FRC Team 271 Mechanical Marauders
Student Handbook
2024-25

About The Handbook

This handbook contains the essential information for all members of FRC Team 271 Mechanical Marauders to understand the administrative and logistical procedures of the team. It is updated annually by Core Leadership to ensure it reflects the current standards and practices.

Contents

1   About FIRST

FIRST (For Inspiration and Recognition of Science and Technology) is a non-profit organization dedicated to inspiring young people to become leaders and innovators in science and technology. Through programs such as the FIRST Robotics Competition, FIRST Tech Challenge, and FIRST LEGO League, students are encouraged to excel in science, technology, engineering, and mathematics (STEM). Founded in 1989 by Dean Kamen, inventor of the Segway and the insulin pump, FIRST has grown into an international organization, reaching hundreds of thousands of students from elementary school through high school. For more information, visit https://www.firstinspires.org/.

1.1   About FRC

The FIRST Robotics Competition (FRC) is FIRST's flagship robotics program, designed to provide a rigorous engineering challenge to high school students while teaching leadership, collaboration, and project management. FRC stands out because students gain hands-on experience with engineering and manufacturing processes under the guidance of industry experts who serve as mentors. Additionally, each team operates similarly to a small business, encompassing roles in project management, budgeting, marketing, and organization. Over four thousand teams, consisting of anywhere from fewer than ten to more than one hundred students, participate each year.

Each year, FRC kicks off a new game in early January. Teams then have six weeks to build their robot to meet the game's challenges. The competition season culminates in regional events where teams can qualify for the FIRST Championship, held annually in various locations around the world. The competition not only promotes engineering and technical skills but also emphasizes collaboration, project management, and creativity.

1.2   Gracious Professionalism

As part of its mission to encourage student leadership and collaboration, FIRST promotes Gracious Professionalism as a core value at all levels of competition. Gracious Professionalism combines fierce competition with mutual gain, where participants learn and compete intensely while still treating one another with respect and kindness. It emphasizes avoiding boastful behavior and insincere compliments, fostering a blend of knowledge, competition, and empathy. It's about raising the floor, not bringing others down, ensuring everyone benefits and grows from the experience.

Key aspects of Gracious Professionalism include:

- **Respect:** Treating everyone, including competitors, with kindness and dignity.
- **Fairness:** Ensuring fairness in all interactions, both on and off the field.
- **Learning and Teaching:** Sharing knowledge and expertise to help everyone improve.
- **Positive Attitude:** Maintaining a positive and constructive attitude, even in the face of challenges.

1.3   Coopertition®

FIRST also promotes the philosophy of Coopertition®, which is described as displaying unqualified kindness and respect in the face of fierce competition. Coopertition is founded on the idea that teams can and should help and cooperate with each other even as they compete. It involves learning from teammates, teaching teammates, learning from mentors, and managing and being managed. Coopertition means always competing but also assisting and enabling others whenever possible.

Key elements of Coopertition include:

- **Collaboration:** Working with other teams to solve common problems and advance collective knowledge.
- **Support:** Aiding competitors, whether through technical help, sharing resources, or moral support.
- **Teamwork:** Learning from and teaching teammates, mentors, and even competitors.

1.4   Benefits and Results of FIRST Programs

Participating in FIRST programs offers a multitude of benefits and has a significant positive impact on students, schools, and communities. Below are some key benefits and outcomes of involvement in FIRST programs.

1.4.1   Skill Development

STEM Proficiency: Students gain hands-on experience in science, technology, engineering, and mathematics, helping them develop technical skills that are highly sought after in today's job market.

Problem-Solving Abilities: Through designing, building, and programming robots, students enhance their critical thinking and problem-solving skills.

Leadership and Teamwork: Working in teams helps students develop leadership qualities, learn the importance of collaboration, and understand how to manage time and resources effectively.

1.4.2   Educational Advancement

College and Career Readiness: Many students who participate in FIRST programs pursue higher education in STEM fields and have a competitive edge when applying for colleges and scholarships.

Scholarship Opportunities: FIRST offers over $100 million in scholarships to students who participate in its programs, supporting their continued education in STEM disciplines.

Real-World Applications: The challenges presented in FIRST competitions mirror real-world engineering problems, providing students with practical experience that can be applied in their future careers.

1.4.3   Networking and Internship Opportunities

Professional Networking: FIRST events provide opportunities for students to network with industry professionals, mentors, and peers, expanding their professional connections and opening doors to future opportunities.

Internships and Job Opportunities: Many companies involved in FIRST actively seek out students for internships and job opportunities. Participation in FIRST can significantly enhance a student's resume, making them attractive candidates for these positions.

Alumni Networks: FIRST alumni networks offer ongoing support and opportunities for former participants, including job placements, professional development, and community engagement.

1.4.4   Personal Growth

Confidence Building: Successfully completing projects and competing in events boosts students' self-confidence and encourages them to take on new challenges.

Communication Skills: Students improve their ability to communicate complex ideas clearly and effectively, both verbally and in writing.

Creativity and Innovation: The open-ended nature of FIRST challenges fosters creativity and encourages students to think outside the box to develop innovative solutions.

1.4.5   Community and Social Impact

Community Engagement: FIRST teams often engage in outreach activities that promote STEM education in their communities, inspiring younger students and fostering a culture of learning and curiosity.

Inclusivity and Diversity: FIRST programs promote inclusivity and encourage participation from students of all backgrounds, helping to create a more diverse and equitable STEM community.

Positive Role Models: Students interact with mentors and industry professionals who serve as role models, providing guidance and inspiration for their future careers.

1.4.6   Long-Term Outcomes

Higher Graduation Rates: Studies have shown that students involved in FIRST programs have higher graduation rates compared to their peers.

Increased Interest in STEM Careers: A significant number of FIRST alumni pursue careers in STEM fields, contributing to the growing demand for skilled professionals in these areas.

Lifelong Learning: The skills and experiences gained through FIRST programs instill a lifelong passion for learning and innovation, driving continuous personal and professional development.

By participating in FIRST programs, students not only gain valuable skills and knowledge but also contribute to the advancement of STEM education and innovation in their communities. The impact of FIRST extends far beyond the classroom, shaping the future leaders and innovators of tomorrow.

2   About the Team

FIRST Team 271 Mechanical Marauders is an FRC team composed of 7th–12th graders from the Bay Shore School District. Our program is centered around three tenets: a hands-on, project-based learning environment; a thriving presence in the competitive scene; and a focus on reaching out and expanding the influence and impact of STEAM in our community. These ideas—education, empowerment, and excellence—form the three pillars of our program and serve as the basis for our mission and vision statements.

2.1   Vision, Mission, and Motto

2.1.1   Vision Statement

Our vision is to transform our communities through education, engaging people of all ages and backgrounds in outreach, and inspiring others with our commitment to excellence. We strive to Educate, Empower, and Excel.

2.1.2   Mission Statement

Team 271's mission is to build a student-led, mentor-driven environment that fosters innovation and teaches both interpersonal and technical skills. We aim to develop local partnerships and community outreach while striving to compete at the highest level possible. Our mission is to inspire students to pursue STEM careers and become leaders in their communities.

2.1.3   Motto

"Educate. Empower. Excel." These three words encapsulate the impact we aim to have on our team members and our community. By educating our students and community, empowering them with the skills and confidence to succeed, and striving for excellence in everything we do, we create a positive and lasting legacy.

2.2   Team History

Team 271, the Mechanical Marauders, was founded in 1998 as the "Bell Atlantic Robotics Team." In 2000, we became known as the Mechanical Marauders. Since our inception, we have grown from a small group of 15 students to a thriving team of nearly 70 members from Bay Shore Senior High School and Bay Shore Middle School. Over the years, we have achieved numerous milestones and have been recognized for our excellence in various aspects of robotics and community engagement.

The team won its first competition in 2006 at the SBPLI Long Island Regional, which qualified Team 271 for the World Championship for the third time, where we advanced to the Semifinals of the Archimedes Division. Our team has made it to the World Championship 13 times and has made a total of 5 appearances in the World Championship playoffs, with 1 finalist, 2 semi-finalist, and 2 quarter-finalist finishes.

In addition to three regional competition wins and numerous technical and cultural awards at regional competitions, in 2014, the Mechanical Marauders became the 34th team in the world to win at least one of all five technical awards, inducting us into the prestigious Quinfecta Club.

