

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

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Investigation of: *

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FATAL LEARJET CRASH IN *

PHILADELPHIA, PENNSYLVANIA * Accident No.: ERA25MA106

ON JANUARY 31, 2025 *

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Interview of: WILLIAM GILL, Flight Instructor
FlightSafety International

via Microsoft Teams

Thursday,
August 21, 2025

APPEARANCES:

JOSHUA YOUNG, Air Safety Investigator
National Transportation Safety Board

TODD GENTRY, Manager, Accident Investigation Division
Federal Aviation Administration

CHARLES SMITH, Attorney
Cantey Hanger LLP
(On behalf of Mr. Gill)

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I N T E R V I E W

(12:33 p.m.)

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2
3 MR. YOUNG: All right. Good morning, everyone. My name's
4 Josh Young, and I'm an air safety investigator with the National
5 Transportation Safety Board. Prior to coming to the Safety Board,
6 I was an airline pilot and still am a certified flight instructor.
7 So that's just a little bit of my background so everyone can kind
8 of know. While we're here, this is being recorded. It's going to
9 be transcribed like we kind of talked about a little bit. And
10 I'll go more in detail into that, but we've started our recording,
11 and if we can just go around the room real quick and have everyone
12 introduce themselves, I would appreciate that.

13 And we'll start with you, Todd, if that works.

14 MR. GENTRY: Yeah. Thanks, Josh. My name is Todd Gentry.
15 I'm the manager of the FAA's accident investigation division. My
16 background is pretty -- I was a pilot most of my life, from
17 military to extensive business jets and even the airlines. I flew
18 for United Airlines. I have a lot of experience in that as well
19 as other stuff. But I appreciate being here today. I'm filling
20 in for one of my employees who originally had this accident and
21 she has left the FAA now, so I'm filling in for her.

22 MR. SMITH: Okay.

23 MR. GENTRY: I appreciate it. Thank you, Josh.

24 MR. SMITH: Yeah. Thank you, Todd. I'll introduce William
25 Gill. William, go ahead and, you know, introduce yourself, then

1 I'll continue on.

2 MR. GILL: Hello, everyone. I'm William Gill. I'm an
3 instructor here at FlightSafety at the Tucson Learning Center. I
4 teach the ground school classes for what we call the LR-JET
5 program, the 35, 55, 31. I've been with FlightSafety Tucson since
6 April of 2020. I've been with FlightSafety, the company, since
7 about January of 2018, and for the last 12 years I've been doing
8 ground instruction in aviation. I am a CFI, MEI, II flight
9 instructor advanced instruments; however, most of my work has been
10 teaching ground school in aviation for the last 12 years.

11 MR. SMITH: Okay. I'm Charlie Smith. I'm an attorney here
12 representing William today. I've got an aviation background. I
13 started out, got my flight instructor certificate in 1968. I've
14 been -- I'm still current being a flight instructor. Don't do
15 much of that anymore, but I've typed in Lears and Citations and
16 pretty much spent my time practicing law during the time when the
17 airlines were not hiring.

18 MR. YOUNG: Awesome. Well, thank you, everyone.

19 And Mr. Smith, are you with a firm at all or just yourself?

20 MR. SMITH: Yeah. No, I'm with the firm of Cantey & Hanger
21 in Dallas; C-a-n-t-e-y, H-a-n-g-e-r LLP. I'm in their Dallas
22 office. We have a Fort Worth office, is the main office.

23 MR. YOUNG: Okay. Well, thank you much.

24 MR. SMITH: You bet.

25 MR. YOUNG: It's great to meet everyone. Thank you so much,

1 everyone, for being here. I appreciate your time. I know it's
2 been a little bit since the accident, but I do appreciate you
3 making the time to sit down and have a talk with us.

4 MR. SMITH: You bet.

5 MR. YOUNG: So I'm the chairman of the operations group for
6 the Learjet 55 accident that occurred in Philadelphia,
7 Pennsylvania on January 31st, 2025. Our role here is to learn
8 what we can about the accident so we can assist the investigation
9 and hopefully prevent a reoccurrence. As part of our process we
10 invite parties to participate in the investigation and they
11 provide us with technical expertise. As part of that party
12 system, the FAA is always invited. They can help us make rapid
13 safety change. So that's why you'll see Mr. Gentry here. There
14 are some other parties, but they would provide no technical
15 expertise to this portion, so they're not with us today.

16 Like we discussed ahead of time, as part of the process this
17 is going to be recorded. We're going to have a transcription made
18 and the transcript will become part of the public docket; this
19 recording will not. After we get the transcript back, the
20 recording gets deleted. It won't see the light of day.

21 Once we get the transcripts back, the group will review of
22 them for any typos. We're not going to change anything that you
23 said. And then we'll send it to get recertified. Once we get it
24 back, we'll send a copy to you, Mr. Smith, so that you all --

25 MR. SMITH: Okay.

1 MR. YOUNG: -- can review it. And if you are reviewing it
2 and you see something that it's not quite what you meant to say or
3 you misspoke or anything like that, just type it out on a blank
4 document. We'll attach it at the end of the transcript in the
5 form of an errata, which --

6 MR. SMITH: Okay.

7 MR. YOUNG: -- will then also become part of the public
8 docket. Do you have any questions about the process for the
9 transcription?

10 MR. SMITH: No. Josh, you need -- do you need my email to
11 send that to me or do you want --

12 MR. YOUNG: Yeah, if you could.

13 MR. SMITH: -- we just do that -- okay. It's
14 chsmith@canteyhanger -- c-a-n-t-e-y-h-a-n-g-e-r -- .com.

15 MR. YOUNG: So as part of the regulations, Mr. Gill, you're
16 entitled to have one representative of your choice in attendance.
17 And is Mr. Smith who you wish to attend?

18 MR. GILL: Yes. Mr. Smith is representing me.

19 MR. YOUNG: Perfect. Thank you.

20 So during this interview, if you don't understand a question,
21 please ask for clarification. Sometimes we don't have the best
22 wording, so if you're not quite sure what we're asking, just ask
23 for some clarification and we'll reword it or ask a different
24 question or try to ask it in a different way. Also, please
25 remember that if you don't know the answer, "I don't know" is a

1 perfectly acceptable answer. We're not going to hold that against
2 you or anything like that. If you don't know, we'd rather you say
3 you don't know than try to make something up. We're looking for
4 accuracy. That's the key of what we're looking for.

5 If at any point during this you need a break, you need to
6 grab a glass of water or use the restroom, anything like that,
7 just let us know and we'll take a short break. And with that,
8 that's kind of the introductory portion.

9 Does anyone have any questions before we get into the actual
10 questions?

11 MR. SMITH: No.

12 MR. GILL: No.

13 MR. YOUNG: All right. So this will be two rounds of
14 questioning. I'll start out with some -- a list of questions that
15 I have. Then we'll go to Todd, see if he has any questions.
16 After that, it'll come back to me. I'll be taking notes and
17 whatnot during my questions and during Todd's and we'll come back
18 through for a second round for any follow-ups or anything like
19 that that we need.

20 INTERVIEW OF WILLIAM GILL

21 BY MR. YOUNG:

22 Q. So to start out with just the basic questions, Mr. Gill, if
23 you could just say your full legal name, please?

24 A. William Arthur Gill.

25 Q. Thank you. And how old are you, Mr. Gill?

1 A. Sixty-four.

2 Q. All right. And at FlightSafety, what's your specific job
3 title there?

4 A. My job title is flight instructor; however, I focus on ground
5 school teaching at FlightSafety.

6 Q. Okay. And so your role at FlightSafety, if I heard you
7 correctly earlier, is you're kind of the main ground school
8 instructor for the LR-JET program; is that accurate? Or that's
9 what your main focus is?

10 A. We have more than one ground instructor, but I particular
11 only do ground instruction.

12 Q. And what airman certificates and type ratings do you have?

13 A. I have a commercial pilot's license with single and multi-
14 engine and instrument. And I have a glider rating and I have
15 flight instructor airplane, single and multi-engine, and ground
16 instructor advanced and instrument.

