Riverside County Special Education Local Plan Area (SELPA)

Interim Placement Procedures

Table of Contents

Enrollment in Special Education Program 2

New to LEA from Outside of SELPA 3

New to LEA from Within the Same SELPA 3

New to District from Outside the State of California 4

Interim Placement for County Operated Programs 4

Interim Placement to Nonpublic School 5

IEP Driven Residential Placements 6

Name of LEA Representative and Signature of Consent ONLY if the IEP is not in Conformity 6

Request for Records 6

30- Day Calendar for Special Education Interim Placements 7

Appendices

Riverside County SELPA Interim Placement Form
Riverside County Office of Education Request for Administrative Placement
SEIS Transfer Procedures for RCOE Programs
30-Day Calendar for Special Education Interim Placements

These Interim Placement Procedures provide information on:

- Enrollment in district special education programs
- Interim placement for county operated programs
- Interim placement for nonpublic schools
- Requests for records
- Legal timelines.

These procedures apply to all Riverside County SELPA LEA members, including school districts, County Office of Education, or an approved LEA charter school.

The Interim Placement Form

The *Interim Placement Form* (Appendix 1) is to be completed by administrator or designee whenever a student with a current individualized education program (IEP) transfers into the local educational agency (LEA). If the new District of Special Education Accountability (DSEA) has insufficient information to determine eligibility and placement, a phone call should be made to the previous LEA to get the information required to complete the *Interim Placement Form*. Please see the www.rcselpa.org Resources/Policies and Procedures tab/ *Individualized Education Program (IEP) Manual* for directions on completing the *Interim Placement Form*.

In addition, the LEA should look the student up in CALPADS by SSID number to verify the last-reported IEP and Special Education status. CALPADS will only house enrollment and Special Education records for students enrolled in Californian LEAs. If the student was enrolled outside of California, their records will not be found in CALPADS.

A separate *Authorization for Use and/or Disclosure of Information* or other LEA-approved release of information form should be sent to the student's former Reporting LEA. Indicate the date that the release was sent to the previous LEA on the *Interim Placement Form*.

.

Enrollment in Special Education Program

Whenever a pupil with an IEP (signed by parent/guardian/adult student) transfers into a district, LEA shall provide the pupil with a free appropriate public education (FAPE), including services comparable to those described in the previously approved IEP, in consultation with the parents to the extent possible within existing resources, for a period not to exceed 30 days, by which time the local education agency shall adopt the previously approved IEP or shall develop, adopt, and implement a new that is consistent with federal and state law (EC 56325). ***The new LEA does have an obligation to implement the student's last IEP, but the new placement does not have to exactly replicate the prior placement*** (*Mrs. S. ex rel G. v. Vashon Island Sch. Dist. 337 F.3d 1115* (9th Cir. 2003)). If the student's goals can be met in a less restrictive environment (i.e., LEA program versus nonpublic school), and the parent/guardian agrees, the LEA can convene an IEP meeting to offer this alternative.

Most students moving into the LEA live with their parent. Parent means:

- A biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child;
- A guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child;
- An individual acting in place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives; or
- An individual who is legally responsible for the child's welfare if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order (i.e., a court appointed surrogate advocate [CASA], a surrogate parent or a foster parent).

Some students may become residents of the LEA by being placed in a licensed children's institute (LCI), foster family home or agency (FFH/A), or an adult care facility (ACF). In such cases, the residential support personnel typically register the student with the DSEA on the day following placement. At the time of enrollment, the personnel should present one or more of the following:

- Parent name(s) and address(es)
- A copy of the court order stating the name of the individual who holds educational rights
- Or notification of need for a surrogate parent.

An interim placement is to be completed and signed by the DSEA upon presentation or verification of a current IEP and psychological evaluation. The student is enrolled immediately upon registration.

