Riverside County Special Education Local Plan Area (SELPA)
Interim Placement Procedures
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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 residence (DOR) 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*.

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 DOR. Indicate the date that the release was sent to the other LEA on the *Interim Placement Form*.

These Interim Placement Procedures have been updated to provide information on how to address (a) enrollment in district special education program, (b) interim placement for county operated programs, (c) interim placement for nonpublic school, (d) request for records, and (e) legal timelines. These procedures apply to all Riverside County SELPA LEA members, be they a school district, county office of education, or an approved LEA charter school.

Enrollment in Special Education Program

Whenever a pupil with an IEP (signed by parent/guardian/adult student) transfers into a district, 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). ***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 of the 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 DOR 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 DOR upon presentation or verification of a current IEP and psychological evaluation. The student is enrolled immediately upon registration. This section addresses enrollment in a district program from outside of the SELPA, from within the SELPA, and from outside of the state.

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.

New to LEA from Outside of SELPA

When a student with a disability who has an IEP transfers into a LEA from a LEA not operating programs under the same SELPA local plan within the same academic year, the 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, 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 following steps need to be followed by the student's DOR for updating 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, submit a request to add student in SEIS, then complete the

Student Data Transmittal (SDT) Form for critical CASEMIS information. This would specifically include the CASEMIS fields and services reflecting the placement in the new LEA. If done at the school site level, the SDT Form would either be emailed or sent in via intra-district mail to the district office CASEMIS Administrator, based on district office preference.

- SEIS Administrative level user needs to:
  - o Research in SEIS if the student has an existing record and request transfer if need be.
  - o If no record in SEIS exists, a new student record shall be created.
  - o Verify or input the student's first and last name, date of birth, CSIS number and district ID number. Once all is entered, the student information system (SIS) will provide the demographic data.
  - o Verify or input the SDT data.
  - o Assign a Case Manager and Service Providers.
- The team develops a complete IEP on SEIS within 30 days, with the affirm and attest process completed within 7 days after the offer of FAPE is made.

New to LEA from Within the Same SELPA

When a student with a disability who has an IEP transfers into a LEA from a LEA operating programs under the same SELPA in which he or she was last enrolled within 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 following steps need to be completed by the student's district of residence (DOR) for updating information in SEIS. Specific assignment of responsibility to personnel will depend on whether Interim Placements are completed at the school or district site level.

- Interim Placement form needs to be completed.
- SEIS Administrative level user needs to:
  - o Research in SEIS if the student has an existing record and, either transfer the existing record, or create a new student record in SEIS.
  - o Continue annual and triennial review dates as indicated in SEIS, even if a 30 day review meeting is held.
  - o Assign a Case Manager and Service Providers.
- 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 a disability transfers from an educational agency located outside the State of California to a LEA within California within the same academic year, the LEA shall provide the pupil with a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parents, 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 inputting, 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 a LEA and has an IEP requiring severely handicapped special day class services and such a class is not operated by the LEA, the LEA can make an interim placement into a program operated by the Riverside County Office of Education (RCOE). The LEA special education administrator/designee must complete the SELPA *Interim Placement Form* as noted herein 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. A 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 a 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 as **not** eligible for ADA.

9. The District of Residence (DOR) 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. So, 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 DOR remains responsible for making an offer of FAPE to students, including meeting legal timelines, even if the County becomes the District of Service (DOS).

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 DOR 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 DOR 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 DOR 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 a LEA <u>within</u> 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 a LEA <u>outside</u> 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 submit a request to add student in SEIS, then complete the Student Data Transmittal (SDT) Form for critical CASEMIS information. This would specifically include the CASEMIS fields and services reflecting the placement at the NPS in the new LEA. If done at the school site level, the SDT Form would either be emailed or sent in via intra-district mail to the district office CASEMIS Clerk or Special Education Administrator, based on district office preference.

- 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 exists in SEIS, create a new student record.
  - Verify or input the SDT data into the student record in SEIS.
  - Assign a DOR Case Manager and NPS Service Providers.

- If the student has moved in from within the SELPA, the IEP team will document acceptance of the existing IEP on an amendment form in SEIS. If the student has moved in from outside the SELPA, the IEP team will develop an IEP in SEIS within 30 days using the Future IEP, with the affirm and attest process completed within 7 days after the offer of FAPE.

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 DOR 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 for appropriate actions being followed by the DOR.

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 still 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 shift 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 Mental Health Case Manager for the residential costs to be covered by the SELPA centralized funds.

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

After consulting with the parent/guardian, it is NOT necessary for the parent 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 that were 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 parent 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 should be given a copy of the *Interim Placement Form*. The original should be placed in the student's special education pupil file and a copy given to the teacher.