More information about awards in FRC can be found at https://www.firstinspires.org/robotics/frc/awards.

2.3   What We Do

2.3.1   Educate

We provide a strong educational platform where students gain industry-standard skills in both technical and non-technical fields. Our team members learn:

- **Engineering and Design:** Using CAD software to design robot parts, understanding the principles of mechanical and electrical engineering.
- **Programming:** Writing code to control robots, learning programming languages such as Java and Python.
- **Project Management:** Managing projects, setting timelines, and meeting deadlines.
- **Business and Marketing:** Developing business plans, managing budgets, and creating marketing strategies.

Through workshops, hands-on projects, and mentorship, we prepare our students for future careers in STEM.

2.3.2   Empower

Our outreach programs empower communities by creating educational opportunities and spreading excitement for STEM. We engage in activities such as:

- **Robotics Workshops:** Hosting workshops for middle school students to introduce them to robotics and engineering.
- **Community Demonstrations:** Participating in local events to showcase our robots and inspire younger students.
- **Partnerships:** Collaborating with local businesses and organizations to support STEM education.
- **Alumni Engagement:** Involving former team members to mentor current students and share their experiences.

By empowering individuals with knowledge and resources, we aim to create a positive and lasting impact.

2.3.3   Excel

We strive for excellence in all aspects of our program, from competitive success to community presence. Our goals include:

- **Competitive Success:** Building the most competitive robot possible, aiming to qualify for and excel at the FIRST Championship.
- **Award Recognition:** Striving to win various awards that recognize our team's efforts in engineering, outreach, and team spirit.
- **Continuous Improvement:** Always seeking ways to improve our processes, designs, and strategies.
- **Leadership Development:** Developing strong leaders who can guide the team to success and inspire others.

Our commitment to excellence drives us to perform at our best and set high standards for ourselves and our community.

3   Team Organization

Team 271 Mechanical Marauders operates with a structured organization that emphasizes both student leadership and mentor guidance. This structure ensures that all aspects of the team's operations are managed efficiently and that students have the opportunity to develop a wide range of skills.

3.1   Mentors

Our mentors are a diverse group of industry professionals, teachers, parents, and community members who bring a wealth of knowledge and experience to the team. Mentors provide guidance, teach technical skills, and support students in their personal and professional growth. They play a crucial role in:

- **Technical Guidance:** Offering expertise in engineering, programming, and project management.
- **Project Oversight:** Helping students set goals, manage time, and meet deadlines.
- **Career Advice:** Providing insights into professional pathways and opportunities in STEM fields.
- **Education Advice**: Assisting students with academic guidance, including course selection, college applications, and scholarship opportunities.

Key Mentors:

- **Head Coach and Lead Mentor:** Oversees all team activities, ensures alignment with team goals, and coordinates between subteams.
- **Technical Mentors:** Provide specialized knowledge in areas such as mechanical engineering, electrical systems, and software development.
- **Business and Media Mentors:** Guide students in areas such as fundraising, marketing, media relations, and project management.

3.2   Subteams

Students in Team 271 are divided into primary and secondary subteams based on their interests and skills. This division allows for focused learning and efficient task management.

3.2.1   Primary Subteams

Students join one primary subteam, where they focus on specific aspects of the robot design and build process. In their applications, new students indicate their top four subteam preferences. Based on these preferences, Core Leadership assigns students to subteams and releases the list of subteam assignments before Kickoff. Although not everyone will be assigned to their first choice, our team strives to accommodate everyone's preferences as best as possible.

Primary subteam switches will not be permitted until the following year unless extenuating circumstances occur. If a problem arises, it is the responsibility of the team member to communicate with their respective subteam lead or Core Leadership. At the discretion of Core Leadership, if a student has no work or training to do for their subteam, they may help with another subteam.

Primary subteams include:

Hardware Design: This subteam uses CAD software to design robot parts and assemblies. They are responsible for creating detailed mechanical designs that meet the game's requirements and constraints.

- **Responsibilities:** CAD modeling, mechanical design, prototyping, and collaboration with fabrication and electrical subteams.
- **Key Skills:** Proficiency in CAD software (e.g., Autodesk Inventor, OnShape), understanding of mechanical principles, and problem-solving.

Hardware Fabrication: This subteam brings designs to life by manufacturing robot components. They use tools such as mills, lathes, 3D printers, and CNC machines.

- **Responsibilities:** Machining parts, assembling components, ensuring quality control, and maintaining fabrication equipment.
- **Key Skills:** Hands-on machining skills, familiarity with fabrication tools, attention to detail, and precision.

Electrical: The electrical subteam is responsible for wiring the robot and developing pneumatic systems. They ensure that all electrical components are properly installed and functioning.

- **Responsibilities:** Wiring, soldering, creating and maintaining pneumatic systems, and troubleshooting electrical issues.
- **Key Skills:** Knowledge of electrical systems, circuit design, pneumatics, and safety protocols.

Software Robot: This subteam writes the code that controls the robot. They work on everything from basic motor control to advanced autonomous routines.

- **Responsibilities:** Programming the robot, developing control algorithms, testing and debugging code, and integrating software with hardware.
- **Key Skills:** Proficiency in programming languages (e.g., Java, Python), understanding of control systems, and software testing.

Software Scouting (Year Dependent): Depending on our team's goals and resources, we may have a Software Scouting subteam. This subteam develops software tools for data collection and analysis, helping the team make strategic decisions during competitions.

- **Responsibilities:** Creating scouting applications, collecting and analyzing match data, and providing insights for strategy development.
- **Key Skills:** Software development, data analysis, database management, and user interface design.

3.2.2   Secondary Subteams

In addition to their primary subteam, students may join one or more of the secondary subteams. These subteams handle various non-technical aspects of the team's operations and there is no prerequisite to join any of these subteams.

Business and Media: This subteam manages the team's outreach, fundraising, and public relations efforts. They create promotional materials, manage social media accounts, and document team activities.

- **Responsibilities:** Fundraising, marketing, public relations, event planning, and maintaining the team's online presence.
- **Key Skills:** Communication, graphic design, social media management, and marketing strategies.

Strategy: This subteam develops competition strategies by analyzing game rules, opponent capabilities, and match data. They work closely with the scouts and Leadership to create effective strategies.

- **Responsibilities:** Analyzing game rules, developing match strategies, scouting opponents, and coordinating with the drive team.
- **Key Skills:** Analytical thinking, game theory, strategic planning, and collaboration.

Impact Award (Year Dependent): Depending on our team's goals and resources, we may have an Impact Award subteam. This subteam documents the team's outreach activities and prepares submissions for awards such as the Impact Award. They highlight the team's impact on the community and efforts to promote STEM.

- **Responsibilities:** Documenting outreach efforts, writing award submissions, creating presentations, and engaging with the community.
- **Key Skills:** Writing, storytelling, presentation skills, and community engagement.

3.3   Student Leadership

Student leadership is a cornerstone of Team 271 and consists of all subteam leads and the two captains. Student Leadership meets every week with Head Coach Rich Varone Jr. and Lead Mentor Bill Claiborne to coordinate upcoming events, plan for the next few weeks, and address any issues or improvements for the team.

No Student Leadership member is automatically granted a spot on the Travel Team. All Student Leadership positions must be held by students who will be in 10th–12th grade with at least 1 year of experience on the team. This ensures that leaders have a foundational understanding of team operations and culture. If no suitable candidate is available, the position will be dealt with on a case-by-case basis.

At any time, the Head Coach and Lead Mentor, in consultation with the two captains, may remove a student from a leadership position for repeated or egregious violations of team rules or standards, or when a student is unable to fulfill their responsibilities as a member of Student Leadership.

The Head Coach, Lead Mentor, Captain, and Vice-Captain form the team's Core Leadership.

3.3.1   Captains

The captains are the highest-ranking student leaders and are responsible for the overall management of the team. They ensure that the team remains a safe and welcoming environment, make final decisions on team strategies and operations, and manage team communications. The Captain and Vice-Captain of the team are chosen by the previous year's Core Leadership.