Note: If a pupil arrives without a signed IEP or special education documentation, do not assume the pupil is currently receiving special education services based on parental input. Best practice is to place the pupil in a general education class until verification is received that notes the pupil is currently receiving special education services with a signed IEP. Occasionally a student may move into your LEA who presents as having a qualifying disability but does not have any evidence to support having qualified for Special Education services. In these instances, it is recommended that the student be placed in a general education classroom and a Special Education Initial Evaluation be expedited.

New to LEA from Outside of SELPA

When a student with an active IEP transfers from outside Riverside County SELPA (RC SELPA) to an LEA within RC SELPA during the same academic year, the RC SELPA LEA shall provide the pupil with a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parents, for a period not to exceed 30 days. During this time the LEA shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

The Reporting LEA will complete the following steps to update information in SEIS. Specific assignment of responsibility to personnel will depend on whether Interim Placements are completed at the school or district site level.

- Personnel at the school or district site complete the Interim Placement form after consultation with parent/adult student/guardian. After completion, they will either submit a request to add the student in SEIS or add a record/submit a transfer request to acquire the SEIS record. The LEA will use the incoming IEP and the CALPADS system to obtain the necessary information to populate the SEIS record. This would specifically include the CALPADS fields and services reflecting the placement in the new LEA.
- SEIS Administrative level user needs to:
    - Add the student into the LEA's SEIS system by transferring in an already existing SEIS record or creating a new one.
    - Updating the student record information to reflect the placement in the new LEA.
    - Adopt or create a transaction of the most recent IEP/Amendment for reporting to CALPADS.
- The team develops an amendment IEP in SEIS within 30 days, affirming within 7 days after the offer of FAPE is made.
- A new Plan Review may be required if:
    - The incoming IEP is overdue or will become due in a short period of time.
    - The incoming IEP is deemed to be inappropriate to the student's needs.
    - If the Interim meeting will be making adjustments to most of the IEP pages and it would be easier to hold a Plan Review /Interim.
- In those cases, the IEP is held in the Future IEP and marked as a Plan Review /Interim.
- As with all IEPs and Amendments, the goal is to have the new IEP meeting affirmed in SEIS within 7 days.

New to LEA from Within ~~the Same~~ Riverside County SELPA

When a student with an active IEP transfers from to another within RC SELPA during the same academic year, the new LEA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the LEA agree to develop, adopt, and implement a new IEP.

The Reporting LEA will complete the following steps to update information in SEIS. Specific assignment of responsibility to personnel will depend on whether Interim Placements are completed at the school or district site level.

- Complete Interim Placement form.
- SEIS Administrative level user needs to:
    - Add the student into the LEA's SEIS system by transferring in an already existing SEIS record.
    - Updating the student record information to reflect the placement in the new LEA.
    - Adopt or create a transaction of the most recent IEP/Amendment for reporting to CALPADS.

- The IEP team may, but is not required to, complete an IEP or IEP Amendment in SEIS within 30 days.

New to District from Outside the State of California

When a student with an active IEP transfers from an educational agency located outside the State of California to an LEA within California within the same academic year, the LEA shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parents. This occurs until the LEA conducts an assessment, if determined to be necessary by the LEA, and develops a new IEP consistent with federal and state law.

For SEIS data input, follow the same directions noted above for a student moving into the LEA from outside of the SELPA.

Interim Placement for County Operated Programs

When a student moves into an LEA and has an IEP requiring services that would more appropriately be provided through Riverside County Office of Education (RCOE), the LEA may make an interim placement into a program operated by RCOE. The LEA special education administrator/designee must complete the SELPA *Interim Placement Form* as well as the following procedures to help expedite the placement in a timely manner.

