

# The Pride of Biddeford

Spring 2011



The month of April, the first major milestone of Biddeford High School's two-year, \$34-million-dollar addition and renovation project was turned over for use; the band and chorus addition, which opened after April break, provides new, acoustically pure band and choral spaces, as well as practice rooms, teacher offices, and storage space. Perhaps more exciting; it also reconnects the cafeteria to the classroom wing on the opposite side of the building via a new hallway replacing the sky bridge. So the logical question is: what's next?

In developing the schedule for this project, many people - including BHS teachers, administrators, architects, engineers and contractors - spent months reviewing the specifics of the addition and renovation against BHS's academic schedule, specific class and teacher needs, and seasonal conditions. What resulted was a nine-phase construction schedule, which sequenced construction activities in a very deliberate and specific way to provide the most amount of available classrooms at any given time. Of those nine phases, we're now starting phase 4.

As you can imagine, there's still much work to be done. The bulk of the work lies in the renovation of BHS's existing spaces, including Whites and Tiger Gyms, the cafeteria, metal and wood shops, old band and choral space, and all of the classroom wings. All of the additions - the band and choral space, new hallway, elevator and stair tower, and new lobby, administrative wing, and library - will all be complete well before the existing buildings are fully renovated. This was intentional, as it allows the new spaces to be used as soon as possible, freeing up older spaces for renovation as the project moves forward.



*The exterior of the new main entrance, administrative wing and library addition as seen from Maplewood Ave.*

When students return to BHS in the fall after summer break, there will be a lot of changes. The most dramatic change will be the renovation of the first classroom wing, and the first floor of the second classroom wing. Why only the first floor? Science labs, located on the first floor of this wing, are one of only two spaces that can't be relocated to temporary quarters during construction. As

*continued page 8*



## TECHNOLOGY IN CLASSROOMS

The benefits of students using technology in the classroom are abundant; two major benefits of the MLTI laptops are that they provide equal access and increase student engagement. Technology rich instruction catches student interests and fuels their motivation to learn.

Many web-based resources are being used in the classrooms at BHS, including:

- Reading assignments linked to pertinent current events
- News about real life problems is dissected, debated, and researched to find solutions
- Scholarly information from databases is researched
- Students are communicating and collaborating using Google docs and creating presentations
- Vocab quizzes are taken online using Google forms
- Students in foreign language, PLATO, and Social Studies classes are using online curriculum, which allows students to do work at home without having to lug heavy textbooks
- Teacher websites allow students to access assignments, notes, and get important announcements 24/7

Other technology that is being used in the classroom:

- SMARTBoards are used to display interactive websites, note taking, Google Earth, and creating and marking geography maps
- Scientific probes are connected to the computer to collect and analyze data
- An Eno Board is used to display maps, save notes that are uploaded to the teacher's website, interactive classroom activities, and displays educational software that engages the students
- A variety of multimedia tools are used for learning, how-to instructional videos, e-books, and voice recordings

Michelle Lane  
IA/Tech Ed Teacher

*The Pride of Biddeford*

Published by the Biddeford School Committee as a public service to the citizens of Biddeford.

- Joane Twomey, *Chair and Mayor, City of Biddeford*
- Peggy Bean, *Vice Chair*    • Roberta Bernier
- Alexandra Clarke            • Tammy Fleurent
- Anthony Michaud            • Nathan Mills
- Laura Seaver
- Joseph Drew, *student representative*
- Sean O'Neil, *student representative*

---

Sarah-Jane Poli, *Superintendent*

---

Jeff Porter, *Assistant Superintendent*

---

*Editor:* Jeff Porter

---

*Assisted by:* Linda Verville (photography) from Biddeford's Regional Center of Technology

---

*Layout:* Anne Beaulieu

## FRESHMAN ACADEMY PILOT DESCRIPTION

During the 2011-12 school year, a model team is being introduced to help support 9<sup>th</sup> graders as they enter the high school. Our philosophy is that the 9<sup>th</sup> grade year is critical in providing success for all students and a smaller learning community environment will allow us to personalize the high school experience in this first year of high school.

This team will include four content teachers in English, math, social studies, and science who will work closely with the same group of 9<sup>th</sup> grade students. Students will remain with these teachers for both the fall and spring semesters. Additionally, all students on this team will work with one assigned guidance counselor.

A teaming scenario allows students to build relationships more easily with their teachers and peers. It also allows for a more flexible schedule designed to best meet the learning needs of adolescents.

