

# CPS NEW WORKER MANUAL

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**VITA IT Service Desk**  
[vccc@vita.virginia.gov](mailto:vccc@vita.virginia.gov)

**CPS Hotline**  
**(800) 552-7096**  
**Available 24 hours a day**

**VDSS Intranet**  
<http://fusion.dss.virginia.gov/>

## OASIS Down Times

- ✓ Preventative maintenance every Thursday from 3-5 a.m.
- ✓ Preventative maintenance every Sunday 3-8:30 a.m.
- ✓ Weekly backups on Sunday from 8-11 p.m.
- ✓ Monthly backups on the first day of the month at 12:01 a.m.

## VDSS Virginia Learning Center

<https://covlc.virginia.gov>

## General OASIS Information

- ✓ OASIS = Online Automated Services Information System and is the system of record.
- ✓ Yellow fields indicate mandatory information that must be completed prior to being able to "add" or "change" a screen.
- ✓ Red fields indicate AFCARS information that should be entered, as data becomes available.
- ✓ Blue fields indicate AFCARS information that has been entered.
- ✓ Buttons that are grayed out or have a lock on them indicate that action is not available to the user.
- ✓ Click Cancel to leave each screen and save system resources.
- ✓ Asterisks on two fields (i.e., first or last name) is an "either/or" response mandating one of these fields must be completed.
- ✓ Users can access Cases and Referrals/Investigations/Family Assessments through a variety of means utilizing their Workload/Case/Referral dialog box:
  - Use the Search command button to search for Family Names
  - Use the Existing radio button to input Case or Referral/Investigation/Family Assessment numbers
- ✓ Cases and Referrals/Investigations/Family Assessments should be named using only the family last name. Do not add a client's first name as part of the case/family name in OASIS. (Exception: For an investigation involving an Out of Family facility, enter the name of the facility.)
- ✓ ~~The OASIS Daily Messages box should be read every time you enter OASIS.~~ - This feature no longer works. Just click OK to pass.

**Quick  
Tips**

## Keyboard and Mouse Shortcuts

- ✓ Use the Tab key to move quickly from field to field.
- ✓ Hold your "Shift" key down and press Tab to move backwards from field to field.
- ✓ Use your space bar to mark checkboxes on screens.
- ✓ Right and Left arrow keys allow you to select radio buttons.
- ✓ Any menu or button option with an underlined letter allows you to use your Alt key and that underlined letter.  
Here are some examples:
  - Hold your "Alt" key down and press "A" to add your data;
  - "N" to change your data;
  - "C" to cancel from the screen;
  - "D" to delete a selection;
  - "L" to clear.
- ✓ In lists, type the first letter(s) of your choice and the system will automatically scroll to that selection.
- ✓ If the Add or Change buttons are unavailable press the Tab key.
- ✓ Hold your "Ctrl" key down and press "H" to access online Help.
- ✓ Right click in a date field to launch a calendar.
- ✓ Double clicking or pressing Enter on most selections is the equivalent of highlighting an item and clicking on OK or Show.



**Cheat  
Sheet**

## Text Field Tips

- ✓ You can right click in most text fields to expand your view.
- ✓ Hold your "Ctrl" key down and press "Tab" to create paragraph indents in text fields.
- ✓ Spell Check is accessible in text (zoom) boxes or use the F7 key to access spell check while on a screen.

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## Using the VDSS Virginia Learning Center



The **VIRGINIA LEARNING CENTER** offers an incredible array of classes for DSS employees ... The **VIRGINIA LEARNING CENTER** is designed to manage, track and quantify all training and continuing education, employee development, certification and other learning activities. Supervisors will be able to review employee transcripts and monitor progress on training plans. Consistent with our Strategic Plan, the **VIRGINIA LEARNING CENTER** is an LMS that provides an important avenue for continuous learning.

