

ATLANTA CHARTER MIDDLE SCHOOL

Safe Routes to School Travel Plan



820 Essie Avenue SE
Atlanta, Georgia

November 2010

Safe Routes to School



Georgia

GEORGIA DEPARTMENT OF TRANSPORTATION

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Acknowledgements

This Travel Plan represents the work of the Atlanta Charter Middle School Safe Route to School Team. Our school is a Gold Level partner with the Georgia Safe Routes to School Resource Center. We believe the development of this school travel plan will help sustain the successful Safe Routes to School program at our school.

A diverse SRTS team consisting of parents, teachers and other community stakeholders was organized and provided input, guidance and oversight in writing our plan.

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Introduction to Atlanta Charter Middle School

Atlanta Charter Middle School (ACMS) is a free public school of choice located in the Ormewood Park neighborhood of southeast Atlanta. ACMS currently serves 197 students in grades 6 through 8. Neighborhood Charter School (NCS) and Parkside Elementary school, located approximately 1.5 miles and .8 miles to the west respectively, serve neighborhood students in grades K-5.

In 2009, ACMS and NCS submitted a merger charter petition to create a single school on two campuses. The merger charter petition was approved by the governing boards of both ACMS and NCS, and in July 2010 was approved by the Atlanta Board of Education. The petition is currently with the Georgia Department of Education awaiting approval (anticipated December 2010).

ACMS is a classic community-centered neighborhood school: 28 students live with ½ mile of school, 26 live within ½-1 mile of school, and 72 live within 1 to 2 miles of school – easy biking distance for middle school students. The remaining 71 students live beyond two miles from school.

ACMS and NCS both have a strong sense of community and a desire to enable and encourage families to use healthy, sustainable and environmentally friendly transportation practices such as walking and bicycling to school. Neighborhood streets, sidewalks and intersections currently support multi-modal transportation, allowing many families of both schools to travel to walk or bike to school.

The Safe Routes to School (SRTS) program at ACMS is part of the community's efforts towards establishing a culture of walking and bicycling for transportation. The SRTS program goals of combining engineering, education, enforcement, and encouragement strategies to improve the safety and health of students who walk to school fit our school

The Five E's

SRTS combines many different approaches to make it safer for children to walk and bicycle to school and to increase the number of children doing so.

Engineering strategies create safer environments for walking and bicycling to school through improvements to the infrastructure surrounding schools. These improvements focus on reducing motor vehicle speeds and conflicts with pedestrians and bicyclists, and establishing safer and fully accessible crossings, walkways, trails and bikeways.

Education programs target children, parents, caregivers and neighbors, teaching how to walk and bicycle safely and informing drivers on how to drive more safely around pedestrians and bicyclists. Education programs can also incorporate health and environment messages.

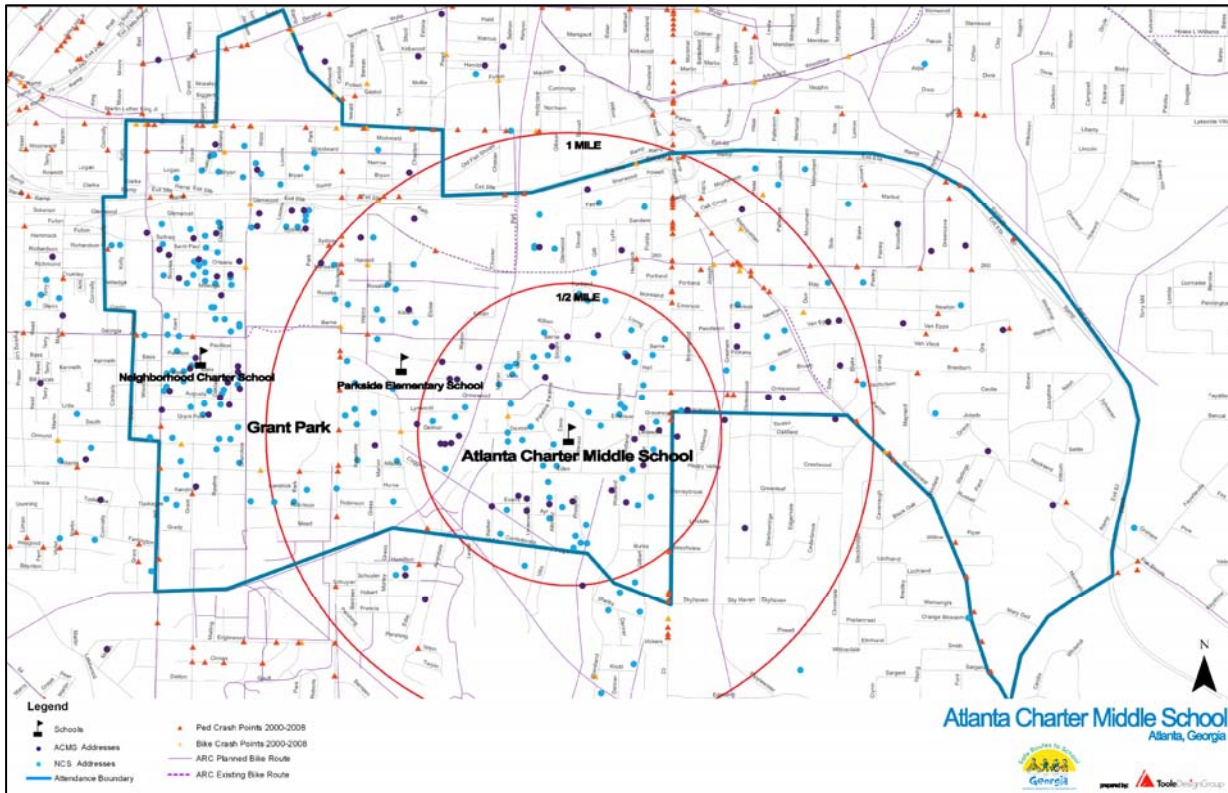
Enforcement strategies increase the safety of children bicycling and walking to school by helping to change unsafe behaviors of drivers, as well as pedestrians and bicyclists. A community approach to enforcement involves students, parents or caregivers, school personnel, crossing guards and law enforcement officers.

Encouragement activities promote walking and bicycling to school to children, parents and community members. Events such as Walk to School Day, contests such as a Frequent Walker/Bicyclist challenge, or on-going programs such as a Walking School Bus or Bicycle Train can promote and encourage walking and bicycling as a popular way to get to school.

Evaluation is an important component of SRTS programs that can be incorporated into each of the other E's. Collecting information before and after program activities or projects are implemented allow communities to track progress and outcomes, and provide information to guide program development.

- Excerpted from "Safe Routes to School: A Transportation Legacy", the report of the National Safe Routes to School Task Force

and neighborhood's values perfectly. In addition, because of the close ties to NCS and the close proximity to Parkside Elementary, projects or activities implemented by our SRTS program have the potential to impact all three schools, not just ACMS.



Atlanta Charter Middle and Neighborhood Charter Attendance Area

The dark blue dots identify 2010 ACMS student addresses; the light blue dots represent 2010 NCS student addresses. *Note: In locations where the address contains both an ACMS and NCS student, only ACMS is represented.*

In the spring of 2010, the ACMS SRTS team applied for and received a grant from the National Center for Safe Routes to School to install bike racks on our campus. This SRTS Travel Plan is the next step for our SRTS program. It outlines ACMS's intentions for making walking to and from school more sustainable and safer for students and the community. Through our SRTS program, we hope to increase the number of our students walking or biking to school.

Student Travel

Our school relies on policies, practices, and support activities to ensure a safe and orderly process for students to arrive to and depart from school, regardless of how they travel to school.

Currently, approximately 11-19% of our students walk, and 5-6% ride their bike to and from school (numbers are lower in the morning than in the afternoon), representing about 39% of the students who live within 2 miles of the school.

Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	579	11%	5%	0.3%	66%	17%	1%	0%
Afternoon	576	19%	6%	8%	44%	15%	3%	5%

Percentages may not total 100% due to rounding. **Student Travel Tally, August 2010**

Arrival. School begins each morning at 8:30 a.m. ACMS provides free and reduced lunch for 43% of students, and students may enter the building beginning at 8 a.m. for free breakfast. Students may enter the school through the main entrance on Essie Avenue. Private motor vehicles bringing students to school are directed to drop off students at the front of the school on Essie Avenue (one-way street).

Dismissal. School dismissal is at 3:45 p.m. every day except Wednesday when dismissal occurs at 2:15pm. The system is designed to reduce the conflict between motor vehicles (private motor vehicles and buses) and students walking or bicycling to school.

- Group 1 Walkers and Bicyclists: Students who walk or ride their bikes are released first.
- Group 2 Car rides: Car riders are dismissed via walkie-talkie; pick up occurs on Essie Avenue. All parents picking up students by private motor vehicle must have an assigned dismissal number displayed in the front window of their vehicle.
- Group 3 Afterschool program vans pick up students on Essie Avenue in an area designated by orange cones. Approximately 52 students ride afterschool vans. Another 25 students stay on campus for afterschool activities.

