



Aspen

STUDENT INFORMATION SYSTEM



Physical Restraint and Time Out (PRTTO) Incidents



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Introduction/Documenting Physical Restraint and Time Out Incidents

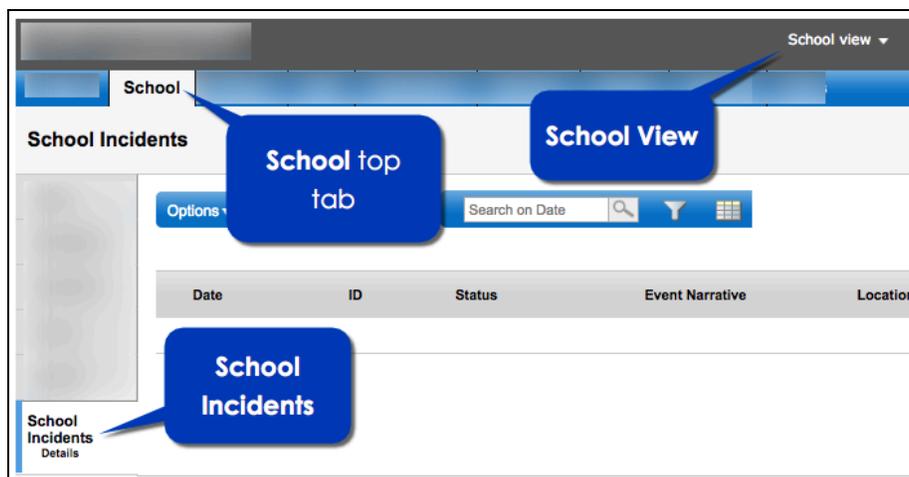
Documenting physical restraints and time out incidents is an important aspect of ensuring the safety and well-being of students in any educational setting. In this guide, we will provide step-by-step instructions on how to document physical restraints and time out incidents in Aspen, as well as tips for ensuring accuracy and consistency in your documentation.

Major Process Steps

1. Access and Provisioning
2. Documenting a Physical Restraint and Time out Incident in Aspen
3. Entering the Physical Restraint and Time Out Incident Detail
4. Generating the ISBE PRTO 11-01 Form

Access and Provisioning

Once logged into Aspen and in the School View, Click on the **School** top tab, **School Incidents** side tab. Please note that your view of Aspen may have more Top and Side tabs, depending on your role. The following roles have access to the School Incidents Module: Principal, Assistant Principal and Disciplinary.



Documenting a Physical Restraint and Time out Incident in Aspen

Follow the steps below to create a new incident, concern or threat.

1. Click **Options**
2. Click **Add** (this will create a new blank record)
3. Enter a **Status**. You will be able to choose from **Draft** or **Submitted**. Schools can switch between the two statuses at will. Note: if the status remains in **Draft**, upon saving, an email alert **will** be generated to remind the appropriate parties to set the status to **Submitted**.



4. Enter the ICT **Security** level. An incident should be set to **Standard** if there is no allegation of employee misconduct. If the incident involves an allegation of employee misconduct, then the security level should be set to **Employee**.
5. Answer the 4 **Required Questions**. Upon save the following will occur:
 - a. If **Yes to Question 1**, a notification is sent to the Office of Student Protections and Title IX
 - b. If **Yes to Question 2**, a notification is sent to the Office of Student Protections and Title IX
 - c. If **Yes to Question 1 and Question 2**, a notification is also sent to the Office of Inspector General
 - d. If **Yes to Question 3**, a notification is sent to the Office of Student Protections and Title IX
 - e. If **Yes to Question 4**, a notification is sent to the Office of Student Protections and Title IX

Required Fields

There are a series of questions that you must answer for each incident. These ensure all pertinent information of the incident is entered as well as trigger notifications.

1. When documenting **Physical Restraint Time Out**, set the **Physical Restraint Time Out** field to **Yes**.

The screenshot shows a form titled "Select if this incident involved any of the following:". It contains several dropdown menus for different categories. A blue callout bubble with the text "Select Yes" points to the "Physical Restraint Time Out" dropdown menu, which is currently set to "Yes".