### Important Links for the Virginia Learning Center

1. Access the VDSS VLC portal: <https://covlc.virginia.gov/>
2. Access instructions to set up a new account: [http://www.dss.virginia.gov/files/vlc/tips/learner/VLC\\_-\\_How\\_do\\_I\\_Request\\_an\\_Account\\_v3.pdf](http://www.dss.virginia.gov/files/vlc/tips/learner/VLC_-_How_do_I_Request_an_Account_v3.pdf)
3. Logging in as an existing user: [http://www.dss.virginia.gov/files/vlc/tips/learner/VLC\\_-\\_How\\_do\\_I\\_Login.pdf](http://www.dss.virginia.gov/files/vlc/tips/learner/VLC_-_How_do_I_Login.pdf)
4. Recovering your login or password: [http://www.dss.virginia.gov/files/vlc/tips/learner/VLC\\_-\\_How\\_do\\_I\\_retrieve\\_a\\_login\\_or\\_password.pdf](http://www.dss.virginia.gov/files/vlc/tips/learner/VLC_-_How_do_I_retrieve_a_login_or_password.pdf)
5. How to register for a class: [http://www.dss.virginia.gov/files/vlc/tips/learner/VLC\\_-\\_How\\_To\\_Enroll\\_in\\_a\\_Classroom\\_or\\_eLearning\\_Course.pdf](http://www.dss.virginia.gov/files/vlc/tips/learner/VLC_-_How_To_Enroll_in_a_Classroom_or_eLearning_Course.pdf)
6. How to find your transcript: [http://www.dss.virginia.gov/files/vlc/tips/learner/VLC\\_-\\_Transcript\\_Access.pdf](http://www.dss.virginia.gov/files/vlc/tips/learner/VLC_-_Transcript_Access.pdf)
7. How to find your certificate of completion: [http://www.dss.virginia.gov/files/vlc/tips/learner/VLC\\_-\\_How\\_To\\_Access\\_Certificates\\_for\\_Completed\\_Training.pdf](http://www.dss.virginia.gov/files/vlc/tips/learner/VLC_-_How_To_Access_Certificates_for_Completed_Training.pdf)
8. Each of these links and other useful information are accessible through the VLC page on FUSION: <http://www.dss.virginia.gov/benefit/vlc/index.cgi>
9. Regional Training Center Addresses and contact information: [https://www.dss.virginia.gov/vlc/regional\\_training\\_centers.cgi](https://www.dss.virginia.gov/vlc/regional_training_centers.cgi)
10. If you have any problems/questions/need help, please submit a ticket to the helpdesk at [yccc@vita.virginia.gov](mailto:yccc@vita.virginia.gov)

## Questions to Take Back to My Agency/Supervisor

Throughout this training there will be some things which are agency specific and you will be told to find out how things are done at your own agency. Use these pages to jot down those and any other questions that come to you throughout training.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Being Safe at Home

Safety skills help protect children



## Safety Tips for Coming Home

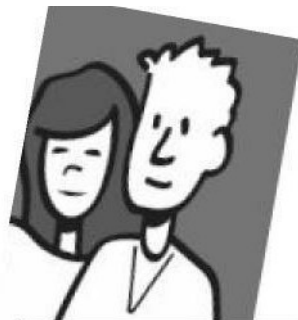
Share these safety tips with your child:

- Have a set route coming home and don't take short cuts. Let your parents know the route.
- Let your parents know when you should be home. If you're going to be late, let your parents know.
- Go to the safe place or call someone from your emergency list if you need to.
- Try to walk with others.
- If confronted by someone or something suspicious, cross the street or change directions. Trust your instincts.



## Safety Tips in the Home

- Go over the guidelines to follow when your child is home alone and the doorbell rings.
- Discuss answering the phone when no parent or adult is home.
- Present your child(ren) with a number of situations and have them act out their responses.
- Identify those appliances that may be used and those that may not be used. Some appliances that parents may not want their children to use include stoves, irons, food processors and power tools.
- In the event of a fire, your child's only responsibility should be to get out of the house safely and report the fire from a nearby house. Stress that even if your child has caused the fire, he/she must never try to put it out.



## Develop an Emergency Plan

Write a list of people for your child to call or places to go in case of an emergency. Discuss the list with your child and mark whom to call when. For example:

- If you're scared or don't know what to do, call . . . Mom at work, Grandma, or the next door neighbor.
- In a real emergency, call . . . 911.

