

Community Trespassing Prevention Guide

December 2011



U.S. Department of Transportation
Federal Railroad Administration
Office of Railroad Safety

Community Trespass Prevention Guide

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PROGRAM OVERVIEW

The Community Trespass Prevention Program is a local, state and national partnership aimed at reducing trespassing and crossing incidents and related injuries and deaths.

PROGRAM GOAL

The goal of the Community Trespass Prevention Program is to create safer communities by fostering the development of long-term trespass prevention strategies through community problem solving partnerships.

PROGRAM OBJECTIVE

The objective of the Community Trespass Prevention Program is to reduce the number of trespass related injuries and deaths nationwide.

PROGRAM STRATEGY

The Community Trespass Prevention Program incorporates a problem-solving model designed to provide a step-by-step approach for dealing with trespassing issues in communities. Development of this program and its supporting materials is based on actual community problem solving projects.

ROOT CAUSE AND TARGET AUDIENCE

For Community Trespass Prevention Programs to be effective the underlying causes of trespassing as well as the specific target audience for problem solving efforts must be determined. Unless both of these variables are identified and addressed, it is unlikely that significant trespass reduction will result.

To assist in addressing these issues, the community, analysis, response and evaluation problem-solving model was developed. This model provides a step-by-step method of identifying, analyzing, and effectively addressing trespassing issues in a community.

Note: Since this Community Trespass Prevention Program Guide was completed in 2003, the key audience for trespass prevention has been targeted toward 18–34-year-olds. The recent rise of social media provides an excellent method of reaching this challenging audience. By pairing the Community Trespass Prevention Program’s physical outreach, project planning, and on-the-ground execution components with a comprehensive social media program on the Internet geared to teens, college and post-college adults, difficult trespassing problems can be successfully attacked at their root, using traditional and new media approaches.

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SOLVING EXISTING TRESPASS PROBLEMS

This problem-solving model provides a step-by-step process for addressing a trespassing problem in a community. An example, *Community Problem and Resource Assessment*, is provided in Appendix 1 to assist in following this model. Other supporting materials are also found in the Appendices.

Step 1: Community

The steps in the problem-solving process are:

1. Identify the trespassing problem in your community in general terms and identify potential community stakeholders who can assist in your problem-solving efforts.
2. Develop a general statement to describe the problem. (E.g., Children are crossing the railway tracks where 8th Street dead ends at the tracks.)
3. Based on what you already know about the problem, identify resources in the community that may be able to assist in the problem-solving process. (E.g., parents, neighborhood groups, community organizations, law enforcement, and railroad safety representatives.)
4. Organize a problem-solving meeting to discuss the issue and develop an action plan for the community.

Step 2: Analysis

You collect more detailed information about the trespassing problem and determine its underlying causes through problem analysis.

Collect information about the trespassing problem:

- Gather incident data from police reports and the community.
- Conduct a trespass site survey.
- Have law enforcement partners conduct a trespasser survey at the problem location.
- Conduct a survey of residents, businesses, and schools at the problem location.
- Request information from rail or law enforcement partners about near hits or areas where trespassers are commonly cited or paths have been worn across the tracks.
- Identify locations where trespassers have received citations, requiring a court appearance.

Answer the questions **who**, **what**, **when**, **where**, **why**, and **how** in as much detail as possible.

Who – Who is trespassing and what are their ages?

What – What are they doing when they are on the tracks: walking between the rail (gauge), crossing the tracks between crossings, walking along the tracks, riding a bicycle, all-terrain vehicle (ATV) or snowmobile, playing, drinking in the rail yard or on the tracks, other?

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When – When does it happen: time, day of the week, month, and season?

Where – Where are they entering the railroad property? Where are they going? Where are they coming from? Where is the desired line they should not cross?

Why – Why are they trespassing? Why are they not using the closest authorized crossing? Why is it a tempting shortcut or place to play or loiter?

How – How are they entering the railroad property? How are they exiting the railroad property (e.g., a hole in a fence, climbing, jumping, entering at a crossing)?

