2026/27 | DISTRICT PLAN FOR STUDENT SUCCESS

Feeding Futures & National School Food Program

Inspired. Supported. Prepared.

A coordinated plan for accessible meals, food literacy, relationships and student success across School District 57.



DISTRICT LAND ACKNOWLEDGEMENT

Respecting the beautiful unceded ancestral lands, culture and people of the Lheidli T'enneh, McLeod Lake Indian Band and Simpcw First Nation.

School District No. 57 | Planning year: September 2026–June 2027

01 / PREAMBLE

Our story, our commitment

The school food program is a district-wide support for learning, wellness and belonging.

OUR PURPOSE

Any student who is facing food insecurity should be able to access it promptly, respectfully and without stigma.

The SD57 program story

Feeding Futures and the National School Food Program fund a hybrid model: meals produced centrally, school kitchen programs, breakfasts and snacks.

All schools receive local food-support allocations, while schools tailor delivery to their learners and community context.

Food is an everyday foundation for welcoming school spaces and equitable learning opportunities.

Our 2025/26 plan establishes this commitment to students, cultural learning and school-community collaboration.

Our mission and values

SD57 mission: “We nurture people, relationships, and environments so every learner has the foundation to succeed.”

This plan advances district values of **Belonging, Equity, Accountability and Reciprocity.**

STRATEGIC ALIGNMENT: 2027–2032 DISTRICT PLAN

Excellence for Every Learner: remove food-related barriers to participation and learning.
Reconciliation in Action: build Indigenous food literacy and reciprocal relationships.
Well-Being and Belonging: ensure safe, welcoming, culturally responsive food access.
Thriving Organizational Culture: share responsibility, learn from feedback and report progress.

Three clear goals for 2026/27

Observable, measurable priorities shaped through school and community engagement.

GOAL SETTING

These are proposed 2026/27 improvement targets. Fall baselines and school feedback will inform final measures.

GOAL 1 | Daily access to food

Outcome: students who need food can consistently obtain a lunch, breakfast or snack without stigma.
Measure: a term-by-term school access check, documented service barriers, and meal participation trends.
Proposed target: 100% of schools maintain an accessible snack pathway and respond to identified meal access gaps each term.
Strategic link: Excellence for Every Learner; Well-Being and Belonging.

GOAL 2 | Learning through food

Outcome: students build food knowledge, practical skills and connections to culture, land and community.
Measure: school-reported food-literacy projects, student work, participation and feedback.
Proposed target: support 20+ projects district-wide and document evidence of learning from participating sites.
Strategic link: Excellence for Every Learner; Reconciliation in Action.

GOAL 3 | Reliable and responsive food service

Outcome: schools have safe, practical and responsive systems to provide healthy food.
Measure: school service reviews, purchasing and delivery data, kitchen readiness, feedback and budget monitoring.
Proposed target: review service and procurement once each term and document actions to address identified gaps.
Strategic link: Thriving Organizational Culture; Well-Being and Belonging.

Where we are starting

Operational indicators support the goals; outcome evidence will be strengthened through the year.

850
approximate daily delivered lunches

29
elementary schools receiving delivery

~800
additional school-made lunches daily

Existing district supports

- Grab n'go: snacks are available in all schools.
- Breakfast: most schools offer breakfast clubs or breakfast programs.
- Backpack Buddies: approximately 700 weekend food backpacks are distributed weekly.
- Winter hampers: The 100 Hampers initiative supports 100 families during the school breaks.

What the baseline says

- The 2025/26 plan records 1,610 school-made lunches and approx. 2,367 breakfasts per school day.
- More recent operations report about 850 delivered lunches and 1,000 school-made lunches daily.

How learning goals connect to the district’s strategic priorities

- **Equity:** track barriers and adapt school food access to diverse contexts, including rural communities.
- **Reconciliation:** include Elders, Nations, Indigenous Education and students in decisions about culturally grounded learning.
- **Accountability:** evaluate implementation and student experience, not just meals distributed.

Nourish students, strengthen access

Practical delivery actions support Goal 1 and Goal 3; schools retain flexibility to meet local needs.

Central production and service

- Advance the PGSS commercial kitchen through remaining City Hall and Fire Department approvals.
- Expand reliable delivery capacity and planned hot lunch opportunities, with operational launch contingent on approvals.
- Coordinate Prince George routes while supporting distinct approaches in Mackenzie, Valemount and McBride.

School-based access and dignity

- Protect Grab n'go snack access and flexible breakfast funding.
- Use school kitchens, cafeteria teams, educational assistants, Youth Care Workers and other staff to match each school's needs.
- Offer non-judgmental food service without visible eligibility or financial-status labels.

Kitchen renewal and food safety

- Plan four elementary renovations.
- Build on earlier kitchen improvements while checking food-storage, ventilation, sanitation, equipment and accessibility needs.
- Use district safety processes, health guidance and food-safe procedures.

Procurement and resources

- Develop a district ordering and price-comparison process.
- Monitor purchasing, storage, delivery costs and supplier reliability; consider local and B.C. products as 30% purchase.
- A $60,000 freezer grant supports storage capacity; funding and roll-out details are managed through district processes.

STRATEGIC LINK

Excellence for Every Learner and Well-Being and Belonging: timely food access, appropriate supports and welcoming school environments.