Responsibilities of Captains:

- **Leading the team:** Ensuring success in educational, competitive, and outreach goals.
- **Ensuring safety and inclusivity:** Maintaining a safe and welcoming environment for all members.
- **Team cohesion and progress:** Keeping the team on track and making final decisions. Leading meetings, working with subteam leads, and understanding all team activities.
- **Effective communication:** Communicating effectively with team members, mentors, and parents.
- **Logistics coordination:** Coordinating logistics with mentors and parent volunteers for team events and competitions.
- **Approving materials:** Approving written materials prepared on behalf of the team, especially for awards.
- **Managing online presence:** Overseeing all online forms of team organization and communication, including the team's Mattermost, team emails, and the team File Server.

3.3.2   Subteam Leads

Subteam leads are appointed by Core Leadership and are responsible for guiding their respective subteams. They ensure that subteam members understand the team's goals, receive appropriate training, and complete their tasks effectively.

Responsibilities of Subteam Leads:

- **Task Management:** Assigning tasks and ensuring timely completion.
- **Skill Development:** Providing training and support to subteam members.
- **Coordination:** Collaborating with other subteams to ensure integration and coherence in the team's efforts.
- **Reporting:** Keeping the captains and mentors informed about the subteam's progress and any issues that arise.

3.4   Leadership Selection Process

The selection of student leaders is a critical process that ensures the team is guided by capable and dedicated individuals. Leadership positions are filled through a combination of nominations and interviews. Most team leadership positions are selected as early as possible in the post-season and pre-season.

Process Overview:

- **Nominations:** Students and mentors can nominate candidates for leadership positions who they believe are deserving of a position through a Microsoft Form (or equivalent). All members and mentors of the team are encouraged and expected to provide their input via the form.
- **Applications:** Nominees submit applications detailing their experience, skills, and vision for the team. Students are not required to be candidates for any leadership positions they were nominated for but are not interested in.
- **Interviews:** Core Leadership conducts interviews to assess candidates' suitability for the roles. Each interview will be 5-10 minutes in length, depending on the position and interview schedule.

After all candidates have been interviewed, Core Leadership will discuss and select a suitable lead for each leadership position based on many factors.

Evaluation Criteria:

- Experience
- Dedication and contributions to the team
- Technical competency, where applicable
- Leadership, management, and organizational skills
- Ability to serve as an outstanding representative of the team
- Ability to complete duties listed in the position's job description
- Interview performance and substance
- Nominations submitted by past subteam leads, fellow team members, and mentors

Students may only hold one leadership position at a time, except under extenuating circumstances. After leadership positions have been selected, Core Leadership will send an offer message to each student selected. If a student does not accept a position offered, Core Leadership will review and send an offer to another candidate. After all open leadership positions have been filled with accepted offers, Core Leadership will announce the results of the leadership selection process to the team.

3.5   Communication and Coordination

Effective communication is essential for the smooth operation of the team. We use various tools and platforms to ensure that all team members are informed and engaged.

Communication Tools:

- **Google Classroom:** All students are required to join the Google Classroom.
- **Email:** For formal communications and important announcements.
- **Messaging Apps:** For quick updates, coordination, and informal discussions we will use our Mattermost Server at https://chat.Team271.com.
- **Project Management Tools:** To track tasks, deadlines, and project progress at https://proj.Team271.com.
- **Meetings:** Regular team meetings, subteam meetings, and leadership meetings to discuss progress, plan activities, and address issues.

Coordination Strategies:

- **Weekly Updates:** Captains send out weekly updates summarizing key activities, upcoming events, and important information.
- **Documentation:** Maintaining detailed documentation of designs, strategies, and processes to ensure knowledge transfer and continuity.
- **Feedback Mechanisms:** Providing opportunities for team members to give feedback on team operations, leadership, and projects.

By fostering open and effective communication, we ensure that all team members are aligned with our goals and can contribute to the team's success.

4   Student Expectations

Team 271 Mechanical Marauders has set clear expectations for all members to ensure a productive, respectful, and enriching environment. These expectations cover attendance, behavior, participation, and adherence to team policies. To remain a member of Team 271 Mechanical Marauders, all students are expected to follow the listed "Student Expectations":

Forms

- **Submission:** Submit all required forms within a reasonable timeframe from your first official team meeting, ideally within 1 week. This includes those listed on the registration page on our website, field trip forms, and others. The registration process can be found on www.team271.com/register.
- **STIMS Registration:** Register online with STIMS, including the FIRST Consent and Release form, which is separate from the team's/school's forms.

Grades

- **Academic Balance:** Students are expected to balance their team responsibilities with their schoolwork.
- **Priority:** Schoolwork should be considered a priority, even before robotics. Students must have no grades below a 'C' for all progress reporting periods. If your grades are suffering due to robotics, Core Leadership will have a discussion with you about whether you can remain a team member for that season.

4.1   Attendance Policy

4.1.1   Attendance Standards

Regular attendance is crucial for the success of the team and the development of each member's skills. Team members are required to:

- **Sign In and Out:** Use the designated system to sign in at the beginning and out at the end of each meeting.
  - **Process:** Upon arrival, students must find the attendance sheet or digital sign-in system and accurately record their attendance. At the end of the meeting, they must sign out to ensure their hours are tracked.
  - **Restrictions:** Students CANNOT sign in or out for other students.
  - **Verification:** Attendance is verified at every team meeting by a member of leadership.
- **Meeting Requirements:** Attend a minimum of 8 hours of meetings/work each month, with at least 2 hours of meetings/work each week.
  - **Frequency:** Meetings typically occur at least twice a week, but additional sessions may be scheduled during the build season. Members are expected to adjust their schedules to meet these requirements.

The following criteria apply to attendance:

- **Present:** Being physically present is not enough—students must be attentive and productive during meeting time to be marked "Present." Present markings will count positively towards your attendance percentage.
- **Unproductive:** If you are not sufficiently productive or are distracting others during a meeting, a member of leadership may mark you "unproductive." You will be given warnings when you are marked unproductive so you know what behavior was at fault and should not be repeated. Being marked "unproductive" will count negatively towards your attendance percentage.

4.1.2 Monthly Team Member Evaluations

Monthly evaluations are conducted to ensure members are meeting attendance and participation requirements. The process includes:

- **Attendance Tracking:** Reviewing sign-in records to verify attendance.
  - o **Reports:** Subteam leads compile attendance reports and submit them to Core Leadership for review.
- **Performance Assessment:** Evaluating participation in meetings, contribution to tasks, and overall engagement.
  - o **Criteria:** Assessment based on completed tasks, initiative taken, collaboration with peers, and adherence to deadlines.
- **Warnings and Consequences:** Issuing warnings to members who fall below 50%-time commitment. Continued non-compliance may result in dismissal from the team.
  - o **Follow-Up:** Core Leadership will conduct follow-up meetings with members who receive warnings to develop improvement plans and will be dealt with on a case-by-case basis.

Dismissal from the team will also take into consideration issues outside of attendance and may happen at any time. Dismissal for reasons other than attendance will be handled using the procedure outlined in section **4.6 CONSEQUENCES**. Reasons for dismissal may include, but are not limited to:

- Behavior in and outside of team meetings
- Initiative
- Work ethic
- Contribution to team environment

Leadership will talk to students who are not meeting the requirements necessary to stay on the team or who have exhibited behavior that puts them at risk of being removed from the team. If it is determined that a student should be removed from the team at the end of the month, the student and their parents will receive an email explaining the reason for the removal, and the student will be removed from all team activities, including the team Mattermost.

4.2 Codes of Conduct

Student behavior is subject to all local, state, and federal regulations, including those of the Bay Shore Union Free School District, regarding bullying, harassment, discrimination, or other behavior that creates an unsafe or hostile team environment. These regulations apply to actions at school, during team meetings, or in online forums/environments used by team members, regardless of whether they are team-sanctioned communication platforms or not. In addition, team members are subject to the following team-specific expectations.

4.2.1 Everywhere

Team members are expected to always represent the Mechanical Marauders with respect and integrity. This includes:

- **Respect:** Treating everyone with kindness, fairness, and respect.
  - o **Examples:** Avoiding derogatory language, respecting others' opinions, and valuing diversity.
- **Professionalism:** Maintaining a professional demeanor in all team-related activities.
  - o **Behavior:** Demonstrating punctuality, responsibility, and courtesy in all interactions.

When you wear the Gearhead, you represent our team, our schools, our community, our sponsors, and yourself, wherever you are. You should treat others with respect and kindness.