Determine if there are any common factors or if they are related by:

- | | |
|---|---|
| <input type="checkbox"/> Time | <input type="checkbox"/> Destination |
| <input type="checkbox"/> Location | <input type="checkbox"/> Origin |
| <input type="checkbox"/> Point of entry | <input type="checkbox"/> Trespasser group |
| <input type="checkbox"/> Point of exit | <input type="checkbox"/> Reason for trespassing |

Determine the underlying cause(s) of trespassing based on an analysis of the information that you have collected and any common factors that you have identified.

1. Write a statement describing the underlying cause(s) of the problem, in detail, and a goal to describe what you want to achieve from your project.
2. Identify the scale of the problem: large scale (whole community/many organizations needed to solve), medium scale (focused group can solve), small scale (one or two people or small organizations can solve).
3. Identify measures that you will use to determine the effectiveness of your Community Trespass Prevention Program (e.g., reduction or elimination of trespassing, increased public awareness).
4. Identify any other community resources that may be needed to help solve the problem as identified through your analysis.

Step 3: Response

You will identify and implement the most effective response(s) to address the underlying cause(s) of trespassing in this step.

Identify the most effective and feasible response(s):

- Education
- Engineering or Environmental Design
- Enforcement
- Other Strategy

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Implement your plan.

Step 4: Evaluation

Here you will determine if your response was effective and why or why not.

Evaluate the effectiveness of your response based on the measures that you identified in the analysis step. Consider both short- and long-term evaluations.

What was the result of your efforts? Was trespassing:

- Displaced** – Did the problem move to a different location?
- Reduced** – Was the problem reduced?
- Unchanged** – Did the problem remain?
- Eliminated** – Was the problem ended?

Evaluate the process that you used in the Community Trespass Prevention Program.

- Were the key stakeholders and resources identified and included?*
- Were the underlying causes of the trespass problem properly identified?
- Was the response implemented as planned? If not, why?
- Was any part of the plan not implemented? Why?
- Based on your evaluation of both the impact and process, did you achieve the goal as identified? Why or why not? Is it necessary to return to the analysis step to further consider the problem?
- Based on the response(s) implemented, will this project require a long-term commitment and monitoring? Who will need to be involved? What could happen if the response(s) are left in place? What could happen if they are taken away?

PREVENTING POTENTIAL TRESPASS PROBLEMS

Sometimes trespassing problems do not currently exist in a community, but because of re-zoning or the planned construction of shopping malls, schools, parks, or other points of interest adjacent to rail operations, a potential conflict is identified.

When a potential railroad or pedestrian conflict is identified, a combination of the community, analysis, response, and evaluation process can help find solutions.

Follow the steps of the model.

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Step 1. Identify the potential problem in the community and gather the resources necessary to assist in the problem-solving process.

Step 2. Analyze the potential problem. Answer the questions **who, what, when, where, why,** and **how** in as much detail as possible.

Who – Who could be the potential trespassers?

What – Is there already evidence of trespassing in the area? What physical barriers (natural or constructed) are already in place to separate the railroad and pedestrians? Are any physical barriers or safer routes across the tracks available or feasible at this location?

When – When could resources be made available? If construction is a solution, when could construction begin? When would it be completed?

Where – Where could potential trespassers enter and exit rail property? Where will the potential desire line be (to cross or enter the tracks)? Where is the closest existing crossing or safe route—across, under, or over the tracks?

Why – Why would people use the tracks as a shortcut or a place to loiter?

How – How could pedestrians potentially enter the rail property? How could they exit the rail property?

Based on your analysis, does a potential trespass problem still actually exist?

Step 3. Develop an effective response to mitigate potential trespassing. Implement your plan.

Step 4. Evaluate the effectiveness of your response(s) and the process used. Do you need to monitor the effectiveness of your response(s) in the long term? How will that be done? Who will do it? What is the timeframe?

