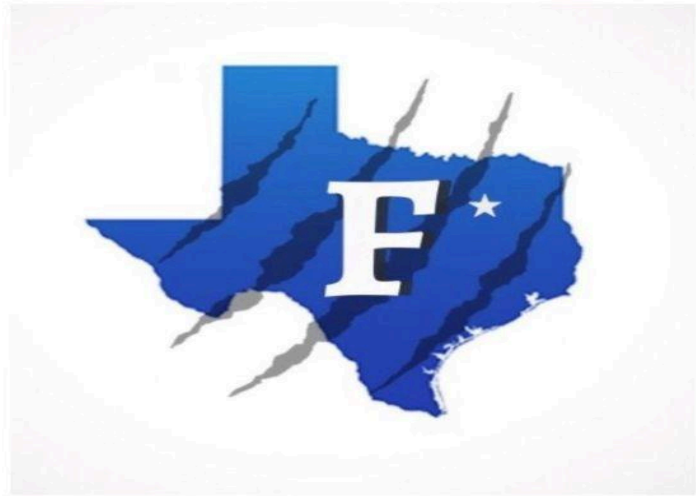


2026-2027



FRUITVALE

CAREER & TECHNICAL EDUCATION

TEACHER HANDBOOK

This document is subject to updates as needed to reflect best practices, changes in laws and/or Board policies. Changes will be made electronically and marked by date.

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SECTION ONE : General Information:

FISD students grades 7-12 are eligible to be served through the Career and Technical (CTE) programs within the district.

Statements of non discrimination

Public Notifications of non discrimination in Career and Technical Education:

Fruitvale Independent School District (FISD) offers career and technical education programs in agriculture, education, health science, STEM, arts and humanities, and multidisciplinary. Admission to these programs is based on student interest, prerequisite courses, availability of classes, and age appropriateness. It is the policy of FISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of FISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. FISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Rebecca Bain at bainr@fruitvaleisd.com, (903) 896-4729, and/or the Section 504 Coordinator, Remica Bigham at bighamr@fruitvaleisd.com, (903) 896-4729.

En Espanol:

(Notificación Publica de No Discriminación en Programas de Educación Técnica y Vocacional) Fruitvale Independent School District (FISD) ofrece programas de educación técnica y vocacional en agricultura, educación, ciencias de la salud, STEM, artes y humanidades, y multidisciplinario La admisión a estos programas se basa en interés de los estudiantes, cursos de requisitos previos, disponibilidad de clases y adecuación a la edad. Es norma de FISD no discriminar en sus programas, servicios o actividades vocacionales y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Es norma de FISD no discriminar en sus procedimientos de empleo por motivos de raza, color, origen nacional, sexo, impedimento o edad, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. FISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas

educativos y vocacionales. Para información sobre sus derechos o procedimientos de quejas, comuníquese con el Coordinador del Título IX en (dirección), Rebecca Bain, (bainr@fruitvaleisd.com, (903) 896-4729 y/o el Coordinador de la Sección 504 en (dirección), Remica Bigham, bighamr@fruitvaleisd.com, (903) 896-4729

Fruitvale ISD Vision, Mission and Beliefs:

Learners Today – Leaders Tomorrow

The partnership of families, community members, students, and Fruitvale Independent School District Employees are critical to each student's growth and success.

We believe in the value of instilling work ethic, integrity, perseverance, and motivation in future generations.

We believe in providing a 21st century education interwoven with real world applications.

We believe in modeling and guiding students toward becoming good citizens.

We believe in unlocking each individual student's potential.

We believe in a supportive and collaborative school culture for students, teachers, and families.

Handbook Objective

The objective of this handbook is to provide guidance and directions for success in the Career and Technical Education field. The information within is not comprehensive but is accompanied by further information provided by campus and district administration as it relates to FISD's CTE program, changes in law, etc.. Any suggestions for additions and improvements can be sent to the CTE Coordinator

Career and Technical Education Overview:

Fruitvale ISD Career and Technical Education programs provide students with academic and technical skills to compete globally as well as be post secondary ready after graduation.