Category	Value	Category	Value	Category	Value	Category	Value
Alcohol/Drugs	No	DCFS Notified	No	Injuries	No	Sexual Abuse	No
Altercation (2 or more participants)	No	Off Campus	No	Sports Related	No	Weapons	No
Alleged Bullying	No	Hate Crime	No	Police Notified	No	Physical Restraint Time Out	Yes

Important Note: If you have set Physical Restraint Time Out to Yes, please note that you need to take additional action. To submit the incident, you must add at least one PRTO Incident Detail. If the incident involved any injuries or other related issues, please set the Yes/No indicator to Yes and fill out the corresponding incident detail.

Incident Information

Below are a number of fields related to the incident. If there is a red asterisk next to the field then it must be filled out to submit the incident.

- **Event Time** - The event time is the overall start time of the entire event.
- **Event Reasons** - Select 'Inappropriate Behavior' as the reason for the PRTO event. You can also select any other applicable reasons.
- **Location** - Select the best fit to describe where the episode occurred.
- **Event Narrative** - Describe the events leading up to the initial trigger event, including who was present, who left, and their interactions with the student.

ICT ID	2407388	Incident Creation Date	10/10/2023	Reporting School	
Event Date *	10/10/2023	Location *	Auditorium	Related ICT ID	
Event Time *	2:00 PM	Address of Location		Supporting Document	
Event Reasons (Select all that apply) *	Inappropriate Behavior	Activity *	Lunch	Police Report Number	
Event Narrative *					

Entering Participants

Once the details of the incident are entered, you need to add any relevant participants. This section is designed to capture all individuals who had an interaction with the student who received PRTO. There are four different types of participants that can be entered. To enter any of these participants click Add by the appropriate section.

- **Students** - Add the student who received PRTO as a 'Person engaging in behavior.' If another student triggered them, add them as a participant and select their role as 'Person of Concern.'
- **CPS Staff** - Add all staff involved in the PRTO. Label staff as 'Witness/Reporter' if they acted appropriately, even if they performed the restraint. If a staff member's actions are deemed inappropriate, label them as a 'Person Engaging in Behavior'. All staff involved in a PRTO incident must be trained. If untrained staff participate in a PRTO event, they must attend Safety-Care Initial Certification training within 60 days of the event.
- **Student Contact** - All contacts for active students in the school.
- **Other** - This is someone that does not fall into the categories above. These participants will need to be manually entered.

Entering the Physical Restraint and Time Out Incident Detail

To enter a **Physical Restraint and Time Out** detail, click the **Add** button in the **Incident Details** section.

1. After you click **Add** you will be provided with a pop-up screen to select a type. Choose **Physical Restraint and Time Out**.

Incident Details				
Detail Type	Description	Participant Last	Pa	er Person
No matching records				
				<div style="border: 1px solid blue; border-radius: 15px; padding: 5px; display: inline-block;">Click Add</div>
				<input type="button" value="Add"/> <input type="button" value="Delete"/>

2. When you select the **Physical Restraint and Time Out** Incident Detail type, you are prompted to fill out the following information.

Select Type	Physical Restraint and Time Out
Physical Restraint and Time Out	
Student	<input type="text"/>

3. When adding the student participant, click the magnifying glass next to the student field. Once clicked, you get another pop-up list of **only** the students involved in the incident. Please note, you must save the incident after adding participants in order for them to show up in the pop-up list.
4. Next, fill out the following fields:
 - a. **Physical Restraint and Time Out** - Select only the type of time out that occurred OR the type(s) of restraint that occurred. If both a time out and a restraint occurred within an episode/after a single triggering event, then a separate incident detail should be created for each one. If multiple restraints occurred within an episode, enter them into a single incident detail.
 - b. **PRTO Time Started & Time Ended** -
 - i. When inputting the start and end time of a restraint, use the time when the restraint was first initiated and the time when the student was released. In case multiple restraints were used within a single episode or triggering event, enter the start time of the first restraint and the end time of the last restraint.
 - ii. For a time out, note down the time when the student enters the time out location or the time they are first prevented from leaving a room after it has been cleared. The end time should be the moment when the student is allowed to leave, even if they choose to stay, and this should also coincide with the student no longer posing an immediate threat
 - c. **PRTO Duration** -Once you enter the start and end time, the duration will be automatically calculated
 - d. **PRTO Location** - Indicate the location where the restraint or time-out occurred
 - e. **Imminent Danger** - Select all the people that the student was endangering, which led to initiating the restraint or time out