1. Review and consider the IEP goals/objectives more closely than the eligibility for special education services in making a decision to refer the student to a RCOE program.
2. Call the Coordinator/Principal (C/P) for the program being considered for consult. If they are not available by phone leave a message and/or email regarding the referral and continue with the referral process.
3. Complete the *RCOE Request for Administrative Placement* (Appendix 2) form with all relevant information on the student, parent/guardian, previous placement, and program compatibility. AN LEA administrator/designee must sign this form.
4. Fax or scan the following **REQUIRED** forms to the county CP of the program being considered:
   - *County Administrative Placement* Form
   - Riverside County SELPA *Interim Placement Form*
   - IEP
   - Multidisciplinary Report
   - Immunization Records (if available)

   NOTE: Students will not be accepted without all of this documentation.
5. Give the parent the County Registration Packet to complete. Provide parent with name and contact information of recommended program County C/P for follow up.
6. Send a request for records to the student's previous LEA. Once received, forward a copy to the appropriate assigned C/P's office.
7. Call the RCOE Special Education, C/P Office Secretary to ensure that the referral was received.
8. Create an LEA pupil file. The LEA may choose, but is not required, to input data into the Student Information System (SIS). If done, the student must be marked with a secondary enrollment/**not** eligible for ADA.
9. The DSEA follows the flow chart directions on the "SEIS Transfer Procedures for RCOE Programs" (Appendix 3) based upon the type of referral and program option (i.e., Infant Circle, GRASP, SH or Alternative Education).
10. Be aware, the 30-Day Timeline (Appendix 4) begins when the *Interim Placement Form* is generated. Upon receipt of the *Request for Interim Placement* along with other required documentation, County

services should be provided **immediately** as per EC 56325(a). The parent should be offered the option of transporting the child to and from school while transportation is being arranged.

NOTE: The DSEA remains responsible for making an offer of FAPE to students, including meeting legal timelines, even if the County becomes the Reporting LEA.

Interim Placement to Nonpublic School

When a student originally moves into the LEA from outside the SELPA with a non-public school placement on their IEP, the DSEA completes the Interim Placement form as described herein and sends a request for records to the last LEA. Once the student record is created or transferred into the new DSEA in SEIS, a copy of the following documents must be uploaded and attached to the student record in SEIS for access by the Riverside County SELPA office **and** the nonpublic school:

- Completed *Interim Placement Form* with "Name of LEA Representative Making Interim Placement" at the bottom
- Last agreed upon IEP from previous LEA
- Most recent multi-disciplinary assessment report

The DSEA will submit a Student Change Notice to the SELPA office via the RC SELPA website secured folders, email, or fax.

*** NOTE:** For students transferring from an LEA within the Riverside County SELPA, the SELPA will develop an ISA from the date of the interim placement until the end of the school year (June 30). The IEP team may review the placement at any time during the designated time period but is not required to do so. In contrast, when a student is enrolling from an LEA outside of the Riverside County SELPA, the interim placement IEP must be rewritten within 30 days. The SELPA will develop an ISA to cover the contracted service(s) from the time of the interim placement through the end of the school year (June 30). If changes are made at the interim IEP, SELPA will initiate an amended ISA.

The following steps need to be following by the student's DOR for updating information in SEIS.

- Personnel at the school or district site, either submit a request to add student in SEIS or add a record/submit a transfer request in SEIS The LEA will use the incoming IEP for critical CALPADS information to populate the SEIS record. This would specifically include the CALPADS fields and services reflecting the placement at the NPS in the new LEA.
- SEIS Administrative level user needs to:
    - Research in SEIS if the student has an existing record and request transfer if need be.
    - If no record in SEIS exists, a new student record shall be created.
    - Verify or input the student's first and last name, date of birth, SSID number and district ID number. Once all is entered, the student information system (SIS) will provide the demographic data (Only if the LEA has nightly uploads from the SIS to SEIS).
    - Verify or input the Special Education reporting data in the CALPADS Student and CALPADS Services sections of SEIS.
    - Assign a Case Manager and Service Providers.
    - Create a transaction of the most recent IEP/Amendment for reporting to CALPADS.
- The team develops an amendment IEP in SEIS within 30 days, affirming within 7 days after the offer of FAPE is made.
- A new Plan Review may be required if:
    - The incoming IEP is overdue for the Plan Review or will become due in a short period of time
    - The incoming IEP is deemed to be inappropriate to the student's needs

- If the Interim meeting will be making adjustments to most of the IEP pages and it would be easier to just hold a Plan Review /Interim.