17 Q. Okay. And any type ratings?

18 A. I have a -- yes, the LR-JET type rating.

19 Q. Okay. And then do you currently hold a medical certificate?

20 A. I do not. I have an expired medical. I have not renewed my
21 medical.

22 Q. Okay. All right. Getting into just some of your flight
23 experience, what's about your total time? Doesn't need to be
24 right on the money but kind of a ball park.

25 A. It's around 500 hours.

1 Q. Okay. And any time in the Lear 55, in particular?

2 A. In the simulators, not in the actual airplane.

3 Q. And about how much time in the sim?

4 A. I do not know. I do a yearly -- I do the type rating and
5 then the Part 135, and then I do a yearly recurrence, but I do not
6 know the actual time.

7 Q. And how much of your flight time is as PIC?

8 A. I do not recall that either. I would have to look.

9 Q. Okay. No worries. And any PIC time in the Lear? Are you
10 typed for PIC and SIC or what's the type in that?

11 A. I have a full type rating with an SOE in the LR-JET.

12 Q. Okay. Awesome. And about how many years have you been
13 instructing from when you first got your CFI to now?

14 A. I received my CFI in -- the initial in 2003, I think it was,
15 and then I have done teaching on and off in airplanes then, since
16 then. But again, the bulk of my teaching has been in ground
17 school instruction, which I have been doing full time for since
18 about 2014, '13, somewhere in there.

19 Q. Okay. So you'd say about 22 years?

20 A. 2003, I have initial yes.

21 Q. Okay. And then do you recall your date of hire by
22 FlightSafety? If it's just like month and year, that works
23 perfectly.

24 A. January of 2018.

25 Q. And where were you working at prior to FlightSafety?

1 A. I worked at Aviator College of Science and Technology in Fort
2 Pierce, Florida.

3 Q. And what was your job title there and did it kind of entail
4 the same thing you're doing at FlightSafety or was it a little
5 different?

6 A. No, same thing.

7 Q. Okay. So do you instruct pilots?

8 A. Yes. I instruct pilots here and I did at Aviator College.

9 Q. Okay. And now are you solely in the classroom now or do you
10 teach in the simulator still?

11 A. I am solely in the classroom. There is one lesson that we do
12 in the sim that is technically a ground school lesson when we run
13 through all the checklist, but the answer is that I teach solely
14 in the classroom.

15 Q. Okay. And then what manuals do you utilize when you're doing
16 your instruction?

17 A. We have a pilot training manual, which we call the PTM. We
18 use the airplane's AFM, QRH, pilot's manuals, supplements,
19 addenda, and we also have flashcards for limitations and the
20 memory portions of emergency checklists. And in the 35, we also
21 have a handout that summarizes the expanded checklists as well as
22 the limitations.

23 Q. Okay. And where are those manuals kept? Are they online or
24 do you have like the physical manual that you keep in a library,
25 or what do you use for teaching on those?

1 A. Well, we -- in initial class we do give those out and also
2 they are available online.

3 Q. Okay. And then how are those kept up to date? Is it through
4 Learjet or does FlightSafety update them on their own accord?

5 A. FlightSafety updates their documents and Bombardier updates
6 their documents.

7 Q. During initial training -- we're going to start with kind of
8 initial training. How many training sessions would you see the
9 pilot for ground school during their initial, let's say, like Lear
10 35 or 55?

11 A. At the time of the accident, it was a 41-hour class for
12 ground school for initial.

13 Q. And then for recurrent, about how many training sessions is
14 that or how many hours of ground school?

15 A. At the time of the accident, it was four sessions of 3 hours
16 and 45 minutes each for a total of 15 hours.

17 Q. Awesome. Thank you. Do you recall the two accident pilots,
18 Mr. Montoya Perales and Mr. Juarez Juarez?

19 A. I do.

20 Q. And did you train the accident pilots at all either in ground
21 school or the simulator?

22 A. In ground school only, I did both pilots.

23 Q. Okay. And what phase of training was that? Was it recurrent
24 training? Was it initial?

25 A. I believe that one of them was in recurrent only with me and

1 the other one was in recurrent and in differences with me.

2 Q. Okay. And then, did you train either of them only for Med
3 Jets -- well, you trained both of them. So was that only for Med
4 Jets or have you seen them at other times with different
5 companies?

6 A. I believe it was Med Jets, but that's something I would have
7 to check with the training record, as, you know, it's been over a
8 year and I don't have a full recollection. But I believe it was
9 Med Jets.

10 Q. Okay. Thank you. How are the training assignments assigned?
11 So you said there's a couple different instructors that teach the
12 Learjet ground school. How do they decide who's going to teach
13 which class?

14 A. There's a scheduling person and that person puts together the
15 schedule and taking into account whatever, you know, else needs to
16 be taken into account. But I receive a schedule that's put
17 together by a scheduler.

18 Q. Okay. Perfect. Thank you. In -- it sounds like both were
19 going through recurrent and one went through some differences. I
20 think he went through the 35 to 55 differences training. Do you
21 teach CRM during the recurrent training portion?

22 A. CRM is sprinkled throughout the ground school. We don't have
23 a bonified CRM lesson, but throughout the ground school I will
24 bring CRM topics at the various places during a ground school
25 session.

1 Q. And so for these two pilots, same thing, it was kind of
2 sprinkled throughout their ground school training that you went
3 through with them; is that accurate?

4 A. Yes, sir.

5 Q. And if you can recall, about how long has Med Jets been
6 coming to FlightSafety Tucson that you can recall where you've
7 worked with their pilots?

8 A. I do not recall that. I could not tell you how many times or
9 since when I have worked with Med Jets pilots.

10 Q. Do you know if any of the management from Med Jets has come
11 to observe any of your ground school training out there in Tucson?

12 A. Not that I'm aware of in my class.

13 Q. Okay. And what about any FAA inspectors? Have they ever
14 come out and sat in, in a class and just observed?

15 A. Yes. We have a POI and he does sit in the class every so
16 often and observes the class.

17 Q. And about how often is that? Like once a year, a couple
18 times a year?

19 A. I would say about once a year, but again, you know, I do not
20 keep track specifically of that. But every so often.

21 Q. Okay. So you'd know him if he walked in the door? You'd be
22 like, oh, I remember you --

23 A. Oh, yes.

24 Q. -- you're our POI? Okay. Cool.

25 A. Yes.

1 Q. And this one, was it ever -- has he ever sat in on a Med Jets
2 training where Med Jets pilots have been in the ground school
3 session that you can recall?

4 A. I cannot recall. I do not know.

5 Q. Thank you. During the ground school recurrent training --
6 we'll kind of focus recurrent since that's what they were both
7 doing. Do you do any training for calculating weight and balance
8 in the Lear 55 either in the differences or in the recurrent?

9 A. We do.

10 Q. So the Med Jet pilots, they kind of have an interesting
11 company where they can do either medical flights or passenger-
12 carrying flights. Do you teach it differently for the different
13 configurations of the aircraft for specifically Med Jet pilots or
14 are they just taught kind of a generic Lear weight and balance?

15 A. A generic Lear weight and balance.

16 Q. And what does the envelope look like on the Lear 55? Is it a
17 relatively large envelope? Is it small?

18 A. It's a typical Learjet envelope. The 55 does have a tendency
19 to be out of forward CG as you move fuel forward from the fuselage
20 tank, but I wouldn't call it a large envelope or a small envelope.
21 It's typical or similar to the other LR-JETs that I teach.

22 Q. And I think you kind of already answered my next question,
23 was: Is there anything specific about the 55 that you would bring
24 up, and I think you already kind of hit that.

25 MR. GENTRY: During your time --

1 MR. YOUNG: Yes. Thank you.

2 BY MR. YOUNG:

3 Q. During your time with the Med Jet pilots, have any of them
4 mentioned in passing, you know, that the simulator is similar to
5 how their cockpit is set up or different or they -- do you kind of
6 focus more just on the ground school items when you're working
7 with them?

8 A. I did not hear them mention such a thing and, yes, we do
9 focus more on the systems which are the subject matter of the
10 ground school.

11 Q. Do you do much in the ground school portion of cockpit
12 layout, where switches and stuff are, or is it more of the
13 technical this is how the landing gear system works, this is how
14 your flaps and hydraulic system work? Is that left more for the
15 simulator side where they can actually get hands on or do you go
16 through that during your ground school portion as well?

