

Trespassing on Railway Property

A COMMUNITY PROBLEM-SOLVING GUIDE



OPERATION
LIFESAVER

Community, Analysis, Response and Evaluation (C.A.R.E.)

A collaborative problem-solving approach to addressing trespassing
on railway property in communities.



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OVERVIEW

In 2010, the Transportation Safety Board reported 81 trespasser incidents, including 55 fatalities and 19 serious injuries, across Canada.

GOAL

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

STRATEGY

This initiative incorporates a problem-solving model designed to provide a step-by-step approach for addressing railway trespassing issues in communities. Development of this program and its supporting materials is based on lessons learned during actual collaborative community problem-solving projects.

PROBLEM-SOLVING

The cause(s) of trespassing on railway property varies in each community. Effective long-term solutions to trespassing problems can be realized by identifying the underlying cause(s) of trespassing at a specific problem location and implementing an effective tailor-made response.

To assist communities in identifying and addressing the underlying cause(s) of trespassing, the **C**ommunity, **A**nalysis, **R**esponse and **E**valuation (**C.A.R.E.**) problem-solving model was developed. C.A.R.E. provides a step-by-step method of identifying, analyzing and effectively addressing trespassing issues in a community.

The C.A.R.E. problem-solving process may be used to help solve existing trespassing problems or in cases where a potential risk of trespassing is identified as a result of re-zoning or the planned construction of shopping malls, schools, restaurants, parks or other points of interest adjacent to railway operations.

SOLVING EXISTING TRESPASS PROBLEMS

The C.A.R.E. problem-solving model provides a step-by-step process for addressing a trespassing problem in a community. An example Process Plan is provided in Appendix 1 to assist in following this model. Other supporting materials are also found in the Appendices.

STEP 1 - COMMUNITY

The first step in the C.A.R.E. problem-solving process is to identify the trespassing problem in your **Community** in general terms and to identify potential community stakeholders that may be able to assist in your problem-solving efforts.

Develop a general statement to describe the problem. (E.g. Children are crossing the railway tracks where 8th Street dead ends at the tracks.)

Based on what you already know about the problem identify resources in the community that may be able to assist in the C.A.R.E. problem-solving process. (E.g. Parent Groups, Community Organizations, Municipal and Railway Police Services, school and railway officials)

Organize a community problem-solving meeting to discuss the issues and develop an action plan for your Trespass Prevention Program.

STEP 2 - ANALYSIS

In the **Analysis** step you will 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 partners
- ☐ 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 railway police or other railway officials to interview train crews

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

- **Who** is trespassing and what are their ages? (Students, workers, others)
- **What** are they doing when they are on the tracks: walking, crossing the tracks, walking along the tracks, riding a bicycle or vehicle, playing, drinking, other?
- **When** does it happen: time, day of the week, month, and season?
- **Where** are they entering and exiting the railway property? Where are they going? Where are they coming from? Where is the desired path?
- **Why** are they trespassing? Why are they not using the closest authorized crossing? Why is it a tempting short cut or place to play/loiter?
- **How** are they entering the railway property? How are they exiting the railway property? (A hole in a fence, climbing, jumping, at a crossing)

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

- ☐ Time,
- ☐ Location,
- ☐ Point of entry,
- ☐ Point of exit,
- ☐ Destination,
- ☐ Origin,
- ☐ Trespasser group, or;
- ☐ 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. *(You want to address the causes not just the symptoms)*





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 program.

Identify the scale of the problem; large scale (whole community or many organizations needed to solve) medium scale (focused group can solve) small scale (one or two people or organizations can solve).

Identify measures that you will use to determine the effectiveness of your Trespass Prevention Program. (E.g. reduction or elimination of trespassing, increased public awareness).

Bring aboard other community resources needed to help solve the problem if any new ones were identified as a result of your analysis.

STEP 3 - RESPONSE

In the **Response** step, you will identify and implement the most effective response(s) that will help solve the underlying cause(s) of trespassing.

Identify the most effective and feasible response(s):
(There may be more than one)

- ☐ Education (E.g. school presentations, media, other)
- ☐ Engineering or Environmental Design (E.g. fences, vegetation barriers, signs, crossing)
- ☐ Enforcement (E.g. targeted/tickets)
- ☐ Other Strategy

Implement Your Plan.