Please fill out all required fields before saving

Physical Restraint and Time Out *	<input style="width: 100%; height: 30px;" type="text"/> <div style="text-align: right; font-size: 12px;"> 🔍 ✖ </div>
PRTO Time Started *	<input style="width: 100%; height: 20px;" type="text"/>
PRTO Time Ended *	<input style="width: 100%; height: 20px;" type="text"/>
PRTO Duration (Day:Hours:Minutes) *	<input style="width: 30px;" type="text" value="000"/> : <input style="width: 30px;" type="text" value="00"/> : <input style="width: 30px;" type="text" value="00"/>
PRTO Location *	<input style="width: 100%; height: 30px;" type="text"/> <div style="text-align: right; font-size: 12px;"> 🔍 ✖ </div>
Check Reason for Restraint or Time Out	
Imminent Danger *	<input style="width: 100%; height: 30px;" type="text"/> <div style="text-align: right; font-size: 12px;"> 🔍 ✖ </div>

5. The following section contains multiple free text areas that require specific details regarding the restraint or time out.
- a. **Question One:** Describe the antecedent(s) that triggered the student to begin engaging in challenging behavior. You may also include challenging behavior the student engaged in prior to the behavior that directly led to the decision to use restraint and/or time out.
 - i. *Example: Student A and their peer engaged in a verbal argument in the hallway. The situation escalated when Student A and the peer began fighting.*
 - b. **Question Two:** Describe the interventions used after the trigger occurred and before restraint and/or time out were used. Indicate how the student responded to each intervention. Avoid using general phrases like "de-escalation techniques were used."
 - i. *Examples of interventions used, along with the corresponding student responses:*
 1. *Personal space given; student continued engaging in challenging behavior*
 2. *Visual cues provided for quiet voice, calm body; student became aggressive*
 3. *Visual supports provided with feelings chart; student walked away*
 4. *Controlled choices offered; student yelled "no"*
 5. *Sensory items provided (weighted blanket, fidget); student threw them*
 6. *Consulted crisis team or SEL staff*
 7. *Break offered; student ran out of classroom*
 8. *Prompt Strategy; student did not respond*
 9. *Help Strategy; student refused help with communicating their request*
 10. *Wait Strategy; student did not de-escalate despite the staff member waiting*
 - c. **Question Three:** Please provide a clear description of the actions taken by the student and who these actions were directed towards, which led to the use of restraint and/or time out. If multiple restraints were performed due to the same event, please describe the specific actions taken by the student that were deemed a danger or threat prior to each restraint.
 - i. For information on determining if a behavior poses an imminent threat, please refer to the [Permanent Regulations for the Use of Isolated Time Out, Time Out, and Physical Restraint Revised Guidance](#) provided by the Illinois State Board of Education.
 - d. **Question Four:** The use of isolated time out is prohibited by CPS policy and in all public schools. Please write "N/A" if no isolated time out occurred.

PRTO Additional Details	
1. Describe events leading up to the incident	<input type="text"/>
2. Describe the interventions used prior to implementation of isolated time out, time out, or physical restraint and why they were deemed ineffective or deemed inappropriate (e.g., directives used, removed the trigger, use of proximity control, etc.)	<input type="text"/>
3. Describe the incident or student behavior that resulted in isolated time out, time out, or physical restraint (this should be the behavior that posed an imminent danger to self or others)	<input type="text"/>
4. For isolated time out, describe the rationale for why the needs of the student could not have been met by a less restrictive intervention and why an adult could not be present in the time out room	<input type="text"/>

- e. **Question Five:** These are general descriptions of the type of restraint used. Select what best describes the restraint used, even if the training you have received refers to it with a different label. Note that if you are reporting a time-out, you should not select any of the options provided here.
- f. **Question Six:** Complete the Behavior Log of the physical restraint and/or time out that consists of a chronological log of events between the student and staff member(s). During the incident, provide specific details on the start and end time of the restraint or time out. Additionally, describe the actions taken by the staff and student during the use of the restraint and/or time out. Include only the name of the student who received physical restraint or time-out in the behavior log. Other involved students' names should be redacted. Describe how students who use AAC devices or sign language were allowed to communicate. If they did not have a communication system, explain why.

