Si Se Puede Foundation
FTC Handbook

Mission

Da Geese of Freedom (DFG) and ***BinaryBots (BB)*** are student-led 7th to 12th grade robotics teams. Our mission is to empower everyone in our community, no matter the gender identity, race, creed, national origin, age, sexual orientation, or disability primarily through the use of **STEM** education and opportunities. The non profit, **Si Se Puede Foundation (*SSPF*)**, is widely recognized as a **STEM** education organization dedicated to bridging the **STEM** divide that exists in our community and throughout the state.

Da Geese of Freedom

DGF originated as an all girls FTC team but as the student base grew, the identity of our students became more diverse. During the 2022-23 FTC season students on the team, with guidance from FRC and FTC mentors, made the decision to adjust **DGF**'s mission to be a Gender-Inclusive team that focuses on female and gender minority (non-binary, gender non-comforming, transgender, etc) students. The goals of a gender-inclusive **DGF** are prompted by the Foundation's values of empowering everyone in our community regardless of a student's gender identity or sexual orientation. A gender-inclusive team helps provide a safe learning environment for students, giving them the opportunity to work with other students that may be in similar situations and allows them to build their own community.

BinaryBots

As a Co-Ed team, any student is welcome to join BB. Working closely with their sibling team **DGF**, students on **BB** learn how to be effective allies that support gender minorities and female students. **STEM** thrives off new and diverse ideas, allies are important in ensuring that all ideas are heard. The team also aligns in the Foundation's values of empowering others by building skills through **STEM**.

Code of Conduct

Mentor Expectations

➔ **Show first, Watch second:** The **SSPF** FTC program is a Student-led team. If a mentor is doing a task that can be done by a student, mentors are obligated to involve those students. Students are expected to do as much of the work as possible in these circumstances.

➔ **Tolerance:** Mistreating any students, mentors, or people we serve in the community on the basis of gender identity, race, creed, religion, national origin, age, sexual orientation, or disability, or for any other reason not specified, is unacceptable and will not be tolerated, and will be immediately addressed by the foundation and the proper authority. Although experience of any of the subgroups is extremely helpful and looked for, new *and* established mentors should not feel discouraged from applying to leadership positions due to lack of knowledge, experience, education, and so on. We ask if mentors are interested in pursuing a leadership position, that they are willing to learn and adapt according to the students needs.

➔ **Safety Net:** In certain situations, mentors must allow students to fail in a safe way, using that experience as a teaching opportunity to help said students learn and grow. This does *not* include any instance where the student or those around them are put in harm's way.

➔ **Independence & Guidance:** Mentor input prior to any student-led, team decision making process is highly valued, but no mentor should pressure the decision making process of the students to the mentors personal bias.

➔ **Outcome and Success:** Any and all robot design, control, manufacturing, award submission, marketing, etc, must be the outcome of the students' efforts. Decisions involving the previously stated must go through student leadership and the team, followed by mentors. Based on age group and experience of FTC students, mentors may be needed to provide structural support to help students in decision making.

➔ **Communication:** Mentors are only permitted to communicate with students via Slack or email. This may be through slack channels, or direct messages on Slack. However, if direct messaging is needed, two mentors must be added into the communication. The two mentors in the communication should not be in a relationship to prevent a potential conflict of interest. No one-on-one messaging is permitted. This is for the safety of our students and mentors alike.

➔ **Mentor Support:** FTC mentors are expected to maintain team organization and student focus. Mentors should reflect the values of the Foundation, as should their actions. Mentors should be conscious that their actions, word choice, and attitude directly influence and affect their students and fellow mentors, the end goal being that all interactions continue to promote a safe learning environment and comfortable workplace for students and mentors alike.

➔ **Gracious Professionalism:** Mentors must be respectful to all students, their families, Foundation mentors, sponsors, and the communities we serve and represent. Exemplifying ***[Gracious Professionalism](#)*** as mentors is important as we hold the students to the same standard.

➔ **Concerns and Difficulties:** Mentors are expected to bring any and all concerns directly to lead mentors, for resolution. If any concerns or difficulties are to escalate, the next step would be to have a discussion with the CEO of the Foundation, ***Fredi Lajvardi***. This includes any difficulties between mentor/student, student/student, and mentor/mentor relationships.

➔ **Finances:** FTC has a yearly budget that mentors must adhere to. To prevent overspending, any mentors needing supplies for the team must request materials be ordered directly from lead mentors or Foundation CEO, ***Fredi Lajvardi***. For full transparency and for all mentors to be aware of what is being purchased, the items/materials need to be shared in the FTC Mentor channel. Purchased materials/supplies are also accessible through the **SSPF** google drive linked [here](#).