Additionally, your behavior impacts everyone you represent. At competitions, what you say to another team member and how you say it may be overheard by a judge, potential sponsor, or member of another team. Any invited guests must understand this and behave accordingly. All your actions as a team member reflect directly on Team 271's image.

4.2.2   During Team Meetings

Team members are not to use their phones at team meetings or functions unless it is necessary for the work they're doing for their subteam or as directed by student leads or mentors. Unacceptable behavior includes, but is not limited to, playing games, using social media, or engaging in other distracting and unproductive tasks. Students who continue to exhibit unacceptable behaviors during a team meeting may be sent home.

You are expected to always respect others and follow the Golden Rule—treat others how you want to be treated—to help sustain our professional and respectful working environment.

To create a professional working environment conducive to new ideas and change, our team has a strict no bullying or harassment policy. This includes physical, online, or verbal bullying. In addition to these guidelines, see the district's general policy here. You are expected to take the initiative during team meetings. If you have nothing to do, you should seek out tasks from your peers, leaders, or mentors on the team.

- **Focus:** Stay on task and contribute to the meeting's objectives.
    - o **Participation:** Actively engage in discussions, volunteer for tasks, and follow through on commitments.
- **Respect:** Listen attentively and respect others' opinions.
    - o **Collaboration:** Work cooperatively with teammates, giving and receiving constructive feedback.
- **Device Use:** Use phones and other devices only for team-related work.
    - o **Guideline:** Keep personal device usage to a minimum to avoid distractions and stay engaged.

4.2.3   Online

When representing our team online, please remember Gracious Professionalism. Just like at competition or in public, you are representing our team and must remember to be humble, professional, and considerate. To prevent any unprofessional behavior, Team 271 students are not allowed to post on FRC-related subreddits, FRC Discord servers, and/or any other FRC-related social media platform. Students are allowed to have a Chief Delphi account, but all posts and thread replies must be reviewed by a member of Student Leadership or a mentor before being shared.

- **Professional Behavior:** Maintain professionalism in all online communications.
    - o **Content:** Ensure all posts, messages, and emails are respectful and appropriate.
- **Approval for Posts:** Obtain approval from Core Leadership before posting on public forums or social media on behalf of the team.
    - o **Process:** Submit drafts of posts to Core Leadership for review and approval.

4.2.4   At Competition

- **Duration:** Plan to attend for the duration of the competition and stay with the team until the competition is over, and, in the case of competitions that require travel, until we return to Bay Shore. You are not allowed to leave the competition early or attend other events with family or friends while on the travel team.
- **Respect:** Always be respectful to other teams, event volunteers, and parents.
- **Team Unity:** Stay with the group. If you need to go anywhere, let the appropriate student lead or chaperone know and find a reasonable time to do so. If you are needed and you are not present, it will reflect poorly on you and the team.
- **Role Fulfillment:** Stay on task and fulfill your role on the travel team. Making friends with students from other teams is highly encouraged, but when you are scouting or performing other travel team tasks during competition, refrain from excessive socialization with Team 271 members and other teams.
- **Dress Code:** Follow the Dress Code outlined in section **4.4 TEAM DRESS CODE**.
- **Sportsmanship:** Exhibit good sportsmanship, win or lose.
- **Behavior:** Cheer for all teams, congratulate winners, and maintain a positive attitude.

4.2.5   Incident Report Form

Student leadership may fill out incident report forms for behaviors during team meetings, competitions, or other team events where students have violated team policies, including excessive phone use, being unproductive, or otherwise being disruptive. These incident report forms will be reviewed by Core Leadership and will be taken into consideration when selecting the travel team or selecting students for leadership positions and may be the basis for removal from the team if the behaviors are consistently repeated. If team members observe violations of team policies, they should bring it to the attention of their subteam lead.

Any more serious incidents related to bullying, harassment, discrimination, or other behavior that creates an unsafe or hostile team environment should be directly reported to your subteam lead, a mentor, or members of Core Leadership.

Members can report any violations of the code of conduct using an incident report form. Serious issues should be reported directly to Core Leadership.

- **Access:** Forms are available at team meetings and online.
- **Confidentiality:** Reports are handled confidentially to protect the privacy of those involved.

4.3   PDA Policy

All members and mentors of Team 271 are expected to maintain professional behavior, both in public and at team meetings. Professionalism can be upheld by establishing and adhering to a standard of behavior, shown through a student's attitude, attire, and communication. Additionally, all relationships on the team must remain professional, especially with any potential for public displays of affection (PDAs). PDAs are acts of romantic physical intimacy visible to others, not to be confused with platonic acts of friendship.

Robotics meetings and events are places for students to work and be focused, and PDAs can be distracting not only to those involved but also to those who witness them. If engaging in a PDA, students create an unprofessional image and an impaired working environment for the team, whether during a team meeting, competition, or other event. Therefore, all forms of PDA are considered inappropriate and are prohibited at any team event. If you are in a relationship, do not let it interfere with robotics.

Unacceptable PDA includes, but is not limited to:

- Intimate touching
- Hand holding
- Caressing/stroking/fondling
- Kissing
- Cuddling
- Sitting in another person's lap
- Rubbing or massaging
- Hugging in a romantic manner

We expect mentors to apply these guidelines to themselves with the maturity of an adult mentor. Additionally, student and mentor relationships must always remain strictly platonic and professional. See FIRST's Youth Protection Policy for more detail.

Failure of a student to adhere to this code will result in initial warnings from the captains, and possibly involvement from mentors. If an inappropriate situation arises in which Core Leadership feels it is necessary to intervene in the moment, they will do so.

4.4   Team Dress Code

All students must adhere to the Bay Shore School District dress code, available online. This includes but is not limited to:

- Students must wear clothing that covers their undergarments and private parts.
- Students must NOT wear clothing that depicts violence, obscenities, pornography, nudity, or sexual acts in any manner.
- Students must NOT wear clothing that displays hate speech targeting groups based on their race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected group.

In addition:

- Long hair must be tied back.
- Jewelry is not acceptable if it can entangle in robot parts or machinery and is generally discouraged.
- Closed-toe shoes must be worn at ALL times.
- Baggy clothing should be avoided or properly rolled up.
- No gloves
- Sweatshirt strings must be tucked in
- Only wear clothes that you don't mind getting dirty
- Eye protection while on any machine or using any power tools
- Only 1 earbud in at a time

4.4.1   Team Apparel

If you are wearing a team shirt or any piece of team apparel, including team merch, you are representing us regardless of where you go. Do NOT behave inappropriately while wearing team apparel.

Shirts and other team apparel may NOT be noticeably modified—for example, a leftover large shirt given to a petite student may be tailored, but cutting off sleeves, lowering the neckline, or any damage to any logos is not allowed.

Team apparel should not be sold to anyone outside of our team, regardless of the circumstances. It can be traded to other FRC members but should NEVER be sold to them.

4.4.2   At Competition

At competition, it is important for the team to maintain a unified image. As such, we require all team members who are attending as part of the team to wear the current year's T-shirt. Team members may also wear a team sweatshirt or any other team-approved apparel, such as hats or windbreakers.

Throughout each competition, team members should not cover their team T-shirt with any outerwear that is not branded with a Mechanical Marauders logo. On practice days of competition, the team may decide to relax the standards and allow previous years' shirts. The team may also decide to create a specific T-shirt for an event, in which case that T-shirt will be an option to wear in place of the current year's T-shirt. Details will be relayed to the travel team before each competition.

4.4.3   Other Events

Events like fundraisers and off-season competitions are slightly less formal than regionals and championships. Those events may allow previous years' shirts. For important events, we may select a certain shirt. For events that are more formal, such as presentations, we may choose to use a business casual dress code.

4.5   Training Standards

Each of the subteams has a comprehensive list of training standards that must be met before build season. Failure to meet these standards will result in removal from the team by January 1st. The training standards for each subteam can be found here(TODO: ADD LINK).

- **Subteam Training:** Complete training modules and attend workshops specific to their subteam by January 1st.
    - **Modules:** Training covers essential skills, safety procedures, and best practices.
- **Safety Training:** Participate in mandatory safety training sessions covering workshop safety, tool use, and emergency procedures.
    - **Certification:** Receive certification upon completion of safety training.
- **Certification:** Obtain necessary certifications (e.g., FIRST Youth Protection Program) as required.
    - **Records:** Maintain up-to-date certification records and renew as necessary.