Here is an example of a behavior log:

10:00: Student time out begins. Student is yelling (unintelligible) and kicking the wall.

10:05: Teacher is modeling deep breathing, student starting deep breaths.

10:06: Teacher administers sensory support, such as a blanket.

10:08: Student is given a cup of water. Time out ends.

- g. **Question Seven:** Please choose "yes" or "no" to indicate whether a device or equipment was used. Device or equipment used refers to any item other than an individual's body that was used to restrain the student. The use of mechanical and/or chemical restraints is prohibited for managing behavior or discipline, according to CPS and ISBE policy.

NOTE: If the answer to Question 7 is NO, leave questions 8-10 blank. If the answer is **Yes**, answer questions 8-10.

<p>5 Type of physical restraint used</p> <p>1-person hold in standing position <input type="checkbox"/></p> <p>1-person hold in seated position <input type="checkbox"/></p>	<p>Team hold in standing position <input type="checkbox"/></p> <p>Team hold in seated position <input type="checkbox"/></p> <p>Transport <input type="checkbox"/></p>
<p>6 What were student and staff behaviors during implementation of the physical restraint or time out? (Please specify the times of each behavior)</p>	<div style="border: 1px solid black; height: 40px;"></div>
<p>7 Was there any device or equipment used before, during, or after the physical restraint to restrict a student's movement?</p>	<input type="button" value="v"/>
<p>8 If yes to question 7, please describe the device or equipment used in relation to the physical restraint</p>	<div style="border: 1px solid black; height: 40px;"></div>
<p>9 If yes to question 7, please describe how the device or equipment assisted or was used</p>	<div style="border: 1px solid black; height: 40px;"></div>

<p>10 If yes to question 7, was the equipment or device used for any of the following reasons:</p> <p>a. To treat a student's medical needs <input type="button" value="v"/></p> <p>b. Protect a student known to be at risk of injury resulting from a lack of coordination or frequent loss of consciousness <input type="button" value="v"/></p> <p>c. Position a student with physical disabilities in a manner specified in the student's individualized education program, federal Section 504 plan, or other plan of care <input type="button" value="v"/></p>	<p>d. Provide a supplementary aid or service or an accommodation, including, but not limited to, assistive technology that provides proprioceptive input or aids in self-regulation <input type="button" value="v"/></p> <p>e. Promote student safety in vehicles used to transport students <input type="button" value="v"/></p>
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- h. **Question 11:** This section should only be completed if a physical restraint exceeds 15 minutes, OR if a time-out exceeds 30 minutes. Staff that are able to perform as evaluation participants must be fully trained in Physical Restraint and Time Out procedures and also be a certified administrator, educator, social worker, counselor, psychologist, nurse, or clinician. The Evaluation cannot be conducted by the individual that is implementing the physical restraint or time-out.

11 If an episode of isolated time out or time out exceeds 30 minutes or a physical restraint exceeds 15 minutes or if repeated episodes occur during any three-hour time period, a certified staff person knowledgeable about the use of time out or trained in the use of physical restraint must evaluate the situation.

Certified or trained staff member evaluating the situation: 

Time of evaluation:

Was the time out or restraint able to be safely continued?

The Certified or Trained staff member should also be listed with the participants in Question 16 on this form.

Important: Please note that the questions in the following section may not follow the same order as presented in the ISBE 11-01 form. However, when you save your responses and open an ISBE 11-01 Form Report, the corresponding information will be generated in the correct order.

i. **Question 12**

- i. **Did the student have access to nourishment, medication, and restroom?**
 1. **IF** the student needed or requested access to nourishment, medication, or the use of the restroom during the time of the physical restraint, **THEN** would the student have been permitted by staff to obtain access to nourishment, medication, or the restroom.
- ii. **Did the student require (nourishment, medication, use of restroom, clothing removed)?**
 1. During the restraint or time-out, did the student actually require nourishment, medication, use of restroom or clothing removed?
- iii. **Time out Space:** *Time out space within this section of the ASPEN report refers to any enclosure used for time out or isolated time out that meets all of the health/life safety requirements of 23 Ill. Adm. Code 180.*
 1. **Visual Monitor:** A "Visual monitor" refers to a timeout space where a staff member can continuously monitor and communicate with the student. Please select "Yes" or "No" if the student was monitored during the timeout.
 2. **Room Construction:** "Room construction" refers to a designated time-out room within the school building. Please note that confining a student alone in a time-out room is strictly prohibited by CPS policy. If your building doesn't have a designated time-out room, select "No". The construction of a time-out room involves removing materials that could potentially be used by students to harm themselves or others. The time-out room must be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others. It should also be designed in a way that students cannot climb up the walls.
 3. **Door composition/lock/block:** "Door composition/lock/block" refers to