Typical of all freshmen, students assigned to this team would have the opportunity to earn 8 maximum credits during the year. However, teachers on this team will be able to provide some interdisciplinary learning experiences where curriculum is seamlessly and authentically delivered.

Students who are involved in this team will follow the school schedule for one 80-minute block in order to take one elective each semester. Though the rest of the school day will be independent of the school schedule, there will be equity of course time and credit attainment with other students in the school.

Student selection for this team will follow the typical process for student assignment to freshman courses. Recommendations from middle school will be weighed with the scheduling offerings of the high school.

### Freshman Academy Planning Team

Mark Ouellette	Beth Michalak	Gordon Cutten
Britt Wolfe	Tom O'Brien	Karl Lebreux
Jennifer Vitiello	Jeanne Berthiaume	Jackie Adams
Doreen Collin	Renee Kazan	Dawn Pendergrass
Janet Perreault	Jeff Porter	

Thanks also to Gloria Levielle, Teri Schang, and Scott Descoteaux for planning assistance along the way.

Freshman Academy Pilot Team Fall 2011: Mark Ouellette, Beth Michalak, Doreen Collin, Jon Edstrom, Mindy Dyer, English teacher TBA.

Jeff Porter, Assistant Superintendent

## BATTLING THE DECLINE OF THE THREE-SPORT ATHLETE

Over the past few years an on going debate has occurred among high school administrators about the reasons for the decline of the three-sport athlete. Several factors, from employment to sport specializing to “kids are just different today.” have been mentioned by many school administrators. Several health care physicians have warned student-athletes about the risk of repetitive use injuries that have reached epidemic proportions in the last decade, and several prominent coaches at the collegiate level have preached to student-athletes that they believe multi-sport athletes are better able to compete at the collegiate level. However, the statistics in most schools continue to support the decline of the three-sport athlete.

For the past two years Biddeford (Maine) High School has taken on a new approach to this issue that has shown early signs of success, despite only being in place for two years. The “Iron Tiger Award” is a program that recognizes every three-sport athlete in the school, despite grade level, at the final all-sport awards ceremony that takes place following each athletic season. Each athlete is called to the front of the gymnasium, in front of hundreds of athletes, family and friends, to receive their “Iron Tiger Award.” When the program was implemented in 2008-2009 Biddeford High School recognized ninety-one student-athletes as three-sport participants. In 2009-2010 one hundred and nine students were recognized, increasing by 18 students from the previous year.

In addition to the “Iron Tiger Award” Biddeford High School has promoted the program throughout the school and community. T-Shirts with a specially designed “Iron Tiger” logo were printed and distributed to high profile employees and community members to promote the award. Shirts were also made available to the Iron Tiger participants at a reduced price of \$5.00.



Marie Curit

The local newspaper was also contacted and asked to cover the school’s final awards ceremony in order to further promote the program to the community. Following the ceremony a large front-page article entitled “Creating Iron Tigers” featured the program and Biddeford High School’s efforts to increase athletic participation.

Most importantly the program has become very popular among Biddeford High School students. School staff and coaches all report that students are talking about the award and their desire to become “Iron Tigers.” Students frequently stop by the athletic directors office to look at the “Iron Tiger” replica that sits on the corner of his desk; strategically placed as a reminder of the award to all who enter. Although the award program has only been in place for two years, Biddeford High School is extremely excited about the early returns. The school’s mission statement emphasizes the benefits of student participation, and as one of Western Maine’s smallest Class - A schools, multi-sport athletes are essential in the school’s ability to compete with much larger school populations.