Key Walking/Bicycling Routes
Essie Avenue
Emerson Avenue
Ormewood Avenue
Woodland Avenue
Confederate Avenue
Berne Street

Support activities. Students walking or riding bikes to school must submit a permission note from their caregiver, which is kept on file in the school office. Bikes must be walked (not ridden) on school grounds and parked in the bike racks.

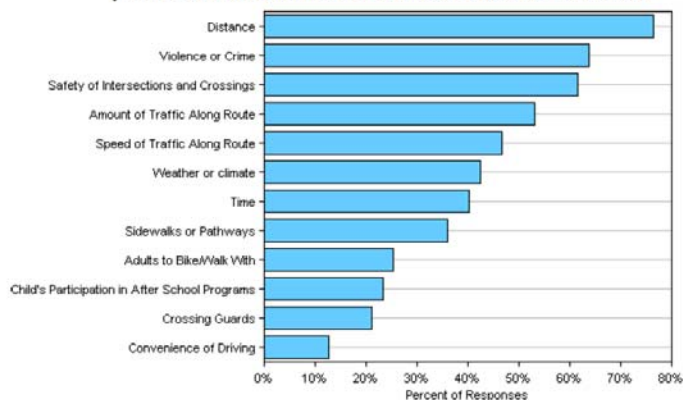
Existing Conditions and Barriers

As part of the planning process, a walking audit of the school area was conducted, focusing on roads immediately adjacent to school, key walking and bicycling routes, and “hot spots” identified by the team. Existing pedestrian and bicycle infrastructure was noted, and potential barriers to walking and bicycling were recorded. These are captured in the table of engineering recommendations on pages 15-27.

To further inform this Safe Routes to School plan and establish baseline information, ACMS conducted a Parent Survey in August 2010 to assess parent behaviors and attitudes toward walking and bicycling to school. Aside from distance, the top five issues affecting a parent’s decision to allow their child to walk or bike to school were violence or crime, safety of intersections/crossings, traffic volume, traffic speed, and weather.

Often, issues cited by parents as concerns can be addressed with either infrastructure or non-infrastructure strategies (or in some cases both). By understanding specific issues identified of ACMS parents, Safe Routes to School activities undertaken by the school will better address their concerns.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Key barriers identified during the planning process include:

Barrier: Intimidating intersection crossings for bicyclists traveling to and from school. Students traveling from and to the west side of Grant Park must cross Boulevard at either Confederate Avenue or Berne Street. Both crossings have challenges and present safety issues for student bicyclists. Students traveling from east of Moreland Avenue ride the bike route on Ormewood Avenue, but face an intimidating crossing at Moreland Avenue.



Students bicycling to school on Ormewood Avenue, waiting to cross Moreland

Barrier: Limited bicycle facilities on key routes to school.

Main bicycling routes, often signed as bike routes with bike lanes, contain only limited bicycle facilities, such as 2-3 ft bike lanes, and do not fully provide dedicated space for bicyclist, nor inform motorists of the potential for bicyclist presence.

While the team did discuss student education on traffic safety and personal security, it was noted that these issues are currently being addressed in some fashion through the school curriculum and are not considered barriers to active school travel. The non-infrastructure plan includes activities to continue and expands on these education efforts.

Creating Our Plan

The ACMS safe routes to school team met four times to develop this SRTS plan. Each meeting provided education on the benefits of SRTS and highlighted successful program components and strategies. The “engineering meeting” included an observation of school dismissal and a summary of the walk audit conducted at our school. A similar meeting focusing on education, encouragement, enforcement, and evaluation strategies and allowed us to identify needed and complimentary programs to support proposed engineering strategies.

Meeting Dates	Content/Presentation	Field or Table Exercise
August 23, 2010	Kick-off meeting: How the Georgia Safe Routes to School Program works	Award of the planning assistance grant, overview of the planning process
September 27, 2010	Barriers and opportunities	Team visioning, opportunity and barrier discussions using maps and observation of dismissal.
October 26, 2010	Draft recommendation review	Review recommended engineering improvements as well as non-engineering strategies
November/ December 2010	Final review and adoption	Review completed plan; make final edits and adopt. Establish a timeline for implementing the plan.

This Travel Plan is comprised of several sections detailing safe routes to school activities and engineering treatments identified by our team with support from the Georgia SRTS Resource Center.

Non-Engineering Plan

The non-engineering plan identifies best practice education, encouragement and enforcement activities and programs suitable for Atlanta Charter Middle School. Information on the advantages and considerations for each strategy and resources to help us implement each are included in the Travel Plan’s Appendix A.

12- Month SRTS Activity Calendar

The 12-month activity calendar details a subset of safe routes to school activities to be pursued during the next 12 months. This calendar and our activities will be reviewed periodically, adding activities as needed to support the momentum of the SRTS program.

Engineering Recommendations

With assistance from the Georgia SRTS Resource Center, the ACMS SRTS team identified short, medium and long-term engineering treatments to make walking and bicycling to school safer for our students.

Non-Engineering Travel Plan

The ACMS SRTS Team identified a number of activities and programs to promote walking and biking to school. These activities and programs, while grouped by “The Five E’s”, are dependent upon each other for their individual success. The 12-month activity calendar on pages 11 and 12 will guide our efforts in the short term, while additional activities, including some listed in the descriptions below, may be pursued in the future.

Education Strategies

Safe Routes to School education strategies are aimed at improving pedestrian and bicycle safety skills, and providing information to families and students regarding personal security. The school already provides bicycle and pedestrian safety education through the “Fit for Life”, a health and physical activity curriculum focused on sports and interpersonal communication activities, health and adolescent development, social-emotional skills, and other mind-body connections.

Additional education strategies discussed include conducting after school bike rodeos to further provide safety education along with on-bike skill building.

Encouragement Strategies

Safe Routes to School encouragement strategies promote the fun of walking and bicycling to school. These strategies allow families to “test it out with the objective of helping them feel more comfortable and confident about walking and bicycling to school. Our school participated in Georgia’s Walk and Bike to School Day in March 2010, and many students informally participate in a regular bike train to and from school. This school year, we plan to hold a student contest to decorate the new bike racks, and at the first of the calendar year we will distribute and promote our SRTS travel plan to community partners and stakeholders.

Other encouragement strategies we may pursue after this year include:

- Hosting monthly walk and bike to school events.
- Establishing a student SRTS committee, giving students the opportunity to identify and implement additional encouragement activities and incentive programs.
- A build-a-bike program to teach students bicycle maintenance skills and encourage bicycling to school.
- A Junior Ambassadors program, training middle school students to promote bicycling for transportation and possibly provide safety education to younger grades.

Enforcement Strategies

SRTS enforcement strategies are aimed at improving both driver behavior and the behavior of pedestrians and bicyclists. While ACMS already has a policy establishing permission/approval procedures for walking and bicycling to school, we aim to expand that policy to become one that supports and encourages active travel to school. Also, as we promote the SRTS travel plan, we will reinforce safe driving skills to parents and the community.

Evaluation Strategies

Evaluation is an important component of our SRTS program. As mentioned earlier, in August 2010, ACMS assessed student travel patterns and parent concerns using the in-classroom student tallies and parent survey form provided by National Center for Safe Routes to School. These surveys may be conducted at least once a year to identify and shifts in school travel or parent attitudes. In addition, the ACMS SRTS team may conduct periodic walk audits to evaluate the walking and biking environment as well as monitor the progress of recommended projects.