➔ **Mentor Meetings:** Mentors are expected to attend both bi-monthly meetings, Saturday morning before students arrive, that discuss the team's current position and future plans. This does not include any extraneous circumstances that may require a mentor to miss any of these meetings, but communication with your fellow mentors is necessary to make everyone aware of any absences. Alongside this, the mentors must work as a team, documenting what was discussed at the meetings and to help bring any missing mentors up to speed.

➔ **Safety:** Mentors and Students alike are expected to follow and practice safety protocol. This protocol can be accessed in the **STEM** Center contract, as well as in the Student Handbook. If students or fellow mentors are being unsafe, becoming a danger to themselves or others, mentors are expected to provide immediate intervention, and report any incidents if necessary.
   ◆ It is crucial that there is constant mentor supervision when students are using any powered tools and machinery. They must be within arm's reach of the students using machinery to intervene in the case of any incidents.

Student Expectations

➔ **Dedication:** Individual students must dedicate a minimum of 80 hours to the team, and may be collected during team meetings and any work dedicated at home in the case of extraneous circumstances. 10 of the 80 hours must be community service and outreach. These hour requirements can be collected throughout the year, during the respective season and off season.
   ◆ Students will not be penalized for circumstances and or legitimate reasons for not being able to complete these hours. This includes but is not limited to: Lack of transportation, work, health issues (physical and mental), etc. It is important that students communicate these issues to the head mentor immediately.

- ◆ It is extremely important and mandatory for students to login when arriving at the **STEM Center**, this is necessary for the Foundation and mentors to keep track of student participation/attendance.
- ◆ Students must also log community service hours in separate google form, **SSPF FTC Volunteer Hour Log**, after every outreach/community service event. Tracking hours is important and necessary not only to meet team requirements, but will help later on when applying to scholarships, grants, post high school education, etc.
- ➔ **Academic Standing:** Students must be in good standing at their respective schools to participate and travel.
  - ◆ Due to **FERPA**, we will apply the following by asking parents to certify either "Yes, given my student's academic standing I am **OR** I am not comfortable with them going to competition." This can be done via email with parents/guardians.
  - ◆ IEP's and personalized learning courses should be taken into consideration and can create an exception for the respective student. In situations such as this, a meeting is needed between the student's parent/guardian and the lead mentors to create a learning plan here at the Foundation that best benefits their student.
  - ◆ **More than Robots:** The future of our students has just as much to do with the skills they learn here to the grades they keep in school. That means our student grades and academic standing goes before meeting times and competitions. Although mentors are not responsible for the individual students' grades, mentors are available during meeting time to provide tutoring to the best of their ability, or even just a quiet space to work. The STEM Center is a valuable resource and can aid in providing a safe learning environment for homework help as well, so students are encouraged to bring their homework to meeting times and ask mentors directly for help. The mentors present during meeting times will make accommodations as needed and as available.
- ➔ **Gracious Professionalism:** Students must be respectful to all other students, their families, Foundation mentors, sponsors, and the communities we serve and represent. Exemplifying *Gracious Professionalism* is of utmost importance. This includes dressing appropriately, avoiding inappropriate language, gossip (team and/or non team related), etc. Students may refer to the **FTC Handbook** to learn and follow the expected rules and expectations given to all students participating in the program.
- ➔ **Teamwork:** Students are expected to maintain a team-oriented attitude. **DGF** and **BB** successes and failures are a result of a collaborative team effort. Meaning, students are expected and encouraged to put what's best for their team ahead of any personal team-related goals.
- ➔ **Coopertition:** Although DGF and BB compete as independent teams within FTC, students are expected to help one another and be friendly within each other. Both teams share materials, building space, mentors, tools, and many other resources. So it is pivotal for both teams to work together.