Request for Records

To facilitate the transition for an individual with exceptional needs, the new school in which the individual with exceptional needs enrolls shall take reasonable steps to promptly obtain the pupil's records, including the individualized education program and supporting documents and any other records relating to the provision of special education and related services to the pupil, 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. (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. The timeline is extended whenever a student is "off track" or on vacation in excess of five school 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 unless the parent/guardian agrees, in writing, to an extension. If the student

has an IEP from a LEA within the Riverside County SELPA, a new IEP need not be developed if the current one is deemed appropriate.

Updates Approved by Coordinating Council on August 15, 2014
Updated August 14, 2015; April 12, 2019

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 Name: _____ __ / __ / ____

| First | Middle | Last | D.O.B. |

_____   _____ _____ (____) ____ - _____

Student's Address   Age   Grade   Phone Number

Student's Residence: District ☐ **Parent/Guardian** ☐ **Foster** ☐ **LCI** ☐ **Adult Student**   School   Ed. Rights. Held By   SSID ____

CURRENT INFORMATION FROM PRIOR DISTRICT

__ / __ / ____   __ / __ / ____

IEP Date   Date of most recent psycho-educational evaluation   Primary Disability Category

_____   (____) ____ - _____   (____) ____ - _____

School/District   Phone Number   Fax Number

_____   _____   _____   _____

Address   City   State   Zip

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:** _____

RIVERSIDE COUNTY OFFICE OF EDUCATION
Division of Student Programs and Services

Number _____

3939 Thirteenth Street, P.O. Box 868	24980 Las Brisas Rd	47-336 Oasis Street
Riverside, CA 92502-0868	Murrieta, CA 92562	Indio, CA 92201
(951) 826-6635, (951) 826-6506	(951) 600-5634	(760) 346-4071

Request for Administrative Placement
(To Be Completed by Referring District)

Referring District:: _____   Date: _____

Name of District Contact: _____   Phone: : _____

Name of Student Referred:_____   Sex: ☐ Male   ☐ Female

Living with: ☐ Parent   * ☐ Foster   * ☐ LCI
Parent/Guardian: _____   D.O.B.: _____

Address: _____Apt.# _____   Chron. Age: _____

_____   Home Phone: _____

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

_____   Cell Phone: _____

Initial – Age 3 and Above Special Education Referral Date: _____
    Message Phone: _____
Referred by: ☐ Parent   ☐ Student Study Team   ☐ Other
               ☐ Teacher   ☐ Other School District Personnel   Please specify: _____

Initial Parent Consent Date for Evaluation: _____

Language Proficiency: ☐ LEP   ☐ FEP   ☐ EO   Determined by: _____

* List Responsible Agency: _____   Caseworker: _____

****

PREVIOUS PLACEMENT   Most Recent IEP Date: _____   Most Recent Psych Report: Date _____

Program/Disability: _____   District: _____

School: _____   Address: _____

Phone: _____   Registrar: _____

Date Records Requested: _____   By: _____

****

Request DIS/Itinerant Services ONLY   ☐   YES   Specific: _____
County Audiological Evaluation Requested: ☐   YES   Specific: _____