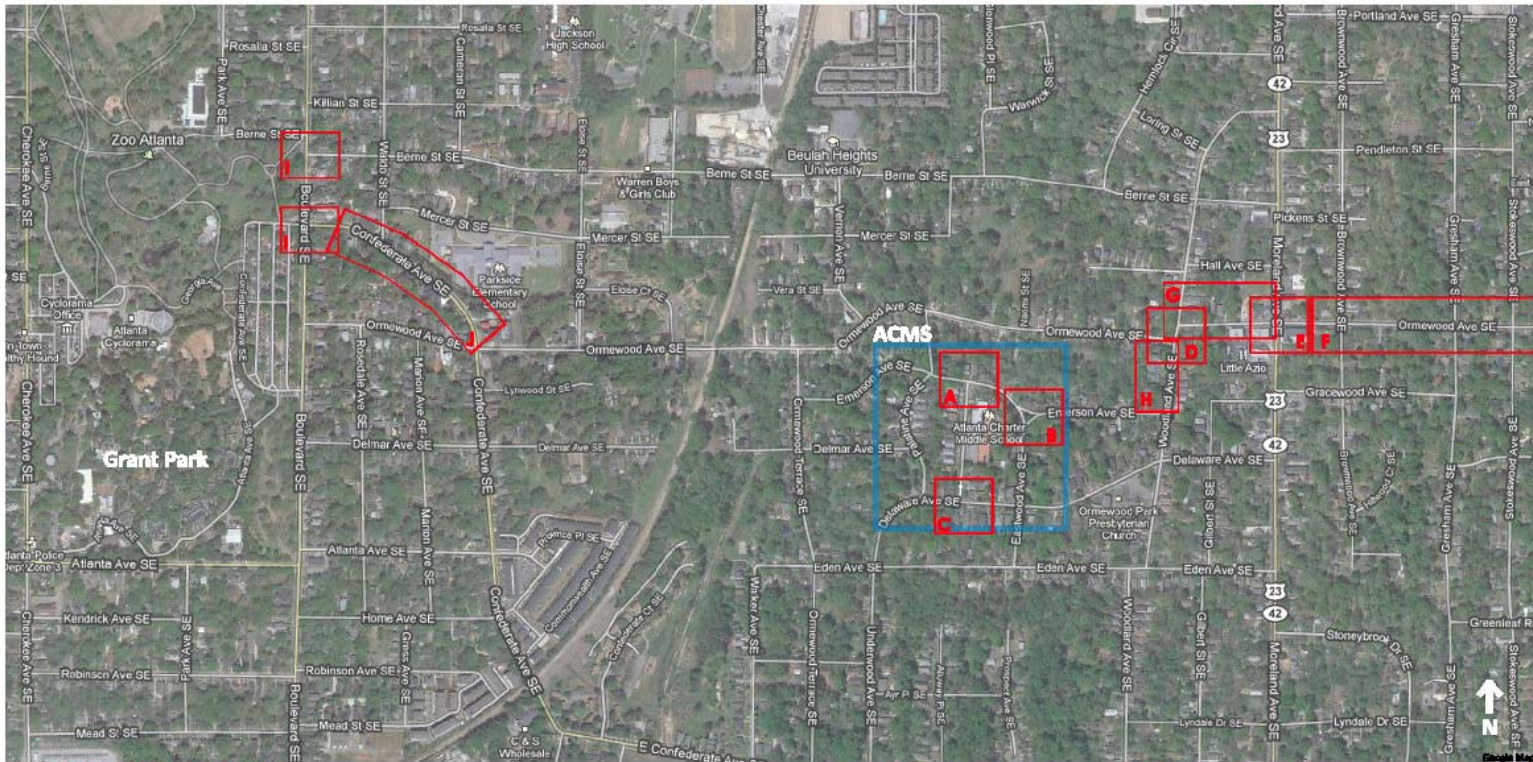
As a Silver Partner with the Georgia SRTS Program, ACMS received this “walk & roll” banner, and proudly displays it at one of our school entrances to encourage students to walk or bicycle to school.

Atlanta Charter Middle School 12-month SRTS Activity Calendar

Activity	Coordinator	Dec 2010	Jan. 2011	Feb. 2011	March 2011	April 2011	May 2011	June 2011	July 2011	August 2011	Sept. 2011	Oct 2011	Nov 2011	Complete
EDUCATION														
Bicycle and pedestrian safety training														
	TO BE DETERMINED BY SRTS TEAM													
Plan														
Implement														
Build-a-Bike														
	TO BE DETERMINED BY SRTS TEAM													
Plan														
Implement														
ENCOURAGEMENT														
Promotion of Travel Plan to Families														
	TO BE DETERMINED BY SRTS TEAM													
Plan														
Implement														
Walk to School Events														
<i>GA event in March, monthly events</i>														
	TO BE DETERMINED BY SRTS TEAM													
Plan														
Implement														
Bike Trains/Walking School Buses														
	TO BE DETERMINED BY SRTS TEAM													
Plan														
Implement														

Activity	Coordinator	Dec 2010	Jan. 2011	Feb. 2011	March 2011	April 2011	May 2011	June 2011	July 2011	August 2011	Sept. 2011	Oct 2011	Nov 2011	Complete
ENFORCEMENT														
Supportive school policy														
	TO BE DETERMINED BY SRTS TEAM													
Plan														
Implement														
Drive Safe Campaign for parents														
<i>Also reinforce drop off and pick up procedures, culture of student walking/bicycling</i>														
	TO BE DETERMINED BY SRTS TEAM													
Plan														
Implement														
EVALUATION														
Annual classroom tally of travel mode to school														
	TO BE DETERMINED BY SRTS TEAM													
Plan														
Implement														
Annual parent survey														
	TO BE DETERMINED BY SRTS TEAM													
Plan														
Implement														
Annual Walk Audit														
	TO BE DETERMINED BY SRTS TEAM													
Plan														
Implement														

Location-Specific Recommendations



- A- Intersection of Eslea Ave & Emerson Ave**
- B- Intersection of Emerson Ave & Eastwood Ave**
- C- Intersection of Eslea Ave & Delaware Ave**
- D- Intersection of Ormeewood Ave & Woodland Ave**
- E- Intersection of Ormeewood Ave and Moreland Ave**
- F- Ormeewood Ave (between Flat Shoals Rd and Moreland Ave)**
- G- Ormeewood Ave (between Moreland Ave and Woodland Ave)**
- H- Woodland Ave (between Ormeewood Ave and Emerson Ave)**
- I- Bicyclist crossing at Boulevard to and from Grant Park**
- J- Confederate Avenue between Ormeewood and Boulevard**

Atlanta Charter Middle School Engineering Recommendations Map Key
Atlanta, Georgia



Engineering Improvements

Our goal for engineering improvements is to improve the physical environment along existing walking and bicycling routes that students use. Specific types of physical changes we feel will help meet these goals are to improve crossing treatments that make students more visible to drivers, and to improve signs and pavement markings to alert motorists to the presence of pedestrians and bicyclists.

We used student safety as the primary criteria to determine project priorities. Infrastructure improvements can take time to complete and are a collaborative effort between the community and transportation agencies that must implement projects. The following short, medium and long timeframes as a guide for anticipated project completion, but actual timeframes may vary:

Short term	Within 2 years
Medium term	Within 5 years
Long term	Longer than 5 years

Factors Affecting Ranking:

- Locations with specific safety concerns.
- Locations along existing student walking or bicycling routes, or with a sufficient number of school family residences.
- At intersections and along streets within ½ mile of school.
- Locations that are priorities for the school community.

Highlights of Infrastructure Treatments Recommended:

High Visibility Crosswalks:

High visibility crosswalk striping improves the visibility of pedestrians to motorists. Different striping patterns can be used, all generally around a ladder style. Thermal plastic materials should be used to resist decay.

Speed Tables/Raised crosswalks:

Raised crosswalks are flat-topped speed humps with crosswalk markings painted on the top. Raised crosswalks serve two purposes: they make pedestrians more visible to motorists; and they cause motorists to slow at the most critical location, where pedestrians cross (*The Effects of Traffic Calming Measure on Pedestrian and Motorists Behavior, FHWA 2001*).

Curb Ramps:

Curb ramps are located at the curb line to allow elevation change from street level to sidewalk level. Curb ramps are typically located at crosswalks /crossings. Curb ramps should be ADA compliant. Two ramps at a corner are preferred vs. one diagonal.

Shared lane marking (also called a Sharrow)

A shared lane marking is a pavement marking that alerts drivers and cyclists that a street is shared by the two modes. It also shows cyclists the optimum place to ride on the street. The shared lane marking is an effective, flexible alternative to striped bike lanes and can be used to create an on-street bike facility and make connections between bike lanes on streets too narrow for standard five-foot wide bike lanes.

Pedestrian Countdown signals:

Countdown signals provide a numerical display of time remaining once the “red hand” or “Don’t Walk” symbol appears, allowing pedestrians to see how much time they have left to complete crossing the street. The countdown is usually based on a walking time of 4 feet per second, or the new standards of 3.5 feet per second.

School Zone Identification:

School zone signs and pavement markings are recommended to alert motorists that they are entering a school zone where pedestrians may be present both along and crossing the roadway. New pavement markings can work with existing school zone signs to reinforce the message to motorists about the school zone.

Sidewalks and buffers:

Sidewalks are most effective when they include a buffer to increase pedestrian comfort and safety, as to serve as a place for pedestrian “overflow”, especially closer to the school. The preferred design for sidewalks in this plan is a minimum 6’ wide sidewalk with a minimum 2’ wide buffer. Available right of way will impact the ultimate design. The GDOT standard minimum sidewalk width is 6’ from back of curb. Minimum dimensions for sidewalks with buffers are a 5’ sidewalk with a 2’ buffer.

Considerations for Design, Project Selection, and Funding:

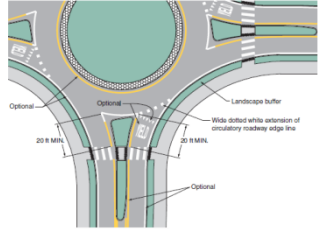
- All infrastructure recommendations in this plan are considered “planning level” and may require further engineering analysis, design, or public input before implementation.
- Recommended changes to existing traffic patterns (adding a signal, adding a stop sign, changing lane patterns) will require a study to evaluate the potential impact that the recommendation could have on existing traffic conditions.
- Drainage, existing utilities and ADA compliance will need to be evaluated for all recommendations at the time of design.
- Right-of-way was not evaluated as a part of this project. Recommendations assume that sufficient ROW exists or that a method to gain needed ROW will be identified as the project progresses.
- A variety of funding sources may be used for the recommendations, including Safe Routes to School. For example, projects requiring right-of-way acquisition or existing utilities relocation will not be eligible with SRTS funds, but may be funded through other sources.
- More information on the types of projects eligible for SRTS funding through the Georgia Department of Transportation is available at:
<http://www.dot.state.ga.us/localgovernment/FundingPrograms/srts/Pages/default.aspx>

Atlanta Charter Middle School Engineering Recommendations

Note: Because ACMS is located in a walkable/bikeable neighborhood, and the students are at an age of appropriate independence, many students currently walk or bicycle to school, often crossing challenging intersections without adult supervision. Pedestrian and bicycle treatments at these intersections are very important, and as such, detailed conceptual were developed for key recommendations. They are indicated in the table with an asterisk by the map key, and can be found in Appendix B.