- ➔ **Ambassadors:** Students understand that their behavior and actions reflect their team and the Foundation. This includes on and off the field, as well as in and out of the **STEM Center**. As representatives of *DGF*, *BB*, and the *Si Se Puede Foundation*, students will refrain from engaging in any activities that reflect negatively on the individual and the team as a whole.
- ➔ **Integrity:** Students are expected to be honest to each other and mentors alike, and not try to cover up any mistakes or errors in fear of judgment. Part of providing a safe learning environment includes mentor support to help you succeed. With guidance, failure can stem into success, so it is important for students to communicate any issues or mistakes with their mentors.
- ➔ **Tolerance:** Mistreating any students, mentors, or people we serve in the community on the basis of gender identity, race, creed, religion, national origin, age, sexual orientation, disability, or for any other reason not specified, is unacceptable and will not be tolerated, and will be immediately addressed by mentors and the Foundation.
- ➔ **Sustainability:** Seasoned students are highly encouraged to actively involve, reach out, guide, and help new students (rookies) on the team. Success of the team depends heavily on teamwork and collaboration, helping make sure no teammate feels left behind.
- ➔ **Responsibilities:** Students are expected to meet team deadlines and stick to the team timeline.
  - ◆ If for any reason students are unable to complete any deadlines or fall behind, they are expected to communicate with their team and mentors to create an extension, ask for help, or edit said timeline. There is no penalty or punishment in asking for help and guidance.
- ➔ **Student Leadership:** If a student is elected into a leadership position, they are expected to comply and fulfill the respective duties and responsibilities. Leadership positions and their responsibilities are listed below under Team Structure.
  - ◆ If any extenuating circumstances prohibit this student from fulfilling their obligation, the student is responsible to communicate this with their mentors. Together, students and mentors will work together to find a solution.
- ➔ **Safety:** Students and Mentors alike are expected to follow and practice safety protocol. This protocol can be accessed in the **STEM Center**, as well as in the Student Handbook. If fellow students or mentors are being unsafe, becoming a danger to themselves or others, students are expected to immediately report any incident to the nearest mentor, where they will assess the environment and ensure safety for the individual and others around them.
  - ◆ When using power tools and or machinery, students are required to have mentor supervision.
  - ◆ Failure to purposefully follow safety protocol that places yourself or others at risk will result in immediate intervention and disciplinary action by mentors and the Foundation.

Disciplinary Actions

In the case of any student or mentor who violates or does not comply with the code of conduct, disciplinary actions will be taken according to the severity of the situation. Below are the different methods of discipline that can be used:

➔ **Students**
- ◆ **Verbal Warnings:** If a student is not meeting student expectations, a verbal warning will be issued by a mentor. The mentor will document said incident in that day's meeting notes in the Mentor Notebook, as well as report said incident to the lead mentor and all mentors present to make them aware of the issue at hand. It is important to communicate any disciplinary issues with all the mentors, this way everyone can work together to continue to monitor the students behavior. After the 3rd verbal warning is given to the student, the next step would be parent involvement.
- ◆ **Parent Involvement:** After a 3rd verbal warning is given to the student with no improvement, it is necessary that mentors sit down with parents to discuss their students behavior and lack of improvement. The lead mentor will set up a meeting, and any mentor who was involved in the incident or gave the warning should be there as well to help communicate mentor concerns to the parents. Depending on severity of the situation and at the discretion of the mentors (after discussion and deliberation), the following restrictions included but are not limited to:
  - ● Travel and Competition restrictions
  - ● Resignation of leadership roles (if applicable)
  - ● Disqualification from Drive Team
  - ● Removal of competition roles
- ◆ **Expulsion:** If a student, while present at the **STEM Center** or any official events, commits any illegal actions and or puts another individual in immediate danger, and or continuously breaches the Student Code of Conduct (*see above*), expulsion of the program is at the discretion of the **Si Se Puede Foundation**, with direct reports from involved parties. Any similar actions outside of the **STEM Center** that are brought to the attention of the Foundation will also be penalized. *The* **Si Se Puede Foundation's** utmost priority is the safety of our students and staff.

➔ **Mentor**
- ◆ **United Front:** It is crucial that when addressing issues with another mentor to not discuss the topic in front of the students. To avoid conflict of interest and ensure that private conversation stays private, it is advised to wait for students to be out of the building before confronting the issue. In cases where immediate action is needed, it is recommended that mentors take a step outside, out of ear shot from students. The goal of having a united front as mentors is to avoid student/student or student/mentor conflicts, biases, and protect the privacy of mentors and students alike.

◆ **Verbal Communication:** In conflicts involving mentor to mentor issues, it is encouraged that there be a private discussion between the parties to try and come to an agreement. Lead mentor involvement is encouraged if necessary. If the affected party does not feel comfortable or sees this behavior repeated, the next step would be to report to the Foundation directly.

◆ **Foundation Involvement:** At this stage, disciplinary actions will be at the discretion of the Foundation with reports from involved parties. Reprimands may include but are not limited to: travel and or meeting restrictions, resignation of mentor leadership roles, limit student interactions, etc.

