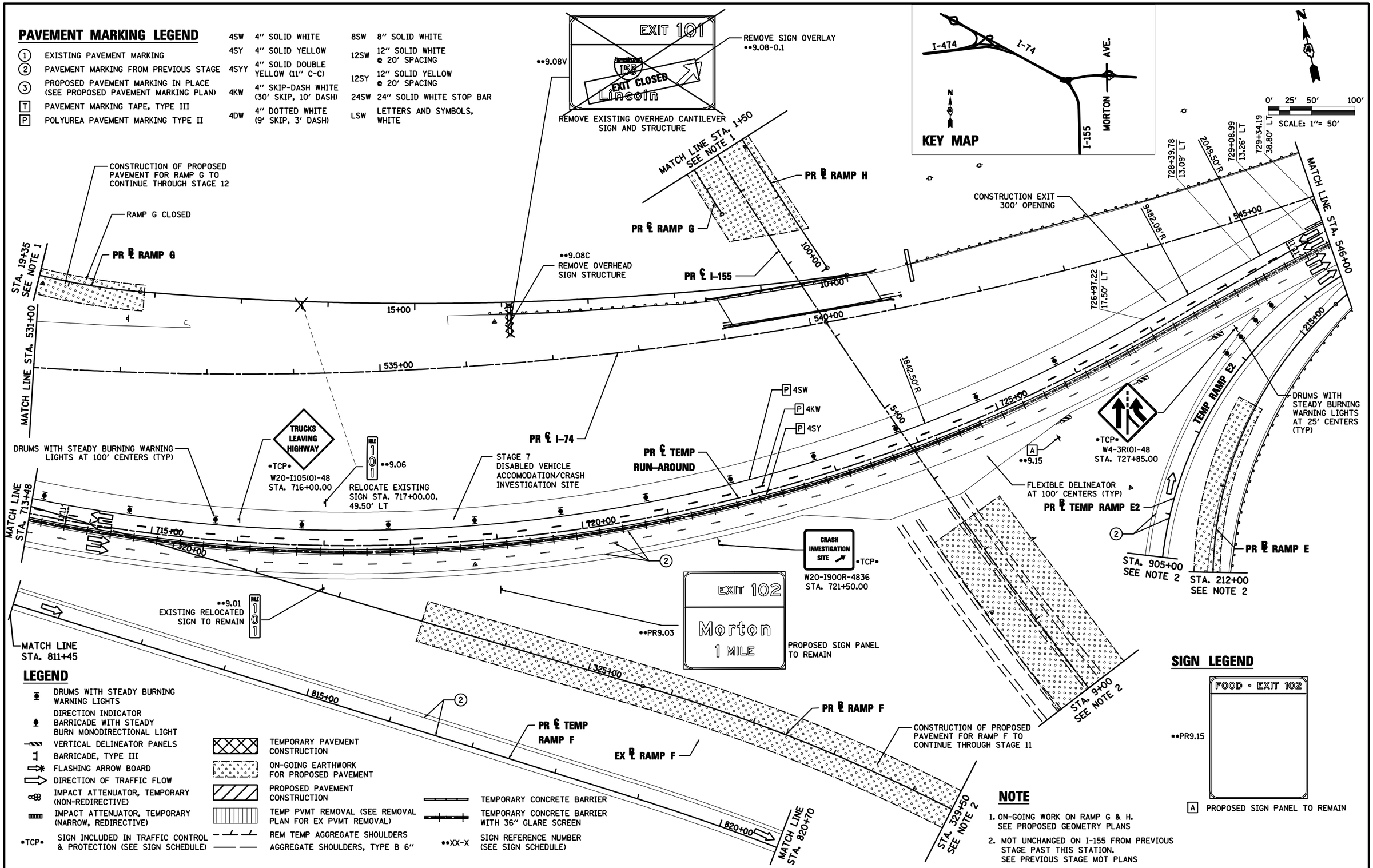
PAVEMENT MARKING LEGEND

1. EXISTING PAVEMENT MARKING
2. PAVEMENT MARKING FROM PREVIOUS STAGE
3. PROPOSED PAVEMENT MARKING IN PLACE (SEE PROPOSED PAVEMENT MARKING PLAN)

T PAVEMENT MARKING TAPE, TYPE III

P POLYUREA PAVEMENT MARKING TYPE II

4SW	4" SOLID WHITE	8SW	8" SOLID WHITE
4SY	4" SOLID YELLOW	12SW	12" SOLID WHITE @ 20' SPACING
4SYY	4" SOLID DOUBLE YELLOW (11" C-C)	12SY	12" SOLID YELLOW @ 20' SPACING
4KW	4" SKIP-DASH WHITE (30' SKIP, 10' DASH)	24SW	24" SOLID WHITE STOP BAR
4DW	4" DOTTED WHITE (9' SKIP, 3' DASH)	LSW	LETTERS AND SYMBOLS, WHITE



LEGEND

- DRUMS WITH STEADY BURNING WARNING LIGHTS
- DIRECTION INDICATOR BARRICADE WITH STEADY BURN MONODIRECTIONAL LIGHT
- VERTICAL DELINEATOR PANELS
- BARRICADE, TYPE III
- FLASHING ARROW BOARD
- DIRECTION OF TRAFFIC FLOW
- IMPACT ATTENUATOR, TEMPORARY (NON-REDIRECTIVE)
- IMPACT ATTENUATOR, TEMPORARY (NARROW, REDIRECTIVE)
- •TCP• SIGN INCLUDED IN TRAFFIC CONTROL & PROTECTION (SEE SIGN SCHEDULE)
- TEMPORARY PAVEMENT CONSTRUCTION
- ON-GOING EARTHWORK FOR PROPOSED PAVEMENT
- PROPOSED PAVEMENT CONSTRUCTION
- TEMP PVMT REMOVAL (SEE REMOVAL PLAN FOR EX PVMT REMOVAL)
- REM TEMP AGGREGATE SHOULDERS
- AGGREGATE SHOULDERS, TYPE B 6"
- TEMPORARY CONCRETE BARRIER
- TEMPORARY CONCRETE BARRIER WITH 36" GLARE SCREEN
- ••XX-X SIGN REFERENCE NUMBER (SEE SIGN SCHEDULE)

SIGN LEGEND

FOOD - EXIT 102

••PR9.15

A PROPOSED SIGN PANEL TO REMAIN

NOTE

1. ON-GOING WORK ON RAMP G & H. SEE PROPOSED GEOMETRY PLANS
2. MOT UNCHANGED ON I-155 FROM PREVIOUS STAGE PAST THIS STATION. SEE PREVIOUS STAGE MOT PLANS

FILE NAME = D468620-sht-staging09 I74-07.dgn	DESIGNED - HTL	REVISED -	TERRA ENGINEERING LTD.
USER NAME = TERRA	DRAWN - JPS	REVISED -	STATE OF ILLINOIS DEPARTMENT OF TRANSPORTATION
PLOT DATE = 7/16/2012	CHECKED - DA/LVA	REVISED -	
	DATE - 7/20/2012	REVISED -	

MAINTENANCE OF TRAFFIC STAGE 7A

SCALE: 1" | SHEET NO. 9 OF 11 SHEETS | STA. 531+00 TO STA. 546+00

F.A.I. RTE.	SECTION	COUNTY	TOTAL SHEETS	SHEET NO.
•	90-[14R](14HB-4,14,14HVB)BR1	TAZEWELL	2433	879
		CONTRACT NO. 68620		
	ILLINOIS	FED. AID PROJECT		

• 74 & 155