17 A. In the initial class specifically, I make a point to ask the
18 clients often to show me where switches and gauges are as I cover
19 them in the respective system.

20 Q. Have you seen the actual manuals that Med Jets were using?
21 Do you guys ever see your clients' specific manuals or are you
22 focused solely on just the ones from Lear and the ones from
23 FlightSafety? Do they ever bring their own manuals and say, well,
24 this is what ours is and have you teach specific to that or how
25 does that work?

1 A. We use the Learjet QRH and AFM; however, some clients do have
2 their own FAA-approved checklists and sometimes the clients, if
3 it's in their paperwork, we will use in the simulator their
4 checklists. Usually that happens during recurrent, not during
5 initial, but again, that's a sim matter. In the ground school, I
6 use the manufacturer checklists.

7 Q. Perfect. And if you had to think back, approximately how
8 many Med Jet pilots have you trained, if you can recall?

9 A. I do not have a recollection.

10 Q. Do you recall if any Med Jet pilots have ever had any
11 difficulty during their ground school training?

12 A. I do not recall any difficulties during ground school.

13 Q. If a pilot is having some difficulty during the ground school
14 portion or during their training, as the instructor, what are you
15 required to do? Do you report that up to your management? Do you
16 just work with them a little extra in the classroom? How does
17 that kind of work if they're struggling?

18 A. At first, I will work with them. If the situation in my
19 opinion becomes critical, then I will bring it up to my program
20 manager's attention.

21 Q. And once it gets to your program manager, is that kind of
22 like I've told them, now it's their job to go back to the company
23 and say, hey, they're going to need more time, and then he'll come
24 back to you and say, hey, we got whatever it is, another classroom
25 session or we're going to re-put him into the systems with the

1 next class, something like that? Do you see it at all after
2 you've brought it up to management?

3 A. He will discuss it with me at the moment, but beyond that,
4 no, that's up to the program manager and beyond, what they
5 would -- how they will handle it.

6 Q. Thank you. Have you ever had pilots not successfully
7 complete their ground school training at any time?

8 A. Yes, I have.

9 Q. And do you recall if any of those were Med Jet pilots?

10 A. I do not recall.

11 Q. Of the Med Jet pilots that you can remember, how would you
12 rate their experience level? Is it a highly experienced group of
13 pilots? Is it an entry level group of pilots that are just
14 getting into the jets? How would you kind of describe that
15 experience?

16 A. To me they seem normal, if that's such an adjective that I
17 could use. I did not see, you know, anything on either end of the
18 bell curve, if you will. But they all seemed to be proficient and
19 well prepared and the typical pilot that goes through my class.

20 Q. Thank you. During ground school, do you get into any of the
21 flight maneuvers -- stalls, steep turns -- the basics in the
22 ground school portion or is that all left for the simulator?

23 A. I show a video presentation on recognizing and recovering
24 from aerodynamic stalls, but beyond that, the actual handling of
25 unusual attitudes, stalls, etc. happens in the sim.

1 Q. Okay. And is there anything, I guess, different about stalls
2 in, say, the Learjet series that you're teaching to your standard
3 aircraft? Is it the normal buffeting, things like that, or is
4 there anything specific to the Lear that you go, hey, if you see
5 this, you're getting to that incipient stage of a stall that's
6 specific to the Lear?

7 A. The one thing with the Lear is that it has a stall warning
8 system. So they're -- the stall characteristics, you know, I
9 would say they are normal. Beyond that, I couldn't tell you, you
10 know, specifics. But from my vantage point was, in that vein, the
11 Learjets, the Lear 55, has a stall warning system.

12 Q. Okay. And do you talk about that in class of what to expect
13 if the stall warning system goes off? Is it a horn? Is there a
14 shaker, a pusher, anything like that?

15 A. Yes. We cover that in ground school.

16 Q. Okay. And what kind of a system, if you could just -- I
17 don't have a Lear type rating, so just for my own kind of
18 knowledge, what kind of is that system? Is it just a horn? Does
19 it have a shaker as well or a puller?

20 A. The system has an AOA gauge. When that AOA gauge gets to the
21 end of the green range into the amber range, a stick shaker
22 engages and there are stall lights in the annunciator panel that
23 will flash. Then when the stall continues and the AOA gauge
24 enters the red range, a stick pusher engages and then the elevator
25 comes down so the nose can come down and the stall lights go

1 steady.

2 Q. Okay. Thank you. At the end of the ground school portion is
3 there any sort of test or oral, check ride, anything like that?

4 A. Yes. There is a multiple choice test given at the end of
5 the ground school.

6 Q. And have you ever had anyone not successfully complete that
7 test or is it graded up to 100? How does that kind of work when
8 they take their end-of-course test?

9 A. They need 80 percent correct answers to pass. If they don't
10 get 80 percent correct answers, then they have failed the test.
11 After we do the test, I do go over with them what different
12 answers were and I have them review the matter and ask me any
13 questions. But yes, it does have a pass or fail criteria of 80
14 percent.

15 Q. Okay. And have you had anyone fail the test before?

16 A. Yes, I have.

17 Q. Do you recall if any of them were Med Jet pilots?

18 A. I do not recall.

19 Q. Do you know if the Med Jets pilots, were they using an
20 electronic flight bag -- that seems to be kind of the norm
21 nowadays -- or were they still using paper charts and manuals, if
22 you know?

23 A. I do not recall.

24 Q. How would you describe the morale with the Med Jet pilots?

25 So they come into training. Are they excited to be there? Are

1 they happy to be there? Are they sitting there unhappy with their
2 company and complaining or kind of indifferent? Just your kind of
3 run-of-the mill pilots? Was there anything that stood out to you
4 about their morale?

5 A. No. To me, they seem happy to be there.

6 Q. Have you ever had any Med Jet pilots voice concerns about
7 their company or training to you?

8 A. I have not.

9 MR. YOUNG: All right. I think that's where I'll end for
10 now, and I've got a couple for the second round.

11 But Todd, if you want to go ahead with any questions you
12 might have?

13 MR. GENTRY: Yeah. Thanks, Josh. I appreciate it.

14 BY MR. GENTRY:

15 Q. I just have a few, but -- I might have missed it, William.
16 When was the last time you saw these pilots in recurrent? What
17 was the date? Do you -- I didn't get that.

18 A. Sometime last year, perhaps one of them in perhaps May, the
19 other one in November, but that I would have to actually go look
20 to get you 100 percent certainty. But for sure, some time in
21 2024.

22 Q. So it's been -- well, it's been a while. That's fine. I can
23 look up the exact dates. I'm sure I can get that from Josh,
24 anyway.

25 The manuals that you said the FlightSafety has -- and they're

1 updated by FlightSafety and then Bombardier updates their manuals,
2 right, separately?

3 A. Yes, sir.

4 Q. And then Med Jets, do you know if they have their own
5 manuals? Did they have a checklist that was approved from the
6 FAA; do you know if they did specifically?

7 A. I do not recall.

8 Q. Okay. And you didn't -- you said you didn't recall if they
9 used an EFB as well?

10 A. That's correct. I do not recall.

11 Q. I know it's been a while, so it's hard to -- I'm sure you see
12 a lot of students --

13 A. I do.

14 Q. -- every week. Yeah. I understand. It's difficult.

15 Do we talk about the trim check, the ground trim check in
16 ground school at all?

17 A. We do not go through the steps. We cover the trim system and
18 I point out that there is a trim check that needs to be done
19 before every flight and in some cases, there's a 10-hour trim
20 check. But I do not go through the steps of the trim check as I
21 leave that for the sim instructor.

22 Q. Okay. Thank you. Yeah, that trim check is fairly extensive,
23 so I didn't know if you covered it in ground school as well as in
24 the simulator or not. And you did say there was no cockpit
25 configuration differences that Med Jets pilots alluded to or

1 talked about?

2 A. I said that I did not recall of any --

3 Q. Right.

4 A. -- in that specific case.

5 MR. GENTRY: Okay. I think that's it for now, Joshua.

6 MR. YOUNG: Awesome. Thanks, Todd.

7 So we'll start the second round here, then. And just a few
8 more questions for you and then we'll get -- let Todd have a last
9 go and we'll get you out of here.