STEP 4 – EVALUATION

In the final step, **Evaluation**, 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 doing both short term and long-term evaluations.

Was the trespass problem?

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

After evaluating the impact of your response, evaluate the process that you used.

- ☐ Were the key stakeholders and resources identified and included?
- ☐ Were the underlying causes of the trespass problem 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 analyze 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 railway operations a potential conflict is identified.

When a potential railway/pedestrian conflict is identified within a community the Community, Analysis, Response and Evaluation (C.A.R.E.) process can help find solutions.

Follow the steps of the **C.A.R.E.** model.

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** could be the potential trespassers?
- **What** is the existing trespass situation like? Is there evidence of trespassing already in the area? What physical barriers (natural or constructed) are already in place to separate railway operations and pedestrians? What physical barriers are planned to separate potential conflicting activities or provide safe routes across, under or over the railway property?

- **When** will construction begin? When will it be completed?
- **Where** would potential trespassers enter and exit railway property? Where will the potential desire line be? Where is the closest existing crossing or safe route across, under or over the railway property in the community?
- **Why** would people use the railway property as a short cut or use it as a place to play/loiter?
- **How** could pedestrians potentially enter the railway property? How could they exit the railway property?

STEP 3

Develop an effective **Response** to mitigate potential trespassing. Implement your plan.

STEP 4

Evaluate the effectiveness of your response and the process used. Do you need to monitor the effectiveness of your response in the long-term? How will that be done? Who will do it? What is the time frame?





APPENDIX 1

C.A.R.E. PROCESS PLAN

STEP 1 – COMMUNITY

General statement of the trespass problem:

Profile of potential stakeholders and community resources that could help:

Person or Organization	Ways In Which These People or Organizations May Assist in the C.A.R.E. Process	Contact Names and Numbers
Example – School Principal or Parent Association		
Example – Community Policing Officer		
Example – Railway or Developer		

Organize a community problem-solving meeting to discuss the issues with community stakeholders (see Appendix 4)

STEP 2 – ANALYSIS

- ☐ Identify key activities, stakeholder responsibilities and due dates to gather and analyze detailed information about the trespass problem:
 - Incident data
 - Trespass Site Assessment (see Appendix 6)
 - Trespasser Interview (see Appendix 7)
 - Neighborhood Trespassing Survey (see Appendix 8)
 - Interview of train crews
 - Other
- ☐ Set a date and time for the next meeting to discuss results of data collection
- ☐ 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 Program:

Scale of the problem:

- ☐ Large Scale (whole community or 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 (quantitative and qualitative) that will be used to determine the effectiveness of the Community Trespass Prevention Program: (E.g. *number of trespassers, community awareness or level of concern/satisfaction*)

MEASURES	Before Program	Date
Example – 80% reduction in trespassing	100 kids crossing to get to school between 8:00 a.m. and 9:00 a.m.	YYMMDD Time

Other community resources needed to assist in the problem solving process as identified in the Analysis step:

Person or Organization	Ways In Which These People or Organizations May Assist in the C.A.R.E. Process	Contact Names and Numbers

STEP – 3 RESPONSE

- ☐ Brainstorm possible responses to effectively address the trespass problem
- ☐ Identify the most feasible response(s) that have the best potential to achieve the project's goal (see Appendix 9)
- ☐ Assign Tasks/Responsibilities and time lines

Date Plan Implemented:

Note: If your plan involves engineering or environmental design changes, it is a good practice to record before and after images to assist in the Evaluation stage and to provide visuals should you decide to report on your Community Trespass Prevention Program in the future.

STEP – 4 EVALUATION

Evaluation is one of the most important but often the most overlooked steps in problem-solving. Evaluations will not only show if the response worked to effectively address a trespassing problem – it will show you (and others) why or why not. This is critical if your group or community wishes to achieve long-term results or obtain resources to address other trespassing problems in your community, especially important if you are seeking further community involvement or financial funding. Include both quantitative (E.g. numbers or percent reduction) and qualitative (E.g. community satisfaction, improved awareness) measures in your impact evaluation.