Map Key	Location	Need	Recommended treatment	Team Priority	Timeframe		
					Short term	Mid term	Long term
A*	Intersection of Essie Avenue and Emerson Avenue (stop controlled on Essie Avenue only)	<p>Essie Avenue is a one way street running north between Delaware Avenue and Emerson Avenue. The school entrance is located on Essie Avenue, and Essie serves as the family vehicle drop off and pick up point for school arrival and dismissal.</p> <p>The Essie Avenue and Emerson Avenue intersection is also along many student walking and bicycling routes to school, from Palatine Avenue to the west and Eastwood Avenue to the east.</p> <p>Motor vehicles parked along Emerson near the intersection block sight lines between motorists and student pedestrians and bicyclists who may be entering the intersection.</p>	<p>Recommendations Summary <i>Improve pedestrian crossings at intersection to alert motorists of presence of student pedestrians at the crossings.</i></p>	Medium			
			Extend the stop bar on Essie Avenue to cover the width of the road.		X		
			Make the entire intersection stop-controlled by installing stop signs and stop bars on Emerson Avenue at the intersection with Essie (both directions).			X	
			Replace the existing crosswalk on Emerson at east side of intersection with a high-visibility crosswalk angled slightly to the west and out of the residential driveway.		X		
			Replace existing crosswalk across Essie Avenue with high-visibility crosswalk.		X		

Map Key	Location	Need	Recommended treatment	Team Priority	Timeframe		
					Short term	Mid term	Long term
			Upgrade or install ADA accessible curb ramps at all marked crossings.		X		
			Install school crossing assembly sign at all marked crossings.		X		
			Install high visibility raised crosswalk across Emerson at west side of intersection. Install curb ramp at northwest corner of intersection, and install no parking signs on southwest portion of Emerson Avenue within 20 feet of the crosswalk.		X		
B	Intersection of Emerson and Eastwood (Uncontrolled)	The intersection of Emerson and Eastwood Avenues is managed by a triangle that allows two-lane traffic from three directions without stop or yield signs. A mid-block crosswalk is located immediately to west of this triangle; it currently does not provide curb ramps at both ends. Students walking and bicycling to school pass through this intersection.	Recommendation summary <i>Improve visibility of pedestrian crossing, and improve motor vehicle traffic flow to establish more predictable driver behaviors.</i>	Medium			
			<u>Phase 1/Interim:</u> Re-locate existing crosswalk slightly to the west to provide additional distance from traffic triangle and improve visibility. New crosswalk should be high-visibility and include ADA accessible curb ramps and school crosswalk assembly signs.		X		

Map Key	Location	Need	Recommended treatment	Team Priority	Timeframe		
					Short term	Mid term	Long term
			<p>Phase 2: Convert existing traffic triangle to traffic circle with one-way traffic flow. Install a raised median for pedestrian refuge on Emerson Avenue just west of traffic circle.</p> <p>Figure 3C-1. Example of Markings for Approach and Circulatory Roadways at a Roundabout</p> 				X
C	Intersection of Essie Avenue and Delaware Avenue (Uncontrolled)	<p>Essie Avenue is a one way street running north between Delaware Avenue and Emerson Avenue. The school entrance is located on Essie Avenue, and Essie serves as the family vehicle drop off and pick up point for school arrival and dismissal.</p> <p>The Essie Avenue and Delaware intersection is also along many student walking and bicycling routes to school from both the east and west along Delaware Avenue. Motorists also enter the intersection from both directions.</p>	<p>Recommendation Summary</p> <p><i>Install pedestrian facilities to alert drivers to student crossing</i></p>	Medium			
			Install high visibility crosswalk across Essie Avenue.		X		
			Install high visibility crosswalk across Delaware Avenue at the east side of the intersection. Angle southeast corner of crosswalk slightly to the east to avoid the residential driveway.		X		
			Install high visibility crosswalk across Delaware Avenue at the west side of the intersection. Angle southwest corner of crosswalk slightly to the west to avoid utility poles.		X		

Map Key	Location	Need	Recommended treatment	Team Priority	Timeframe		
					Short term	Mid term	Long term
			Install ADA accessible curb ramps at all crossings.		X		
			Install school crossing assembly signs at all marked crossings.		X		
D	Intersection of Ormewood Avenue and Woodland Avenue (stop-controlled on Ormewood only)	Students walking and bicycling to school from east of Moreland Avenue cross through this intersection. Ormewood Avenue is stop controlled. Woodland Avenue is uncontrolled. While crosswalks currently exist, there is no signage to indicate to drivers that this is a key school crossing.	Recommendation Summary <i>Improve pedestrian facilities and install signs to better alert drivers to student crossings.</i>	Low			
			Install school crossing assembly signs at all marked crosswalks.		X		
			Replace all existing crosswalks with high-visibility crosswalks.		X		
			Install curb ramps at all marked crosswalks as needed.		X		
E*	Intersection of Ormewood Avenue and Moreland Avenue (signalized)	Students walking and bicycling to school cross this intersection. Traffic volumes and speeds on Moreland Avenue are relatively high. Pedestrian infrastructure exists, including sidewalks, curb ramps and pedestrian signals.	Recommendation summary <i>Improve pedestrian facilities and install signs to better alert drivers to student crossings.</i>	High			
			Upgrade current pedestrian signals to countdown pedestrian signals.		X		
			Install "Ped Crossing Ahead" pavement markings on Moreland Avenue approaching the intersection (both directions)				

Map Key	Location	Need	Recommended treatment	Team Priority	Timeframe		
					Short term	Mid term	Long term
			Install overhead "turning vehicles stop for pedestrian" signs at all traffic signals.		X		
F*	Ormewood Avenue between Flat Shoals Road and Moreland Avenue	Ormewood Avenue is signed as a bike route, and currently contains bike lane signs and a 2-3 ft shoulder signed as a bike lane that serves students bicycling to school. Current road width of 30 ft may accommodate striped bike lanes. Parking is restricted on the west-bound lane of Ormewood the entire length of this segment, and on the east-bound lane between Moreland and Brownwood. The crest of the hill on the west-bound approach to the intersection of Ormewood and Moreland creates limited sight distance for motorists	Recommendation summary <i>Improve bicycle facilities on Ormewood Avenue by installing bike lanes and re-configuring west-bound approach to intersection.</i>	High			
			Restripe the west-bound lane on Ormewood Avenue between Moreland Avenue and Flat Shoals road to allow for a 5-ft bike lane.		X		
			Install shared lane markings on the east-bound lane of Ormewood Avenue between Moreland and Flat Shoals road.		X		
			Modify existing speed humps on Ormewood to allow for bicycle passage by removing 1 ft of hump at outer edges and gradually slope the edges towards the bike lane.		X		

Map Key	Location	Need	Recommended treatment	Team Priority	Timeframe		
					Short term	Mid term	Long term
		<p>relative to bicyclists in the roadway. A "Bike Lane Ends" sign is located before the crest of the hill.</p> <p>Students access Ormewood by bike from Brownwood Avenue, Gresham Avenue and Stokeswood Avenue.</p> <p>Speed limit: 30 mph</p>	<p>Shorten left turn lane on Ormewood (heading west approaching intersection with Moreland) by restriping to begin left turn lane just west of speed hump. Begin bike lanes east of speed hump (both directions). This will provide a separated facility for bicyclist through the crest of the hill and minimize potential conflicts with motor vehicles due to limited sight distance.</p>			X	
			<p>Add shared lane pavement markings in both directions on Ormewood between intersection and speed humps where there is no striped bike lane</p>			X	
			<p>Install dashed lines at the end of bike lanes and "Bike Lane Ends" signs and "Bicycles may use full lane" (R4-11) signs on Ormewood Avenue at locations where the bike lane converts to shared lane markings.</p>			X	
			<p>Install pavement markings to supplement overhead signs indicating separated traffic movements (left turn lane from straight and right turn lane).</p>			X	

Map Key	Location	Need	Recommended treatment	Team Priority	Timeframe		
					Short term	Mid term	Long term
			Consider installing shared lane markings on Brownwood Avenue, Gresham Avenue and Stokeswood Avenue.			X	
G*	Ormewood Avenue between Moreland Avenue and Woodland Avenue	Ormewood Avenue signed as bike route and is used by ACMS students bicycling to school. Bike routes signs are located near the intersections; no parking signs are located on the south side of the street only. No additional pavement markings exist to alert drivers to the presence of bicyclists. Road width – 30 ft. Speed 30 mph.	Recommendation Summary <i>Improve bicycle facilities and signage to alert drivers to presence of bicyclists.</i>	High			
			Install 5ft bike lanes in on Ormewood in both directions.		X		
			Install sidewalk on northeast section of this road segment to connect existing sidewalk to curb ramp at intersection, and widen the pedestrian landing at this curb.			X	
			Install “No Parking, Bike Lane” signs on both sides of Ormewood Avenue.		X		
			Consider road condition and possible repaving before installing bike lanes on this section of Ormewood.			X	