- In those cases, the IEP is held in the Future IEP and marked as a Plan Review /Interim.

As with all IEPs and Amendments, the goal is to have the new IEP meeting affirmed in SEIS within 7 days

NOTE: SELPA is responsible for assigning User Accounts to NPS personnel so they can update present levels of performance, progress on prior goals, and propose new goals. The DSEA is responsible for updating IEP information in SEIS for all NPS students and sending Student Change Notices to the SELPA. SELPA will be checking NPS Billing Authorizations to ensure the DSEA is appropriately completing the forms.

IEP Driven Residential Placements

If a student from outside the SELPA is placed in a nonpublic school residential setting through the IEP process in a prior school district, that student's education, including corresponding costs, remains the responsibility of the former SELPA through the extended school year session (EC 56325(c)). If this is the case with the registering student, mark YES on the following part of the form:

❑ Yes ❑ No Residential nonpublic school provision applies to this student

In such cases, DO NOT SIGN THE *INTERIM PLACEMENT FORM*. The student's program and placement continue to belong to the other district. Do not compromise the district's status by completing and signing this form and putting in the student's file. Keep it in a "tickler" file in your office for future reference. Contact the previous district to let them know that the student has moved to your district and that you will be available for an IEP team meeting to assume the responsibility for the student's IEP to your district following the extended school year session.

If a student from within the Riverside County SELPA who is placed in a nonpublic school residential setting through the IEP process and his/her parent moves into a new LEA within the SELPA, the new LEA should complete an Interim Placement and notify the SELPA.

Name of LEA Representative and Signature of Consent ONLY if the IEP is not in Conformity

After consulting with the parent/guardian/adult student, it is NOT necessary for the educational rights holder to sign the proposed *Interim Placement Form* acknowledging the offer of FAPE during the 30-day Interim. There will be times that programs or services provided in the former district are not in place in the new LEA at the time of enrollment. In such cases, an alternative program within the LEA, a referral to a program operated by another agency, or placement in a nonpublic school may be necessary. The law allows a district to address the IEP within the existing programs and services during the 30-day placement. The educational rights holder must give consent for placement in a program that is not in conformity with the current IEP.

The *Interim Placement Form* is to be signed by a school or district administrator. The parent/guardian/adult student should be given a copy of the *Interim Placement Form*. The original should be placed in the student's special education pupil file, a copy given to the teacher, and the completed *Interim Placement Form* should be scanned and attached to the student's SEIS file.

Request for Records

To facilitate the transition of an individual with exceptional needs, the new school in which the student enrolls shall take reasonable steps to promptly obtain the pupil's records, including the IEP, supporting documents and any other records relating to the provision of special education and related services, from the previous school in which the pupil was enrolled*. The previous school in which the individual with exceptional needs was enrolled shall send the pupil's special education records, or a copy thereof, within five working days. (5 CCR 3024)*

30- Day Calendar for Special Education Interim Placements

The *Interim Placement Form* provides for continuance of the student's previous IEP for 30 days. For convenience, a 30-Day Calendar for Special Education Interim Placements is included in this document. This 30-day calendar applies to continuous days, including weekends. The timeline is extended whenever a student's school calendar is "off track" or on vacation in excess of five school days (A school break of more than 5 days).

The IEP team must meet within 30 days to review records, confirm the appropriateness of the program, and complete any new/updated documentation required. If the student has an IEP from an LEA within the Riverside County SELPA, a new IEP does not need be developed if the current one is appropriate.

Updates Approved by Coordinating Council on November 12, 2021.