Project Impact Evaluation

The Effectiveness of the Community Trespass Prevention Program

MEASURES (see Step 2)	After Program	Date
Example – 90% reduction in trespassing	10 kids crossing to get to school between 8:00 a.m. and 9:00 a.m.	YYMMDD Time

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

- ☐ Displaced (problem moved somewhere else)
- ☐ Reduced (less trespassers or reduced risk to trespassers)
- ☐ Unchanged (no measurable change)
- ☐ Eliminated (problem has been eliminated)

The Goal of the Community Trespass Prevention Program 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

Program Monitoring

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 / Frequency
Example – Fencing inspection	City Works and Railway Engineering	Weekly
Example - Enforcement	City Police and Railway Police	Random

- ☐ Project documented and held by:

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

APPENDIX 2

BUILDING EFFECTIVE PROBLEM-SOLVING PARTNERSHIPS

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 community trespass prevention **problem-solving committee** consists of those stakeholders that will collaboratively work toward solving the trespassing problem in the community. Each of the key stakeholders in the problem-solving process should be represented on this committee.

Sub-committees, working groups or individual stakeholders may be assigned the responsibility of coordinating or completing specific problem-solving tasks. The number of sub-committees that will be needed may vary from community to community, but the following key areas will probably need to be addressed.

A **data-collection sub-committee** is responsible for collecting information about the problem for analysis by the problem-solving committee. An **education sub-committee** 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 **police services sub-committee** will help to coordinate activities with the local law enforcement agencies. The **public relations sub-committee** is responsible for the public awareness campaign including campaign materials, public service announcements and contact with the local media.

The **engineering/operations sub-committee** will examine ways that the existing physical environment can be modified to improve safety (e.g. installation of fencing)

or how railway operations may be slightly changed to reduce risk. It is important to have an **evaluation sub-committee** to assess the effectiveness of the trespass prevention efforts and plan additional activities as needed.

Where it is impractical or unnecessary to designate a sub-committee 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 trespass 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 trespass prevention goal. Stakeholders must have a vested interest in the problem and be willing to commit time, skills, and resources toward its solution.

To build support for collaborative trespass prevention projects in communities and develop stakeholder ownership of specific problems, the part the stakeholder plays, how they fit into finding the solution and the mutual benefit of their commitment to the problem-solving project must be clearly expressed.

Potential partners/stakeholders may include; railway officials, local police, school boards or other school officials, businesses, local government representatives and government agencies, non-profit organizations such as Operation Lifesaver, parent and community groups, specialized professional resources and many others.





RAILWAY POLICE AND SAFETY SPECIALISTS

Many railways have police or law enforcement personnel and safety specialists that can provide invaluable assistance to community railway trespass prevention efforts. Railway police officers can assist in trespass enforcement and education, assist in data collection and can provide specialized information about railway operations and crime prevention. Public Safety Specialists can assist in public education efforts, ensure safety around the railway and provide insight into railway operations.

LOCAL POLICE

Involvement from the local law enforcement agency is an important step in a successful trespass prevention project. Benefits to the police for their involvement include reduced criminal activity, a safer community and an increase in the quality of life for their citizens. The police can be very helpful in conducting site evaluations of problem areas, tracking incidents and conducting enforcement programs. Community-based programs are encouraged in many departments and their experiences in dealing with community problems are often extensive. Finally, local law enforcement can provide helpful information on the social and economic problems of the community, which may be helpful in formulating specific trespass prevention activities.

SCHOOL BOARDS AND LOCAL SCHOOL OFFICIALS

School boards and local school officials can partner in educational programs such as presentations, notices sent home to parents, school announcements and by ensuring the safety of children in school yards and along safe routes to school, adjacent to railway operations.

LOCAL BUSINESSES

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

LOCAL GOVERNMENT REPRESENTATIVES AND GOVERNMENT AGENCIES

All levels of governments and agencies can provide valuable assistance in the problem-solving process. Governments and Agencies can either guide you or provide assistance regarding laws, regulations and potential funding for your project. In-kind services and resources may also be obtained by or from them. They can also rally support from other agencies that communities may not have considered. In conflicting situations, they can also serve as facilitators. To reach the appropriate government department or agency consult the “blue pages” of your local telephone directory or visit the www.ocanada.ca web site.