CTE currently offers 5 different programs of study

CTE offers courses beginning in the 7th grade

CTE partners with TJC to provide dual credits for high school students

CTE partners with local community members to provide career and employment development opportunities.

Contacts

Buddy Winstead	Secondary Principal	903-896-4729
Anastasia Armstreet	Director of Curriculum and Federal Programs	(909) 896-4729 ext.106
Kassi Mays	Director of Student Services	903-896-4729
A.C. Pruett	Applied Agriculture Engineering	(903) 896-4729 ext.402
Molly Hall	Plant Science	(903) 896-4729 ext.401
Paula Winstead	Health Science	(903) 896-4729 ext.235

Kassi Mays

Teaching and Training

(903) 896-4729 ext.202

CTE Vision Excellence is never an accident. It is always the result of high intention, sincere effort, and intelligent execution; it represents the wise choice of many alternatives-choice, not chance, determines your destiny.

SECTION TWO : Standards and Curriculum

The Texas Essential Knowledge and Skills (TEKS)

Texas organizes Curriculum into two Categories:

- Foundational-English,Math,Science, Social Studies
- Enrichment-Career and Technical Education (CTE), Fine Arts, Health Education, Language other than English (LOTE), Physical Education(PE), and Technology Applications.

Texas Essential Knowledge and Skills (TEKS), undergo [regular review and revision](#). * Posted in the “TEKS and Instructional Materials Working Document” is a revision schedule, subject to change. The State Board of Education (SBOE) adopts the TEKS following committee recommendations and public comment.

Career and Technical Education TEKS are found in two chapters of the Texas Administrative Code (TAC) [Chapter 127](#), under Career Development and [Chapter 130](#), under Career and Technical Education.

The TEKS for Career & Technical Education are Chapter 127 and Chapter 130 found on the Texas Education Agency [website](#).

All CTE TEKS include:

- General requirements-grade level recommendation, prerequisites, credit structure
Note: If a prerequisite is required the text will say simply “prerequisite”, if the prerequisite is n recommended but not required the text will say “recommended prerequisite.”
- Introduction
 1. Alignment to academic standards, technical knowledge and skills for employability/continued education
 2. Summary of the career cluster
 3. Summary of the course
 4. Statement of extended learning (Career Technical Student Organizations, CTSOs, are co-curricular)
 5. Definition of “including” and “such as”
- Learning objectives and outcomes
 1. Knowledge and skills (broad concepts or skills to learn)
 - a. All courses begin with professional standards and employability skills
 2. Student expectations (demonstration of learning: analyze, describe, etc.)

Note: It is important not to separate the knowledge and skill statements from the student expectations

noted within the TEKS.

* As a result of the 86th legislative session, HB 963 passed which moved Technology Applications (TA) courses, grades 9-12, into CTE. The applicable courses have been moved into Chapter 130 and appear in Arts, A/V, Information Technology, and STEM clusters.

SECTION THREE : Sequence and Articulation

Programs of Study (POS)

Programs of study (POS) are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career. These sequences embed relevant, real world experiences and culminate in a postsecondary credential. TEA has identified [approved programs of study](#) available to districts. It is important to note that each district determines exactly which courses within the approved program will be offered and in which order, in alignment with regional postsecondary and workforce input.

To emphasize technical skill attainment, students are encouraged to take coherent sequences of courses that increase in content specificity. Students are encouraged to persist through a selected program of study to completion, which includes passing 3 or more CTE courses, earning 4 or more credits, and at least one level 3 or level 4 (advanced) course; all from the same approved program of study.