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APPENDICES

- ❑ APPENDIX 1: Community Problem and Resource Assessment
- ❑ APPENDIX 2: Building Effective Problem-Solving Partnerships
- ❑ APPENDIX 3: Sample Media Release
- ❑ APPENDIX 4: Planning A Community Problem-Solving Meeting
- ❑ APPENDIX 5: Sample Time/Task Log
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APPENDIX 1: PROCESS PLAN

Step 1 – Community

General statement of the trespass problem:

Profile of potential stakeholders and community resources that can help:

| Person or Organization | Ways In Which These People or Organizations May Assist in the Process | Contact Names and Numbers |
|--|---|---------------------------|
| Example – School Principal or Parent Association | | |
| Example – Community Policing Officer | | |
| Example – Railroad Safety Officer | | |
| | | |
| | | |
| | | |

- Organize a community problem-solving meeting to discuss the issue with community stakeholders (see Appendix 2)

Step 2 – Analysis

- Identify key activities, stakeholder responsibilities, and due dates to gather and analyze detailed information about the problem (see Appendix 3).
 - Incident data
 - Trespass site assessment (see Appendix 5)
 - Trespasser surveys (see Appendix 6)
 - Resident or business survey (see Appendix 7)
 - Information from interviews with train crews
 - Other
- Set a date and time for the next meeting to discuss results of data collection.

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- Analyze the data collected to determine the root causes of the trespass problem

Statement of underlying causes of the trespass problem:

Goal of Community Trespass Prevention Project:

Determine scale of the problem:

- Large Scale (whole community/many resources needed to solve)
- Medium Scale (focused group of key stakeholders can solve)
- Small Scale (one or two people or organizations can solve)

Measures that will be used to determine the effectiveness of the Community Trespass Prevention Project:

| Measures | Before Project | Date |
|----------|----------------|------|
| | | |
| | | |
| | | |

Other community resources needed to assist in the problem-solving process as identified in Step 2 (Analysis):

| Person or Organization | Ways In Which These People or Organizations May Assist in the Process | Contact Names and Numbers |
|------------------------|---|---------------------------|
| | | |
| | | |
| | | |

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Step 3 – Response

- Brainstorm possible responses to address the problem.
- Identify the most feasible response(s) that have the best potential to achieve the project’s goal (see Appendix 4).
- Assign tasks and responsibilities, and develop deadlines and timelines (see Appendix 3)

Date Plan Implemented: _____

Note: If your plan involves engineering or environmental design changes, take before and after photographs of the area. This assists in the evaluation stage and provides visuals should you decide to report on your Community Trespass Prevention Project in the future.

Step 4 –Evaluation

Evaluation is one of the most important, and often the most forgotten, steps in the problem-solving process. Evaluations will not only show if the responses worked to effectively address a trespassing problem, it will show why or why not. This could be critical if your group or community wishes to achieve long-term results or address other trespassing problems in your community. This is particularly important if you plan to seek further community involvement or request additional funding.

Project Impact Evaluation

Measures used to determine the effectiveness of the Community Trespass Prevention Project:

| MEASURES | After Project | Date |
|----------|---------------|------|
| | | |
| | | |
| | | |

Based on a comparison of the measures before and after implementation of the response(s), the trespass problem has been:

- Displaced (moved somewhere else)
- Reduced
- Unchanged
- Eliminated

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The goal of the Community Trespass Prevention Project was:

- Met
- Partially met
- Not met

Why or why not?

Project Process Evaluation

All activities identified in the implementation plan were:

- Completed as intended
- Not completed as intended. Why?

Is there a need to collect more data or revisit the analysis step?

- Yes
- No

Is there a need for long-term commitment and/or monitoring?

- Yes (see plan below)
- No

| Response to be Monitored: Activity/Action | Person/Organization Responsible | Date |
|--|---------------------------------|------|
| | | |
| | | |
| | | |
| | | |

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Project documented and held by: _____

Project submitted as a Best Practice: _____

Will this Community Trespass Prevention Problem-Solving Committee be dissolved at the end of this project or remain active in the community?

Dissolved

Remain Active

Committees, Sub-Committees, and Task Leaders

Establishing a committee structure will provide a framework for dividing work and ensuring that critical tasks are accomplished.