10 BY MR. YOUNG:

11 Q. Are spatial disorientation, illusions in flight, are those
12 taught or checked during ground school? Do you ever talk about
13 spatial disorientation, illusions, those types of things?

14 A. We do not.

15 Q. Okay. Do you teach anything about preflight procedures
16 during the ground school portion or is that done in the sim or how
17 does preflight get taught or checked during recurrent?

18 A. There is a preflight pictorial app that we have and in
19 recurrent I touch on it. My understanding is that in the
20 simulator it also gets reviewed. But in initial, I go through it
21 in its entirety, step by step. In recurrent, I will do a brief
22 review using FlightSafety's pictorial preflight application.

23 Q. And during the preflight, there's a line that says CVR, if
24 installed, check; I believe. What does that CVR check -- how do
25 you conduct that?

1 A. Again, that is not something that I would cover in the
2 ground, so that doesn't get covered. And I'm trying to think
3 through the pictorial preflight and I do not recall going over
4 that.

5 Q. Okay. What about IFR procedures? Are they -- do you talk
6 about that at all during the ground school portion? Do you go
7 through, you know, IFR takeoff, landing, just IFR procedures in
8 general?

9 A. I do not.

10 Q. Okay. During the ground school, do you go through any
11 abnormal event training or emergency event training? Do you guys
12 talk about that at all during ground school?

13 A. I do. When -- well, I do when it comes to systems. So often
14 I will show a slide that has an annunciator panel light that comes
15 on and I'll ask the class when this light comes on, what should we
16 do? And I'm expecting that we all go to the QRH and read the
17 respective checklist.

18 Q. Okay. And do you have set abnormal events that you train in
19 ground school; does it change with each class? How does that kind
20 of work, which ones you look at?

21 A. The general answer is I will go through all the lights in the
22 annunciator panel that lead to a checklist and sometimes the
23 situations that do not have an annunciator light but lead to a
24 checklist. So we have some slides, but in the actual classroom,
25 again, that may be more fluid. But we could -- we do teach some

1 of the situations that happen and then let's go look at the
2 checklist to deal with it.

3 Q. Okay. During recurrent in particular, because that seemed to
4 be the one that both of our pilots went through, is there any
5 portion where you kind of open it up to the class to say, hey, you
6 guys are in recurrent, what are you seeing out on the line that
7 you want to talk about? Does that ever happen in the class or is
8 it a rigid we're going to talk about X,Y,Z? Do you have any
9 portion like that in the classroom sessions?

10 A. In my class, I do ask them that. I will ask them generally
11 if they have any real-life situations that they want to bring up
12 in relation to the system that we're covering.

13 Q. And do you remember if either of our pilots brought up
14 anything up when you asked that?

15 A. I do not recall.

16 Q. Both of our pilots were from Mexico; English was their second
17 language. Did you notice any sort of language barrier or anything
18 like that or did they seem pretty in tune to the class? I assume
19 you were teaching in English or were you both Spanish -- I don't
20 know if you're fluent in Spanish or not, but --

21 A. I am fluent in Spanish and the class is taught in English.
22 And yes, they both seemed to have the appropriate English skills.
23 One in a while, especially if it's only one of them and I, they
24 might ask me questions in Spanish, which I would answer. But it's
25 an English class and definitely when there is, you know, more than

1 just them, it's all in English. And, you know, English is a
2 second language to them, but they seem to have adequate skills.

3 Q. Yeah. That's good to hear. And it's nice that they have you
4 there where you speak Spanish and you're able to have some
5 conversation. That's really good.

6 Is there anything that you expected us to ask of you that we
7 haven't?

8 A. No. I did not really have a preconceived agenda. I was --
9 I'm open to what your questions are, but I imagined that all the
10 questions would be in the vein of the accident investigation.

11 Q. And then just the last one that I have before we go back to
12 Todd, is there anything else you'd like to add that you think
13 might be helpful to the investigation?

14 A. No. I do not have anything.

15 Q. All right. Thank you.

16 MR. YOUNG: Todd, second round? Do you have anything?

17 MR. GENTRY: Yes. I do, just a couple real quick.

18 BY MR. GENTRY:

19 Q. First off, thank you, William, for making yourself available
20 for these things. I know it's not easy, but we do appreciate it
21 because we need to find out answers and the only way we can do
22 that is to ask questions.

23 So you mentioned spatial D earlier, that it's not taught.
24 But I want to ask, is it taught in initial or recurrent at all or
25 was it just not taught in recurrent? I wasn't sure.

1 A. Not taught in ground school. That is something that is
2 discussed in the simulator portion of the training but not in
3 ground school. Correct.

4 Q. Okay. Thank you for the clarification. I wasn't sure.

5 And if you -- I know this might be a tough question, but
6 how -- do you remember how big the classes were that the Med Jets
7 pilots were in, like guess how many people? Were they full
8 classes or was it a small class? Do you remember?

9 A. The only thing I can specifically recall is that the
10 differences class for one of them was just he and I. I do not
11 recall the size of the recurrent classes where they were in, but
12 it's typically around four pilots.

13 Q. Okay. So typically around four? Is that right, William?

14 A. It changes. It changes, but --

15 Q. Of course.

16 A, -- I do not have a recollection of an extremely large class
17 or one of them in the recurrent. I do recall in the differences
18 it was only one of them.

19 Q. Okay. Great. And on the differences itself, how long is
20 that course?

21 A. At the time, we had an initial differences which is 3 hours
22 and a recurrent differences which is 2½ hours.

23 Q. Okay. So 2½ hours for the recurrent differences and 3 for
24 the initial differences between a 35 and 55; is that correct?

25 A. Yes, sir.

1 Q. Okay. Excellent. I think that's all I have. I appreciate
2 your time, William, again.

3 A. Thank you so much for your time.

4 MR. YOUNG: Awesome. I don't have anything else either. So
5 Charles, William, both, thank you so much, Todd. Thank you so
6 much for your time.

7 MR. SMITH: You bet.

8 MR. YOUNG: I really appreciate it.

9 MR. SMITH: Glad to join (indiscernible)

10 MR. YOUNG: I forgot to say when we started, which was 12:33
11 Eastern Daylight Time. I know you guys are out in, I think,
12 Mountain and maybe Central, for you, Mr. Smith?

13 MR. SMITH: Central, yep.

14 MR. GILL: Yeah, Mountain Time for me.

15 MR. YOUNG: Yeah. So we're all over the, we're all over the
16 place.

17 MR. SMITH: What's our next start time, Josh?

18 MR. YOUNG: The next one --

19 MR. SMITH: Is that 2 or -- 1 my time or --

20 MR. YOUNG: It looks like 3:30 my time. We weren't sure how
21 long it was going to be, so we put them for 2-hour blocks just to
22 be safe.

23 MR. SMITH: So that would be 2:30 Central?

24 MR. YOUNG: Yes, sir.

25 MR. SMITH: Okay. Okay. Perfect. All right.

1 MR. YOUNG: Well, thank you so much, everyone, and we'll end
2 the -- we'll end it at 1:13 p.m. Eastern Time. Thank you so much
3 for your time.

4 MR. GILL: Thank you.

5 MR. SMITH: Thank you, Josh. Thank you, Todd.

6 William, thank --

7 (Whereupon, at 1:13 p.m., the interview was concluded.)
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CERTIFICATE

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

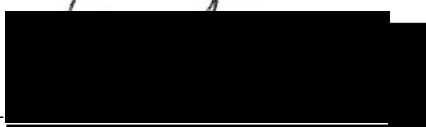
IN THE MATTER OF: FATAL LEARJET CRASH IN
PHILADELPHIA, PENNSYLVANIA
ON JANUARY 31, 2025
Interview of William Gill

ACCIDENT NO.: ERA25MA106

PLACE: via Microsoft Teams

DATE: August 21, 2025

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.



Kay Maurér
Transcriber

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

* * * * *

Investigation of: *

*

FATAL LEARJET CRASH IN *

PHILADELPHIA, PENNSYLVANIA *

Accident No.: ERA25MA106

ON JANUARY 31, 2025 *

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Interview of: KIM JENSEN, Instructor/Examiner
FlightSafety International

via Microsoft Teams

Thursday,
August 21, 2025

APPEARANCES:

JOSHUA YOUNG, Air Safety Investigator
National Transportation Safety Board

TODD GENTRY, Manager, Accident Investigation Division
Federal Aviation Administration

CHARLES SMITH, Attorney
Cantey Hanger LLP
(On behalf of Mr. Jensen)

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I N T E R V I E W

(3:33 p.m.)