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

INTERIM PLACEMENT FORM

The use and distribution of this form is limited to employees of public school agencies within the Riverside County Special Education Local Plan Area (SELPA)

ENROLLMENT INFORMATION **Date: __ / __ / ____**

Student Full Legal Name: _____ **Birthdate: ___/ ___/ ____**

Student's Address: **Age:** **Grade**: **Phone Number:** ( ) -

District: **School:** **Ed. Rights. Held By:**

Student's Residence: ☐ **Parent/Guardian** ☐ **Foster** ☐ **LCI** ☐ **Adult Student** **SSID _____**

CURRENT INFORMATION FROM PRIOR DISTRICT

IEP Date:___/ ___/ ____ **Date of Most Recent Psycho-Ed. Eval.:**___/ ___/ __ **Primary Disability:** ____

Educational Plan Type: **Meeting Type**: ☐ Initial ☐ Plan Review ☐ Eligibility Eval

School/District: **Phone Number:** ( ) - **Fax Number:**( ) -

Address: **City:** **State:** **Zip:**

Preschool Program Setting (3–5 year-old Preschool and 4 year-old TK/KGN):

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year olds in TK/KGN.)

The location where the child receives the majority of their special education services the same as above: ☐ Same as above ☐ Different as above

Is the Regular Early Childhood Program or Kindergarten Program ten hours pre week or greater? ☐ Yes ☐ No

Program Setting (TK/KGN or greater, Ages 5-22):

_____% of time student is outside the regular class & extracurricular & non academic activities

_____% of time student is in the regular class & extracurricular & non academic activities

INTERIM SPECIAL EDUCATION PROGRAM AUTHORIZATION

Interim placement in the following special education program is authorized, pending action at the next Individualized Education Program Team Meeting to be held no later than 30 days from starting school: ___/ ___/ ____

Program Services	Tentative Date	Frequency	Duration	Location	Service Provider
	___/ ___/ ____				
	___/ ___/ ____				
	___/ ___/ ____				
	___/ ___/ ____				
	___/ ___/ ____				

Student has: ☐ **Positive behavioral intervention plan** ☐ **Health Plan** ☐ **Special Health Procedures** ☐ **Transportation** **ESY** ☐ **No** ☐ **Yes**

RESIDENTIAL NONPUBLIC SERVICES

Residential nonpublic school provision applies to this student ☐ **No** ☐ **Yes**

Note: For a pupil placed and residing in a residential NPS prior to transferring to a school district in another special education local plan area, and this placement is not eligible for funding pursuant to Section 56836.16, the special education local plan area that contains the district that made the residential NPS placement shall continue to be responsible for the funding of the placement, including related services, for the remainder of the school year. An extended year session is included in the school year in which the session ends. EC 56325 (c)

Whenever a pupil transfers into a district from a district not operating programs under the same local plan in which he or she was last enrolled in a special education program within the same academic year, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents to the extent possible within existing resources, for a period not to exceed 30 days, by which time the local education agency shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law. EC 56325

NAME OF LEA REPRESENTATIVE MAKING INTERIM PLACEMENT

Name: _____ **Position:** _____ **Date:** ___/ ___/ ____

School: **District:**

Division of Student Programs and Services

Request for Administrative Placement

(To Be Completed by Referring District)

Referring District: _____ Date: _____

Int'l Sp. Ed. Referral Date: _____ Contact: _____
(District of Residence)

Name of Student Referred: _____ Ethnicity: _____

Living with: ❑ Parent ❑ Foster ❑ LCI Sex: ❑ Male ❑ Female ❑ Nonbinary

Parent/Guardian: _____ D.O.B.: _____

Address: _____ Apt.# _____ Chron. Age: _____

_____

Mailing Address: _____ Home Phone: _____
(if different)