◆ **Expulsion:** Expulsion is at the discretion of the Si Se Puede Foundation. The same standards we expect students to follow, the mentors are required to as well. Any illegal actions, continuous breach of the mentor code of conduct and SSPF Mentor Expectations, and or putting students or other individuals in immediate danger. This is applicable in and out of **SSPF** and the **STEM Center**.

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Team Structure

Mentor Roles and Descriptions

Based off FTC Season 2022-23, due to the limited number of mentors and their availability, collaborative mentorship was introduced. **Cooperative Mentorship** implies that all official SPPF FTC mentors worked together to maintain, teach, and organize the students on both **DGF** and **BB**. This is regardless of what team the individual mentor was registered to through the *FIRST* program.

Each mentor lead position listed below will be assigned to their respective subgroups. They will work closely in giving students under those subgroups guidance and the necessary tools to succeed. Collectively, mentor leads will be in charge of filling out their respective sections in the Mentor Notebook, give updates on subgroup progress during mentor meetings, and updating absent students within that subgroup ensuring that no student is left behind. Other individual responsibilities are listed below, please read the descriptions.

Note: Although experience of any of the subgroups is extremely helpful and looked for, new *and* established mentors should not feel discouraged from applying to leadership positions due to lack of knowledge, experience, education, and so on. We ask if mentors are interested in pursuing a leadership position, that they are willing to learn and adapt according to the students needs. Secondly, if a mentor is to put a fellow mentor in a position where their ability or

leadership is questioned based on any of the above reasons stated, that mentor would be in violation of the *Tolerance* and Gracious Professionalism clause, **breaching the *Mentor Code of Conduct*** (*see above*).

➔ **Head Mentor**

The Head Mentor is the singular team leader of their respective FIRST Robotics Team. Their main function is to act as the manager of the team. The head mentor is in charge of setting the tone of the team and making sure that the team represents the Si Se Puede Foundation in the best light possible while maintaining the gracious professionalism standard that is the hallmark of the FIRST program. The head mentor also has the responsibility of making the team as self-sustaining as possible. This self-sustaining goal is as important to the education of the students on the team as the technical elements that they are learning. The team must learn to advocate for itself and the head mentor is responsible to see that this happens. The Foundation will assist in fundraising where the team may fall short. Other responsibilities of the head mentor include:

- ◆ Ensure team is student driven, mentor guided
- ◆ Ensure mentors follow mentor guidelines as set forth by SSPF leadership
- ◆ Communicate with SSPF staff through the proper channels set forth by SSPF leadership
- ◆ Lead, organize and participate in fundraising for the team and SSPF
- ◆ Get approval for fundraising from SSPF leadership prior to fundraising
- ◆ Recruit more team members as needed to maintain a 15 team member limit
- ◆ Attend all SSPF mentor meetings and provide updates of team status
- ◆ Help draft the agenda for weekly mentor meetings
- ◆ Works with the student Team Captain to draft agendas for team meetings
- ◆ Communicate all updates to SSPF leadership weekly via mentor meetings and group collaboration software such as Slack, Trello or Zoom
- ◆ Make sure all mentors are approved and have undergone and passed background check
- ◆ Help maintain the basic mentor positions, Programing, Mechanical, Electrical, Non-Technical, Drive Mentor. Help fill positions if they become vacant.
- ◆ Ensure the safety of all mentors and students at all times.
- ◆ Ensure that there is always two mentors present when working with students
- ◆ Report any transgressions by mentors or students to SSPF management through proper channels regardless of how small the transgression. It is not up to the head mentor to decide, only an obligation to report.
- ◆ Ensure positive growth and experience of both students and mentors
- ◆ Maintain proper communication with parents of students
- ◆ Ensure all communication between mentors and students be transparent to head mentor and to SSPF leadership
- ◆ Provide a yearly report to the SSPF leadership and SSPF board

◆ Maintain and support student team leadership, President, Vice President, Secretary and Treasurer, as well as team leads, Programming, Electrical, Mechanical, Non-technical, Drive
◆ Have student leadership report team status updates at meetings
◆ Ensure proper video and photographic documentation
◆ Ensure proper social media posting. No social media without head mentor access to supervise and control the social media. SSPF leadership should also be included in this control. All postings must reflect SSFP values and standards only regardless of anyone's personal beliefs.
◆ Ensure that SSPF Logo and title are in all team branding/logos and social media. Pre-approval is required from SSPF leadership.
◆ Ensure that the team meets all the requirements and deadlines for entering in and competing in the FIRST TECH Regional, State Championships, and International Competitions
◆ Ensure that the team is competing at the highest levels possible at the competitions