Map Key	Location	Need	Recommended treatment	Team Priority	Timeframe		
					Short term	Mid term	Long term
			Note: A management access plan should be incorporated into future re-development at northwest corner of intersection (currently Jiffy Grocery). Multiple driveways serve the current business on Moreland and Ormewood; access from Ormewood creates a point of conflict with bicyclists and motor vehicles.				X
H	Woodland Avenue between Ormewood and Emerson	Students bicycling to school from east of Moreland travel this stretch of road. No signage currently exists to alert drivers to the presence of bicyclists.	Recommendation Summary <i>Install signage to alert drivers to possible presence of bicyclists.</i>	Low			
			Install "Share the Road" signs.		X		
			Install shared lane markings on Woodland.		X		
			Note: Families bicycling to Neighborhood Charter School may head north on Woodland to access the Berne Street bike route. Similar bicycle signage and markings may be appropriate on that stretch of Woodland as well.		X		
I*	Bicyclist crossing at Boulevard to and from	Student addresses indicate that several students live in neighborhoods west of Grant Park. ACMS Safe Routes to School team members indicate that many of	Recommendation Summary <i>Explore options to improve bicycle crossing of Boulevard into and out of Grant Park.</i>				

Map Key	Location	Need	Recommended treatment	Team Priority	Timeframe		
					Short term	Mid term	Long term
	Grant Park	these students bicycle to school on a regular basis. These families currently cross at either Confederate Avenue or Berne Street, but report unease with the current infrastructure at both crossings. Relatively high traffic volumes and speeds were observed on Boulevard during hours of school arrival and dismissal. Bicycling students would benefit from an improved connection to and from Grant Park that minimizes the potential for bicyclist and motor vehicle conflicts.	<i>Initial investigations led to the identification of two options for improved crossings, both of which would require traffic analysis to determine impact and feasibility.</i>				

Map Key	Location	Need	Recommended treatment	Team Priority	Timeframe		
					Short term	Mid term	Long term
			<p>Option 1: Confederate Avenue and Boulevard</p> <p>Relatively high traffic volumes were observed on Confederate Avenue during school arrival and dismissal hours. Additionally, motor vehicles are permitted a right turn on red from Confederate onto Boulevard. Lower traffic speeds and fewer turning conflicts will improve the safety and comfort of this bicycle connection.</p> <p><u>Recommendation:</u></p> <p>Conduct a traffic study to determine feasibility of reducing cut-through traffic on Confederate Avenue by restricting access from Moreland Avenue. If traffic is reduced:</p> <ul style="list-style-type: none"> • Explore restricting right turn on red and install “Bicycles may use full lane” signs at intersection. • Adjust traffic signal timing to accommodate through traffic bike movement. 	High			X

Map Key	Location	Need	Recommended treatment	Team Priority	Timeframe		
					Short term	Mid term	Long term
			<p>Option 2: Berne Street and Boulevard Relatively low traffic volumes were observed on Berne Street during school arrival and dismissal hours. Additionally, right turn on red is currently restricted from Berne onto Boulevard. The offset intersection creates a wide exposure area for bicyclists traveling east-west through the intersection.</p> <p><u>Recommendation:</u> <i>Establish a bicycle and pedestrian connection directly into Grant Park.</i></p> <ul style="list-style-type: none"> • Install high visibility crosswalks across the Boulevard from the east side of Berne Street. • Install shared-use path connecting the existing sidewalk along the west side of Boulevard to the existing road within the park (note: the road is closed to motor vehicles). The head of the path (at intersection with sidewalk) should be widened to create a landing area for bicyclists. • Install curb ramps and pedestrian signals at new marked crosswalks. <p>Note: Bicyclists would be directed to cross at the crosswalks, therefore signs indicating that cyclists should dismount may be appropriate.</p>	High			X

Map Key	Location	Need	Recommended treatment	Team Priority	Timeframe		
					Short term	Mid term	Long term
J	Confederate Avenue between Ormewood and Boulevard	Some of the students bicycling to school from west of Grant Park cross Boulevard at Confederate Avenue and travel on Confederate to and from Ormewood to get to the school. Relatively high traffic volumes were observed on Confederate Avenue during school arrival and dismissal hours.	Recommendation Summary <i>Improve bicycle facilities and signage to alert drivers to presence of bicyclists.</i>	High			
			<ul style="list-style-type: none"> Install shared lane markings on Confederate Avenue heading east between Boulevard and Ormewood. 		X		
			<ul style="list-style-type: none"> Install 5-ft bike lane on Confederate Avenue heading west between Ormewood and Boulevard. 		X		
			<ul style="list-style-type: none"> Install "Bicycles may use full lane" (R4-11) to alert drivers to presence of bicyclists. 		X		
K	Berne Street and Ormewood Avenue between Woodland and Boulevard	Ormewood Avenue and Berne Street between Woodland and Boulevard are commonly used routes for families bicycling from the east side of Moreland or from Atlanta Charter Middle School to and from Neighborhood Charter School. Current road width on both roads allows for improved bicycle facilities, and several options are possible.	Recommendation Summary While not feasible within the scope of this SRTS planning project, it is recommended that the community further pursue the development of a plan to improve the bicycle infrastructure on Ormewood Avenue and Berne Street between Woodland Avenue and Boulevard.				

Map Key	Location	Need	Recommended treatment	Team Priority	Timeframe		
					Short term	Mid term	Long term
			As an interim solution to improve driver awareness of bicyclists on these roads, install shared lane markings.		X		
L	Areas within school zone	The school is located off of a small side-street in a densely populated residential neighborhood. Drivers may not be fully aware that they are traveling through a school zone.	Recommendation Summary <i>Install additional signage to enhance visibility of zone.</i>	Medium			
			Evaluate and install additional school zone signage to alert drivers of school zone.		X		
M	Areas within school zone	While current pedestrian infrastructure exists in the immediate area, several sidewalks are in need of maintenance.	Recommendation Summary <i>Provide spot maintenance to keep sidewalks in good repair.</i>	Low			
			Evaluate and provide spot maintenance on sidewalks in need of repair.		X		

APPENDIX A: Georgia Safe Routes to School Program: Non-engineering Strategies

Strategy	E's	Advantages	Considerations	Resources
<p>Walking and Biking Safety Assembly</p> <p>These single-day events can be held in the fall to promote Walk to School Day. Guest speakers teach the students pedestrian and bicycle safety skills that they can use when walking and biking to school.</p>	<p>Education, Encouragement</p>	<ul style="list-style-type: none"> • Assures all children learn bicycle and pedestrian safety skills • Establishes habits that benefit children throughout their lives, regardless of whether they currently walk or bike to school • Establishes consistent messages for young pedestrians and bicyclists • Provides a refresher for parents if take home materials are provided in conjunction with the assembly. It's never too late to correct bad habits. • Events can make learning fun, and help strengthen community ties with event organizers and participants. 	<ul style="list-style-type: none"> • Best taught using a combination of methods, including one-time instruction (e.g. assemblies), multi-lesson classroom curricula, and skills practice (e.g. bike rodeos). • Requires able and willing instructors • Should be age-appropriate • Bicycle safety education may require an outside instructor, e.g. a police officer. 	<ul style="list-style-type: none"> • NCSRTS page on strategies for educating children: www.saferoutesinfo.org/guide/education/strategies_for_educating_children.cfm • National Highway Transportation Administration's pedestrian page: www.nhtsa.dot.gov/portal/site/nhtsa/menu.item.dfedd570f698cabbbf30811060008a0c/ • Safe Kids pedestrian safety page: www.usa.safekids.org/wtw/ • League of American Bicyclists education programs page: www.bikeleague.org/programs/education/