As a parent, you need to be sure help is always available when your child needs it, and that your child knows she/he may call adults for help whenever frightened or just not sure what to do.

# Rules at Home

Rules provide structure for children and can help them feel secure. List some rules for your home

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_

## Guidelines For Creating Rules

- Try to have your child participate in creating the rules.
- State rules clearly, specifically, and in a positive manner. For instance: “The breakfast dishes should be done and table set for dinner by 5:00 p.m.”
- If the rule involves a task, make it a necessary and appropriate one for your child. It may be unreasonable for a 9-year-old to prepare dinner but appropriate for him/her to set the table
- Remember to check and enforce rules consistently.
- Remember that mistakes can happen. Firmness, patience, and flexibility will help you and the child.
- Some areas where rules might help are personal safety, homework and chores, play privileges, care for siblings, snack preparation, and television watching. What are other’s for your family.

## eSCRIBERS (TRANSCRIPTION) SYSTEM - QUICK REFERENCE CARD



TOLL-FREE DICTATION LINE: **1 (877) 254-5576**

eScribers Portal: <https://tabula.escribers.net/>

For Customer Support: [DSSHelp@escribers.net](mailto:DSSHelp@escribers.net) or call (800) 333-1042

### Phone Prompts:

1. Enter your telephonic access code, followed by #
2. Speak/Say Case Name, followed by 0 (zero)
3. Proceed with your Dictation
4. When finished, hang up to submit your Dictation
5. You will see the completed recording in your Client Portal

**AVOID BACKGROUND NOISE! DICTATE IN A QUIET PLACE!**

**TRY TO HOLD THE PHONE HEADSET TO YOUR EAR/MOUTH**

### Phone Options (while dictating):

Press #8 - Help Menu

- 8 - Pause Recording
  - 1 - Playback recording (from beginning)
  - 5 - Go to beginning of recording and stop (no playback)
  - 6 - Go to end of recording and stop (no playback)
- 2 - Start recording and overwrite at current position
- 3 - Start recording and insert at current position
- 4 - Go to the end of the recording and start recording
- 7 - Rewind
- 9 - Fast Forward

### Best Practices when Dictating:

1. Speak slowly and enunciate your words
2. Feel free to take a pause (2, 5, or 10 seconds is okay!)
3. Consider making or following a pre-made outline of what to say
4. If you forgot to mention something earlier, say "time out"
5. It's okay to start over. Press 8 to pause, 5 to go to the beginning of the recording, and 2 to restart recording
6. As you edit your final transcripts, think about the edits you are making - consider changing the way you dictate!

## BASIC GUIDANCE CHECKLIST

- ☐ **Is the Report Valid?**
  - ☐ Caretaker
  - ☐ Meets definition
  - ☐ Child under 18
  - ☐ Jurisdiction
- ☐ **How urgent is it?**
- ☐ **Which track?**
  - ☐ Family Assessment
  - ☐ Investigation
- ☐ **Initial Safety Assessment – Is the child** ☐ **Safe,** ☐ **Conditionally Safe or**  
☐ **Unsafe?**
  - ☐ ID Safety Factors
  - ☐ ID Protective Factors
  - ☐ Safety Conclusion
  - ☐ Safety Plan or court order if Conclusion is Conditionally Safe or Unsafe
- ☐ **Basic Required Contacts**
  - ☐ Alleged Victim Child
  - ☐ Parent of Child (if not alleged abuser)
  - ☐ Collaterals
  - ☐ Alleged Abuser – enter home in accordance with regulation
  - ☐ Siblings of Alleged Victim
- ☐ **Other Required Contacts, If Relevant**
  - ☐ Commonwealth's Attorney – if criminal act alleged
  - ☐ Medical Examiner – if child fatality
  - ☐ Local police – if joint interview needed
  - ☐ Regional Specialist, if child fatality or out of family (OOF) investigation
  - ☐ Facility administrator and regulating agency, if pertinent, for OOFs
- ☐ **Notifications**
  - ☐ Initial notification to parent if child interviewed at school
  - ☐ Notification to alleged abuser re: complaint
  - ☐ Verbal informing re: taping of child or alleged abuser (Investigation only)
  - ☐ Notify all parties of any extension of timeframe
  - ☐ Notify all pertinent parties when disposition or family need assessment completed
  - ☐ Review section 4.8.16.10 if founded abuse of child 3 or under
  - ☐ Notify parents if alleged abuser/neglector is minor
  - ☐ Notification of founded disposition to local school board if alleged abuser/neglector is teacher; notification of same to Superintendent of Public Instruction after appeal rights are exhausted (Investigation only)