continued page 9

## K-ADE (ADULT EDUCATORS) DROPOUT PREVENTION EFFORTS

- Dropout Prevention committee formed in 2007
- Accurate accounting of dropout rates
- Credit Recovery summer and school year programs in reading and math in response to failure rates and student responses on student failure survey
- Consistent Truancy protocol, including working with ADA’s office
- Grade 9 Team planning
- Reduction of graduation credits proposal (in process)
- RTI: Targeted academic interventions to match instruction with student (presentation)
- Alternative education/ Alternative Pathways/ JMG
- Allowing students to begin school early in alt. ed.
- School climate surveys at BHS and BMS with help from consultant, work with Center of Prevention of Hate & Violence, Kindness project
- District-wide focus on prevention of bullying
- District-wide focus on poverty and implications for schools
- Discontinuing procedure of tying attendance (15 days) to credit attainment
- Discontinuing procedure of requiring students to re-take courses they receive a ‘D’ in
- Flexible assignments of students in high school math courses
- Reducing number of students retained in district from 50 to 15 in last 4 years
- Greater connection with JCO services/ regular meetings
- Enhanced transition from BMS to BHS
- 9<sup>th</sup> Grade ½ day transition on 1st day of school with upper classmen
- Allowing students to skip Algebra I in 9th grade if complete in BMS
- Reducing course levels at BHS
- Implementing READ 180 and System 44 to meet needs of struggling readers grades 3-12
- Attendance contracts
- Reviewing homework impact on families (in process)
- Examining exceptions to athletic policies restricting students’ participation who do not make grades
- Reviewing the impact of schools on the learning of boys, including greater emphasis on purchasing nonfiction materials
- Coordination with Learning Works for \$700,000 grant targeting off-site program for dropouts
- Challenge Day/ Be The Change/ Civil Rights club
- Reviewing Restorative Justice as alternative to ISS, OSS assignments (in process)
- Learning Lab at BHS
- Collaboration with College Board around post-high school data



# Construction News

April 4, 2011

Biddeford High School

## Schedule at a Glance

Band/Chorus flooring	Early April
Band/Chorus final painting	Mid-April
Whites bathroom demo	Mid-April
Band/Chorus opens!	Late April
Little Theater demo	Late April
Whites roof replacement	Late April



Sound-absorbing tectum panels await installation in the band and choral classrooms.

## Contacts

### Ledgewood Construction

Scott Clark, Project Manager  
 sclark@ledgewoodconstruction.com  
 767-1866



### Harriman | Architects + Engineers

Jeff Larimer, Project Architect  
 jlarimer@harriman.com  
 784-5100

HARRIMAN

### Biddeford School Department

Diane Perro, Superintendent's Office  
 dperro@bidschools.org  
 282-8280 x4154



To receive future issues of this publication electronically, please provide your name, home address, and email address to mail@ledgewoodconstruction.com.

If we missed any abutters who should have received this newsletter, please advise them to send their contact information to mail@ledgewoodconstruction.com so we can add them to either our email or postal distribution list. Thank you!

Spring has arrived (despite Mother Nature's reluctance), and we are nearing completion on the first major milestone of the addition and renovation! When staff and students return from break on Monday, April 25th, the band and chorus addition will be complete and ready for use! What does this mean, exactly? Well, as the band and chorus addition replaces the old bridge between the cafeteria and classrooms on the opposite side of the building, this new addition not only provides acoustically pure band and choral classrooms, soundproof practice spaces, and teacher offices, it also delivers a new hallway connection to provide quick access from one side of the building to the other. Over the next few weeks, sound-absorbing wall panels will be installed on the walls and ceilings of each classroom, and finishes will be completed. Each classroom has built-in cabinetry for instrument storage and student backpacks, as well as large windows that provide abundant natural light. Adjacent practice rooms are highly insulated to provide students a soundproof space for personal practice time. We hope staff and students alike will be thrilled with their new space!

## Upcoming Activities April 2011

After April break, renovation begins in Whites Gym and the old band and chorus space. Whites Gym will receive a complete overhaul including a new roof, new mechanical systems, new bathrooms and refinished floor. It will be quite the transformation when it's complete! The old band and chorus space, including the Little Theater, will be completely demolished and renovated into a lecture hall. Work continues in the west classroom wing and the library/admin addition, with finishes beginning in both spaces.

## The Changing Landscape (photos from March 31, 2011)



A painter primes the soffit in the double-height lobby.



The old stairwell is now storage space and a shared office for band and chorus teachers adjacent to the new classrooms.

## BUSINESS IS BOOMING AT THE BIDDEFORD REGIONAL CENTER OF TECHNOLOGY

Students in the Business Department at the BRCOT have been busy this year. Four teams of three students from the Business and Financial Management program competed in Junior Achievement's largest business simulation the Titan Challenge at University of Southern Maine. This is a yearly statewide event with over 20 schools with 60 teams competing this year. Each team has a business mentor from the JA program to provide assistance as the teams operated virtual companies to either big profits or bankruptcy. One of the COT teams placed fourth overall in the state and second among the Tier II teams. Although the teams did not place first, they gained valuable hands-on business experience with their peers throughout the state. Governor LePage was on hand to present \$4,500 in scholarships sponsored by Maine Education Services. Students on the placing BRCOT team each won \$50 for their efforts.