Perkins V, the federal legislation supporting career and technical education, describes a program of study as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards
- Addresses academic, technical, and employability skills
- Aligns with the needs of industries in the state, region, and/or local economy
- Progresses in specificity, beginning with all aspects of industry and leading to more occupation specific instruction
- Has multiple entry and exit points that incorporate credentialing
 - flexible design of program so students create individualized experiences that align to their career goals
 - program may offer more than one advanced course specialty
 - program may culminate in more than one type of credential (certificate, degree, etc.)
 - successful completion of high school program prepares students for various levels of postsecondary education
- Culminates in the attainment of a recognized postsecondary credential

Fruitvale ISD CTE Programs of Study

The current programs of study offered in the District are listed on the [FISD CTE Programs of Study](#) Webpage. Parents/guardians, students, teachers, counselors, administrators, and community members should use the High School Course and Endorsement Guide and FISD CTE website as references for detailed programs of study information.

College Credit/Dual Credit

Dual credit is a measure of the College, Career & Military Readiness (CCMR) component of the state's A-F Accountability system by which CTE may contribute to campus and district ratings. FISD offers dual credit opportunities through the following CTE programs of study in collaboration with our partner Trinity Valley Community College (TVCC)

- Engineering
- Health Science
- Agricultural
- Teaching and Training

Campus-based CTE teachers of dual credit courses are required to attend training through TVCC annually. In order to offer dual credit, teachers are required to provide TVCC with college transcripts and be approved as a teacher of record for the dual credit course. All dual credit teachers are required to meet expectations of TVCC and FISD.

Teachers are required to provide evidence of student earned certifications to the CTE upon completion of the exams. Teachers should use the annual CTE Certifications shared Google Sheet to provide exam dates, student information, and results for each student as well as the exam cost and vendor. In addition, for those students who have earned their certifications, teachers should scan and upload documentation of the certification to the shared CTE Certification Google Folder (under program folder and labeled with student name and id).

Industry-Based Credentials (IBC)

Accountability The Texas Education Agency evaluates public schools and districts in accordance with state and federal requirements. There are three domains within the current A-F [state accountability system](#), and at the high school level, industry-based certifications (IBCs) are part of the Student Achievement domain within the College, Career and Military Ready (CCMR) component. Students who earn an IBC will award the campus one point in the CCMR component. Note: The 87th legislature added the CTE program of study completion back to the accountability system beginning in the 2021-2022 school year. The Commissioner of Education is tasked with determining the point value to assign to program completion.

A list of [state accountability system](#) IBCs, maintained by TEA, includes details like the primary career cluster, certification title, program of study and occupation alignment, occupation median salary, program of study average salary and expiration date from the list. CTE annually reports IBC results locally, and at the state and federal levels. Note: The TEA previously managed the approved IBC list; this task has now been relegated to an IBC Advisory Board by the 87th legislature. The list will be reviewed and updated annually.

Career and Technical Student Organizations (CTSO)

Perkins defines CTSOs as “...an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.” The State of Texas and the Texas Education Agency also recognizes the value of [career and technical student organizations](#) by emphasizing the importance of “participation by students and teachers in activities of career and technical student organizations supported by the agency and the State Board of

Education (Sec. 29.182).” Additionally, for all CTE courses (19 TAC Chapter 127 Career Development and 19 TAC Chapter 130 Career and Technical Education) the TEKS (b)(4) states “*Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.*” Career and Technical Student Organizations (CTSOs) are a **co-curricular** aspect of CTE programs. CTOS provide students with opportunities to highlight their learning through competition, develop leadership skills, earn scholarships, and network with professionals. Fruitvale ISD offers students a variety of opportunities to further their experiences in career & technical education through competitions, enrichment and partnerships provided in the CTOS. We have the following CTOS active in our district:

Texas FFA Association
Texas Association of Future Educators (TAFE)
Future Health Professionals (HOSA)

CTSO ADVISORS

CTE Teachers are expected to support CTSO participation. CTSO Advisors will keep records and upload documentation in a CTSO Google Drive. A CTSO’s successful operation depends on effective and informed advisors. CTSO advisors are responsible for:

- Recruitment
- Organizational management & oversight
- Preparation for competition
- Chaperone events, competitions, travel and participation in specific functions at conferences.
- Maintain updated CTSO records in the shared CTE Google Folder.
- Ensure the following data is included in their CTSO Google Folder, annually:
 - Chapter information (initial membership roster, student officer list)
 - CTSO Organization name, chapter number, constitution/by-laws (uploaded once and updated as needed)
 - Program of activities list & schedule
 - Competitive events results
 - Meeting documents (agenda, minutes, Treasurer’s report)

CTSO Advisors are encouraged to have student officers maintain all records; student officers should be responsible for running the CTSO.

CTSO Membership

CTSO membership is open to all students participating in the relevant CTE program of study.

CTSO Participation

Each CTSO chapter will meet once a month during the school year, at a minimum. Chapter meetings require an agenda and minutes. The chapter Treasurer needs to report on any funds collected or expended at each meeting (noted on agenda and in minutes). The chapter Secretary maintains these records, and the CTSO Teacher Advisor uploads them to the CTSO Google Drive. Chapter meetings must occur outside of class time. All information concerning student activities can be found

in the [FISD Student Activity Handbooks and Forms](#), [Activity Funds Procedure Manual](#), and the [FISD Travel Policy](#).

CTSO required activities:

- Recruiting & enrolling members
- Electing officers & conducting meetings
- Following a defined program of activities
- Conducting leadership development, teambuilding and/or community service
- Fundraising & fiscal management of student activity account
- Active public relations, marketing, and recognition programs
- Competitive participation aligned to the district, region/area, state, and national CTSO organizations.
- Participating in district, region/area, state, national conferences and meetings.

P-TECH

Pathways in Technology Early College High School (P-TECH) The [Fruitvale High School P-TECH](#) program works within our High School program. This program allows students an opportunity to receive both a high school diploma and a credential and/or an associate degree. The hallmark of the P-TECH model is its career focus and the provision of work-based education. P-TECH programs:

- Enroll historically underserved students, targeting at-risk and economically disadvantaged
- Provide students grade 9 through 12 the opportunity to complete a course of study that combines high school and post-secondary courses
- Enable students to earn a high school diploma, along with an associate degree, Level 1 or Level 2 certificate, or industry-based certification within six years
- Offer age-appropriate work-based learning opportunities in every grade level.
- Allow students to gain work experience through an internship, apprenticeship, or other job training program Align to regional workforce needs, guiding students into high-demand, high-wage careers
- Partner with Texas Institutions of Higher Education (IHEs) and regional businesses and industries, giving students access to post-secondary education and workforce training opportunities.

Fruitvale High School P-TECH Program aligns with the following CTE Pathways using the [Programs Of Study guidebook](#). Students have the opportunity to complete high school and college coursework as well as earn an industry-based certification. Students can pursue an associate's degree if they meet the TVCC core curriculum and elective requirements.

CTE and Special Education/504 programs.

All students are welcome and served through our Career & Technical Education Department. Teachers are responsible for monitoring requirements, accommodations and modifications needed for students who receive special education and/or 504 services. Teachers are required to provide meaningful input into each student's Admission, Review and Dismissal (ARD) meetings. Texas law requires a CTE representative be in attendance in a student's ARD meeting. Teachers invited to ARD meetings will have arrangements for class coverage so that they are able to attend ARD meetings. If a teacher is not able to attend the ARD, they should send

student information to the student's case-manager and follow up with the ARD committee as soon as possible after the meeting.

SECTION FOUR : District expectations

Professional Organizations

Professional organizations are important contributors and support systems for CTE programs and educators; teachers are highly encouraged to join an appropriate professional organization. These entities usually provide advocacy support for CTE, liability insurance options, professional learning opportunities, and a professional network of colleagues that offer ideas and support.