ENCLOSURES:
☐ IEP's   ☐   Developmental Health History
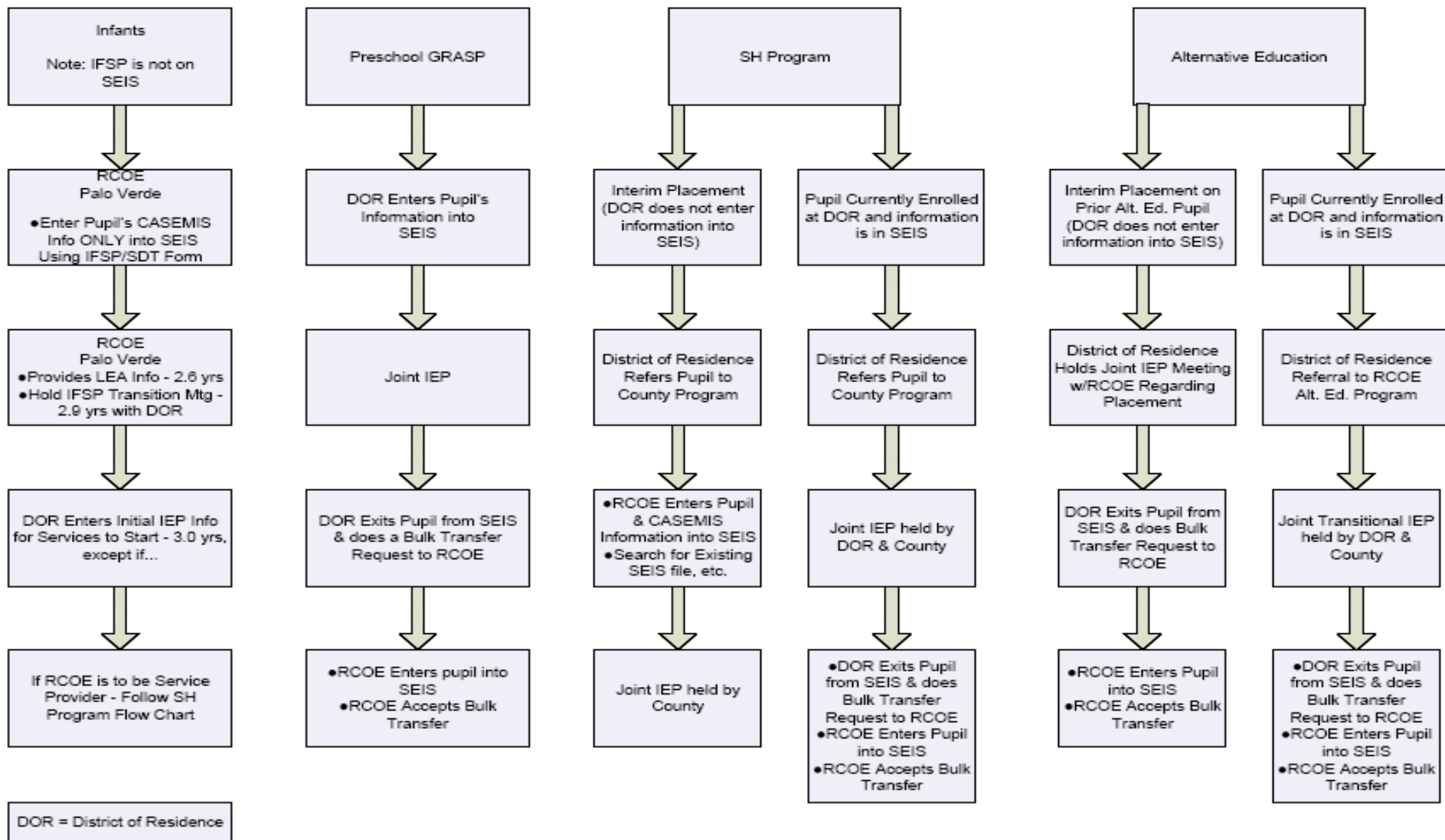☐ Psychoeducational Study   ☐   Speech Evaluation
☐ Immunization Record   ☐   Supporting Documents **(Student Registration Form, Emergency Form,**
☐ Birth Certificate   **Disaster Preparedness Form & Student Health Information Form)**

Signed: _____
               Administrator/Designee   Title   Phone

SEIS Transfer Procedures for R.C.O.E. Programs

September 2010

Infants

Note: IFSP is not on SEIS

↓

RCOE Palo Verde
- Enter Pupil's CASEMIS Info ONLY into SEIS Using IFSP/SDT Form

↓

RCOE Palo Verde
- Provides LEA Info - 2.6 yrs
- Hold IFSP Transition Mtg - 2.9 yrs with DOR

↓

DOR Enters Initial IEP Info for Services to Start - 3.0 yrs, except if...

↓

If RCOE is to be Service Provider - Follow SH Program Flow Chart

DOR = District of Residence

Preschool GRASP

↓

DOR Enters Pupil's Information into SEIS

↓

Joint IEP

↓

DOR Exits Pupil from SEIS & does a Bulk Transfer Request to RCOE

↓

- RCOE Enters pupil into SEIS
- RCOE Accepts Bulk Transfer

SH Program

↓

Interim Placement (DOR does not enter information into SEIS)

↓

District of Residence Refers Pupil to County Program

↓

- RCOE Enters Pupil & CASEMIS Information into SEIS
- Search for Existing SEIS file, etc.

↓

Joint IEP held by County

Pupil Currently Enrolled at DOR and information is in SEIS

↓

District of Residence Refers Pupil to County Program

↓

Joint IEP held by DOR & County

↓

- DOR Exits Pupil from SEIS & does Bulk Transfer Request to RCOE
- RCOE Enters Pupil into SEIS
- RCOE Accepts Bulk Transfer

Alternative Education

↓

Interim Placement on Prior Alt. Ed. Pupil (DOR does not enter information into SEIS)

↓

District of Residence Holds Joint IEP Meeting w/RCOE Regarding Placement

↓

DOR Exits Pupil from SEIS & does Bulk Transfer Request to RCOE

↓

- RCOE Enters Pupil into SEIS
- RCOE Accepts Bulk Transfer

Pupil Currently Enrolled at DOR and information is in SEIS

↓

District of Residence Referral to RCOE Alt. Ed. Program

↓

Joint Transitional IEP held by DOR & County

↓

- DOR Exits Pupil from SEIS & does Bulk Transfer Request to RCOE
- RCOE Enters Pupil into SEIS
- RCOE Accepts Bulk Transfer

30-Day Calendar for Special Education Interim Placements

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