to
22 them what we're observing, and show them how to correct the
23 deficiencies, practice with them, work with them. Then if it
24 continues to be an issue, those -- the same thing, we go out back,
25 we observe them some more, and finally collective as group -- and

1 it's usually myself, my boss, and then instructor involved will
2 have a conversation together and come up with overall conclusions
3 on whether or not this particular person possesses the skill set
4 to safely work as a railroader.

5 MR. MEADOWS: All right, thanks, Meacham, that's all the
6 questions I have.

7 BY MR. CASSITY:

8 Q. Jared Cassity, SMART TD, just a couple -- should be painless,
9 Meacham, everyone took my question. So, you'll be in towards the
10 end. Does CSX look at any other carrier training practices to
11 get, you know, best practice ideas or, you know, is there
12 communication amongst the other carriers?

13 A. We have communication from my understanding amongst the other
14 carriers, but it's usually other carriers coming to us, getting
15 ideas from us.

16 Q. Okay, and what do you teach at the REDI Center if an employee
17 doesn't ever feel comfortable performing a task?

18 A. Say that again, Jared, I'm sorry.

19 Q. That's okay. What do you teach at the REDI Center if an
20 employee doesn't feel comfortable performing a task? Let's put it
21 this way, the task or the practice for the day is to ride
22 equipment. We're moving, I'm starting to feel uncomfortable, I'm
23 feeling tired, what do you -- how do you all address that
24 situation?

25 A. All right, so I think what you're asking is if the student

1 comes to us and says hey, I'm feeling fatigued now, I'm trying to
2 do this --

3 Q. Yeah, basically, there -- what do you tell me -- Jared, if
4 you ever get tired riding a car, I want you to do this. What is
5 this?

6 A. Oh, stop the movement.

7 Q. Okay, and then you were talking about the handouts and the
8 presentation for the trainees to take into the field with them and
9 beyond the REDI Center. Do any of those slides or those handouts
10 actually break down slack, the potential for it, or the cause of
11 it, the risk of it, best ways to mitigate the risks of it?

12 A. It covers basically what our rules say about slack action and
13 being aware of it at any time.

14 MR. CASSITY: Okay, I have nothing else, thank you.

15 MR. CAVE: Jared Cave, FRA. Thank you for your time,
16 Mr. Bailey, I have no further questions at this time. Thank you.

17 BY MR. SKOLNEKOVICH:

18 Q. Okay, Mr. Bailey, a couple questions for you and really, it's
19 just getting kind of your input. Based on everyone that we were
20 talking about today, is there anything you'd like to add to the
21 conversation or add to improve training?

22 A. No, sir, I don't think so.

23 Q. Okay, you're comfortable with the way training is conducted
24 at REDI?

25 A. Absolutely.

1 Q. Okay, in the future, if we have any other questions, do you
2 mind if we reach out and contact you?

3 A. No, sir.

4 Q. Okay, no as in no, you don't mind, or no, do not contact?

5 A. I don't mind.

6 MR. SKOLNEKOVICH: Okay, just checking. All right, well,
7 sir, first and foremost, on behalf of the NTSB, I want to thank
8 you for your time and your cooperation. You've been extremely
9 helpful and we really appreciate it. If you ever do have any
10 questions about anything, you have my email contact number, so
11 you're more than welcome to reach out to me. Like we discussed,
12 transcripts will probably be available in about three weeks. I'll
13 send those out to you and just review them and then just like we
14 discussed, just send them back to me and let me know that they're
15 good.

16 All right, does anybody else have anything to add? All
17 right, great, well the time is now 11:49 and that concludes this
18 interview.

19 MR. BAILEY: Thank you.

20 (Whereupon, at 11:49 a.m., the interview was concluded.)

21

22

23

24

25

CERTIFICATE

This is to certify that the attached proceeding before the
NATIONAL TRANSPORTATION SAFETY BOARD

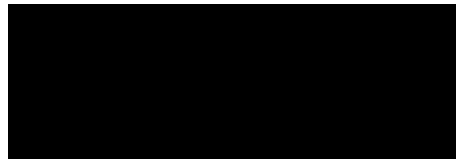
IN THE MATTER OF: CSX EMPLOYEE FATALITY AT THE SEAGIRT
MARINE TERMINAL IN BALTIMORE,
MARYLAND ON JUNE 28, 2023
Interview of Meacham Bailey

ACCIDENT NO.: RRD23FR012

PLACE: via Microsoft Teams

DATE: July 10, 2023

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.



Carolyn Hanna
Transcriber