The Fisd CTE district leadership team highly encourages all CTE teachers to join and actively participate in a CTE professional organization; CTE will fund annual membership for teachers to join one of the following approved organizations; please contact the CTE Leadership Team if you are interested.

[Career and Technical Association of Texas \(CTAT\)](#)

[Family and Consumer Sciences Teachers Association of Texas \(FCSTAT\)](#)

[Hospitality Educators Association of Texas \(HEAT\)](#)

[Texas Health Occupations Association \(THOA\)](#)

[Texas Industrial Vocational Association \(TIVA\)](#)

[The Agriculture Teachers Association of Texas \(ATAT\)](#)

Travel to workshops must be requested on appropriate form and approved by the Principal, Curriculum Director and Superintendent. After approval is obtained requisitions must be submitted through the ASCENDER system for any expenses (prior to registration) that will be incurred because of the workshop (ie. registration fee, meals, lodging, etc.). Complete travel policy is located at the [Fisd Travel Policy](#),

Purchasing Procedures

The purpose of program supply funds is the purchase of class/lab consumable supplies and general equipment for the current school year.

The following timeline applies to program supply budget purchases :

- 50% of the program budget must be encumbered by the end of the first semester (if needed)
- Remainder of the program budget should be encumbered by the last Friday in February (if needed)
- Requests for the use of funds after the February deadline will require special approval.
- The only exception to this timeline is consumable purchases for lab activities on blanket purchase orders.
- Pre-approval is required before any purchases are made for which district or campus funds will be utilized (in advance)

Purchasing Dos -

- Collaborate district-wide, within programs, to ensure equity and prioritize purchases
- Get pre-approval before purchasing items (whether purchase order, credit card, or reimbursement)
- Purchase only class/lab items reasonable & necessary for instruction and aligned to high-quality program goals
- Confirm size, space, and mechanical requirements before purchase (do not guess or assume)
- Submit a formal quote, including shipping (ask the vendor about inside delivery, installation, etc.)
Items above \$3,500 require 3 written quotes Use the District Approved Vendor List (vendors not in system must submit a vendor packet)
- Use the approved vendor list first., if no approved vendor is available, contact the business manager for guidance.
- Submit purchase requests at least six weeks prior to the first date item(s) are needed.
 - August expenditures require requisitions and approved purchase orders by May of the previous school year
- Verify accuracy of order upon receipt and notify CTE coordinator/and Accounting Specialist
- Submit packing slips, receipts, etc. to CTE Accounting within 3 business days of receipt
If order is complete write: "OK to Pay/PO #" and sign/date the packing slip
If order is incomplete write: "INCOMPLETE" and list items not received
- All Disposable and Non-disposable equipment must be recorded in a [Comprehensive Record of Inventory](#) at the **beginning** of the academic year as well as the **end** of the academic year. (see appendix)

The [CTE Work Order](#) will list items by sections, and all applicable sections must be completed **before** and **after** completion of projects

- Complete CTE [Project Form](#) in its entirety, incomplete forms will be returned
- Submit CTE Project form and/or CTE Work Order Form and quote(s) to CTE Coordinator and to business manager

Purchasing Don'ts -

- No purchase order may be for cash amounts
- Purchase excess quantities of items
- Purchase computers or laptops (these will be handled by technology)
- Signed contracts (any purchase requiring a contract must be approved by the CTE Coordinator and contracts can only be signed by the Superintendent)
- Exceed the approved purchase amount on blanket POs
- Purchase items that will be kept by students, sold, or offered as gifts with district funds.
- Spend funds that are not necessary for the program in the current year.

SECTION FIVE : Data and Program Improvement

CTE programs must maintain accurate data and utilize this data regularly to maintain and improve program outcomes. Listed below are just a few of the data sources the District uses to analyze program success, in addition to a comprehensive program evaluation and needs assessment, conducted annually.