MR. YOUNG: All right. So we've begun recording. Good morning. My name's Josh Young. I'm an air safety investigator with the National Transportation Safety Board. Prior to coming to the Board, I was a regional airline pilot and still hold my certified flight instructor certificate. I don't get to fly as much as I'd like to, but I still keep current on everything.

As part of our investigations, FAA is always named as a party. They can make pretty substantial quick safety change, so we want them to be a party. And due to that, we have one of their investigators here with us today.

Todd, if you'd like to introduce yourself and then we'll go around the room and have everyone introduce themselves before we keep going.

MR. GENTRY: You bet. Thank you, Josh. I appreciate it.

My name is Todd Gentry. I'm actually the manager for the FAA's accident investigation division. And like we said earlier, Mr. Smith said, I'm covering for one of my employees who actually left the FAA. So I'm taking over. I do have a lot of experience in Learjets, over 5,000 hours. And my background is similar to Josh. I was a pilot since I was a kid and flew in the military, flew business jets for a long time, and then flew in the airlines as well before I took the job in the FAA. So I'm very understanding of operations and specifically Learjets, in this

1 case. And I'm here just as -- only as an advisor basically to
2 help Josh find out what happened and make sure that if there's
3 anything the FAA can do to change things we need to, that's what
4 my job is. So anything you say today will never be used against
5 you or in any enforcement type of actions or anything like that
6 because I am strictly a safety officer basically. That's all I
7 do. So I want you to feel comfortable to speak and say whatever
8 you want. Just because I work for the FAA is not -- you know, I'm
9 a safety officer. That's what I do. So anyway, thank you. It's
10 nice to meet you, Kim. It's nice to see you again, Mr. Smith.

11 MR. SMITH: Yeah. Kim, why don't you go ahead and introduce
12 yourself; they know me. And I'll reintroduce myself if you want,
13 guys, so --

14 MR. JENSEN: Okay. My name's Kim Jensen, basically a
15 instructor/examiner for FlightSafety. I've been here for 9 years.
16 I've got experience -- no experience in the Lears, but a lot of
17 experience in the Falcons, and been teaching the Learjet ground
18 school 31 for 9 years and also the sim for 9 years. Also I teach
19 in the sim on the Lear 35.

20 MR. SMITH: My name's Charles Smith. I'm a lawyer in Dallas.
21 My practice is primarily aviation, and you know my background from
22 our earlier discussion this morning.

23 MR. YOUNG: All right. Thank you, everyone. I appreciate
24 that.

25 MR. YOUNG: So like I said, my name's Josh Young. I'm the

1 chairman of the operations group for the Learjet 55 accident that
2 occurred in Philadelphia, Pennsylvania on January 31st of 2025.
3 As Todd kind of alluded to, our role here and our goal is to learn
4 what we can about the accident so that we can assist the
5 investigation and the IIC and hopefully prevent any sort of
6 reoccurrence. So as part of that process, we invite parties to
7 participate in the investigation who can provide us with technical
8 expertise. That's where Todd came in as a party member; the FAA
9 is always invited.

10 We discussed this a little bit ahead of time, but as part of
11 the process I'll be recording this interview and will then have a
12 transcription made which will eventually become part of the public
13 docket. So once we have the audio/video saved from the interview,
14 that will get sent to a transcription service. They'll transcribe
15 it, send it back to us. We'll check it for any typos here at the
16 group level. We're not going to change anything you said, but
17 we're just checking for typos. And after we've reviewed it, we'll
18 send it back out to get recertified. After it's been recertified,
19 we'll send it to Mr. Smith, where he can share it with you. You
20 guys will go through it and basically make sure that you don't see
21 anything that maybe isn't what you meant to say or you misspoke or
22 anything like that. At which time, type it out on a blank
23 document and then we'll attach it to the end of the transcript in
24 the form of an errata, which will then become part of the public
25 docket. So does anyone have any questions about the recording and

1 then transcription process?

2 MR. JENSEN: No, sir.

3 MR. SMITH: No.

4 MR. YOUNG: All right. Thank you.

5 So as part of the federal regulations, you're welcome to have
6 one representative of your choice to attend with you. Is
7 Mr. Smith who you would like to attend, Mr. Jensen?

8 MR. JENSEN: Yes, sir.

9 MR. YOUNG: All right. So during this interview, if you
10 don't understand a question, please ask for clarification. So if
11 we worded it poorly or if you just didn't quite get what we were
12 trying to ask, just ask us to clarify it. We'll clarify it or ask
13 a different question or something of that nature. We're looking
14 for accuracy so we want to try to ask good questions and hopefully
15 get some good answers. Also, please know "I'm not sure" or "I
16 don't know" is a perfectly acceptable answer. Like I said, we're
17 looking for accuracy. So if you can't recall, if you're not sure,
18 perfectly fine to say that. I promise we won't hold it against
19 you.

20 So if at any time during this you need a break, get a drink
21 of water, anything like that, please let us know and we'll take a
22 break whenever we need to. With that, before we get into the
23 questions, do you have any questions about any of that kind of
24 preliminary stuff?

25 MR. JENSEN: No, sir.

1 MR. YOUNG: All right.

2 INTERVIEW OF JENSEN

3 BY MR. YOUNG:

4 Q. To get into our kind of initial questions, could you just
5 state your full legal name for me, please, sir?

6 A. Kim Errol Jensen.

7 Q. And how old are you, Mr. Jensen?

8 A. Seventy-one.

9 Q. All right. And at the FlightSafety, what's your official job
10 title?

11 A. Instructor/Examiner.

12 Q. Okay. And as an instructor/examiner at FlightSafety, what
13 does that role entail?

14 A. Instructing clients in the Learjet 31 and the 35, then also
15 administering examinations.

16 Q. And then what airman certificates and type ratings, if any,
17 do you hold?

18 A. I have an airline transport pilot certificate, a type rating
19 in a Westwind, type rating in a Falcon 2000 straight, a 2000EX
20 EASy and a type rating in the Learjet.

21 Q. And do you currently hold a medical certificate?

22 A. No, sir. I do not.

23 Q. Well, thank you for that. Getting into kind of your
24 experience, if you had to -- it doesn't have to be down to the
25 exact tenth, but what would you say about is your total time?

1 A. Oh, my gosh. Over 13,000 hours. And that's being vague.

2 Q. No worries. No worries. Do you have any time in the Lear
3 55?

4 A. No, sir.

5 Q. This is another one that always gets everyone. Of your total
6 time, about how much of that would you say is PIC time?

7 A. 12,000 plus, easily.

8 Q. Okay. About how many years have you been instructing? You
9 can go either from when you got your CFI or from when you actually
10 started using the privileges of your CFI, whichever you prefer.

11 A. Gosh, I'm trying to think when I got it. I don't recall the
12 exact year, but I would say the early eighties, 1980s.

13 Q. Okay. And do you know your date of hire at FlightSafety,
14 maybe month and year, if you can remember?

15 A. Yes, I sure do. May 28th, 2016.

16 Q. Okay. Ten years next year.

17 A. Yes, sir.

18 Q. All right. That's awesome. And where were you working at
19 prior to FlightSafety?

20 A. I was working as a pilot flying a Falcon 2000 for Devon
21 Energy out of Oklahoma City.

22 Q. And were you a PIC for them? Were you a captain or FO?

23 A. Yes, sir. PIC.

24 Q. So in your job now, do you instruct pilots?

25 A. Yes, sir.

1 Q. And then do you instruct in the classroom, the simulator,
2 both?

3 A. I instruct, simulator-wise, in the sim -- in the Learjet 31
4 sim and also in the 35 sim, and I presently teach only the Lear 31
5 ground school.

6 Q. And during your instruction -- I guess we'll focus on the
7 simulator instruction. I think you only worked -- you did one sim
8 session with one of our pilots.