A **Problem-Solving Committee** consists of those stakeholders who will work collaboratively toward solving the trespassing problem in the community. Each of the key stakeholders in the problem-solving process should be represented on this committee. Subcommittees, working groups, or individual stakeholders may be assigned the responsibility of coordinating or completing specific problem-solving tasks. The number of subcommittees that will be needed may vary from community to community, but the following key areas will probably need to be addressed:

- A **Data-Collection Subcommittee** is responsible for collecting information about the problem for analysis by the problem-solving committee.
- An **Education Subcommittee** will help to identify those groups that should receive a trespass prevention presentation and make arrangements for presentations to be made along with the appropriate handout materials.
- A **Law Enforcement Subcommittee** will help to coordinate activities with the local law enforcement agencies.
- A **Public Relations Subcommittee** will be responsible for the public awareness campaign, including campaign materials, public service announcements, and contact with the local media.
- An **Engineering/Environmental Subcommittee** will examine ways that the existing physical condition can be modified to improve safety (e.g., installation of fencing) or how railroad operations may be slightly changed to reduce risk.
- An **Evaluation Subcommittee** will assess the effectiveness of the efforts, and plan additional activities as needed.

Where it is impractical to designate a subcommittee for each of these areas, tasks can be grouped together or individual stakeholders may be assigned areas of responsibility.

Rallying Support for Collaborative Problem-Solving

The key to effective problem-solving is community collaboration. Collaboration is a process by which several individuals, agencies, businesses, and other stakeholders make a formal commitment to work together to accomplish a common goal. Stakeholders must have a vested interest in the problem and be willing to commit time, skills, and resources toward its solution.

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To build support for collaborative problem-solving projects in communities, potential stakeholders need to be identified. To achieve the best results, clearly express stakeholder ownership of a problem and the unique role they play. It's also important for inner circle participants to understand how they fit into finding the solution and their own key benefits for participating.

Potential partners may include local police, school board members or other school officials, businesses, local government representatives and government agencies, nonprofit organizations such as Operation Lifesaver, parent and community groups, railroad representatives, and specialized professional resources.

Law Enforcement and Safety Specialists

Most railroads have police or law enforcement personnel and safety specialists who, where available, can provide invaluable assistance to community problem-solving efforts. Police officers can assist in trespass enforcement and education efforts, assist in data collection, and provide specialized knowledge of rail operations and crime prevention. Public safety specialists can assist in the public education efforts, help ensure safety around the tracks, and provide insight into rail operations.

Local Police

Involvement from the local law enforcement agency is an important step in a successful trespass prevention effort. Benefits to the police for their involvement include reduced criminal activity and a safer community. The police can be very helpful in conducting site evaluations of problem areas and tracking of incidents. Community-based programs are already used by many departments, and their experiences can be useful for the trespass prevention effort. Specialized enforcement guides and discussion on enforcement difficulties that may be encountered also may be helpful. Finally, local law enforcement can assist with information about social and economic problems within the community, which may be beneficial in reaching out to specific neighborhoods and population groups.

Operation Lifesaver

This national nonprofit organization, whose mission is to reduce death and injuries on the tracks and along rail rights-of-way, has trained State coordinators in all 50 States. Operation Lifesaver has strong partnerships in the safety community. The organization's education outreach efforts, in cooperation with others working in enforcement and engineering, have helped reduce vehicle-train collisions by more than 70 percent since the organization began in 1972. Trespassing incidents have declined since that time, but not in comparable numbers, particularly in recent years. The organization has a group of certified presenters who speak with professional truck and school bus drivers, new and young drivers, community groups, and students nationwide. Coordinators across the country have assisted in helping communities develop safety solutions to these issues.

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School Boards and Local School Officials

School boards and local school officials can partner by participating in educational programs such as presentations, sending notices home to parents, and by ensuring the safety of children in schoolyards adjacent to rail operations.

Local Businesses

Local businesses can assist by educating their employees about the potential hazards and consequences of trespassing on railroad tracks and rail rights-of-way, posting educational materials for patrons using their business, securing their property from improper exit onto the railroad, and providing resources for problem-solving projects.

Local Government Representatives and Government Agencies

It is always helpful to have mayors, city managers, or local leaders involved in developing solutions because they know who is likely to help. Protecting the citizens in their community is an important part of their job. They also know the representatives at regional and local government agencies who are uniquely qualified to address highway, rail, or community issues.