4.6   Consequences

Violations of any of the above student expectations will be addressed through a progressive disciplinary review based on the seriousness of the behavior, recognized effort by the student to rectify the behavior, and any repeated violations. Consequences for failing to meet expectations or violating team policies are enforced to maintain a positive and productive environment. The process includes:

- **Verbal Warning:** Initial meeting with Core Leadership to discuss the issue.
    - **Discussion:** Address the behavior and outline expectations for improvement.
- **Parental Involvement:** Engaging parents in the resolution process if the behavior continues.
    - **Meeting:** Schedule a meeting with the member, their parents, and Core Leadership.
- **Suspension:** Temporary removal from team activities for serious or repeated violations.
    - **Duration:** Define the suspension period and conditions for reinstatement.
- **Dismissal:** Permanent removal from the team for egregious or uncorrected behavior.
    - **Process:** Follow a formal process, including documentation and a final meeting.

4.6.1   Initial Violation

Based on evidence and reports presented to Core Leadership, as well as interviews with the victim of the behavior, a meeting will be held between Core Leadership and the student to discuss the behavior and specifically how it violates team, Bay Shore School District, or other standards of behavior. Core Leadership and the student will develop an approach to address the issue. For issues of bullying and harassment, a reconciliation meeting or mediation may be scheduled with the subject of the violation, if appropriate.

4.6.2   Second Violation

If the behavior is repeated, or if the student does not follow or engage in the recommended steps to rectify the initial behavior, a meeting will be held with the student that will include their parent(s) or guardian(s), a Bay Shore High School or other Bay Shore School District representative, and members of Core Leadership. This meeting will discuss the violation and may result in measures such as temporary suspension from team meetings, or loss of leadership position or other positions of responsibility, particularly if the behavior is related to another student that they supervise or direct.

4.6.3   Third Violation

If the behavior continues past the second meeting, the student will be removed from the team in consultation with Bay Shore High School or Bay Shore School District representatives. This removal from the team is effective for the remainder of the school year. Students are encouraged to consider applying for the team the following year, but application to the team may include a follow-up meeting before acceptance to review the past violations and discuss how the behavior has been acknowledged and addressed.

4.6.4   Behavior Violations at Competition

For most competitions, the team is away from home. Behavior violations at competition are particularly serious since they may involve issues that result in immediate safety concerns or have a negative effect on team cohesion and performance.

As a result, students may be asked to leave the competition, which may require them to be picked up by a parent or guardian, or have a parent or guardian arrange for transportation home. This transportation will be at the expense of the student and their parent(s) or guardian(s). The determination to have a student sent home is at the discretion of the field trip supervisor.

In some cases, the behavior will be addressed following the competition using the procedures outlined above, but students may have their participation or attendance at the competition limited.

4.7   Participation in Events

Team members are expected to actively participate in all team events, including:

- **Build Season:** Fully engage in the robot design, build, and programming processes.
- **Commitment:** Dedicate time and effort to contribute meaningfully to the team's goals.
- **Competitions:** Attend all scheduled competitions and contribute to the team's efforts.
- **Role Fulfillment:** Perform assigned roles diligently, from scouting to pit crew duties.
- **Outreach Activities:** Participate in community outreach events and activities to promote STEM education.
- **Engagement:** Represent the team positively and inspire others to get involved in STEM.

4.8   Commitment to Learning and Improvement

Members should continuously strive to learn and improve their skills. This includes:

- **Seeking Feedback:** Actively seek and accept feedback from mentors and peers.
- **Growth:** Use feedback to identify areas for improvement and develop new skills.
- **Self-Improvement:** Engage in self-directed learning to enhance personal and technical skills.
- **Resources:** Utilize available resources such as online tutorials, books, and workshops.
- **Team Improvement:** Contribute ideas and efforts to help the team improve its processes and performance.
- **Innovation:** Propose and implement improvements in team strategies, designs, and workflows.

By adhering to these expectations, team members ensure that the Mechanical Marauders remain a respectful, productive, and successful organization. This commitment helps each member grow personally and professionally while contributing to the team's overall success.

5   Workspace Rules

Team 271 Mechanical Marauders is committed to maintaining a safe, productive, and respectful workspace. All members are expected to adhere to the following rules to ensure the efficient operation and safety of our workspace.

- **Entry and Exit:** You must enter/leave through the back door of room 134. No other school entrances can be used.
    - o **Drop-Off/Pick-Up:** We prefer if a parent/guardian drops you off/picks you up.
    - o **Driving Policy:** Students should not be driving other students.
- **Bathroom Use:** Only one person may go to the bathroom at a time.
    - o **Designated Bathrooms:** Only use the bathrooms by the cafeteria.
- **Hallway Conduct:** No wandering the halls.
    - o **Lockers:** Do not use lockers.
    - o **Visiting Other Rooms:** Do not visit other rooms or facilities.
- **Language Use:** Only use English in the shop unless talking to a parent/guardian.
- **Borrowing Equipment:** If you wish to borrow a piece of team equipment outside of a meeting, ask a mentor and the leader of the subteam or outreach program that uses the equipment.
- **Safety Guidelines:** Follow all safety guidelines and protocols, including those outlined in **6 HEALTH AND SAFETY PROTOCOLS**. Use of team tools is a privilege, not a right, and safety is paramount. Do not use a machine or tool unless you have been trained and signed off to use that equipment.
- **Return Equipment:** Return all tools and equipment to their designated places after use.
- **Cleaning Up:** If a student leaves before a meeting is over, they must help clean up before leaving.
- **Software Installation:** Do not download or install programs onto the team and school's computers, including those used for programming, CAD, or business/media, without the permission of the respective subteam lead and a reason directly related to robotics or the team.
- **Internet Use:** Do not visit game websites without the permission of the mentors.
- **End of Meeting Cleanup:** At the end of each meeting, the last 15 minutes will be dedicated to a "Clean 15," during which every member in attendance will help clean up the space that was used. If students are staying later than the official meeting time, the "Clean 15" will still happen at the end of the official meeting time, and any students staying later will be expected to leave their workspace clean.
- **Personal Equipment:** Personal equipment brought to team meetings or events must follow all school rules. Personal knives and multitools containing knives will not be allowed at team meetings or events. Violations of this rule will result in the confiscation of the tool in question; repeated violations may result in removal from the team.

By following these rules, we ensure that our workspace remains safe, organized, and conducive to productive work and learning.

6   Health and Safety Protocols

The health and safety of all team members, mentors, and volunteers are of utmost importance to Team 271 Mechanical Marauders. This section outlines the health and safety protocols that must be followed to ensure a safe and healthy environment for everyone involved with the team.

6.1   General Safety Guidelines

Safety First: Always prioritize safety over speed or efficiency. If you are unsure about the safety of a task, ask a mentor or experienced team member.

Safety Equipment: Always use the appropriate personal protective equipment (PPE) for the task you are performing. This includes safety glasses, gloves, ear protection, and closed-toe shoes.

Clean Work Area: Keep your workspace clean and organized. Immediately clean up any spills and dispose of waste properly.

Proper Tool Use: Only use tools and equipment that you have been trained to use. Follow all manufacturer instructions and safety guidelines when operating machinery.

6.2   Medical Emergency Procedures

In Case of Injury: Immediately notify a mentor or adult present if an injury occurs. Provide first aid if trained and capable. For serious injuries, call 911 and provide as much detail as possible about the injury and the location.

First Aid Kits: Multiple first aid kits are in the shop and should always be accessible. Ensure you know the locations of these kits and understand their contents.

Emergency Contacts: Maintain an up-to-date list of emergency contacts for all team members. This list should be readily accessible to mentors and student leaders.

Handling Blood: All blood should be treated as "infected blood" and only handled by an adult or mentor. Proper PPE, such as gloves, should be used when dealing with any situation involving blood.

6.3   Illness Protocols

Stay Home if Sick: If you are feeling unwell or exhibit symptoms of a contagious illness (e.g., fever, cough, sore throat), stay home to avoid spreading illness to others.

Notify Leadership: Inform your subteam lead or mentor if you are unable to attend a meeting due to illness.

Hygiene Practices: Wash your hands regularly with soap and water for at least 20 seconds. Use hand sanitizer when soap and water are not available. Avoid touching your face, especially your eyes, nose, and mouth.