Strategy	E's	Advantages	Considerations	Resources
<p>Participate in Walk to School Day</p> <p>Walk to School Day is a one-day event that celebrates walking and biking to school.</p> <p>Generally this event is scheduled for the first full week in October.</p> <p>The State of Georgia hosts a Spring Walk to School Day in March.</p>	Education, Encouragement	<ul style="list-style-type: none"> • Excellent kick-off event for Safe Routes to School program • Generates enthusiasm for walking and biking • Way to raise community awareness about safety issues • Can be as simple as a few kids and parents meeting to walk to school or very elaborate celebrations • Can be folded into studies of international cultures as it is an international event • Date is flexible- to be counted by the National Center for Safe Routes to school the event need only take place before Dec 1. 	<ul style="list-style-type: none"> • Preparations for elaborate celebrations must begin several months in advance to allow time to identify partners, plan activities, and promote the event • Should provide bicycle and pedestrian safety information to children and parents • International Walk to School Day takes place in October but some schools organize multiple Walk to School Day (or "Walk and Roll Day") events over the course of the school year (e.g. one in the fall and one in the spring). 	<ul style="list-style-type: none"> • Walk to School Day downloadable templates for flyers, banners, pennants, etc: http://saferoutesga.org/Resources/Downloads • U.S. Walk to School Day website (provides resources and event registration): www.walktoschool.org • International Walk to School Day website: www.iwalktoschool.org/
<p>Frequent Walker/Bicyclist Program or Walking Wednesdays</p> <p>Track and reward students who walk and bicycle to school. Can be an individual competition or a competition among classes.</p> <p>Participate in Georgia's Way to Go Program.</p>	Encouragement	<ul style="list-style-type: none"> • Provides positive reinforcement for walking and bicycling. • Children respond to incentives. • Can include all students. • Can include walking and bicycling beyond the trip to school. 	<ul style="list-style-type: none"> • Necessary to identify a coordinator. • Establish a simple record-keeping system. • Establish age-appropriate goals. • Consider giving rewards to parents as well, since parents are often involved in the commute to school. 	<ul style="list-style-type: none"> • Resources for Georgia's Way to Go Program Resources such as downloadable templates for punch cards and stickers: http://saferoutesga.org/Resources/Downloads • NCSRTS page on mileage clubs and contests: www.saferoutesinfo.org/guide/encouragement/mileage_clubs_and_contests.cfm

Strategy	E's	Advantages	Considerations	Resources
<p>Traffic Enforcement (Staff/Crossing Guards)</p> <p>This can be an ongoing program for school staff and crossing guards. This works well if the school has an existing reward point program.</p>	<p>Education, Enforcement, Encouragement</p>	<ul style="list-style-type: none"> • Crossing guards play an important role in helping children cross the street at key locations, reminding drivers of the presence of pedestrians, and making parents feel more comfortable about letting their children walk and bicycle to school. • Staff and crossing guards can also reward students who are “caught being good” by issuing School Reward Points. 	<ul style="list-style-type: none"> • Requires some training and coordination with crossing guards 	
<p>Student Safety Patrol Program</p> <p>This can be an ongoing program for 5th grade students. Student safety patrols can offer educational literature to offenders to let them know about traffic safety issues (and proper behavior) surrounding the school zone.</p>	<p>Education, Enforcement, Encouragement</p>	<ul style="list-style-type: none"> • Students can also issue citations if condoned by the school. • Excellent way to educate parents and encourage appropriate behaviors while supporting the school’s SRTS program. • Teaches students valuable leadership skills. 	<ul style="list-style-type: none"> • Requires an adult organizer such as a parent, teacher, or law enforcement officer • Materials such as sashes and badges are encouraged • Requires adult supervision while students are “on-duty” • Student safety patrols will also be trained to set the model example for younger students. • In the last month of school, student patrols can “train” 3rd graders who are interested in being trained in the fall. • One option is to host an end of the year party to honor the graduating safety patrols 	<p>Giveaways for students when they cash-in their Reward points</p> <p>AAA Safety Patrol Program: http://www.aaamidatlantic.com/Foundation/SchoolPrograms/SchoolSafetyPatrol</p>

Strategy	E's	Advantages	Considerations	Resources
<p>Bike Rodeo</p> <p>This is a single-day event that promotes bicycle safety. At the rodeo, students can borrow bicycles or bring their own.</p>	Education, Encouragement	<ul style="list-style-type: none"> • Events like bike rodeos make learning fun and can help strengthen community ties with event organizers and participants. • At the rodeo students learn safety skills such as how to properly wear a helmet and how to behave while bike riding. The rodeo can also have a closed “test course” for the students to ride along. This helps the students to practice in a safe environment and gain confidence in their decision-making skills. • One possible partner for this is the local police department. 	<ul style="list-style-type: none"> • Requires able and willing instructors • Should be age-appropriate • Bicycle safety education may require an outside instructor, e.g. a police officer. • These events require planning and materials to share with students 	<ul style="list-style-type: none"> • Bicycling Life page on bicycle rodeos: http://www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm
<p>Walk Audit/Parent Surveys / Student tallies</p> <p>The team will meet annually (ideally in August before school starts) to review the accomplishments and progress from the previous school year and set new goals for the upcoming school year.</p>	Evaluation	<ul style="list-style-type: none"> • Establishes baseline information on student travel behavior and perceived barriers to walking and biking • Helps determine existing needs • Helps determine success of SRTS efforts and identify needed adjustments 	<ul style="list-style-type: none"> • Best to conduct initial surveys before SRTS measures have been implemented • Requires teacher buy-in and administrative organization • Getting parents to fill out and return surveys can be a challenge. Follow up is necessary. Consider a contest among classes for highest rate of return. 	<ul style="list-style-type: none"> • Student In-Class Travel Tally Form: http://www.saferoutesinfo.org/resources/evaluation_student-in-class-travel-talley.cfm • Parent Survey Form: http://www.saferoutesinfo.org/resources/evaluation_parent-survey.cfm • Instructions for Survey Administration: http://www.saferoutesinfo.org/resources/evaluation_instructions.cfm • Instructions for Data Entry: http://www.saferoutesinfo.org/resources/evaluation_cover-sheets.cfm

Strategy	E's	Advantages	Considerations	Resources
<p>Walking School Buses/ Bicycle Trains</p> <p>Walking school buses and bicycle trains are adult supervised groups of students walking and/or bicycling to school.</p>	Education, Encouragement	<ul style="list-style-type: none"> • Adult supervision on the walk to school • Can be loosely structured or highly organized • Can include a meeting point in a parking lot so children and parents who must drive can participate. • Adults can rotate who will lead each time. 	<ul style="list-style-type: none"> • Need to identify routes where conditions support walking and there is sufficient demand for supervised walking • Requires parents willing to walk with children and learn about how Walking school buses are organized and conducted. • More organized structure requires considerable planning 	<ul style="list-style-type: none"> • NCSRTS page on walking school buses: www.saferoutesinfo.org/guide/encouragement/walking_school_bus_or_bicycle_train.cfm
<p>Drive Safe Campaigns</p> <p>Some parents are not aware of how their driving behavior can put walking students at risk. This teaches parents how their unsafe driving habits can put their children in danger.</p>	Education	<ul style="list-style-type: none"> • Has the ability to positively effect change in and community around the school • Improves the safety of the walking environment • Good drivers can help to set the example for good behavior. This is especially true for helping to control speeds. 	<ul style="list-style-type: none"> • This requires a person to organize and administer the campaign. • May not be effective at schools where parent/teacher organizations are weak • Law enforcement officers would be great at speaking at the campaign events. Sometimes, due to their heavy schedules that can be difficult to pin down. • A good way to contact parents is at back to school night and PTA meetings. Starting at the beginning of the year helps to prevent bad habits from starting. Law enforcement officers (or other teachers) can hold a brief assembly to explain the dangers of unsafe driving in school areas. • Law enforcement officers can provide a demonstration of how difficult it is to quickly stop a moving vehicle at 50, 40 and 30 mph. The National Center has information on how the speed of the vehicle can affect the severity of injury that the pedestrian experiences in a crash. 	

Strategy	E's	Advantages	Considerations	Resources
<p>Crossing Guard Appreciation Day</p> <p>Crossing guards help our children cross the road safely in the mornings and afternoons, in all weather conditions. Remind them that you appreciate their service and dedication. Students can create thank you cards that they deliver themselves during their walks home, or teachers and administrators can honor them formally during a school assembly.</p>	<p>Encouragement</p>	<ul style="list-style-type: none"> • Maintains a positive relationship between the crossing guards and the school/community. • Can inspire crossing guards to continue to be reliable, safety figures. • Creates an opportunity to remind students why it is important to practice safe walking skills. 	<ul style="list-style-type: none"> • Requires coordination between the crossing guards, school administrators and school instructors. • May require materials to create the thank-you cards. • Is most effective with newsletter and in-school announcements. • Relatively inexpensive strategy 	<ul style="list-style-type: none"> • Downloadable templates for event flyers and newsletter inserts: http://saferoutesga.org/Resources/Downloads

Strategy	E's	Advantages	Considerations	Resources
<p>Pace Car Program</p> <p>Program participants pledge to drive the speed limit on neighborhood streets, respect pedestrians and bicyclists, and display the Pace Car bumper sticker.</p>	Enforcement	<ul style="list-style-type: none"> • Low-cost way to slow traffic and improve interactions between motorists, pedestrians, and bicyclists 	<ul style="list-style-type: none"> • Must be accompanied by an education and outreach campaign • Need to find funding source for stickers and other materials • Not all drivers who make the pledge will keep it, but the program can still be effective if enough people do • Can have students design logo as part of contest 	<ul style="list-style-type: none"> • Websites for Pace Car programs around the country: <ul style="list-style-type: none"> www.idahosmartgrowth.org/projects/pace-car/index.htm www.northamptonma.gov/pacecar/ www.ci.santa-cruz.ca.us/pw/npcp/npcp.html www.peds.org/kw_pace.shtml cityofdavis.org/Police/pacecar/ www.waba.org/pacecar/
<p>Adopt a Sidewalk Program</p> <p>To keep sidewalks clear of debris and trash, groups can volunteer to adopt a sidewalk. Groups can include classrooms and families as well as local businesses or agencies.</p>	Education	<ul style="list-style-type: none"> • This promotes the Safe Routes to School program and also relieves the localities of some of the burden to keep the sidewalks well-maintained. 	<ul style="list-style-type: none"> • Requires the help and dedication of volunteers • Requires public outreach and education 	

Georgia-based Organizations Working to Support Safe Routes to School

Georgia Bikes! (<http://www.georgiabikes.org/DesktopDefault.aspx>)

GEORGIA BIKES! Is a statewide organization working to improve bicycling conditions and promote bicycling in Georgia. Their work includes creating a law enforcement officer's pocket guide, instigating school based education efforts and developing bicyclist education materials.