Food literacy and reconciliation

Learning builds practical skills, cultural connection and student voice alongside food access.

Indigenous food knowledge and intergenerational learning

- Partner with Indigenous Education, Elders and communities on the freeze-dryer and Elders Food Preservation Group, sharing knowledge of harvesting and preserving local foods.
- Develop the Indigenous Education learning series on medicinal foods and food preservation, with cultural protocols and community guidance.
- Support land-based food learning, cultural experiences and the Camp Trapping initiative (reported $30,000 grant).
- Align this work with Reconciliation in Action: deepen Indigenous partnerships and strengthen cultural and land-based learning.

Food literacy across schools

- Continue to support 20+ food-literacy projects that connect nutrition, growing, harvesting, cooking and food systems to curricular learning.
- Expand food access and literacy through school libraries as welcoming spaces; build from the PGSS library initiative.
- Invite students to design, document and share what they learn.

Partnerships and food systems

- Continue collaboration with Backpack Buddies, The 100 Hamper Program, and other community partners.
- Engage with EAT, Northern Health, City of Prince George and FRG on the Prince George City Food Charter.
- Participate in food systems and local procurement collaborations that strengthen access and regional resilience.

04 / MONITORING & EVALUATION

Measure, learn, adjust

Use more than one source of evidence and review progress at predictable points in the year.

A simple district review cycle

Fall 2026	verify baseline meal volumes, school snack/breakfast access, barriers, staffing, projects and procurement needs.
Winter 2026/27	review meal participation, student and family feedback, food literacy examples and progress on kitchen works.
Spring 2027	examine school-by-school gaps, program quality, funding use, project outcomes and needed improvements.
Year-end	assess each of the three goals and identify the actions to carry forward.

Quantitative evidence

- Daily meal and snack participation; number of schools with accessible programs.
- Food literacy projects and participating classes; operational uptime and delivery issues.
- Spending, food cost, procurement trends, kitchen milestones and documented gaps.

Qualitative evidence

- Student, family, staff and Elder feedback about food access, dignity and cultural relevance.
- School-based examples, learner work and educator reflection.
- Indigenous partner advice; rural-school feedback; observations of barriers and improvements.

STRATEGIC LINK

Thriving Organizational Culture: report transparently on commitments, use engagement to improve and demonstrate visible follow-through.

05 / ENGAGEMENT

Listen, partner and act

School communities help design, monitor and improve food access and food learning.

Student and school voice

- Gather feedback from students, principals, meals workers, food-service teams and classroom educators at least once per term.
- Create accessible avenues for students to share food preferences, barriers and project ideas without disclosing private circumstances.
- Invite student leadership and culinary classes to participate in school food initiatives.

Indigenous voices and relationships

- Engage Indigenous Education, Nations, Elders and the Indigenous Education Council through respectful processes.
- Co-design food preservation, land-based learning and cultural food opportunities with knowledge holders.
- Apply protocols for cultural knowledge, permissions and meaningful feedback.

Families, PACs, community partners and rural schools

- Invite feedback from parents, caregivers, PACs and community agencies on school access and program improvement.
- Work with partner organizations and local producers where opportunities are feasible and aligned with student needs.
- Include rural-school perspectives early in delivery, procurement and resource decisions, reflecting the district strategic plan’s call for equitable access across communities.

STRATEGIC LINK

Reciprocity and Well-Being and Belonging: build genuine partnerships, listen to student experience and make school food spaces welcoming.

06 / REPORTING

Make progress visible

Clear reporting connects resources and actions to the three learning goals and the district strategic plan.

Who receives updates, and when

- School teams: share term-based participation, access barriers, program adjustments and food literacy opportunities.
- Families and students: communicate how to access food, new opportunities and ways to provide feedback.
- District leadership and Board of Education: provide periodic progress summaries and a year-end outcomes report.
- Funding partners and ministries: complete required financial, program and performance reporting using confirmed figures.

Year-end reporting

- Goal 1: access at schools, participation and gaps resolved.
- Goal 2: food literacy project count, examples of student learning and Indigenous partner feedback.
- Goal 3: kitchen progress, procurement improvements, service reliability and budget stewardship.
- Across all goals: student and family voice, inclusion, rural access and progress toward the four district strategic priorities.

DISTRICT ALIGNMENT

The 2027–2032 Strategic Plan calls for transparent progress reporting; this 2026/27 plan creates an initial evidence base for that longer-term direction.

IMPLEMENTATION SUMMARY

One plan. Shared accountability.

The six required SPSS sections connect the school food program to the four district priorities.

AT A GLANCE

01–03 three learning goals • **04** district strategic priorities • **06** clear plan components

2026/27 priorities and responsibilities

Fall	validate baseline data, confirm school access, complete kitchen approval steps, support school menus and launch food literacy opportunities.
Winter	coordinate food supports and the 100 Hampers initiative; advance Indigenous food preservation learning; review purchasing and operational needs.
Spring	evaluate student experience, program reach, school food literacy outcomes, rural access and infrastructure milestones.
Year-end	complete monitoring, school and partner feedback, financial reporting and recommendations for 2027/28.

FUELING STRONG MINDS AND BRIGHT FUTURES

Together, we are building a stronger, more connected and more equitable school food system across SD57.