Parent and Other Community Groups

Existing parent and other community groups can provide invaluable assistance in the problem-solving process. Existing groups are already organized and rooted in the community. Some of these groups may include parent teacher associations, neighborhood watch, and resident and community associations. These groups can assist in areas such as communications, education, fundraising, and reporting incidents. Many are formed specifically to address public safety and crime issues within the community, and may be a ready resource to assist in a community trespass prevention project.

Professional Community Resources

Professional community resources, such as healthcare professionals, victim services, and mental health specialists, can assist problem-solving committees in understanding and addressing complex community problems. Dealing with issues, such as suicide for example, requires the assistance of professional community resources in the problem-solving process.

The Media

Community Trespass Prevention Projects are enhanced by outreach efforts with the media. Working through media can assist in educating the public about the potential hazards of trespassing on railroad property and build awareness and support for problem-solving efforts.

Establishing a good working relationship with local editors and reporters will help get community trespass prevention activities prominently displayed in the media.

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Points for successful media involvement:

- Establish one designated spokesperson/media contact for the project.
- Be accessible to the media. Always return media calls promptly, even if to say you do not have an answer but will return the call as soon as a source is found.
- Make sure statistics are current and relevant.
- Observe reporters deadlines. Make sure that any information promised reaches the reporter by the specified time.
- Prepare for the interview; rehearse key points in advance and anticipate important questions.
- **Never say anything “off the record.” Everything is on the record.**
- Stick to your area of responsibility. If a question is outside your area of responsibility, say so and offer an appropriate source if you have it.
- Focus on your message.
- Don't be intimidated; reporters and editors are often abrupt because they have deadlines.

Whenever possible, designated spokespeople should be experienced in working with the media. Survey your stakeholders to determine if the level of experience in dealing with the media. Many local and regional police services have trained media or public affairs people who can provide professional media assistance. Contact Operation Lifesaver for information about media campaigns or assistance in working with the media.

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APPENDIX 3: SAMPLE MEDIA RELEASE

A media release is used to advise media organizations of a newsworthy event. It should outline the key points that the writer wishes to get out to the public, including the time and location of any planned activity. The release should also include the name and contact information of the person they should contact for more information.

Note: It is a good practice to have the chair or coordinator of the problem-solving committee review any news release or other information prior to distribution to the media. This will help prevent conflicts and ensure that the appropriate message is being communicated.



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News

FRA 01-10
Wednesday, February 17, 2010
Contact: Mark Paustenbach
Telephone: 202-493-6024

Federal Railroad Administration Initiates Trespass Prevention Study in South Florida

The Federal Railroad Administration (FRA) announced today that the City of West Palm Beach, FL and the South Florida Regional Transportation Authority (SFRTA), among other partners, will participate in the Trespass Prevention Research Study, a program designed to identify and review trespass laws and mitigation strategies. The goal is to successfully reduce trespassing incidents and fatalities.

The SFRTA area experienced ten fatalities due to illegal trespassing in the first eight months of 2008, half of which occurred in the West Palm Beach area. Research done by FRA in the region will help the agency better understand trespassing issues and assist in the development of national guidance on trespass prevention.

"The Federal Railroad Administration will continue to make railroad safety our highest priority," said FRA Administrator, Joseph Szabo. "Efforts like this research study have the potential to reduce the number of trespassing injuries and fatalities in a big way."

U.S. Transportation Secretary Ray LaHood added, "Transportation safety is DOT's top strategic priority. Because the human toll and economic cost of transportation accidents are massive, sustaining continuous progress in improving transportation safety is the first objective of all DOT operations."

The number of railroad trespass fatalities first surpassed the number of fatalities at highway-rail grade crossings in 1997 and continues to be the leading cause of fatalities industry-wide. Today's study complements other efforts by the Federal Railroad Administration to combat trespassing, such as the 2008 Trespass Demographic Study and FRA's ongoing partnership with Operation Lifesaver, Inc. to educate the public on the dangers of trespassing.