Atlanta Bicycle Coalitions (<http://www.atlantabike.org/>)

ABC's mission is to make it safer and easier for people to ride bicycles by advocating for better facilities for bicycles, educating cyclists and drivers on sharing the road safely, offering programs to support those who would like to start biking as well as those who already bike to ride more often, and by promoting the bicycle as a both a viable transportation solution and a community-building form of recreation and exercise.

PEDS (<http://peds.org/>)

PEDS is a nonprofit, member-based advocacy organization dedicated to making metro Atlanta safe and accessible for all pedestrians. Members work to improve engineering of the pedestrian environment, increase enforcement of pedestrian safety and educate drivers about their responsibilities to pedestrians.

Alliance for a Healthier Generation (<http://www.healthiergeneration.org/>)

The Alliance for a Healthier Generation is a Georgia SRTS Network Partner that can provide support to schools through its Healthy Schools Program.

American Heart Association (AHA) (<http://www.americanheart.org/>)

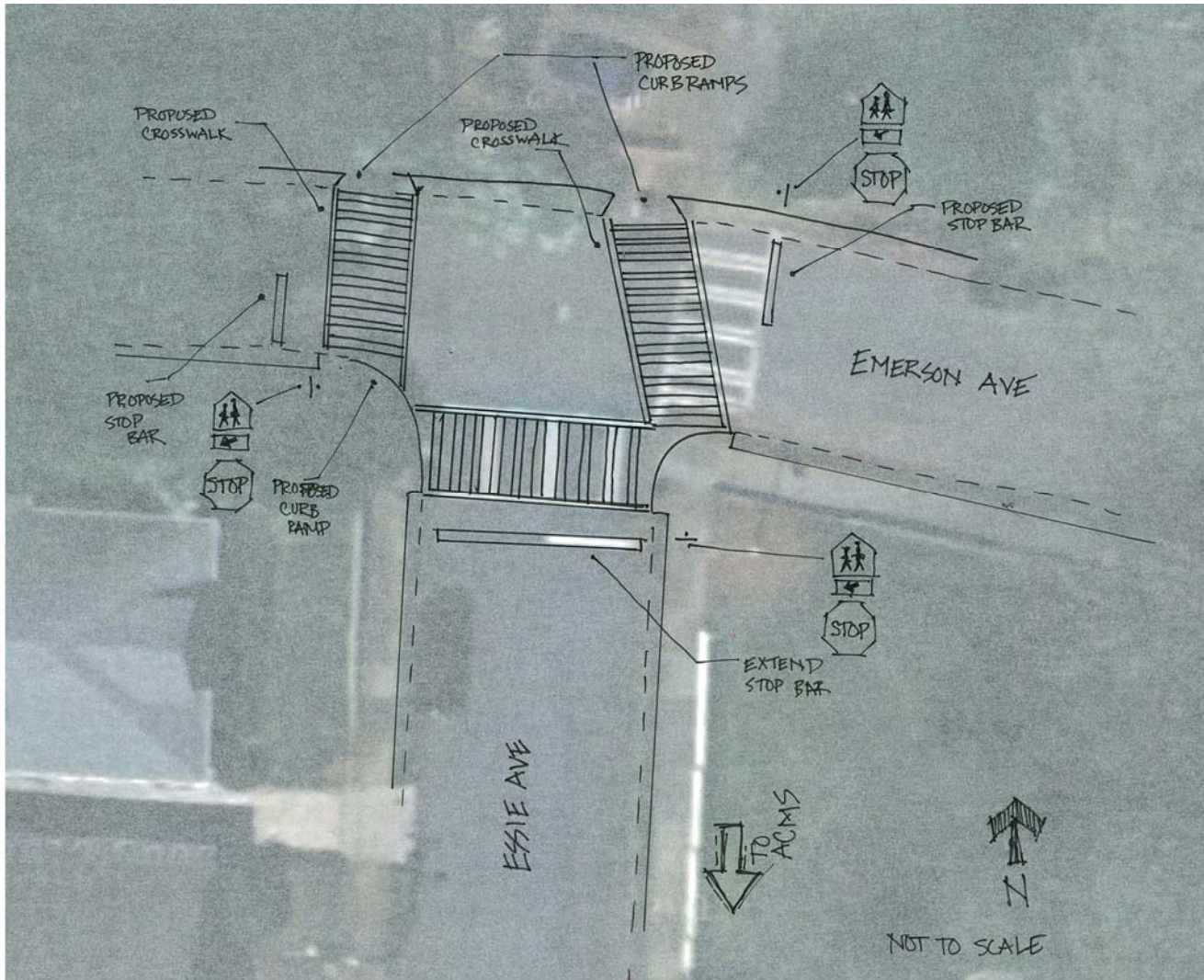
The AHA (also a Georgia SRTS Network Partner) is a strong supporter of the Safe Routes to School Program.

Georgia Regional Commissions

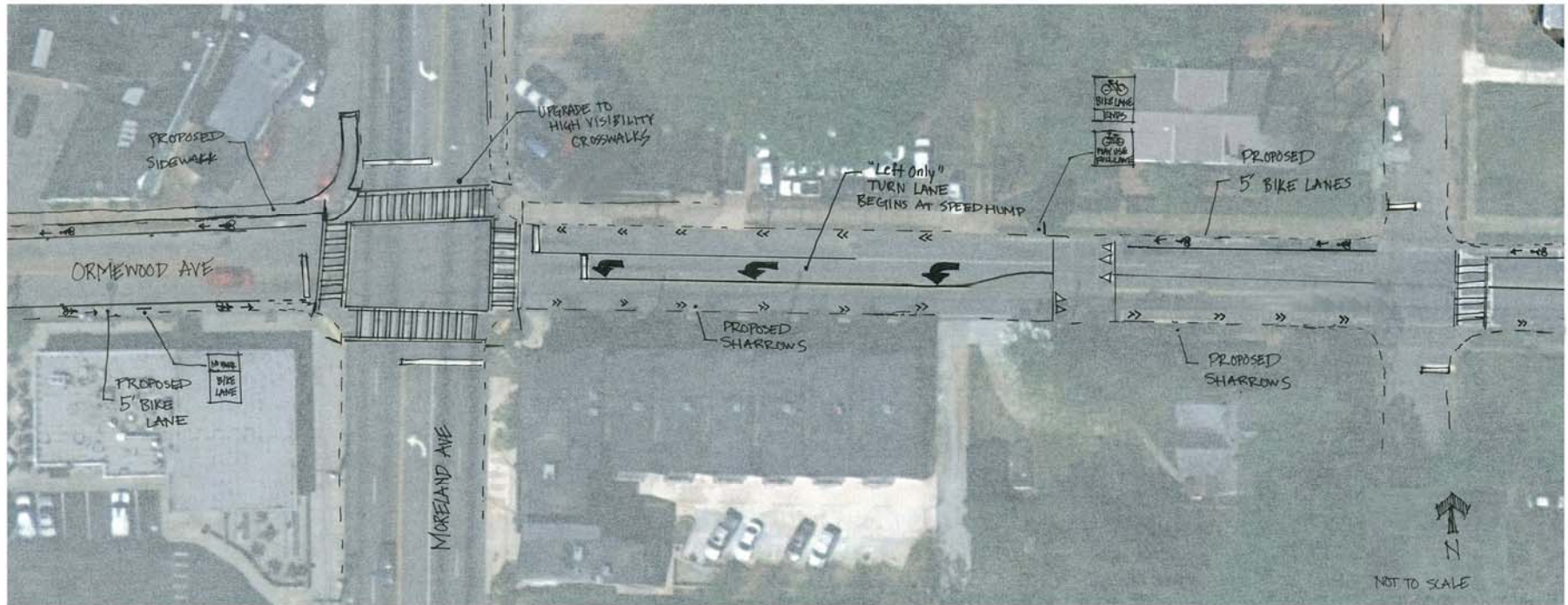
Georgia's regional commissions are organizations comprised of county and municipal governments providing services in the areas of planning (including transportation planning), public administration, economic development, aging services and information technology.