the door of a designated time-out room. The door should be made of either steel or solid-core construction wood. If a viewing panel is included, it should be made of unbreakable material. During the isolated time-out or time-out, the door must not have a locking mechanism or be physically blocked by any furniture or object. If no room in your building is designated as a time-out room, select "No."

4. **Space large enough:** "Space large enough" refers to the time-out space being large enough to accommodate the student and any other individual who is required to accompany that student during a time-out.

iv. **Need for Alternate Strategies**

1. **Assessment by mental health crisis team:** Indicate if the student was evaluated by a mental health crisis team such as SASS or the CPS Crisis Management Unit. This is not referring to school-based staff such as a school counselor, social worker, or school psychologist.
2. **Assistance from Police:** Indicate if the student required assistance from police during or as a result of the PRTO incident. Please answer YES if police performed a restraint on the student or assisted with transporting the student from school.
3. **Transportation by ambulance:** Indicate if the student required transportation by ambulance. Please answer YES if the student was transported by ambulance due to the related PRTO incident.

<p>12 <u>Did the student have access to nourishment, medication, and restrooms.</u></p> <p>Nourishment <input type="text" value="v"/></p> <p>Medication <input type="text" value="v"/></p> <p>Use of restroom <input type="text" value="v"/></p> <p><u>Time out space:</u></p> <p>Visual monitor <input type="text" value="v"/></p> <p>Room construction <input type="text" value="v"/></p> <p>Door composition/lock/block <input type="text" value="v"/></p> <p>Space large enough <input type="text" value="v"/></p>	<p><u>Did the student require:</u></p> <p>Nourishment <input type="text" value="v"/></p> <p>Medication <input type="text" value="v"/></p> <p>Use of restroom <input type="text" value="v"/></p> <p>Clothing removed <input type="text" value="v"/></p> <p><u>Need for alternate strategies:</u></p> <p>Assessment by mental health crisis team <input type="text" value="v"/></p> <p>Assistance from police <input type="text" value="v"/></p> <p>Transportation by ambulance <input type="text" value="v"/></p> <p>Other <input type="text"/></p>
<p>For students who require the use of their hands to communicate such as the use of sign language, augmentative and alternative communication, or another way of nonverbal communication, was the student able to freely use their hands to communicate with staff during the event?</p> <p><input type="text" value="v"/></p>	<p>For students who require the use of assistive technology to communicate with others, did the student have access to such devices as indicated in their IEP?</p> <p><input type="text" value="v"/></p>

- j. **Question 13** on the ISBE 11-01 form pertains to injuries. If there are any injuries, you should enter them in an Injuries incident Detail record. You can do this either before or after entering PRTO incident details. Alternatively, you can save the PRTO incident details, enter the Injury details, and then return to the PRTO details. If an injury occurred as a result of a PRTO incident, please refer to the [PRTO Injury Evaluation Protocol](#) provided within the PRTO Documentation Procedures for additional information.
- k. **Question 14** on the ISBE 11-01 form relates to property damage. Like injuries, property damage details should be entered on a separate Incident Detail record. Choose the Property Damage or Loss Incident Detail Type.
- l. **Question 15:** Select each option that applies. Other options could include creating a safety plan or having staff obtain specific training.

15 Describe any planned approach to dealing with the student's behavior in the future, including any de-escalation methods or procedures that may be used to avoid the use of time out or physical restraint.