6.4   COVID-19 Specific Guidelines

Vaccination: The team encourages all eligible members to get vaccinated against COVID-19 to help protect themselves and others. While we encourage vaccination, we respect the rights and beliefs of the students and their families.

Masking and Social Distancing: Follow current guidelines regarding mask-wearing and social distancing as provided by the CDC, state, and local health authorities.

6.5   Fire Safety

Fire Extinguishers: Know the locations of fire extinguishers in the shop and how to use them.

Evacuation Plan: Familiarize yourself with the evacuation plan for the shop and meeting areas. Participate in any scheduled fire drills.

Emergency Exits: Keep all emergency exits clear of obstructions.

6.6   Equipment and Tool Safety

Training: Only use equipment and tools that you have been properly trained to use. Attend all required safety training sessions.

Supervision: Use high-risk equipment (e.g., power tools, machinery) only under the supervision of a qualified mentor or experienced team member.

Maintenance: Report any damaged or malfunctioning equipment to Leadership immediately. Do not use damaged tools.

6.7   Mental Health and Well-being

Mental Health Days: If you are feeling overwhelmed or stressed, notify your subteam lead and take a mental health day if needed. Your well-being is important.

Support Resources: Reach out to a mentor or team leader if you need support. Confidential conversations and assistance are available.

6.8   Reporting Safety Concerns

Immediate Action: If you see something unsafe, address it immediately if you can do so safely. Otherwise, report it to a mentor or Leadership.

Anonymous Reporting: If you prefer to report safety concerns anonymously, use the designated anonymous online form.

By adhering to these health and safety protocols, we can ensure a safe and productive environment for all members of Team 271 Mechanical Marauders. Safety is everyone's responsibility, and your commitment to these guidelines helps protect you and your teammates.

7   Diversity and Inclusion Policy

Team 271 Mechanical Marauders is committed to fostering a diverse, inclusive, and equitable environment for all members. We believe that diversity and inclusion are essential to the success of our team and the broader goals of FIRST Robotics. By embracing the unique perspectives and experiences of our members, we enhance our ability to innovate, solve problems, and create a welcoming community.

7.1   Commitment to Diversity

Equal Opportunity: We provide equal opportunities for all students, regardless of race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, socioeconomic status, or any other characteristic protected by law.

Inclusive Membership: Our team actively recruits and welcomes members from diverse backgrounds and experiences. We strive to ensure that our team reflects the diversity of our school and community.

7.2   Creating an Inclusive Environment

Respect and Dignity: All team members are expected to treat each other with respect and dignity. Discrimination, harassment, or bullying of any kind will not be tolerated.

Safe Spaces: We are committed to creating a safe and supportive environment where all members feel valued and included. Members are encouraged to share their ideas and perspectives openly.

Inclusive Language: Team members should use inclusive language that respects the identities and experiences of others. Avoid language that is discriminatory, derogatory, or exclusionary.

Respecting Pronouns: All members are encouraged to share their pronouns and respect the pronouns of others. Using the correct pronouns is a fundamental way to show respect and support for each individual's gender identity.

Inclusive Decision-Making: All voices are valued in our decision-making processes. We actively seek input from a diverse range of members to ensure that our decisions reflect the needs and perspectives of the entire team.

7.3   Addressing Issues and Concerns

Reporting Mechanisms: Members who experience or witness discrimination, harassment, or other exclusionary behavior are encouraged to report their concerns to Core Leadership. All reports will be taken seriously and addressed promptly and confidentially.

Conflict Resolution: We provide resources and support for resolving conflicts and addressing issues related to diversity and inclusion. This may include mediation, counseling, or other appropriate interventions.

7.4   Accountability and Evaluation

Regular Assessments: We regularly assess our diversity and inclusion efforts to identify areas for improvement and measure our progress. This includes gathering feedback from team members and reviewing our policies and practices.

Continuous Improvement: We are committed to continuously improving our diversity and inclusion efforts. We will adapt our strategies and initiatives based on feedback and changing needs within our team and community.

By adhering to this Diversity and Inclusion Policy, Team 271 Mechanical Marauders aims to create a supportive and empowering environment where all members can thrive. We believe that our commitment to diversity and inclusion strengthens our team and enriches the experiences of all our members.

8   Traveling to Competition

For all of Team 271's events, a Travel Team is selected by Core Leadership according to the Travel Team criteria (section **8.1 TRAVEL TEAM CRITERIA**).

All Travel Team members are chosen based on who will best represent our team at competitions and fulfill the responsibilities of their respective competition roles. Travel Team lists will be announced at least **a week and a half** prior to the event to allow time to turn in forms and organize logistics. Before each event, the Travel Team will be re-evaluated and re-selected. This reselection process will consider your behavior at previous events, as well as your recent behavior during and outside team meetings.

IMPORTANT: Before Travel Team selection begins, all team members must inform Core Leadership of anticipated conflicts with competition events no later than the first of February. Exceptions will be made for emergency situations.

8.1   Travel Team Criteria

Academic:

- Maintain a "C" or better in all classes.

Attendance:

- Follow the team's Attendance Policy (section **4.1 ATTENDANCE POLICY**).
- Meet necessary expectations for participation in outreach events.

Behavior:

- Show initiative and be actively engaged in moving our team forward.
- Take personal responsibility to stay focused and productive.
- Act respectfully and safely during team meetings and when representing our team at events.

Performance:

- Take initiative in learning material required for their subteam's tasks.
- Show unique aptitude at completing subteam projects and tasks.
- Be the best at filling their described competition role.

8.2   Travel Team Roles

The Travel Team is made up of several predefined roles. Depending on the nature of roles involved, one person may fill multiple roles. The Travel Team consists of at least 10 students and has historically grown to accommodate up to 30 students. The qualities below will be used when assessing members to fill the competition's roles. The team aims to send students who best qualify for each role to events. For every role on the Travel Team, members must also exhibit commitment, focus, solid communication, and good performance.

Team Captains:

- Responsibilities:
    - Communicate logistical information between students, mentors, parent coordinators, and parents ensuring that all students are accounted for throughout the competition.
    - Fulfill additional responsibilities of their roles during the competition.
- Qualities:
    - Exceptional organization and communication skills.

Drive Team: Driver/Operator/Human Player (3):

- Responsibilities:
  - Be dedicated and committed to their role at competition and committed to attending Driver/Operator/Human Player practice.
  - Assist the Pit Crew in diagnosing and fixing problems with the robot between matches.
- Qualities:
  - Enthusiasm for working closely with the Drive Coach and following their instructions.
  - A willingness to put in extra time and effort to be competitive and work closely with other Drive Team members.
  - Ability to solve problems on the field before matches.

Pit Crew: Mechanical/Electrical/Programming (3+):

- Responsibilities:
  - Work as a team to diagnose and fix problems with the robot and be prepared to help teams who come to our pit.
- Qualities:
  - Enthusiasm and dedication to ensure robot competitiveness.

Match/Pit Strategist (1):

- Responsibilities:
  - Prepare match strategy for every match by communicating with other teams regarding robot abilities.
  - Relay our match strategy to the Drive Coach.
- Qualities:
  - Exceptional communication skills.
  - Ability to quickly coordinate with other teams and make decisions and compromises based on their abilities and preferences.

Stand Strategists (2):

- Responsibilities:
  - Analyze and observe matches qualitatively.
  - Contribute to creating a team picklist.
  - Advise the match strategist.
- Qualities:
  - Extensive knowledge of other teams, game rules, and strategies.
  - Thoroughness and attentiveness while watching matches.

Lead Scout (1):

- Responsibilities:
  - Manage logistics for scouts, scouting system, and Travel Team as needed.
  - Ensure the wellbeing and safety of scouts.
- Qualities:
  - Exceptional organizational skills and the ability to handle stressful situations.

Assistant Lead Scout (1):

- Responsibilities:
  - Assist the Lead Scout in management.
- Qualities:
  - Exceptional managerial skills, attentiveness, and familiarity with the scouting system and competition rules.
  - Adaptability and the ability to handle stressful situations.

Software Scouting Developers (4):

- Responsibilities:
    - Ensure the scouting system is running consistently and find solutions to technical problems.
    - Substitute in for scouts if necessary.
- Qualities:
    - Exceptional knowledge of the scouting system.
    - Ability to solve technical problems that arise.