OPERATION LIFESAVER

Operation Lifesaver is a partnership initiative of the Railway Association of Canada and Transport Canada and works in cooperation with the rail industry, government, police, unions, and many public organizations and community groups who work together to reduce trespassing incidents and crossing collisions through Education, Enforcement and Engineering. Operation Lifesaver develops and distributes educational materials and programs and delivers the safety message to children, teens, adults, drivers, recreational vehicle operators and others.

PARENT AND OTHER COMMUNITY GROUPS

Existing community committees and coalitions can provide valuable assistance in community problem-solving. Groups are already organized and rooted in many communities. Some of these groups may include Parent /Teacher Associations, Neighborhood Watch, Resident Associations and others. These groups can assist in areas such as communications, education, fund raising, 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

Community resources such as health care professionals, victim services, and mental health specialists can assist problem-solving committees to understand and address complex community issues that may contribute to specific trespassing incidents. Dealing with issues such as suicide for example requires the assistance of professional community resources in the problem-solving process.

THE MEDIA

Trespass prevention projects benefit from the positive involvement of the media. Working with the media can assist in educating the public about the potential hazards of trespassing on railway property and build awareness and support for problem-solving efforts. They should be informed of safe practices in order to avoid promoting illegal and dangerous activities. Operation Lifesaver makes available Public Service Announcements addressing trespassing issues that may be provided to the local media. Contact Operation Lifesaver for more information. (See Appendix 10)





APPENDIX 3

TIPS FOR WORKING WITH THE MEDIA

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

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

Points for successful media involvement:

- Establish one designated spokesperson/media contact for the project.
- Be accessible to the media.
- Gather all facts before contacting journalists/reporters.
- Make sure statistics are current and relevant.
- Always proof read/double check materials before sending them.
- When calling a reporter, identify yourself and then ask if he/she is working on a deadline or has a few minutes to speak to you. Reporters are always busy; if it is a bad time ask when would be a good time to call back.
- Return calls promptly.
- 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.
- If possible, choose the site for the interview. Do not stand on or near railway tracks. Set a good example – this is what viewers will remember.
- 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.
- Stick to the facts. If you do not know the answer to a question, say so but offer to find it. Never say “no comment” it looks like you are hiding something.
- Answer questions briefly and to the point.
- Focus on your message.
- Don’t be intimidated; reporters and editors are often abrupt because they have deadlines.

SAMPLE MEDIA RELEASE

A 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 particulars 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.*

Yourtown – Stay Off, Stay Away, Stay Alive! that is the message to trespassers from the Yourtown Railway Trespass Prevention Committee. The Committee is planning a community trespass awareness display at the Sunrise Mall, 430 Main Street to kick off its railway trespass prevention project.

Each year in Canada some 50 people are killed and an equal number are seriously injured in railway trespassing incidents. The Yourtown Railway Trespass Prevention Committee is working to make sure that such an incident does not take place in our community. The Committee wants to build awareness of the potential consequences of taking short-cuts across railway property. Lynn Smith, Coordinator of the Committee said, “taking a short-cut across railway property may seem like a way to shave a few minutes off your trip but one chance encounter with a train can stop you dead on the tracks.”

“The Yourtown Railway Trespass Prevention Committee wants to remind everyone that trains can’t stop quickly or swerve to avoid hitting someone trespassing on the railway tracks, said Smith. Constable Jones of the Yourtown Police Service added, “If it takes a kick in the wallet to remind people that trespassing on railway property is both dangerous and against the law, we will be doing just that through an increased enforcement campaign city-wide. Trespassing on railway property can result in a fine of up to \$10,000.00 under the Railway Safety Act.