Continue IEP

Develop a BIP

Refer to Problem-solving Team

Other

- m. **Question 16:** In this section, include only the individual(s) that actually performed or actively monitored the physical restraint or time out as well as anyone that directly interacted with the student to assist in de-escalation during the restraint or time out. All staff involved in a PRTO incident must be trained. Staff marked as “Trained” must have active Safety-Care/Time-Out certifications and appear on the CPS Training Database.
 - i. **Event Participant:** Event Participants are directly involved in the implementation, monitoring, and supervision of a physical restraint or time out. Event Participants are not witnesses to the incident.
 - ii. **Evaluation Participant:** Evaluation Participants must be Safety-Care/Time-Out trained educators (administrator, teacher, social worker, psychologist, nurse, counselor, etc.) with a professional educators license. Evaluation Participants cannot be the implementers of the physical restraint or time out.

16 School personnel who participated in the implementation, monitoring, and supervision of time out or restraint.

Name	Title	Event Participant	Evaluation Participant	Participant trained?	Performed safety check?
No matching records					

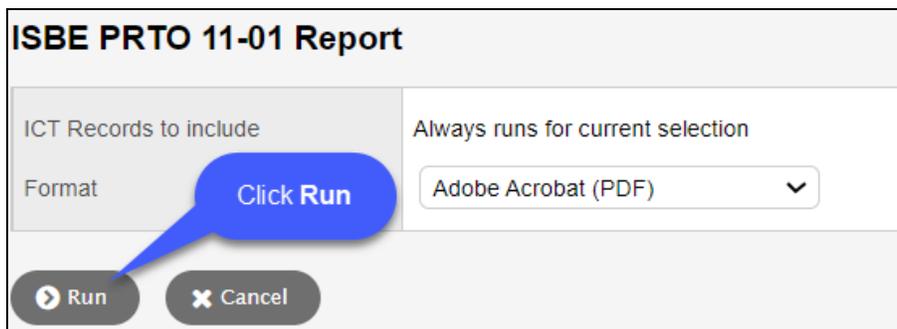
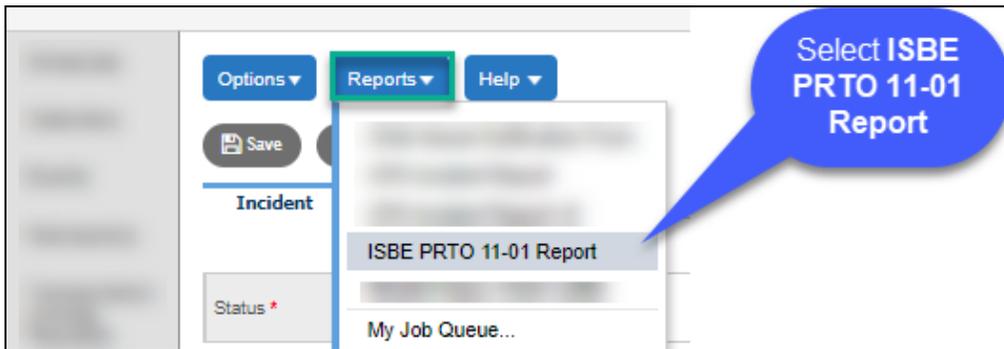
Important: If untrained staff participate in a PRTO event, it is required that the staff member attends Safety-Care training within 60 days of the event.

- n. **Question 17:** In this last section, enter the required information and then click ‘Save.’ The window will close. If needed, add another incident detail or click ‘Save’ to complete the entire ICT record.

Generating the ISBE PRT0 11-01 Form

Parents/guardians must be provided the ISBE PRT0 11-01 Report which can be obtained by:

1. Clicking on the “**Reports**” menu
2. Selecting “**ISBE PRT0 11-01 Report**”
3. Clicking “**Run**”
4. Saving the PDF file to your computer



Example of the ISBE PRTO 11-01 Report



**Illinois
State Board of
Education**

100 North First Street
Springfield, Illinois 62777-0001

**PHYSICAL RESTRAINT
AND TIME OUT FORM**

Instructions: Per 23 IAC 1.285(f)(1), a written record of each event involving a time out, isolated time out, or physical restraint must be maintained in the student's temporary record. Public school districts, nonpublic special education facilities, special education cooperatives, charter schools, Regional Safe School Programs, and any other educational program serving Illinois public school students must complete this form in its entirety. A copy of this form, along with the other required documents, must be sent to the student's parent/guardian within one business day after the incident. **Within two business days, serving entities must enter the data into ISBE's Student Information System (SIS). Please DO NOT mail a physical copy of this form to ISBE.**

STUDENT NAME	DATE OF BIRTH	ISBE STUDENT ID
HOME SCHOOL	DISTRICT Chicago Public Schools	
SERVING LOCATION	<input checked="" type="checkbox"/> District School or Program <input type="checkbox"/> Cooperative Program <input type="checkbox"/> Nonpublic Special Education Facility	

Does the student have an IEP? Yes No If yes, what is the disability category?