For more information, visit www.fra.dot.gov

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APPENDIX 4: PLANNING A COMMUNITY PROBLEM-SOLVING MEETING

Checklist for Planning a Problem-Solving Meeting:

- ❑ Identify the purpose of the meeting
- ❑ Identify stakeholders from your Resource List
- ❑ Book the location and time to hold the meeting
- ❑ Contact stakeholders and invite them to the meeting
- ❑ Advise stakeholders of:
 - Day/date of meeting
 - Address or location of meeting
 - Room name/number
 - Directions to location
 - Start and end time of meeting
 - Items to be discussed
- ❑ Confirm attendance of stakeholders
- ❑ Decide what equipment that you will need and make arrangements
 - Chairs/tables
 - Room setup
 - Refreshments
 - Audio/visual equipment
 - Flipchart/markers
 - Handout materials
- ❑ On the day of the meeting, arrive at least 1 hour before the meeting
 - Check room setup and audio visual equipment
- ❑ Greet people as they arrive and listen for hints of attitude toward the meeting
- ❑ Start the meeting by introducing yourself and welcoming stakeholders
- ❑ Decide who will take minutes for the meeting
- ❑ Outline the trespass problem and what you hope to achieve
- ❑ Outline the problem-solving process
- ❑ Lead discussion of issues
- ❑ Assign tasks (data collection or response tasks) (see Appendix 2)
- ❑ Book next meeting if required

APPENDIX 5: SAMPLE TIME/TASK LOG

Task Assignments

| Description of Task to be Completed (Data Collection or Response Option) | Date Task Needs to Be Completed | Name of Person Responsible for Task |
|--|--|--|
| | | |
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| | | |

Problems Encountered During Task Completion

| Description of Task (Data Collection or Response Option) | Problems Encountered |
|--|-----------------------------|
| | |
| | |
| | |

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APPENDIX 7: TRESPASS SITE ASSESSMENT

This checklist is designed to help gather information about a trespass location to assist in finding contributing factors, root causes and effective responses.

Note: For your safety, do not enter onto railway property without protection provided by a qualified flag person or other representative authorized by the railway involved.

LOCATION

A.1 *Problem Location:*

- What is the street address, cross street, railway mileage, or other location that describes where this problem occurs?

TRESPASS GROUP

B.1 *Trespassers:*

- Who is trespassing and what are their ages?
 - General observations – adult/youth/male/female/how many?

B.2 *Activity:*

- What are they doing when they are on the tracks: walking, crossing the tracks, walking along the tracks, riding a bicycle or operating a vehicle, playing, drinking alcohol or using drugs, other?
- Is there a point of interest (bridge or secluded area) on the railway property that is generating the trespass activity?

NATURAL SURVEILLANCE

C.1 *Railway Employees:*

- Are there railroad employees or other authorized people at the problem location on a regular basis?
- Who are they and what are they doing?
- Are they clearly identified as railroad employees or people authorized to be there?

C.2 *Observers:*

- Is there natural surveillance provided by people in businesses, homes, parks, or other gathering places overlooking the area?
- Is there organized surveillance provided by police patrol, neighborhood watch, or other groups?

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TIME

D.1 Time of day, day of week, month, and season:

- When are the authorized people in the area?
- When are the trespassers in the area?
- When are the observers in the area?
- When are trespassers not in the area (bad weather, other activities)?
- How long has trespassing occurred at this location?

ACCESS CONTROL

E.1 Point of Entry:

- Where are the trespassers entering the property?
- How are the trespassers entering the property?
- Is there more than one point of entry?
- Who owns the property from which the trespassers are entering the property?
- What is the street address, cross street, park name, or other location that describes where the point of entry occurs?
- Where are they coming from?
- Is entry being gained at a level crossing?

E.2 Point of Exit:

- Where are the trespassers exiting the property?
- How are the trespassers exiting the property?
- Is there more than one point of exit?
- Who owns the property onto which the trespassers are exiting the railroad property?
- What is the street address, cross street, park name, or other location that describes where the point of exit occurs?
- Where are they going?
- Is exit occurring at a level crossing?