9 A. That is correct, yes.

10 Q. So focusing -- we'll focus on the sim kind of side of the
11 house. What manuals do you utilize to instruct with?

12 A. What manuals do I use to instruct with? Basically -- how can
13 I answer this? I'm reaching for the names of it. I'm a little
14 bit nervous here. Excuse me.

15 Q. Oh, no worries. You're fine. Thank you.

16 A. So basically on my iPad I have all the -- you're talking
17 about recurrent, correct, or initial? So anyway, on the iPad,
18 I've got all the course curriculum for the simulator and also
19 ground school as well. So I -- we follow that curriculum.

20 Q. Okay. And so is that FlightSafety --

21 MR. SMITH: I think he wants to know about PTM, Kim, if that
22 will help.

23 MR. JENSEN: Yeah, pilot training -- and we use the pilot
24 training manual. Plus we use the QRH. Yeah, so, I mean, I'm just
25 trying to gather all the names of these.

1 BY MR. YOUNG:

2 Q. Oh, no worries. So you're kind of using the -- like the
3 QRH --

4 A. Yes.

5 Q. -- AFM, that kind of stuff?

6 A. Aircraft flight manual, absolutely, and then also the pilot
7 training manual. Without a doubt, yes. And then the curriculum
8 itself, yes.

9 Q. Oh, okay. All right. Perfect. And are those FlightSafety
10 manuals or are they like manufacturer manuals or both?

11 A. QRH is manufacturer and then the pilot training manual is
12 FlightSafety.

13 Q. And where are those manuals kept when you're not instructing
14 pilots? Do you have the physical books still or do you keep them
15 on an iPad? I think you said you kept them on an iPad.

16 A. Okay. So in the classroom and then also in the simulator, we
17 have paper QRHs. The pilot training manual, the clients get that
18 on their iPad. I also have a copy that I use during ground school
19 when I do teach. And then also we have one in each one of our
20 classrooms, paper, as well.

21 Q. Okay. And those manuals, how are they kept up to date with
22 Learjet and FlightSafety?

23 A. Well, FlightSafety does the updates. Bombardier, of course,
24 does their share of the updates on those as well. The Jepp charts
25 that we use, basically that comes through Jeppesen.

1 Q. Okay. We're not going to touch on initial training because I
2 believe it was recurrent that you worked with one of the pilots
3 on. So during recurrent training, typically how many sessions is
4 that going to be?

5 A. Three sessions.

6 Q. Okay. And each session -- how long is each session?

7 A. It's an hour briefing, 2 hours -- this is per client. An
8 hour briefing, 2 hours of sim session typically of pilot flying, 2
9 hours of pilot monitoring, and a half an hour of debrief.

10 Q. Okay. And then so did you know or do you remember either of
11 the accident pilots, Mr. Montoya Perales or Mr. Juarez Juarez?

12 A. No, sir. I do not.

13 Q. Have you had a chance to look at your training -- at the
14 training records?

15 A. I just saw the training record today, yes.

16 Q. Okay. I believe -- I'm going to double check. I believe it
17 was Mr. Montoya Perales that you flew with in the sim.

18 A. Yes, sir, Day 1. That is correct.

19 Q. Yes. Okay. Perfect. So the recurrent training, Day 1 sim,
20 that you flew with Mr. Montoya Perales, could you just kind of
21 describe to me what that sim involves that first day of recurrent
22 training?

23 A. Yeah. Basically, you know, during the briefing, we go
24 through all the procedures that we're going to actually accomplish
25 in the sim session. First of all, see a typical engine start,

1 normal starts, engine malfunctions -- start malfunctions, I should
2 say. Basically takeoff. Actually, I've got -- I've actually got
3 paper, if I can refer to that? If not, I'm just doing it from
4 memory. I usually use the form. So we've got basically forms,
5 you know, your flight training records, that I go by and then also
6 our pilot handbook. So other than that, we do steep turns, we
7 do -- I typically do unusual attitude recovery, CFIT, TCAS. We
8 do -- I usually do one ILS approach. Non-precision approaches, I
9 usually do two of those. Let's see here. Rejected -- I usually
10 do a rejected takeoff and emergency evacuation.

11 Q. Okay. And, yeah, if you have any notes there or anything to
12 refresh your memory, please feel free to use them.

13 A. Okay. I mean, I do have the flight training record here.
14 And, I mean, I can actually -- if you don't mind me looking at
15 this?

16 Q. Yeah.

17 A. This is right here. So I can tell you exactly what I
18 covered. You have preflight inspection, normal/abnormal starts,
19 like I indicated previously. A normal takeoff, rejected takeoff,
20 departures, crosswind takeoff, steep turns. Of course, I said
21 unusual attitude recovery. Arrival procedures and, like I
22 indicated before, non-precision approaches. ILS approach, which
23 is of course a precision approach. Landing from a precision
24 approach, we accomplish that. A rejected landing, crosswind
25 landing, malfunctions concerning the fuel system, navigation

1 avionic systems, powerplant, malfunction on the electrical system.
2 And like I said before, we did an emergency evacuation, and after
3 landing and parking and securing. That was what was accomplished
4 on Day 1.

5 Q. Okay. Perfect. Thank you. How are training assignments
6 handed out? Do you typically get -- work with the same pilot for
7 the duration of their training, their recurrent training? Do you
8 do maybe one or two sim sessions? How does that, how does that
9 usually go --

10 A. Typically they try to give each instructor all three sim
11 sessions to keep it consistent. Sometimes with the schedules, do
12 not allow that. So that is all done by our, basically our
13 scheduler.

14 Q. Okay.

15 A. And it varies. It varies quite often.

16 Q. Okay. Yeah, I remember when I was going through my sim
17 training, you never knew what you were going to get. Sometimes
18 you get them 3 or 4 days, sometimes not.

19 While you're in the sim, do you teach any sort of CRM or CRM
20 procedures?

21 A. Actually, that starts way before even in the sim. That
22 actually starts in the briefing, it goes all the way through the
23 sim and actually in the debriefing as well.

24 Q. Can you describe a little bit what you might have -- or what
25 you do talk about in regards to CRM?

1 A. Oh, my gosh, everything. I mean, we touch -- eventually, I
2 touch all subjects. CRM is so -- it's kind of -- I should say
3 it's woven within everything that we actually do, I mean, from
4 leadership to team work to communications to briefings to
5 debriefings to decision making. I mean, it is basically encompass
6 almost everything that we do for the training, and it starts at
7 the very beginning and pretty much goes all the way through the
8 debriefing as well.

9 Q. That's good to hear. If you can recall, about how long have
10 you trained Med Jets pilots?

11 A. Oh, I -- I do not know.

12 Q. Do you know if any of the management from Med Jets has ever
13 sat in to observe a simulator session or anything like that with
14 one of their pilots?

15 A. No, they have not. Not with me.

16 Q. Have any FAA inspectors observed any of your sim sessions?

17 A. Yes, sir, on a regular basis.

18 Q. And about how often would you say that they sit in on a sim
19 with you?

20 A. At least once a year, if not a couple of times a year.

21 Q. Was there an FAA inspector with you during the one sim
22 session that you did with Perales?

23 A. No, sir.

24 Q. Do you guys talk about weight and balance in the Learjet or
25 train that at all in the simulator side of the house?

1 A. Yeah. So part of my duties as an examiner in the 61.58, I
2 ask them weight and balance questions. We talk about weight and
3 balance, yes.

4 Q. Okay. And with Med Jets, they had multiple configurations
5 for their Learjets. When you guys are teaching weight and balance
6 and going over it in the course work, do you use company specific
7 weight and balance problems or is it more of a generic, you know,
8 we're going to use a Lear 55 from, you know, the Lear manual,
9 Bombardier manual, and go from there?

10 A. So I do not use a Lear 55 because I don't teach the 55. But
11 to answer your question on weight and balance, we use a generic
12 figure. So Mr. Montoya, he actually trained in the 35. I used
13 the 35 figures.

14 Q. Okay. Have any of the Med Jet pilots that you've worked in
15 the past, either our accident pilot or any others that you might
16 recall, mentioned if the simulator is set up similar to their
17 airplanes?

18 A. No, sir, I don't.

19 Q. Have you seen any of the Med Jet specific manuals or do you
20 guys work solely off the basic Bombardier manuals? Can they bring
21 their own manuals in and you guys will teach to those?