In another statewide competition, the Securities Industry and Financial Markets Association (SIFMA) Foundation's acclaimed Stock Market Game, four teams of investors from the personal finance class placed in the top ten out of 97 teams in the state. One BRCOT team won the

enrichment session of the competition with a 22.9% gain, outpacing the S & P 500 over the same time period of time by a 10.7% margin.



Students in the Legal Studies program have had guest speakers from a variety of legal professions this year. The local police departments of Biddeford, Saco, OOB and Kennebunk have provided speakers for the class. Students have had the opportunity to talk with a trooper from the Maine State Police, a DEA special agent, a correctional officer, a probation officer, an FBI special agent, lawyers from different specialty areas, a prosecutor, a detective, a crime scene investigator and a private investigator. There are still more presenters on their way. The police departments of Saco, OOB and Kennebunk offer the opportunity for students to ride along with the police officers on their patrols. One student has been on patrol a half dozen times with OOB's K-9 Officer Chris St. Pierre. Two more students are riding along with officers from the Kennebunk Police Department.

The Legal Studies program also incorporates a variety of field trips so students are able to see law careers in practice. The students really enjoyed their day long visit to the Maine Criminal Justice Academy. They had the opportunity to try their hands at the same training simulations the cadets use.

continued page 11

## “SCIENCE AND ECOLOGY: LIVE AND UNPLUGGED”

Ferry Beach Ecology School has procured funding to extend their program to third graders at Biddeford Primary School! SELU is a multi-year science collaborative engaging students and teachers in hands-on, innovative science programming. Over the past several years, they have worked with Biddeford 5th graders during overnight programs, 4<sup>th</sup> graders through in-school marine lab programs, and have now expanded to include a 6<sup>th</sup> grade overnight program, 5<sup>th</sup> grade field trip, and a third grade assembly program.

On Wednesday, March 30<sup>th</sup>, third grade students at Biddeford Primary School were treated to the assembly program, Ecology Takes the Stage. The assembly is a fun, interactive way to introduce students to science concepts in five acts, and designed to address curriculum needs and Maine Learning Results. Students joined fearless adventurer Little Suzy as she learns her ABCs of Ecology, explores marine habitats, forest ecosystems, and much more. The hour-long program included zany costumes, entertaining songs, student participation, science concepts, and lots of laughs for everyone! Students win when the community supports schools in the education of youth!

### UNDER CONSTRUCTION *cont'd*

such, science labs will be completely renovated over the summer months so classes can resume in them come fall. (The second space with this issue, in case you were wondering, is the cafeteria's kitchen, slated for renovation in summer 2012.) After the Thanksgiving break, the second and third floors of the second wing and Whites Gym will also be complete.

When school commences for the 2012-2013 school year, construction will be fully complete. After two full years of construction, BHS will boast fully renovated classrooms, gymnasiums, lab spaces, cafeteria, wood and metal shops, and locker rooms, as well as a new library, administration wing, band and choral classrooms and practice space, elevators (which bring the building up to code), and a lecture hall. Not to mention a fire suppression system (which the building didn't have previously), new windows, new heating and ventilation equipment, a new roof, all new plumbing and electrical, new fixtures, a backup generator, and much, much more. As each space is completed, the project gets that much closer to completion. Come fall 2012, the transformation will be complete!

*Sarah-Jane Poli, Superintendent*

## Poetry Tea



Second graders at Biddeford Primary School have been studying the different kinds of poetry. Students have been writing their own poetry and creating poetry journals. On Tuesday, March 29 Ms. Tierney's second graders held a "Poetry Tea" for their families complete with poetry readings and refreshments. Miss Kristen, a student teacher from UNE helped plan the event. Some students were so proud to share their "cinquain", "haiku" and "name acrostic" poems. Other students read their "I am", "diamante" and "limerick" poems. Families celebrated the students' successes.

*Joan Warren, Principal*

### BATTLING THE DECLINE OF THE THREE-SPORT ATHLETE *cont'd*

*continued from page 4*

As the school enters the 2010-2011 school year the new challenge will be how to continue to promote the program to the students and the community. Just prior to the conclusion of the 2009-2010 school year the athletic director visited the districts middle school to educate the eight grade class on the importance of getting involved, and of course the new "Iron Tiger Award." The new strategy is to get the students involved early in hopes that they will become four year, three-sport athletes. A new award is now in the works to recognize such an accomplishment called the "Golden Tiger."