E.3 Physical Barriers:

- Is there a natural barrier (e.g., a river or ditch) separating pedestrian and rail activities?
- Is there a fence or other barrier separating pedestrian and railway activities?
- What is the condition of the barrier that separates pedestrian and railroad space?
- How are trespassers avoiding or breaching this barrier?
- If the barrier is no longer effective, how long has it been in disrepair or ineffective?
- How difficult is it to breach this barrier?
- Is there an area located nearby that appears to prevent trespassing?
- What barriers are in place at that location that appear to make it effective?

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TERRITORIAL REINFORCEMENT

F.1 Ownership:

- Is it clear who owns the property?
- Are there signs that identify the owner of the railroad and provide a contact number to report incidents?
- Is there a clear border definition of rail property?
- Is there a clear transition from public to rail right-of-way?
- Are there signs that warn of hazards and trespass laws?
- Are warning signs clearly visible?
- Does the property look abandoned or uncared for?
- Is adjacent property clearly defined and maintained?

SAFE ROUTE

G.1 Authorized Route:

- How far from the desire line (line between points of entry and exit) is the closest authorized level crossing, underpass, or overpass?
- What type of crossing (pedestrian, vehicle, or both) is it?
- If it is a level crossing, what types of warning devices (railroad crossing sign, lights and bell, lights, bell and gates) are present?
- Are there signs near the problem area that direct people to the safe route around?
- Does the safe route around the railroad property appear to be well lit and provide easy travel, and is it safe to use?
- Is there any obvious reason that a person would not use the closest safe route around the property?

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APPENDIX 8: TRESPASSER INTERVIEW

Note: Trespassers may be anyone from young children to elderly adults. They may be walking a dog or about to commit a crime. For your safety, a law enforcement official should conduct the trespasser interview.

INTRODUCTION

Trespassing on railway property is both dangerous and illegal. I would like your assistance in helping to prevent trespassing-related deaths and injuries by answering a few questions.

QUESTIONS

Q1. Why are you crossing the tracks at this location?

A1. _____

Q2. Where are you going/coming from?

A2. _____

Q3. Did you know that crossing the tracks at this location was illegal?

A3. Yes No

Q4. How often do you use this route?

A4. Times per day Times per week

Q5. Do you know where the closest authorized crossing is?

A5. Yes No

Q6. What would stop you from crossing the tracks at this location?

A6. Education Enforcement Engineering

Example:

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APPENDIX 9: NEIGHBORHOOD TRESPASSING SURVEY

Note: When conducting a door-to-door neighborhood canvas to gather information about trespassing-related issues, always consider your safety first. It is recommended that adults conduct this survey in partnership with local law enforcement or police auxiliary members in this process.

Sample Form

Hello, I'm (name) and I am representing a public safety group, which is working to prevent the needless injuries and deaths that occur on railroad property. Walking on railroad tracks or property is not only dangerous; it is also illegal and is trespassing.

- ✓ Provide a fact sheet that lists trespassing statistics, both nationally and for the local community.
- ✓ Also provide appropriate safety materials.

I would appreciate your input about the following questions. Your comments will assist us in targeting our safety efforts so that the safety program will be as effective as possible.

For the survey, please remember that a trespasser is defined as someone who is on railroad property without permission. This includes people crossing the tracks at a place other than an authorized crossing.

1. Do you see people walking along or crossing the railroad tracks at a place other than an authorized crossing? Yes No
2. Where is this occurring? Location: _____
3. How often do you see people trespassing?
Daily 4-6 times/week 2-3-times/week Once/week
4. Does this happen at regular times? Yes No If so, when? _____
5. What are the age groups of those you see trespassing at this location?
Adult High School Middle School Grade School
Pre-school Senior Citizen
6. How many people do you see trespassing? Day _____ Night _____

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7. Why do you think people are trespassing at this location? (e.g., shortcut to a local fast-food restaurant)

8. Is there anything else that you would like to tell me that could help us to effectively address the problem?

Thank you for participating in the survey. Your information will help in reducing the number of unnecessary deaths and injuries involving people and trains.

Notes:

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APPENDIX 10: COMMUNITY TRESPASS PREVENTION CONTACTS/WEB SITES

Operation Lifesaver, Inc.

www.oli.org or www.OperationLifesaver.org

Federal Railroad Administration

www.fra.dot.gov