_____

Primary Home Language: ❑ English ❑ Other: _____ Work Phone: _____

Language Proficiency: ❑ Novice EL ❑ Intermediate EL ❑ IFEP Determined by: _____

Date Student 1st Enrolled in U.S. School: _____ Message Phone: _____

Parent's Education Level: Mother: _____ Father: _____ Cell Phone: _____

Does Student Require a Wheelchair for Transportation: ❑ Yes ❑ No

* List Responsible Agency: _____ Caseworker: _____

Previous Placement

Most Recent IEP Date: _____ Most Recent Report: _____

Program/Disability: _____ District: _____

School: _____ Address: _____

Phone: _____ Registrar: _____

Date Records Requested: _____ By: _____

Request DIS/Itinerant Services ONLY: ❑ Yes Specific: _____

County Audiological Evaluation Requested: ❑ Yes Specific: _____

Note: _____

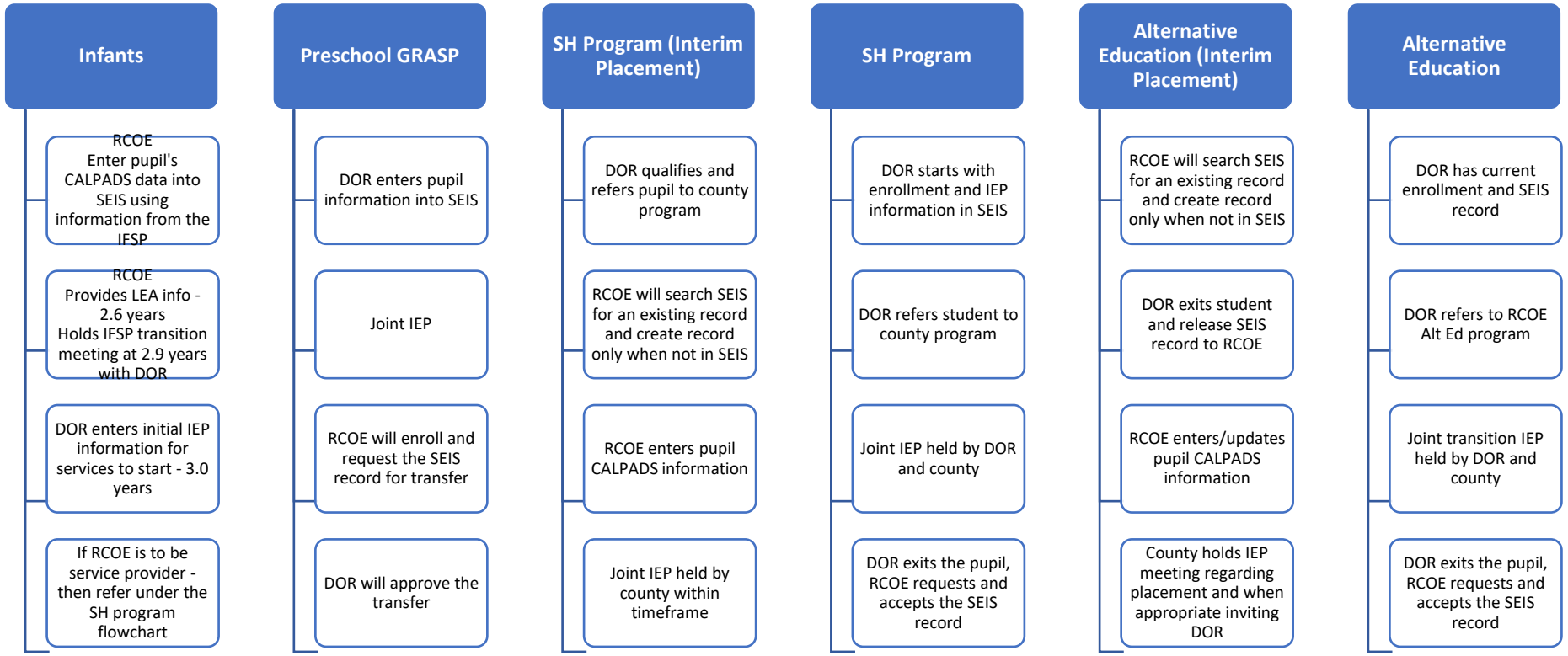
Signed: _____
Administrator/Designee Title Phone

