**Incentive System Planning Guide**

**Instructions:** This document summarizes the key logistics that are associated with each of the planning options (tickets, trade-in and activities). First read through the planning decision prompts to consider which of the three options is the best fit for your school. Once you have decided. Use the prompts for that option to begin planning the logistics of your system. Your NJ PBSIS Coach will help you work through the decisions and share examples of how other schools have organized their system.

As you work through decision making continually revisit 5 planning reflections:

1. Is the decision equitable?
2. Is the decision culturally-responsive?
3. Is the decision fiscally sustainable?
4. Is the decision sustainable to implement?

**Planning Decision #1: Will you use a paper-based tickets system or an electronic point system?**

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| **Paper-Based Tickets** | **Electronic Point System** |
| **Pros** | **Cons** | **Pros** | **Cons** |
|  |  |  |  |

**Planning Decision #2: How will students use their tickets or points?**

* Drawings
* Trade-in
* Activity linked to a class, grade or school level goal
* Activity linked to a trade-in of individual tickets or points

Summary of Advantages and Considerations

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| --- | --- | --- |
| **Options** | **Advantages** | **Considerations** |
| **Weekly Drawings** | * Manageable & doable
* Cost efficient
* Predictable Routine
* It’s a good anchor routine to have in place
 | * Need to maintain weekly incentive options
* Need personnel to coordinate
* Students lose interests
 |
| **Trade-In** | * Generates high interest among students because every point or ticket counts
 | * Need to maintain a ‘store’ of incentive options in scale with the expected trade-in patterns
* Cost-based items can be expensive over time
* Need personnel to coordinate the trade-in routine
 |
| **Class, Grade, or School-Level Goal Activity Event** | * Adds variety to how the tickets/ points can be used
* Generates high interest among students because every point or ticket counts
* Fun and builds community
 | * There are a lot of logistics to coordinate
* Make sure everyone is included
* May need a budget to purchase supplies need to activities
 |
| **Trade-in for an Activity during a designated Time** | * Adds variety to how the tickets/ points can be used
* Generates high interest among students because every point or ticket counts
* Fun and builds community
 | * There are a lot of logistics to coordinate
* Make sure everyone is included
* May need a budget to purchase supplies need to activities
 |

**Planning Questions for Implementing a Ticket Drawing System**

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| **Planning Question** | **Planning Decisions** | **Reflections** |
| What receptacle will you use to collect tickets (e.g., grade level bins)? |  | * *Who do these decisions potentially miss or leave out?*
* *Have decisions been considered through the cultural lens of our students and families?*
* *Have the voices of underrepresented stakeholders been amplified in the planning process?*
* *Can staff sustain this practice overtime?*
* *Can the team sustain these decisions over time?*
* *Can the decision be fiscally sustained over time?*
 |
| Where will bins be located so all students have access? |
| During what routine(s) will students be able to deposit tickets into the bins? |
| What process will be used to ‘pull’ tickets? |
| What day of the week will raffles occur? |
| What time or during what routine will the drawing occur? |
| How many winners will you have per grade level? |
| How will you socially celebrate the winners? |
| How will students provide input into the incentive options that are available?  |
| Which staff will manage the raffle process? |
| What budget will be needed to sustain your system? |

**Planning Questions for Implementing a Point Based Drawing**

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| --- | --- | --- |
| **Planning Question** | **Planning Decisions** | **Reflections** |
| How will you translate the points into a drawing (e.g., 10 points equals 1 ticket)? |  | * *Who do these decisions potentially miss or leave out?*
* *Have decisions been considered through the cultural lens of our students and families?*
* *Have the voices of underrepresented stakeholders been amplified in the planning process?*
* *Can staff sustain this practice overtime?*
* *Can the team sustain these decisions over time?*
* *Can the decision be fiscally sustained over time?*
 |
| What mechanism will you use to select winners if you don’t have physical tickets (e.g., [www.wheelofnames.com](http://www.wheelofnames.com))?  |
| What day of the week will drawings occur? |
| What time or during what routine will the drawings occur? |
| How many winners will you have per grade level? |
| How will you socially celebrate the winners? |
| How will students provide input into the incentive options that are available?  |
| What budget will be needed to sustain your system? |
| Which staff will manage the drawings process? |

**Planning Questions for Implementing a Trade-In System**

**(Applies to Both Points and Tickets)**

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| **Planning Question** | **Planning Decisions** | **Reflections** |
| What schedule that will be used for the trade-in process? |  | * *Who do these decisions potentially miss or leave out?*
* *Have decisions been considered through the cultural lens of our students and families?*
* *Have the voices of underrepresented stakeholders been amplified in the planning process?*
* *Can staff sustain this practice overtime?*
* *Can the team sustain these decisions over time?*
* *Can the decision be fiscally sustained over time?*
 |
| During what routine(s) or in what location will the trade-in occur? |
| How you will assess the average number of tickets / points on an ongoing basis to ensure that the typical range of points/tickets that students have is reflected in the pricing of the incentive menus? |
| Which staff will manage the trade-n process? |
| Will students will make trade-in selections ahead of time or in the moment? |
| What you will do with the tickets once collected (e.g., will tickets be used for something else like a raffle or displayed)? |
| How will students provide input into the incentive options that are available?  |
| What budget will be needed to sustain your system? |

**Planning Questions for Implementing a Class, Grade, or School Level Activity Based on Meeting a Goal**

**(Applies to Both Tickets and Points)**

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| **Planning Question** | **Planning Decisions** | **Reflections** |
| *Will goals be set at the class, grade, or school level?* |  | * *Who do these decisions potentially miss or leave out?*
* *Have decisions been considered through the cultural lens of our students and families?*
* *Have the voices of underrepresented stakeholders been amplified in the planning process?*
* *Can staff sustain this practice overtime?*
* *Can the team sustain these decisions over time?*
* *Can the decision be fiscally sustained over time?*
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| *What data will you use to arrive at a goal is that is reasonable and achievable?* |
| *What mechanism will be used to monitor achievement of the goal?* |
| *What mechanism will be used to make achievement toward the goal visible?* |
| *How long until the activity once a goal has been met?*  |
| *How long will the activity last?* |
| *How will you get input from students about what they would like to do when a goal is met?*  |
| *For grade and school-wide incentives, how will you schedule or organize the event?* |

**Planning Questions for Implementing Individual Student Trade-In Activity-Based Incentives**

**(Applies to Both Tickets and Points)**

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| **Planning Question** | **Planning Decisions** | **Reflections** |
| *When the activity will occur?* |  | * *Who do these decisions potentially miss or leave out?*
* *Have decisions been considered through the cultural lens of our students and families?*
* *Have the voices of underrepresented stakeholders been amplified in the planning process?*
* *Can staff sustain this practice overtime?*
* *Can the team sustain these decisions over time?*
* *Can the decision be fiscally sustained over time?*
 |
| *How long will the activity will last?* |
| *Will all students participate at once or will you rotate by grade levels?* |
| *How many activities are needed for all students to be engaged?* |
| *How will you get input from students about what activities they would like?* |
| *How will you organize staff submitting their activity, number of students and supplies needed?* |
| *How will you manage the procurement of supplies requested by staff for the activities?* |
| *How will you assess how many tickets/points students have available in order to accurately price activities or sign-in up?* |
| *How will students sign-up for the activity and trade in their points or tickets?* |
| *How will students provide input into the activity options that are available?*  |
| *What budget will be needed to sustain your system?* |  |  |