➔ Mechanical Lead

The Lead Mechanical Mentor works directly with the students on the mechanical team to help them be successful at each competition. Before the season, they should be working with the students to teach them how to effectively design and build an FTC robot. The head mentor should teach the students how to properly use tools in the fabrication lab. They should also teach the students how to maintain a safe and organized working environment. Other responsibilities include:

◆ Work with Programming, Design, and Drive Team to ensure students are communicating and collaborating on the robot
◆ Make sure all equipment and tools are labeled, well organized and easily accessible
◆ Leads packing for competition
◆ Helps students maintain a safe and productive learning environment
◆ Develops (until students are self sufficient)/Helps students develop training for design, CAD, fabrication and assembly
◆ Works with Head Mentor to select which mechanical team members will be in the pit during competitions
◆ All transgressions should be reported to Team Head Mentor and escalated directly to the Foundation.

➔ Design Lead

The Lead Design Mentor works directly with the students on the mechanical team to help them be successful at each competition. Before the season, they should be working with the students to teach them how to effectively design and create a CAD file as well as 3D printing necessary parts. The lead mentor should teach the students how to properly use softwares such as

OnShape and SolidWorks. They should also teach the students how to maintain a safe and organized working environment. Other responsibilities include:

- ◆ Coordinating closely with the Head Team Mentor
- ◆ Work with different subteams to ensure students are communicating and collaborating on projects.
- ◆ Helps students maintain a safe and productive learning environment
- ◆ Develops (until students are self sufficient)/Helps students develop training for design, CAD, fabrication and assembly
- ◆ During build season, advocates to get CAD done as soon as possible and works with the team to meet deadlines for fabricated pieces.
- ◆ All transgressions should be reported to Team Head Mentor and escalated directly to the Foundation.
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➔ Programming Lead

The Lead Programming Mentor is responsible for training the students on how to effectively code. Before the build season, their focus is on helping students develop and expand their programming skills with emphasis on writing clean, efficient robot code. Additionally, students will learn related skills such as proper code repository maintenance. Other responsibilities include:

- ◆ Ensure students are communicating with other sub-teams on the robot's design, function and control
- ◆ Make sure all programing students are logging code into GitHub and teach the importance of backing of code and logging a history.
- ◆ Help students maintain a safe learning environment where they can freely ask questions
- ◆ Reports all transgressions to the Head Mentor and escalate to SSPF VP of STEM Initiatives if necessary

➔ Outreach lead

The Outreach Lead Mentor works directly with the Lead Outreach Student to help them coordinate outreach initiatives. They should help the lead outreach student develop a general schedule for outreach events throughout the season. The mentor ensures that outreach initiatives are feasible in scope and there is sufficient support to execute them. They should be included in all communications with external partners for transparency and support. The lead outreach student should be driving these initiatives while the mentor supports them and verifies that the events/initiatives are reasonable and appropriate.

- ◆ Coordinating closely with Head Team Mentor
- ◆ Works with the team to verify that there is sufficient student/mentor support and availability for outreach events
- ◆ Make sure all team members are aware of outreach events so they can participate
- ◆ Helps to collect and confirm outreach metrics (hours, attendance, people reached etc.)

- ◆ Coordinate with Electrical, Mechanical, and Programming teams to ensure the robot is available, safe, and stable to demo
- ◆ Ensure all communication between student lead and outreach partners is transparent and accessible
- ◆ All transgressions should be reported to Team Head Mentor and escalated directly to the Foundation.

➔ Social Media Lead

The Imagery Lead Mentor works directly with the Lead Imagery Student to help them maintain social media channels and an active posting schedule. They should be consulted in all communications with external partners for transparency and support. The lead student should be driving these initiatives while the mentor supports them and verifies that the posts/initiatives are reasonable and appropriate.

- ◆ Coordinating closely with Head Team Mentor
- ◆ Make sure events, meetings, and competitions are well-documented through photos/videos in a proper format for social media platforms
- ◆ Helps to collect and confirm social media metrics (follow, likes, people reached etc.)
- ◆ Ensure all communication between student lead and external entities is transparent and accessible
- ◆ All transgressions should be reported to Team Head Mentor and escalated directly to the foundation.