FORM NO. 5081T (07/19)

RIVERSIDE COUNTY OFFICE OF EDUCATION

EDWIN GOMEZ, Ed.D. | County Superintendent of Schools

SEIS Transfer Procedures for RCOE Programs
Revised: December 2020



DOR = District of Residence
CALPADS – California Longitudinal Pupil Achievement Data System
SEIS – Special Education Information System

30-Day Calendar for Special Education Interim Placements

9-01-10-01	10-18-11-17	12-03-1-02	1-18-2-17	3-05-4-04	4-19-5-19	6-04-7-04	7-20-8-19
9-02-10-02	10-19-11-18	12-04-1-03	1-19-2-18	3-06-4-05	4-20-5-20	6-05-7-05	7-21-8-20
9-03-10-03	10-20-11-19	12-05-1-04	1-20-2-19	3-07-4-06	4-21-5-21	6-06-7-06	7-22-8-21
9-04-10-04	10-21-11-20	12-06-1-05	1-21-2-20	3-08-4-07	4-22-5-22	6-07-7-07	7-23-8-22
9-05-10-05	10-22-11-21	12-07-1-06	1-22--2-21	3-09-4-08	4-23-5-23	6-08-7-08	7-24-8-23
9-06-10-06	10-23-11-22	12-08-1-07	1-23-2-22	3-10-4-09	4-24-5-24	6-09-7-09	7-25-8-24
9-07-10-07	10-24-11-23	12-09-1-08	1-24-2-23	3-11-4-10	4-25-5-25	6-10-7-10	7-26-8-25
9-08-10-08	10-25-11-24	12-10-1-09	1-25-2-24	3-12-4-11	4-26-5-26	6-11-7-11	7-27-8-26
9-09-10-09	10-26-11-25	12-11-1-10	1-26-2-25	3-13-4-12	4-27-5-27	6-12-7-12	7-28-8-27
9-10-10-10	10-27-11-26	12-12-1-11	1-27-2-26	3-14-4-13	4-28-5-28	6-13-7-13	7-29-8-28
9-11-10-11	10-28-11-27	12-13-1-12	1-28-2-27	3-15-4-14	4-29-5-29	6-14-7-14	7-30-8-29
9-12-10-12	10-29-11-28	12-14--1-13	1-29-2-28	3-16-4-15	4-30-5-30	6-15-7-15	7-31-8-30
9-13-10-13	10-30-11-29	12-15--1-14	1-30-3-01	3-17-4-16	5-01-6-01	6-16-7-16	8-01-8-31
9-14-10-14	10-31-11-30	12-16--1-15	1-31-3-02	3-18-4-18	5-02-6-02	6-17-7-17	8-02-9-01
9-15-10-15	11-01-12-01	12-17--1-16	2-01-3-03	3-19-4-18	5-03-6-03	6-18-7-18	8-03-9-02
9-16-10-16	11-02-12-02	12-18--1-17	2-02-3-04	3-20-4-19	5-04-6-04	6-19-7-19	8-04-9-03
9-17-10-17	11-03-12-03	12-19-1-18	2-03-3-05	3-21-4-20	5-05-6-05	6-20-7-20	8-05-9-04
9-18-10-18	11-04-12-04	12-20-1-19	2-04-3-06	3-22-4-21	5-06-6-06	6-21-7-21	8-06-9-05
9-19-10-19	11-05-12-05	12-21-1-20	2-05-3-07	3-23-4-22	5-07-6-07	6-22-7-22	8-07-9-06
9-20-10-20	11-06-12-06	12-22-1-21	2-06-3-08	3-24-4-23	5-08-6-08	6-23-7-23	8-08-9-07
9-21-10-21	11-07-12-07	12-23-1-22	2-07-3-09	3-25-3-24	5-09-6-09	6-24-7-24	8-09-9-08