Already, over two hundred incoming freshmen are excited and hungry to become "Iron Tigers."

*Dennis E. Walton, CAA  
Biddeford High School  
Athletic Administrator*

## RESPONSE TO INTERVENTION

Our district has been very busy working on our Response to Intervention comprehensive district plan. A district wide representative committee has been working on the plan since October 2008. The Committee has been meeting on a monthly basis. We continue to fine tune the identification of our benchmarks, referral process and the selection of the best intervention to match the students learning needs. We have been moving in the direction of seamless academics so that all students have access to high quality research-based instruction at all three tiers of intervention. I will not outline all the interventions, schedule adaptations, and professional development that has been instituted to prevent student failure, but rather highlight just a few implemented in the last year.

We implemented the Read 180 program beginning in fourth grade that directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading skills. Our students' data after one year of implementation reflects significant skill gain and improved reading levels for our students that have received this intervention.

For the 2010-2011 school year, Systems 44 is a foundational reading and phonics program designed for our most struggling readers beginning in the 3rd grade. It has validated assessment for screening and placement, research based phonics instruction, and highly motivating and age appropriate adaptive technology.

At the K-3 level, we have also trained staff and implemented Leveled Literacy Intervention. This program is a small group supplementary intervention designed to bring children up to grade level in 14-18 weeks on average. The program is designed for the lowest achieving students that are not receiving intervention elsewhere.

With our efforts to improve student learning, there has been much time, financial resources, and effort to train and develop staff to best serve and meet the needs of our students. As a result of our RTI planning and implementation, we have improved how we deliver services and teach our students.

During the 2011-12 school year, we are implementing AIMSweb. AIMSweb is a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment to identify students at risk for falling short of year end academic targets in math and reading; it measures student progress in an accurate and timely manner; it assesses, interprets and manages the data for teachers, and administrators. The AIMSweb universal screen has been administered for grade K-1 and will be administered in second grade during the 2011-2012 school year. At the K-2 level we will be assessing all students three times per year for universal screening, early identification of learning difficulties, and general education progress monitoring. AIMSweb will also be used for K-5 for progress monitoring at tier two and three levels of intervention.



## RESPONSE TO INTERVENTION *cont'd*

Lastly, the RTI committee has begun to address the behavioral component of Response to Intervention. The guidance and social work department district wide have been orientated to the work that needs to be done. However, this initiative does not rest alone on their shoulders. The administrators, as well as teachers and support staff, will need to work systemically and comprehensively to develop and implement the positive behavioral intervention plan that needs to be finalized for our district.

As our RTI plan continues to unfold, when all is said and done, we as a comprehensive district, have focused our work on the following four crucial and guiding questions:

1. What do we want our students to learn?
2. How will we know if each student is learning each of the skills and concepts we deem essential?
3. What happens when a student does not learn?
4. What happens when a student already has mastered the skills and concepts?

*Paulette Bonneau  
RTI Committee Chair*

## BUSINESS IS BOOMING AT THE BIDDEFORD REGIONAL CENTER OF TECHNOLOGY *cont'd*

*continued from page 7*

The Saco Police Department took the students through the “booking” process from the arrest to calling mom for bail. Trips to the Biddeford District Court and the York County Court provided students with the real-life view of court proceedings which they found to be much different than what they see on crime-drama television programs.

The Business and Legal Studies programs are just two of the many Career and Technical Education programs offered at the Biddeford Regional Center of Technology for junior and seniors from Biddeford, Kennebunk, Old Orchard Beach High Schools and Thornton Academy. For more information on these and our other programs visit our websites at [www.biddschools.org/COT](http://www.biddschools.org/COT).

*Ken Crepeau  
Maureen Redmond*



## JAZZ ENSEMBLE



## ONE BOOK, ONE SCHOOL, ONE LIBRARY

Driven by the desire to enhance literacy skills and strengthen the reading community, the Biddeford Intermediate School's Literacy Team, in partnership with the Biddeford PTA and McArthur Public Library, held their 2nd One Book, One School, One Library event April 26-28, 2011. This "One Book" program engages all members of the school community in reading one common book. The book selected this year was *Touch Blue* by Newbery Honor and Maine author Cynthia Lord.