Does the student have a 504 Plan? Yes No

Document the incident(s) that occurred on a single day. Multiple forms may be used.

Incident #1	Incident #2	Incident #3	Incident #4
<input type="checkbox"/> Physical Restraint <input type="checkbox"/> Isolated Time Out <input checked="" type="checkbox"/> Time Out	<input type="checkbox"/> Physical Restraint <input type="checkbox"/> Isolated Time Out <input type="checkbox"/> Time Out	<input type="checkbox"/> Physical Restraint <input type="checkbox"/> Isolated Time Out <input type="checkbox"/> Time Out	<input type="checkbox"/> Physical Restraint <input type="checkbox"/> Isolated Time Out <input type="checkbox"/> Time Out
Date of Incident: 11/29/2023	Date of Incident:	Date of Incident:	Date of Incident:
Time Started: 11:00 AM	Time Started:	Time Started:	Time Started:
Time Ended: 11:01 AM	Time Ended:	Time Ended:	Time Ended:
Total Minutes: 1	Total Minutes:	Total Minutes:	Total Minutes:
Location: Cafeteria	Location:	Location:	Location:

Check Reason for Restraint or Time Out:

- Imminent Danger to Self
- Imminent Danger to Staff/Adults
- Imminent Danger to Other Student(s)
- Other: _____

1. Describe events leading up to the incident:

Revising the ISBE PRTO 11-01 Form

In the event that revisions are made to the 11-01 form **after** the Parent/Guardian has already been provided the form, the updated form, along with the specifications of revisions, must be provided to the parent within 24 hours.

1. Open the PRTO Incident Detail.
2. Complete any required revisions.
3. Scroll toward the end of the page (past question 17).
4. Within the revisions section, enter the following (up to 3 entries are allowed):
 - a. Date of the Revision
 - b. Time of the Revision
 - c. Rationale for the Revision (select 1)
 - d. Name of the staff member responsible for notifying the Parent/Guardian of the revisions.
5. Save the changes made and generate the updated 11-01 report to send to the Parent/Guardian.

This section must be completed by the school if a revision to the ISBE 11-01 Form occurred

If a revision occurred, identify the date and time that the parent/guardian was provided the revised ISBE 11-01 Form. Identify the rationale for the change(s) and who notified the parent/guardian of the revision.

11-01 Revision #1

Date: 

Time:

Rationale for the revision:

Notified by:

11-01 Revision #2

Date: 

Time:

Rationale for the revision:

Other Required Documents for Parents

Parents must also be provided the [Parent/Guardian Notification of PRTO Letter](#) (updated with information regarding the specific incident), you may refer to the [Instructions for Parent/Guardian Notice of Physical Restraint or Time Out](#) for additional information.

Additionally, parents must be provided the [Parent Bill of Rights](#), an [ISBE PRTO Complaint Form](#), and a copy of the District's [PRTO Policy](#). These documents can also be accessed from Aspen by clicking the blue link labeled "PRTO Documentation Procedures" at the bottom of the PRTO Incident Detail Template.

Method	<input type="text"/>
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Please refer to the PRTO Documentation Procedures for additional information and considerations when documenting a physical restraint or time-out event.

Resources

For any questions or concerns regarding the Behavioral Interventions, Physical Restraints, Time Outs, and Momentary Physical Intervention for Students Policy, assistance can be provided by the following support teams:

- Documentation and notification processes: restrainttimeout@cps.edu
- Parent questions and support: prto@cps.edu
- Safety Care Training: safetycare@cps.edu

Other Resources:

- [PRTO Incident Entry Training Video](#)
- [Unable to Locate/Lost Child Report](#)
- [Generating the 5 or 10 Day Absence Letter](#)
- [Unable to Locate/Lost Child Process Walk-Through Video](#)

For questions about the Lost Child Process, please contact studentoutreach@cps.edu

For technical support, please contact ITS Service Desk: 773-553-3925