Comprehensive Local Needs Assessment (CLNA)

[The Perkins Collaborative Resource Network](#) (PCRN) explains, “Section 134 of Perkins V requires eligible applicants to conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application. The Association for Career and Technical Education (ACTE) has published a [Guide for Local Leaders](#) that explains how to maximize the CLNA and Perkins application to drive program quality and equity.

In accordance with federal requirements, the CLNA is updated every two years, and must include:

- a student performance evaluation
- teacher recruitment, training, and retention efforts
- progress toward implementing programs of study
- a description of how CTE programs are
 - sufficient in size, scope, and quality to meet the needs of all students served;
 - aligned to state, regional, tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board;
 - and designed to meet local education or economic needs not identified by state boards or local workforce development boards.

When conducting the local needs assessment, eligible recipients are required to consult with a diverse group of stakeholders, which must include, at minimum:

- CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff
- State or local workforce development board representatives
- Representatives from a range of local businesses and industries
- Parents and students
- Representatives of special populations
- Representatives from agencies serving at-risk, homeless and out-of-school youth
- Representatives from Indian Tribes or Tribal organizations, where applicable

The foundation for a rigorous CLNA is:

1. Determine local goals
2. Identify stakeholders and a leadership team
3. Make a plan for soliciting feedback
4. Gather and develop materials

Public Education Information Management System (PEIMS)

The Public Education Information Management System (PEIMS) encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

The Texas Education Agency will use concentrator and completer data to evaluate the performance of CTE students and provide disaggregated data to districts for analysis and program improvement. Previously CTE students were identified through a self-reported coding process. Texas now operates an auto-coding system to align with Perkins V requirements. More information about the auto-coding process can be found [here](#). Scroll to the section on “Auto-coding Information.”

Several TEA programs create reports, including the following, using data collected through PEIMS:

- [TEA Standard Reports](#)
 - o TEA Standard Reports include geographic information, student reports and staff reports.
- * Example: student enrollment in special programs, like CTE
- [Texas Academic Performance Reports](#) (TAPR)
 - o Performance data is disaggregated by student groups, including ethnicity and socioeconomic status.
 - o The reports also provide extensive information on school and district staff, programs, and student demographics.
- [Accountability System](#)
- [Pocket Edition](#)
 - o The topics include state level statistics and information on students, test performance and participation, graduation and college admission, attendance, graduation completion and dropout rates, accountability ratings, personnel, and finances.

Program Evaluations

Local CTE programs are required to conduct an annual program evaluation to comply with federal and state legislation. The program evaluation utilized in PfISD will be questions from the High-quality CTE Program Evaluation Instrument and collected through a google form.. The following stakeholders will provide input for the

FISD CTE Program Evaluation process:

- CTE teachers,
- campus and district administrators,
- parents and students, and other stakeholders, as appropriate.

The Fisd CTE committee, stakeholders, and the Comprehensive Local Needs Assessment (CLNA) results, and program evaluation results will guide development of program goals. The CTE committee will then set strategic priorities and targets for program improvement.

Reporting Data for Perkins

States are required to report disaggregated data on the performance of students by race, ethnicity, gender, and special population categories. Texas submits the following CTE secondary level data:

- Graduation Rate 1S1: Four-Year, 1S2: Extended-Year
- Academic Proficiency 2S1: Reading/Language Arts, 2S2: Mathematics, 2S3: Science
- 3S1: Post-Program Placement
- 4S1: Non-traditional Program Concentration
- Program Quality 5S1: Attained Recognized Postsecondary Credential, 5S2: Attained Post Secondary credits, 5S3: Participated in Work-Based Learning, plus CTE Completers

SECTION SIX: Appendixes:

[Project Form](#)

[CTE Work Order](#)

[Comprehensive Record of Inventory](#)

[Fisd Student Activity Handbooks and Forms](#)

[Activity Funds Procedure Manual](#)

[Fisd Travel Policy](#)