☐ **If Emergency Removal Indicated**

- ☐ Call supervisor or backup  
☐ Convene Family Partnership Meeting

☐ If removal occurs in Family Assessment, reassign to Investigation

☐ **Risk Assessment for Investigation**

- Determine High, Very High, Moderate or Low Risk in all Completed Investigations by answering:
  - What harm or potential for harm as a result of this particular incident?
  - How able/willing is the abuser to stop the abuse?
  - How vulnerable is this child to abuse and neglect?
  - How able/willing are the other caretakers/family to protect the child?
  - What other factors impact risk both positively and negatively?
- If Very High or High Risk and child is at risk of out of home placement, convene Family Partnership Meeting.

☐ **Dispositional Assessment for Investigation**

- Determine whether abuse or neglect occurred, and if Founded, determine the level of real or threatened harm.
  - Level 1 - most serious harm
  - Level 2 - moderate harm
  - Level 3 - minimal harm

☐ **Risk Assessment for Family Assessment**

- Determine Very High, High, Moderate, or Low Risk
  - What factors in the child, caretaker, environment or support systems increase or decrease risk of harm to the children?
  - What needs, if any, must be met in order to reduce the threat of harm?
- If Very High or High Risk and child is at risk of out of home placement, convene Family Partnership Meeting.

☐ **Initiation of Services**

- A Founded Investigation or a signed Family Service Agreement can initiate an ongoing CPS case.
- Open CPS case based on risk.
- Other services require a Service Application.

☐ **Documentation**

- ☐ Local requirements, if any  
☐ Brochures  
☐ OASIS

☐ Required hard copy forms, as appropriate, such as Initial Safety & Family Service Agreement  
☐ Letters



## HELPFUL WEB SITES

<https://fusion.dss.virginia.gov/>

Path to current guidance: Click on Quick Links >Manuals >Family Services. Select Child Protective Services (CPS). This site has manuals, reports, forms, and publications.

<https://covlc.virginia.gov/Default.aspx>

VDSS Virginia Learning Center

<https://fusion.dss.virginia.gov/dfs/DFS-Home/Family-Engagement>

VDSS Family Engagement & Family Partnership Meeting guidance and appendix

<http://leg1.state.va.us>

This is the legislative web site. The **Code of Virginia** is accessed at this site.

<http://www.csa.virginia.gov/>

Children's Services Act web site.

[Agencies | Virginia.gov](#)

Virginia State Agencies

<http://www.tribal-institute.org/lists/icwa.htm>

Indian Child Welfare Act – Provides a listing of recognized tribes and representatives with addresses and phone numbers.

<http://www.hhs.gov/>

Web site for U.S. Department of Health & Human Services, including its agencies.

<http://leg5.state.va.us/webservices/guidedoc.htm>

This is the Virginia Register of Regulations.

<http://www.adoptuskids.org/states/va/index.aspx>

This is the Adoption Resource Exchange of Virginia (AREVA) Web site.

[www.safesleep365.com](http://www.safesleep365.com)

Safe Sleep Campaign

[www.familiesforwardva.org](http://www.familiesforwardva.org)

Families Forward VA – An umbrella organization for the three organizations below:

<http://pcav.org/>

A great site for child abuse prevention information and materials.

<http://chipofvirginia.org/>

CHIP of VA – Home visiting, parenting education, and more

<https://earlyimpactva.org/>

Early Impact – VAs home visiting program including Healthy Families