22 A. No, sir. We use our manuals.

23 Q. Okay.

24 A. And I've never seen their manuals, to answer that question.
25 No.

1 Q. Okay. Do you recall any other Med Jet pilot that you might
2 have trained or have any approximate of how many you've trained?

3 A. No, sir. No to each one of those questions. No.

4 Q. If during training, you as the instructor notice that your
5 student's having difficulty, they're not passing their lessons,
6 what are you then required to do?

7 A. So this is an equivalence of 61.58, which is -- it's a 3-day
8 checking event, is what it is. So each client -- and I'm going to
9 use an example. Say steep turns, for instance, if they do not do
10 the steep turns to proficiency the first time, then basically I
11 stop the check, we retrain, recheck. So that becomes a 2/1, if he
12 does a proficiency. On the third 2, those 3 days of training --
13 or those 3 days of the check actually become training and he's
14 required to do a standalone check.

15 Q. Okay. And is that something that you decide on yourself as
16 an instructor or does it require any sort of going and talking
17 with management and approval from them, or are you free to do that
18 as you see fit as an instructor?

19 A. Okay, within the limitations. Okay. So I am -- I'm free to
20 do that as an examiner, a representative of the FAA.

21 Q. Okay. Good. Have you had any pilots not successfully
22 complete their training at any time?

23 A. Yes, sir.

24 Q. Do you recall if any of those were Med Jet pilots?

25 A. I do not recall.

1 Q. Of the Med Jet pilots that you may have worked with,
2 including our accident pilot, how would you grade their experience
3 level?

4 A. I cannot comment on that because I don't know. I don't
5 recall any of the Med Jet pilots.

6 Q. Okay. On -- I think it's the sheet that you have in front of
7 you, the training sheet for --

8 A. Oh, the flight training record? Yes.

9 Q. Yes. Yeah, under Weaknesses you put "selecting modes of
10 operation when AP is off." I assume AP is autopilot. Could you
11 just expand on kind of what that might mean?

12 A. Yes. Absolutely. So when the autopilot is off, what we like
13 to do here in FlightSafety, if the autopilot is off, the pilot
14 flying the aircraft should ask the pilot monitoring to select the
15 modes of operation. That allows the pilot to concentrate on
16 actually flying the aircraft. So what happens is, if the
17 autopilot's off and the pilot flying goes to select modes of
18 operation, it's distracting him from flying the aircraft, which
19 typically results in deviations of altitudes, speeds, and
20 headings.

21 Q. Thank you. Do you teach stalls in the sim? Is that one of
22 the lessons covered as part of the recurrent training?

23 A. Yes, sir.

24 Q. And do you take that to a full stall or just incipient -- or
25 onset?

1 A. First indication of a stall.

2 Q. Okay. With the recurrent training, it sounds like all three
3 events are kind of their own little check ride. Is there one
4 grand check ride at the end that puts everything together, like
5 a -- well, basically one thing that puts everything together? Or
6 since it's not really training, it's just a check, they're all
7 their own individual check rides? Is that a fair way to look at
8 it?

9 A. Yeah. The way you look at it is all 3 days is a checking
10 event so each one of these individual events that we do is a
11 checking procedure. There is no one individual like this is the
12 check ride. No. Each day, all 3 days is a checking event.

13 Q. Perfect. Okay. If you can recall, were the Med Jet pilots,
14 did they use an electronic flight bag during their training? Were
15 they using an iPad or were they still using paper charts?

16 A. I don't recall.

17 Q. Do you recall how their morale was? Were they happy to be at
18 training?

19 A. Definitely I do not recall that.

20 Q. Okay. Did they ever -- did he ever voice any concerns about
21 the company or training or anything like that when you guys were
22 in the sim together that you can remember?

23 A. I do not remember any comments whatsoever. No.

24 MR. YOUNG: All right. I think that's all I have for now.

25 I'll have some more in a second round.

1 MR. JENSEN: Okay.

2 MR. YOUNG: But, Todd, go ahead with any questions you might
3 have. And thank you, Mr. Jensen. I appreciate.

4 MR. JENSEN: Oh, you're welcome.

5 MR. GENTRY: Thanks, Josh.

6 BY MR. GENTRY:

7 Q. I just have a few questions real quick, and they're not
8 difficult questions at all. You mentioned on Day 1 that you are
9 teaching the preflight inspection; is that correct?

10 A. Yeah. So let me go back over that real quick here again. So
11 basically what I check is the No. 1 preflight inspection. That's
12 a cockpit only. Is that what you're referring to?

13 Q. Well, I'm asking you --

14 A. Oh, you're asking me what that consists of?

15 Q. -- preflight inspection (indiscernible)

16 A. You're breaking up, Todd.

17 Q. I apologize. Let me turn off the camera. Maybe that'll
18 help.

19 A. Okay.

20 Q. I just -- I wanted for you to elaborate on what the preflight
21 inspection that you teach on Day 1 is. Is it just the cockpit or
22 is it the exterior of the airplane or what is it?

23 A. Okay. So on Day 1, during the briefing we actually do the
24 walkaround, okay, so that's part of it. I usually -- and then
25 they will -- actually the 61.58, they will actually have an exam,

1 but I like to cover it in the very beginning during Day 1 on the
2 briefing. And then, of course, everything through QRH is inside
3 the cockpit. We go through everything from a dark cockpit.

4 Q. Okay. That's great. On your exterior preflight inspection,
5 do you cover Dee Howard thrust reversers or Aeroncas or both?

6 A. Just the Dee Howard. That's just a sim --

7 Q. Just the Dee Howard?

8 A. Yes, sir.

9 Q. Okay. On the interior inspection, do you also cover the trim
10 check?

11 A. Yes, sir, we do. Not the 10-hour -- typically not the 10-
12 hour, but yes, the trim check. That is correct.

13 Q. Yeah. Okay. Yeah, I'm not talking about the 10-hour, just
14 talking about the one normal, every takeoff.

15 A. Yes, sir, I do.

16 Q. And you talked about approach to stalls. I'm sure you do
17 those. But you didn't mention on that on the Day 1. So you
18 don't -- did you do approach to stalls on Day 1 on the training
19 sheet?

20 A. Yeah. The only one that I saw that I've actually done on --
21 with this client on Day 1 was a takeoff and departure stall.

22 Q. Okay.

23 A. And then, then the other instructor actually did the clean
24 stall and the approach to landing stall.

25 Q. Okay. Perfect. Do you also check the takeoff briefings for

1 the pilots? I know you listen to them, I'm sure, but --

2 A. Oh, do I actually check to make sure that they cover
3 everything?

4 Q. Yes.

5 A. Is that what you're asking? Yes, sir. Absolutely.

6 Q. On every sim session?

7 A. Every sim session. Absolutely.

8 Q. Every takeoff?

9 A. Every takeoff every sim session. Yes, sir.

10 Q. Excellent. And I know you do, but I wanted to ask so you
11 could tell us that you do.

12 A. Yes, sir.

13 Q. Did you give -- on the med flight pilot, did you give them
14 all 3 days?

15 A. No, sir, just Day 1.

16 Q. Just Day 1. Okay.

17 A. Yes, sir.

18 Q. I missed that. I'm sorry.

19 A. That's okay.

20 MR. GENTRY: Okay. I think that's all I got. Thank you,
21 Kim, I appreciate it.

22 MR. JENSEN: You're welcome. You're welcome, Todd.

23 MR. YOUNG: All right. Thanks, Todd.

24 Yeah, I've got just a few more questions for the second round
25 and then we'll try to get you out of here.

1 MR. JENSEN: Okay.

2 BY MR. YOUNG:

3 Q. During the sim sessions is there any discussion about or
4 teaching of spatial disorientation and illusions -- and/or
5 illusions in flight?

6 A. Can you elaborate on illusions? I'm not sure exactly what
7 you're talking about. Illusions?

8 Q. Like visual illusions that might be encountered in flight,
9 narrow runways, black hole effect, things of that nature.

10 A. Typically do not, no. Because -- I know what you're talking
11 about now, illusions and black hole effect and so forth, but
12 typically I have to answer that no.

13 Q. Okay. What about spatial disorientation?

14 A. So like are you talking about unusual attitudes, I mean, like
15 losing situational awareness; is that what you're asking?

