

# Feeding Futures Guiding Principles

These principles are intended to guide the development of school food programs and are not mandatory.



Ministry of  
Education and  
Child Care

## In practice, this could look like...



Students have access to food daily in an equitable, accessible, and non-stigmatizing manner.

- Where meal payment cards are used in school stores or cafeterias, the same payment cards that are available to all students can be discretely subsidized for students in need.
- Using pay-what-you-can or sliding payment scale models for hot lunch days.
- Offering snacks or lunch top-up baskets in classrooms for any student to access.



Programs support B.C. foods\* to grow local communities, economies, and food system resilience.

- Asking food suppliers, distributors, grocery stores and program delivery partners about what B.C. food options they can provide and what B.C. foods are in season.
- Assessing menus and product purchases to identify opportunities for more B.C. foods, like everyday staples.
- Checking the [Feed BC directory](#) to find B.C. food & beverage products.
- Supporting food literacy and integrated learning opportunities to strengthen knowledge, skills, and positive relationships connected to food and local food systems.

\* [Feed BC](#) provides definitions and recommended targets to support B.C. food procurement in K-12 schools.



Programs are flexible, adaptable, and respectful of local contexts and needs.

- Conducting a scan of existing programs and systems to identify existing resources and program gaps.
- Adapting program models to suit the needs of student needs. For example, "Grab & Go" models may work well for older students, whereas "After the Bell" or "Second Chance" models may suit the needs of students in other environments.
- Striving for continuous improvement by collecting feedback on programs or testing out new pilot projects.



Students have access to nutritious and culturally preferred foods to support healthy development & learning.

- Incorporating more nutritious and minimally processed foods into meal and snack offerings.
- Having students and families submit requests for foods they want to see featured in programs or submitting family recipes.
- Prioritizing time and space in the school day for eating.



Programs centre and include students, families, First Nation Rightsholders, Indigenous partners, and community members in decision-making & program delivery.

- Working with the district's Indigenous Education Council (IEC) to ensure that decision-making is informed by First Nation Rightsholders and Indigenous partners.
- Involving students in school food program operations (e.g., food preparation, serving, and clean-up).
- Forming a school food committee with students, families, and/or community partners to gather feedback & share information.
- Partnering with local First Nations to support special events in school communities.
- Partnering with conservation officers to offer local and traditional meats.