Student Leadership and Sub Teams Descriptions

The team will hold an election to vote for *Team Captain*, in the event of a tie an impartial 3rd party (**Fredi**) will cast the deciding vote. Ranked-choice voting will be used for student officer elections.

Each sub-team mostly has autonomy over their decisions, however they must keep the entire team informed through Slack and Weekly Status Meetings. Status meetings will be held once a week where sub-team leaders will announce the status of their sub-teams. All team leaders must hold their own individual team meetings prior to the general status meeting to ensure all the students' ideas are heard. Students can participate in multiple sub-teams but should ensure they don't get stretched too thin and burn out. Students may not hold multiple officer positions.
Election dates: TBD

➔ Team Captain
- ◆ Oversees team meetings
- ◆ Sets team goals & delegates tasks
- ◆ Communicates with team and mentors & is in charge of team communication channels
- ◆ Sets an example for team behaviors and expectations

➔ Mechanical Lead

- ◆ Will put their sub team notes in the engineering notebook
- ◆ Responsible for the assembly of the robot
- ◆ Will lead prototyping different mechanisms and use the drawings made by design lead to assemble the parts necessary for the robot
- ◆ Keeps track of team hardware and related supplies

➔ **Design Lead**
- ◆ Will put their sub team notes in the engineering notebook
- ◆ In charge of designing the robot based on the prototypes and decisions that the team agrees upon
- ◆ CAD the robot design and ensure space limitations are accounted for
- ◆ Works with Programming/Mechanical/Electrical to make sure everything works in harmony
- ◆ Leads design reviews

➔ **Programming Lead**
- ◆ Will put their sub team notes in the engineering notebook
- ◆ Responsible for creating the programming logic between the operator's controls and the robot's sensors and motors
- ◆ Program any autonomous routines and any other automated functions that are used
- ◆ Use Git to maintain code, keeping it accessible and neat
- ◆ Ensures that robot components and driver stations have up-to-date software

➔ **Outreach/Community Service**
- ◆ Create and participate in events, with an overall goal to spread awareness of FIRST, STEM and helping their community
- ◆ Keep track of outreach hours in the Google sheets outreach log
- ◆ Reaching out to the community - sponsorships developing and sustaining relationships with other teams

➔ **Social Media/ Imagery**
- ◆ Responsible for photography and videography such as: visual documentation, graphic design, video production, and photo/video editing
- ◆ The majority of this lead's time is spent documenting competitions/events, creating the Impact Award video, and editing photos for use on the team's social media
- ◆ Working closely with Editor/Communication Lead to maintain a consistent posting schedule and plan posts in advance

Competition Structure

- ➔ **Award Team**
  - ◆ Presenters (3-6)
  - ◆ Impact Coach(es)
- ➔ **Pit Crew**
  - ◆ Pit Captain
  - ◆ Electrical Lead
  - ◆ Mechanical Lead
  - ◆ Programming Lead
  - ◆ Judge Whisperers
- ➔ **Drive Team**
  - ◆ Driver
  - ◆ Co-Pilot
  - ◆ Human Player
  - ◆ Coach
- ➔ **Media Team**
  - ◆ Media Lead
- ➔ **Spirit Team**
  - ◆ Spirit Led
  - ◆ Stand Mentor (Supervisor)

Travel Expectations

To travel students are expected to be current with the Student Code of Conduct. The following rules are implemented for the safety of the students and mentors.

- ➔ **Buddy System:** Students will be paired in batches of 2 or 3 and are required to stick with their buddy group for the duration of competition. This includes when traveling from the pits to the stands, exploring the pits, bathroom breaks, and so on. If a buddy group is going to travel from any point A to point B, they must communicate with their Big Buddy.
- ➔ **Big Buddy:** Depending on the number of students attending a competition, 1 to 2 mentors will be assigned to a buddy group. Said Big Buddy will be in charge of: Keeping track of their designated student group, making sure they are accounted for arriving and departing the event, ensuring that the students had lunch and are drinking water, and help provide necessary Stim Breaks when applicable.

➔ **Stim breaks/ Over Stimulation:** Having such a diverse group of students includes having students from different needs. Over stimulation is common, we encourage students to communicate with mentors and express when quiet time is needed. Many FIRST events have quiet rooms for students to refocus. If none are available at an event, walks around the venue, inside or outside, are alternatives.

➔ **Car Travel:** There should always be 2 mentors present when carpooling students to an event. No students should be traveling with a singular mentor.

This document is subject to change and may be updated after mentor review and Foundation approval.

Last Updated: 04/04/23