16 Q. Losing situational awareness. Things like elevator illusion
17 is considered a spatial disorientation.

18 A. Oh, I see what you mean. Yes, I -- you know, typically on
19 Day 1, I will encompass part of that, yes.

20 Q. Okay. I know that this was recurrent, it wasn't initial.

21 A. No.

22 Q. But there's a big difference going from piston to jets. I
23 think we all went through that at one point in life. Is spatial
24 disorientation, visual illusions, things like that, is that
25 covered during both recurrent, initial, differences training, all

1 that, if you know?

2 A. Specifically special -- how you're describing it and what --
3 a long as I understand what you're asking, no.

4 Q. Okay.

5 A. I mean, you're talking about -- I mean, if you'd be more
6 specific like, I mean, with black hole effect, elevator effect,
7 that type of stuff, we don't have a certain curriculum for that,
8 no. But unusual attitude recovery and upset recovery, absolutely.
9 UPRT recovery, very extensive program on doing that.

10 Q. Can you talk to me a little bit about upset recovery? How do
11 you -- maybe describe a situation that you would put the crew in
12 that they would have to recover from and that would be considered
13 unusual attitude recovery.

14 A. Oh, here's a very typical one that I usually teach on UPRT,
15 wake turbulence. You know, different altitudes, right after
16 takeoff as well. And matter of fact, I cannot do that in the 35
17 sim, but in the 31 sim I have the capability of giving them a very
18 severe wake turbulence on takeoff or anywhere in flight. And then
19 we actually discuss and talk about the proper recovery of that.

20 Q. Okay. Todd talked a little bit about preflight procedures
21 and there was one portion of -- I believe it falls under the
22 cockpit preflight check, and that's the CVR check. Is that
23 something that you go over, the CVR check?

24 A. Yeah, pretty much how to turn it on. There's not really --
25 and in the 35, really doesn't have it. The 31, yeah, we teach

1 them how to turn it on. But recurrent pilots already know how to
2 do that, so -- during initial we teach them how to do it, but
3 recurrent, they just turn it on and we're done with it.

4 Q. Okay. That's something you watch and make sure they turn it
5 on?

6 A. Oh, absolutely. Yeah, that's part of the check. That is
7 correct.

8 Q. Of the procedures that you taught -- so let's go through
9 takeoff. Is that taught in an IFR or in a VFR environment in the
10 sim? Is it clear blue skies or --

11 A. Okay. So recurrent and definitely initial as well, I do
12 both.

13 Q. Okay. And for an IFR takeoff, what do you normally set the
14 mins at? Are you doing like 1,000 foot ceilings, straight on the
15 deck?

16 A. 61.58, the minimum -- actually says what you need to go down
17 to for minimums, 1,600 RVR.

18 Q. Okay. Perfect. And do you do anything at night or is it all
19 daytime?

20 A. I usually do -- on Day 1, I usually do the first takeoff day
21 and the first landing day. After that, it's all -- the rest of
22 it's all night.

23 Q. Oh, okay.

24 A. Day -- and then sim 2 and 3 is all night as well.

25 Q. Okay. How is trim used in the Lear sim? Do you normally

1 have to use a lot of trim after takeoff? I know -- I flew
2 Embraers, E170, 175, and you had to use a ton of trim on takeoff
3 with it.

4 A. Well, Todd can contest to that. Let me tell you, you need to
5 use a lot of trim on takeoff, yes.

6 Q. Okay. And have you found that the sim coincides pretty well
7 to the airplane from what you've told or --

8 A. Yes, it does.

9 Q. During training you give them abnormal events and emergency
10 events. Are those scripted or do you get to choose those as the
11 instructor?

12 A. I choose those as the instructor. Now the broad headings --
13 for an example, the broad heading like electrical malfunctions.
14 It's my decision what electrical malfunction I give them.

15 Q. Okay. So you can give them anything from a generator fail or
16 any -- there's a whole litany of things you could give?

17 A. Yes, sir. That is correct.

18 Q. Okay. And that you change basically -- you choose on a day-
19 to-day basis or do you have -- you know, I'm going to use this
20 failure for 2 months and then the next time I'm going to use this
21 failure? Is it more of a whichever one you feel like giving that
22 day?

23 A. Well, it's interesting. I kind of incorporate my sim
24 training with the briefing. I ask them a lot of questions, and
25 where I feel they're weak, then I will try to expose even more

1 weakness in that area in the sim. Because that's how you learn,
2 try to expose their weak areas and then train them so they become
3 stronger and a safer pilot.

4 Q. Absolutely. Yeah, that's great to hear. That's what I was
5 hoping to hear. That's awesome.

6 Just two last questions, and these I like to ask at the end
7 of all of my interviews. Is there anything that you expected us
8 to ask of you that we didn't ask you so far?

9 A. No, sir.

10 Q. And then the very last one: Is there anything else you'd
11 like to add that you would think would be helpful to the
12 investigation?

13 A. No, sir, I don't.

14 MR. YOUNG: All right. Well, thank you again for your time.
15 Todd, that's all I have. Do you have anything else?

16 MR. GENTRY: I don't have any questions, but I want to thank
17 you, Kim, and Charles as well, for taking the time to talk to us.
18 This is part of the process of learning how to make sure this
19 doesn't happen again. And I know it can be a burden on you taking
20 time out of your workday to do this, but I appreciate it a lot so
21 I want to thank you again for that. And yes, the Lear is a trim
22 monster.

23 MR. JENSEN: Oh, my gosh.

24 MR. GENTRY: Especially the early model Lear.

25 MR. SMITH: Yeah. I was thinking that myself, too, Todd.

1 MR. JENSEN: You start late and you'll never catch up to it
2 ever.

3 MR. GENTRY: That's exactly right. The only way you can
4 catch up is if you pull the throttle back, because --

5 MR. JENSEN: Yeah.

6 MR. GENTRY: -- once it gets away from you, it's a trim
7 monster, so --

8 MR. JENSEN: Absolutely.

9 MR. GENTRY: You're reminding me of the old days when I flew
10 them a lot, but -- anyway.

11 I just wanted to say thank you, Josh, to you as well. Thanks
12 for putting this together. I appreciate it. Hopefully we can get
13 the right answers from this.

14 MR. SMITH: Yeah. Absolutely.

15 MR. JENSEN: Yeah, I do, too. I do, too.

16 MR. SMITH: Thank you guys for the good work you're doing.

17 MR. YOUNG: Yeah. Thank you. Thank you so much, everyone,
18 for you time. Mr. Jensen, I appreciate you taking the time out of
19 your schedule and you as well, Mr. Smith, and Todd, of course. We
20 really appreciate you all's help. We'd be lost without folks being
21 willing to talk to us. So --

22 MR. JENSEN: Absolutely.

23 MR. YOUNG: -- thank you so much.

24 MR. SMITH: Glad to do it. Glad to do it, Josh. Thank you,
25 guys, for the way you're handling it.

1 MR. JENSEN: And Todd, thank you very much.

2 MR. YOUNG: Yes, sir, absolutely. We'll end this at 4:12 on
3 August 21st. Thanks, everyone.

4 MR. JENSEN: Thank you.

5 MR. SMITH: Okay. Bye now.

6 MR. JENSEN: Bye-bye. Thank you.

7 (Whereupon, at 4:12 p.m., the interview was concluded.)
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CERTIFICATE

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

IN THE MATTER OF: FATAL LEARJET CRASH IN
 PHILADELPHIA, PENNSYLVANIA
 ON JANUARY 31, 2025
 Interview of Kim Jensen

ACCIDENT NO.: ERA25MA106

PLACE: via Microsoft Teams

DATE: August 21, 2025

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.



Kay Maurer
Transcriber

ERRATA SHEET

Witness: Kim A. JENSEN

Case: ACCIDENT # ERA25MA106

Date: 21-AUG-2025

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6

Kim ARROL JENSEN

NAME CORRECTION

Under penalties of perjury, I declare that I, Kim A. JENSEN, have read the foregoing deposition and hereby affix my signature that same is true and correct, except as noted above.

[Redacted Signature]
Date: 21-NOV-2025

SWORN TO before me this 21 day of NOVEMBER, 2025.

[Redacted Signature]
Notary Public