9-22-10-22	11-08-12-08	12-24-1-23	2-08-3-10	3-25-4-24	5-10-6-10	6-25-7-25	8-10-9-09
9-23-10-23	11-09-12-09	12-25-1-24	2-09-3-11	3-26-4-25	5-11-6-11	6-26-7-26	8-11-9-10
9-24-10-24	11-10-12-10	12-26-1-25	2-10-3-12	3-27-4-26	5-12-6-12	6-27-7-27	8-12-9-11
9-25-10-25	11-11-12-11	12-27-1-26	2-11-3-13	3-28-4-27	5-13-6-13	6-28-7-28	8-13-9-12
9-26-10-26	11-12-12-12	12-28-1-27	2-12-3-14	3-29-4-28	5-14-6-13	6-29-7-29	8-14-9-13
9-27-10-27	11-13-12-13	12-29-1-28	2-13-3-15	3-30-4-29	5-15-6-14	6-30-7-30	8-15-9-14
9-28-10-28	11-14-12-14	12-30-1-29	2-14-3-16	3-31-4-30	5-16-6-15	7-01-7-31	8-16-9-15
9-29-10-29	11-15-12-15	12-31-1-30	2-15-3-17	4-01-5-01	5-17-6-16	7-02-8-01	8-17-9-16
10-01-10-31	11-16-12-16	1-01-1-31	2-16-3-18	4-02-5-02	5-18-6-17	7-03-8-02	8-18-9-17
10-02-11-01	11-17-12-17	1-02-2-01	2-17-3-19	4-03-5-03	5-19-6-18	7-04-8-03	8-19-9-18
10-03-11-02	11-18-12-18	1-03-2-02	2-18-3-20	4-04-5-04	5-20-6-19	7-05-8-04	8-20-9-19
10-04-11-03	11-19-12-19	1-04-2-03	2-19-3-21	4-05-5-05	5-21-6-20	7-06-8-05	8-21-9-20
10-05-11-04	11-20-12-20	1-05-2-04	2-20-3-22	4-06-5-06	5-22-6-21	7-07-8-06	8-22-9-21
10-06-11-05	11-21-12-21	1-06-2-05	2-21-3-23	4-07-5-07	5-23--6-22	7-08-8-07	8-23-9-22
10-07-11-06	11-22-12-22	1-07-2-06	2-22-3-24	4-08-5-08	5-24-6-23	7-09-8-08	8-24-9-23
10-08-11-07	11-23-12-23	1-08-2-07	2-23-3-25	4-09-5-09	5-25-6-24	7-10-8-09	8-25-9-24
10-09-11-08	11-24-12-24	1-09-2-08	2-24-3-26	4-10-5-10	5-26-6-25	7-11-8-10	8-26-9-25
10-10-11-09	11-25-12-25	1-10-2-09	2-25-3-27	4-11-5-11	5-27-6-26	7-12-8-11	8-27-9-26
10-11-11-10	11-26-12-26	1-11-2-10	2-26-3-28	4-12-5-12	5-28-6-27	7-13-8-12	8-28-9-27
10-12-11-11	11-27-12-27	1-12-2-11	2-27-3-29	4-13-5-13	5-29-6-28	7-14-8-13	8-29-9-28
10-13-11-12	11-28-12-28	1-13-2-12	2-28-3-30	4-14-5-14	5-30-6-29	7-15-8-14	8-30-9-29
10-14-11-13	11-29-12-29	1-14-2-13	3-01-3-31	4-15-5-15	5-31-6-30	7-16-8-15	8-31-9-30
10-15-11-14	11-30-12-30	1-15-2-14	3-02-4-01	4-16-5-16	6-01-7-01	7-17-8-16	
10-16-11-15	12-1-12-31	1-16-2-15	3-03-4-02	4-17-5-17	6-02-7-02	7-18-8-17	
10-17-11-16	12-02-1-01	1-17-2-16	3-04-4-03	4-18-5-18	6-03-7-03	7-19-8-18	