Contact Information:

Lynn Smith, Coordinator, Yourtown Railway Trespass Prevention Committee
Tel: 416-555-5555





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 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 set up
 - Refreshments
 - Audio/visual equipment
 - Flip chart/markers
 - Handout materials
- ☐ On the day of the meeting, arrive at least one 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 of the meeting
- ☐ Outline the trespass problem and what you hope to achieve
- ☐ Outline the C.A.R.E. problem solving process
- ☐ Lead discussion of issues
- ☐ Assign tasks (Data Collection or Response Tasks) (see Appendix 5)
- ☐ Book next meeting to analyze/identify root causes of the problem and develop/identify most effective responses
- ☐ Thank people for their participation and commitment
- ☐ Set date/time for next meeting and adjourn

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

Problems Encountered During Task Completion

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





APPENDIX 6

TRESPASS SITE ASSESSMENT

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

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

LOCATION

Problem Location:

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

TRESPASS GROUP

Trespassers:

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

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 or adjacent to the railway property that is generating the trespass activity?

NATURAL SURVEILLANCE

Railway Employees:

- ☐ Are there railway 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 railway employees or people authorized to be there?

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, Neighbourhood Watch or other groups?

TIME

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

Point of Entry:

- ☐ Where are the trespassers entering the railway 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 railway 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 an authorized level crossing?

Point of Exit:

- ☐ Where are the trespassers exiting the railway 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 railway 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 an authorized level crossing?

Physical Barriers:

- ☐ Is there a natural barrier (E.g. A river or ditch) separating pedestrian and railway activities?
- ☐ Is there a fence or other barrier separating pedestrian and railway activities?
- ☐ What is the condition of the barrier that separates pedestrian and railway 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 or deter trespassing?
- ☐ What barriers are in place at that location that appears to prevent trespassing?

TERRITORIAL REINFORCEMENT

Ownership:

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

SAFE ROUTE

Authorized Route:

- ☐ How far from the desired 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 (railway 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?
- ☐ Does the safe route around the railway property appear to be well lit, provide easy travel and safe to use?
- ☐ Is there any obvious reason that a person would not use the closest safe route around the railway property?





APPENDIX 7

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 railway trespassing related deaths and injuries by answering a few questions.

QUESTIONS

Q1. Why are you crossing the tracks (railway property) at this location?

A1. _____

Q2. Where are you going/coming from?

A2. _____

Q3. Did you know that trespassing on railway property was illegal?

A3. ☐ Yes ☐ No

Q4. How frequently 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 trespassing at this location?

A6. ☐ Education ☐ Enforcement ☐ Engineering

Example: _____

APPENDIX 8

NEIGHBOURHOOD TRESPASSING SURVEY

Note: When conducting a Door-to-Door Neighbourhood 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.

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 to people on railway property. Walking on railway 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 educational materials.

I would appreciate your comments to 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 railway 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 railway 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

7. Why do you think people are trespassing at this location? (E.g. short cut 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 to reduce the number of unnecessary deaths and injuries caused by trespassing on railway property.

Notes

APPENDIX 9

ESTIMATING RISKS, COSTS, AND BENEFITS OF RESPONSES

To assist in determining the feasibility of each response option, list all of the potential responses that were identified to address the problem and determine the risks (E.g., personal safety), costs (in dollars, resources and time) and benefits of each. After considering all of the factors, facilitate the group to rank the response options, from most feasible to least.

Response Option	Potential Risks	Costs	Benefits	Ranking

Once the most feasible responses are identified, assign tasks and responsibilities for each using a time/task log.





APPENDIX 10

TRESPASS PREVENTION CONTACTS/WEB-SITES

Transport Canada

Telephone: 888-267-7704

http://www.tc.gc.ca/eng//railsafety/railsafety-333.htm#community_issues

The Railway Association of Canada

Telephone: 613-564-8097

www.proximityissues.ca

Operation Lifesaver

Telephone: 613-564-8100

www.operationlifesaver.ca

Canadian Pacific Police Service

24-Hour Police Communications Centre 1-800-716-9132

www.cpr.ca

Canadian National Police Service

24-Hour Police Communications Centre 1-800-465-9239

www.cn.ca

GO Transit (Division of Metrolinx)

Transit Safety Office

Telephone: 877-297-0642

www.gotransit.com

VIA Rail Canada

Safety, Security and Risk Management – Community Involvement Line

Telephone: 514-871-6230

<http://www.viarail.ca/en/about-via-rail/community-involvement>

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