- [Central Savannah River Area Regional Commission](http://www.csrarc.ga.gov/) (<http://www.csrarc.ga.gov/>)
- [Coastal Georgia RC](http://www.coastalgeorgiarc.org/) (<http://www.coastalgeorgiarc.org/>)
- [Georgia Mountains RC](http://www.gmrhc.org/) (<http://www.gmrhc.org/>)
- [Heart of Georgia RC](http://www.hogarc.org/) (<http://www.hogarc.org/>)
- [Middle Georgia RC](http://www.middlegeorgiarc.org/) (<http://www.middlegeorgiarc.org/>)
- [Northeast Georgia RC](http://www.negrhc.org/) (<http://www.negrhc.org/>)
- [Northwest Georgia RC](http://www.nwgrc.org/) (<http://www.nwgrc.org/>)
- [River Valley RC](http://www.rivervalleyrc.org/) (<http://www.rivervalleyrc.org/>)
- [Southern Georgia RC](http://www.sgrc.us/) (<http://www.sgrc.us/>)
- [Southwest Georgia Regional Commission](http://www.swgrdc.org/) (<http://www.swgrdc.org/>)
- [Three Rivers RC](http://www.cfrdc.org/) (<http://www.cfrdc.org/>)
- [Atlanta Regional Commission](http://www.atlantaregional.com/) (<http://www.atlantaregional.com/>)

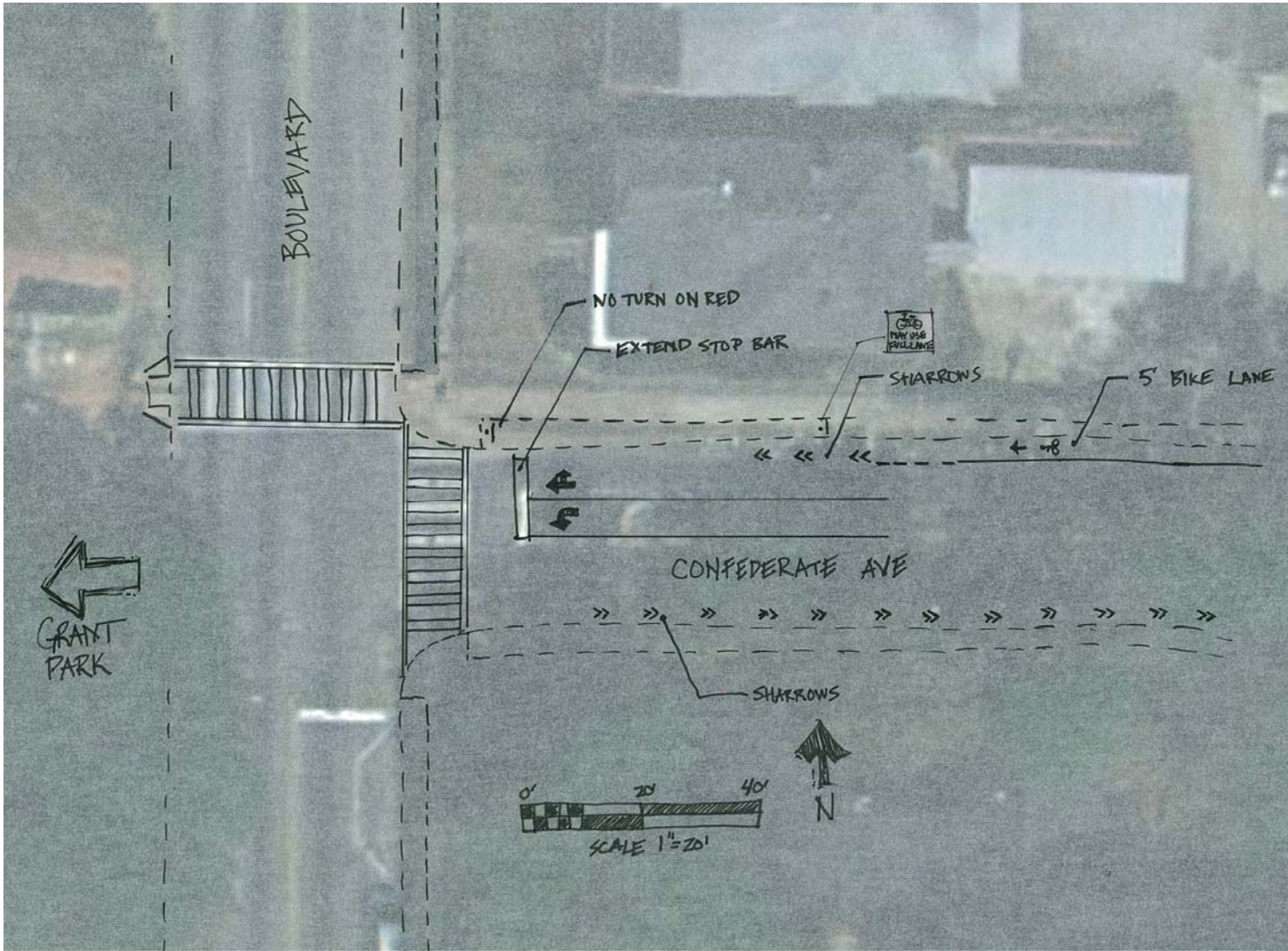
APPENDIX B: Conceptual Drawings for Select Engineering Recommendations



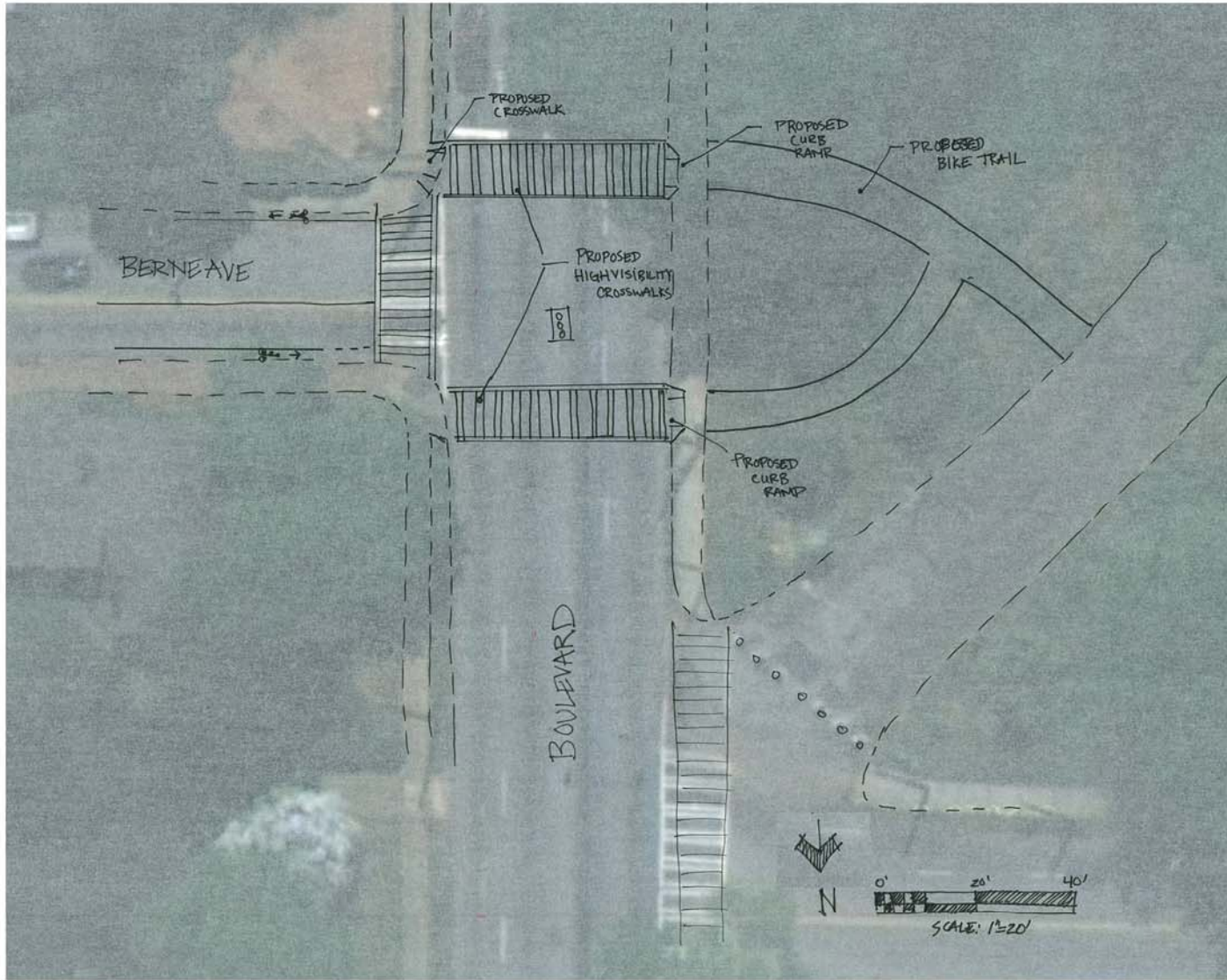
Map Key A: Intersection of Essie Avenue and Emerson Avenue



Map Key E, F, G: Ormewood Avenue from Woodland through intersection with Moreland and toward Flat Shoals



Map Key I, Option 1: Confederate Avenue and Boulevard



Map Key I, Option 2: Berne Street and Boulevard