Subjective Scouts (3):

- Responsibilities:
    - Collect and upload subjective scouting data during qualifications.
    - Be available to fulfill other strategic roles during eliminations.
- Qualities:
    - Ability to stay focused and attentive during long periods of time.
    - Strong knowledge of robot capabilities.

Scouts (enough to fill the travel team):

- Responsibilities:
    - Collect and upload accurate and consistent scouting data during qualification matches.
    - Be available to scout when needed and talk to other teams when not.
    - Commit to and attend scout training as requested.
- Qualities:
    - Ability to stay focused, attentive, and positive during long periods of time.
    - Enthusiastically follows instructions given by various team leaders.
    - Asks questions for clarification.

Photo/Video/Social (PVS) Media Representatives (2):

- Responsibilities:
    - Take photos and videos of the team and robot during competition, on and off the field.
    - Prepare, pack, and monitor photo and video equipment, as well as the flag and banner.
    - Update team social media before, during, and after competition.
    - Coordinate with fellow PVS Representatives to cover needed media.
- Qualities:
    - Exceptional communication skills.
    - Experience with photography, video, and necessary equipment.

8.3   Travel Team Selection Process

On Team 271, the Travel Team selection process is based on the observations of subteam leads, mentors, and Core Leadership.

Before each competition, subteam leads create a list of students they consider suitable for competition roles. They may supplement their selections with descriptions or examples of how each student best fits various competition roles. Following this, Core Leadership meets to decide on a list of students who would best complete the required competition tasks and fulfill the above Travel Team criteria.

The Drive Team is selected by Head Coach Rich Varone Jr., who has worked with Drive Teams for 15+ years and is extremely knowledgeable about the required personalities and abilities. If you have an opinion about Drive Team roles, please express it to Richie, and your opinion will be taken into consideration.

8.4   Travel Team Code of Conduct

Without explicit chaperone permission, no one is allowed to enter a room of the opposite gender.

The Captain and Vice-Captain are excluded for the sole purpose of room checks.

All students are required to be in their rooms by curfew and not allowed to leave until dawn except in case of emergency. If the team needs to leave very early, team members may leave their rooms at a designated time. Unless specified during the team meetings at competition, curfew is at 10:00 p.m.

9   Parental Involvement and Volunteering Guidelines

Parental involvement is a crucial component of the success of Team 271 Mechanical Marauders. Parents provide essential support in various areas, from mentoring and chaperoning to organizing events and assisting with fundraising. These guidelines are designed to help parents understand how they can best contribute to our team's success while ensuring a positive experience for both parents and students. For more information on mentoring, contact Rich Varone Jr. at Rich@Team271.com or Bill Claiborne at wclaiborne@bayshore.k12.ny.us. We appreciate your support and dedication to our team's mission and goals.

9.1   General Expectations

Support: Encourage your child's participation and commitment to the team. Support them in balancing their responsibilities with their academic and personal lives.

Communication: Stay informed about team activities, schedules, and expectations. Regularly check team communications and attend parent meetings.

Respect: Respect the decisions made by team leadership, mentors, and student leaders. Understand that decisions are made in the best interest of the team as a whole.

Role Model: Model appropriate behavior and Gracious Professionalism at all team events and interactions. Your behavior sets an example for students.

9.1.1   Confidentiality

Sensitive Information: Respect the confidentiality of team information. Do not share sensitive details about team strategies, designs, or operations with non-team members.

Media: Follow the team's Media Sharing Policy when posting photos, videos, or other content related to the team.

9.2   Volunteering

To help our team run smoothly, we highly encourage parents to participate as parent volunteers. Parent volunteers help to organize events, carpools, and fundraising, and keep the lines of communication open.

Event Assistance: Volunteer to help with team events, including build sessions, competitions, fundraisers, and outreach activities. Your support is invaluable to the smooth operation of these events.

Chaperoning: Serve as a chaperone for away competitions and events. Chaperones will be adults, usually parents, who are affiliated with the team. Chaperones should be available throughout the trip as a resource to students both at competition and in the hotel to provide support as needed.

Food Provision: Participate in providing meals and snacks during build sessions and competitions. A sign-up sheet will be organized through parent volunteers to coordinate this effort.

Boundaries: Respect the boundaries between parent volunteers and student team members. Allow students to take the lead in their projects and responsibilities, providing guidance and support as needed.

9.2.1   Transportation

All travel accommodations will be provided by the Mechanical Marauders and the Bay Shore School District. Parent drivers are welcome to come and watch competitions unless competition requirements prevent it. Parents and chaperones are not permitted to drive students unless approved by the School District ahead of time.

9.3   Fundraising and Donations

Just like any other organization on campus, Mechanical Marauders provides great value to students, offering numerous opportunities in many areas.

Participation: Actively participate in fundraising activities and encourage your child to do the same. Fundraising is essential to cover team expenses and ensure our continued success. We are always seeking business and community donations, sponsorships, and grants to cover a large portion of our expenses. As the school is a 501(c)(3) entity, Letters of Donation are available upon request for tax purposes.

Donations: Contribute financially to the team if you are able. Donations from parents help supplement sponsorships and grants, covering a significant portion of our operating costs.

9.4   Mentoring

The Mechanical Marauders are always looking for additional mentor support from adults who have specific skills or technical abilities that they wish to share with team members. If you have expertise in areas such as engineering, programming, business, media, or leadership, consider becoming a mentor, although no previous mentoring or teaching experience is required. Our team is interested in providing more diversity among our mentors, including women and people of color, as part of our efforts to provide a more representative group of mentors and role models.

Mentors play a vital role in guiding and educating students and are a key component of our team's sustainability and success.

10 Meetings

Meetings occur in rooms 134 and 148 at Bay Shore Senior High School every Monday to Thursday from 6:00–9:00 p.m., as well as 2 p.m.–9 p.m. on weekends and holidays during the build season. These times are subject to change. More meetings may occur during certain periods of the year.

Meetings will start with a general team meeting, led by the Captain and Vice-Captain. They will give team-wide announcements and share leadership meeting discussion topics. After team-wide announcements, individual subteam leads will quickly break down their subteam agenda.

To discuss something at a meeting with the whole team, send a Mattermost message to the "Team Meetings" channel. If appropriate, it will be placed on the agenda.

10.1 Meeting Schedule

Offseason: Late April—End of December

Offseason goes from the first meeting after the FIRST Championships to the last meeting before winter break. During this time, the focus is on recruiting and training new members, promoting certain outreach programs, and raising money for the year. From after Championships to Build Season, the team meets regularly from 6:00 p.m. to 9:00 p.m. on Wednesdays and Thursdays. However, additional meetings may be scheduled to prepare for offseason competitions or train students.

Build Season: Early January—Early March

In early January at the Kickoff event, we will receive the new game and begin to design, build, program, and wire the robot. Because time before our first competition is limited, we need strong commitment from all members during build season. In addition to the regular Wednesday/Thursday meetings, we will also have meetings from 2:00 p.m. to 9:00 p.m. on Saturdays, Sundays, and school holidays.

Competition Season: Early March—Late April

During competition season, we continue to develop our robot alongside attending competitions. We use the time between competitions to review our performance, make improvements to our robot, and continue to run practice matches. Meetings will continue to be held on the same schedule as during build season.

10.2 Calendar of Major Events

This section outlines major events in our annual calendar. Specific dates can always be found on our official team calendar: www.Team271.com/calendar.

Half Hollow Hills

October 27, 2024 (Unofficial date as of 9/24/24)
An offseason competition at Half Hollow Hills High School West hosted by Team 3624 ThunderColts.

NYC Robo Replay

October 19, 2025 - October 20, 2024
A two day offseason competition at John Dewey High School.

Kickoff

January 4, 2025
Game reveal event, required for all members. After the game reveal, all team members come back to the shop and brainstorm ideas for strategy and design.

Hudson Valley Regional (Week 2) (Priority 4/5)
Suffern, NY (Travel/Hotel)
March 5, 2025 – March 8, 2025
Priority 4/5.

Finger Lakes Regional (Week 3) (Priority 2)
Rochester, NY (Travel/Hotel)
March 12, 2025 – March 15, 2025
Typically, our first official event of the year.

SBPLI Long Island Regional (Week 4) (Priority 3)
Hempstead, NY (Local/Daily School Bus)
March 19, 2025 – March 22, 2025
Because the SBPLI Long Island Regional is held locally and we do not have to deal with the associated travel costs, all team members may attend given that they meet all requirements. Because this is our "home" regional, we often organize student volunteers to support the event. Students not on the Travel Team are expected to take advantage of this opportunity to contribute to the robotics community while experiencing the competition environment firsthand.

New York Tech Valley Regional (Week 5) (Priority 4/5)
Albany, NY (Travel/Hotel)
March 26, 2025 – March 29, 2025
Priority 4/5.

New York City Regional (Week 6) (Priority 1)
New York, NY (Travel/Daily Train)
April 4, 2025 – April 6, 2025

FIRST Championship
April 16, 2025 – April 19, 2025
The team will attend the FIRST Championship if we qualify at one of our Regional events. To be eligible to attend, team members must be selected as part of the Travel Team and turn in all the field trip forms. The pit and drive teams will fly to the Championship one day earlier than the rest of the Travel Team, which will leave the day after. All members will return together after the conclusion of the event.

WARNING: These dates for the championship overlap with IB Testing which can **NOT** be rescheduled/made up!

11 Media Sharing Policy

Team 271 uses photos, videos, and documents in several ways, including, but not limited to:

- Team organization and planning
- Training new members
- Documentation
- Keeping 271 team members and mentors informed
- FIRST Award submissions
- Sharing within the 271 team
- Sharing with the FIRST and/or local communities
- Educating parents, family, and sponsors

11.1 Media Confidentiality

Much of this media contains information the team wishes to keep confidential. We want to keep some aspects of Team 271's robot design and strategy confidential during the competition season and limit posting of photo/video material until the appropriate phase of the season. Confidential material is limited to sharing only with 271 team members and mentors. This excludes previous team members. For posting photos/videos in public forums, the 271 season is broken into three phases.

11.1.1 Phase 1: Completely Confidential

Phase 1 is the totally confidential period—no media involving the current season's design or strategy may be posted in a public forum (including the team website), shared with a member of another team, or shared with a previous team member (even if they are not mentoring another team). This phase lasts from Kickoff until Team 271's first appearance in a regional competition.

11.1.2 Phase 2: Partially Confidential

During Phase 2, some design details remain confidential. This phase begins when Team 271 competes in a regional competition and ends when the 271 official competition season is complete. The robot has already appeared in public, but some topics remain confidential during Phase 2. Examples include:

- Close-up photos of mechanisms
- New designs/strategies which have not yet been used in public competition
- Video of our robot practicing or scoring outside of public competition(s)

If you are unsure what might be sensitive information, ask Head Coach Rich Varone Jr. In addition, extend this same courtesy to other teams. Any media which shows their robot or mechanisms in the background must be considered confidential until after the Championships. This does not apply to photos and videos taken at tournaments which are open to the public.

11.1.3 Phase 3: Offseason

Phase 3 is the offseason, lasting from the end of the official FRC season until the next season's Kickoff. During this time, there is no limit on sharing photos/videos from the previous FRC competition season. For new projects during the offseason, avoid public pre-exposure (examples: offseason robot, new drivetrain). People leading the project decide when to share outside the team. When in doubt, always check with Head Coach Rich Varone Jr. before posting.

11.1.4 Sharing Confidential Material with Team Members and Mentors

When sharing confidential material via websites such as photo-sharing sites and YouTube, access must be limited to those with explicit permission or by a non-public URL. When sending/posting material or links, include a confidentiality reminder, such as, "Reminder—please limit redistribution to only current team members until after completion of the competitive season." A confidentiality reminder should be included in every email that contains confidential images.

12 Intellectual Property Policy

To ensure team knowledge is passed down effectively and to maintain the integrity of team resources, all documentation created for team activities and shared with any team members is considered part of the growing team knowledge base. When information is shared through Google Drive, GitHub, Dropbox, email, or any other sharing service, it becomes part of the team knowledge base and will be considered team Intellectual Property. Materials protected under this Intellectual Property Policy should never be removed from team access.

Careful consideration should be made before sharing team documents with those outside the team. If the Media Sharing Policy does not cover a question you have about sharing documents, ask a mentor or a member of Student Leadership.

13 Media Consent Contract

To promote our team within FIRST, to schools in our district, or to the general Bay Shore community, all team members must understand that they consent to participating in interviews, the use of quotes, and being featured in photographs or videos taken by members of Mechanical Marauders or FIRST.

Team members must also agree to grant Team 271 Mechanical Marauders the right to edit, use, and reuse said products for nonprofit purposes including use in print, on the internet, and all other forms of media. Additionally, team members must agree to release Mechanical Marauders, FIRST, and their agents and employees from all claims, demands, and liabilities whatsoever in connection with the above.

14 Contact and Final Notes

Here is the contact information for the current Core Leadership:

Rich Varone Jr. (Head Coach/Lead Technical Mentor): Rich@Team271.com

Bill Claiborne (Lead Mentor/Business and Media): wclaiborne@bayshore.k12.ny.us

24-25 TBD (Co-Captain): ****@gmail.com

24-25 TBD (Co-Captain): ****@gmail.com

We expect all team members to follow and understand all the rules and policies in this handbook. The leadership team reserves the right to set consequences for major violations and consider confidential information in decisions. Core Leadership may also change the handbook during the season. If this occurs, the team will be notified of the modifications promptly. Lastly, Core Leadership encourages all students to raise concerns about the team directly with them in person or through email. The students and team climate are our priority, and we strive to do all we can to support our team mission. We hope all our members can have a part in that process. Thank you, and we look forward to a wonderful season with you!

14.1 FRC Team 271 Mechanical Marauders Student Contract
Please sign this page and submit it with your registration packet.

By signing below, I, the student, agree with the following:

- I have read and understood the entirety of the Mechanical Marauders Student Team Handbook.
- I understand that to be considered a team member of FRC Team 271 Mechanical Marauders, I must follow and fulfill the criteria outlined in section **4 STUDENT EXPECTATIONS**.
- I understand and will follow all health and safety guidelines and protocols including those outlined in section **6 HEALTH AND SAFETY PROTOCOLS**.
- I understand I am participating in a collaborative competitive team environment. I will respect any decisions made by the Head Coach, Lead Mentor, or other mentors or teachers involved in the program regarding my participation on the team.
- I commit to having at least 2 hours of time at after-school or evening/weekend meetings weekly, for a minimum total of 8 hours a month.
- I understand that not everyone will be able to travel to "away" events and will agree to abide by the travel team criteria (section **8.1 TRAVEL TEAM CRITERIA**).
- I have read and understood the Media Sharing Policy (section **11 MEDIA SHARING POLICY**), the Intellectual Property Policy (section **12 INTELLECTUAL PROPERTY POLICY**), and Media Consent Contract (section **13 MEDIA CONSENT CONTRACT**).
- I will behave in a responsible, mature, and graciously professional manner while on or representing the team.
- I understand that I can always bring problems to the attention of team leadership.

Student (print name)   **Signature**   **Date**

_____   _____   _____

By signing below, I, a parent/guardian, agree with the following:

- I have read and understood the Mechanical Marauders Student Team Handbook.
- I understand that for my child to be considered a team member of FRC Team 271 Mechanical Marauders, they must follow and fulfill the criteria outlined in section **4 STUDENT EXPECTATIONS**.
- I understand that my child will follow all health and safety guidelines and protocols including those outlined in section **6 HEALTH AND SAFETY PROTOCOLS**.
- I understand that my child is participating in a collaborative competitive team environment. I will respect any decisions made by the Head Coach, Lead Mentor, or other mentors or teachers involved in the program regarding my child's participation on the team.
- I understand my child has committed to having at least 2 hours of time at after-school or evening/weekend meetings weekly, for a minimum total of 8 hours a month.
- I understand that not everyone will be able to travel to "away" events and will agree to abide by the travel team criteria (section **8.1 TRAVEL TEAM CRITERIA**).
- I have read and understood the Media Sharing Policy (section **11 MEDIA SHARING POLICY**), the Intellectual Property Policy (section **12 INTELLECTUAL PROPERTY POLICY**), and Media Consent Contract (section **13 MEDIA CONSENT CONTRACT**
- I understand that my child is expected to be respectful, mature, and responsible. If they have a question or concern about the team, I can let them interact with team leadership for themselves.

Parent/Guardian (print name)   **Signature**   **Date**

_____   _____   _____