This year's One Book, One School, One Library event was funded in part by a national grant that was awarded by the Association for Library Service to Children. The 2011 Maureen Hayes Author/Illustrator Visit Award was given to the McArthur Public Library and Biddeford (Maine) Intermediate School Literacy Team. The award, sponsored by Simon & Schuster Children's Publishing, is designed to provide up to \$4,000 to an ALSC member library to fund a visit from an author/illustrator who will speak to children that might otherwise not have had the opportunity to hear from a nationally-known author/illustrator.



"The administrative support and cooperation with other organizations was strongly demonstrated in [their grant proposal] for this award," said Susan Veltfort, ALA Grant Administration Committee chair. "The committee was impressed by the well thought out program centered around children and literature."

Grant writers Deanna Gouzie, McArthur Public Library Children's Librarian, and Susan Dee, a 5th grade teacher and Literacy Team member at BIS, said they were "thrilled to see Biddeford get this national recognition that supports the literacy initiatives we all work so hard to provide for the children of Biddeford."



On March 8th students attended a Kick-Off Pep Rally where every person in our building received their own copy of Cynthia's book, which they got to keep. Reading teachers were also given a resource packet, put together by the Literacy Team, which included cross-curricular teaching ideas to use in their classrooms.

*continued page 15*

## Home Run

Mrs. Warren, principal at Biddeford Primary school, has some great news! The following teachers will be representing Biddeford Primary School at Hadlock Field on April 13 when the Portland Sea Dogs celebrate Teacher Appreciation Day! Jane Gosselin and Melissa Tardif teach first grade. Lori Flynn and Nancy Dutremble represent second grade while Eleanor MacMullen is the third grade representative. These five teachers put students first and create an environment where students are able to succeed. These teachers epitomize educational excellence at the Primary School.



Eleanor MacMullen



Jane Gosselin



Lisa Flynn



Melissa Tardiff



Nancy Dutremble

## ONE BOOK, ONE SCHOOL, ONE LIBRARY *cont'd*

On April 26th students in grades 4-7 attended the Kick-Off Assembly at the Performing Arts Center at BMS where Ms. Lord talked about her Newbery Honor book, Rules! On April 26, 27, 28 BIS students attended small group presentations with Ms. Lord where she talked specifically about Touch Blue as well as about what being a writer is REALLY like.

The 5th Grade Lunch Bunch Book Club had the special honor of having Ms. Lord join them for lunch on April 27th as they discussed Rules! which they had just finished reading.

An evening Book Signing was held on the evening of April 27th. Many students and their families attended. McArthur Library staff were there to help students up for library cards and the PTA hosted an Ice Cream Social. The week ended on Saturday, April 30th at McArthur Library where Ms. Lord read her popular picture book, Hot Rod Hamster.



Susan Dee

### Congratulations to:

- Denise D'Entrement, Maine school counselor of the year
- Dennis Walton, SMAA athletic director of the year
- BHS, national AP achievement school of the year
- Concetta Domenico, art teacher of the year
- BHS Jazz ensemble, division one third-place winner
- BIS, author – illustrator Grant award in partnership with the PTA and MacArthur library, “one book, one school, one library”



## 10 Things You Always Wanted to Know About Biddeford School Nutrition Program But Were Too Afraid to Ask!



1. Every school day school nutrition professionals must meet differing local, state and federal nutrition standards; provide quality, safe and healthful meals that kids enjoy; accommodate special dietary needs and food allergies of a diverse student body; all on a very limited budget.
2. Biddeford Nutrition programs offers as many whole grain products as possible. In many cases, pizza crust, French toast sticks, pancakes, waffles, whole grain breads and rolls.
3. Biddeford Nutrition program purchases as many locally grown fruits and vegetables as possible. Our main food distributors support and deliver local products.
4. We offer a wide variety of fresh fruits and vegetables everyday! Students who eat school meals have the opportunity to get at least 4 of their “5-a-day” at school.
5. When planning menus, the Biddeford Nutrition program follows very specific guidelines. We are required to provide 1/3 of RDA of protein, Vitamin A, Vitamin C, iron, calcium and calories--no more than 30% of calories are to come from fat and less than 10% from saturated fat.
6. We keep track of everything! What days each student ate lunch, what the menu was, how much food was purchased, how it was served, what was the temperature of the meal, how each students lunch got paid for and we must be able to provide this information for 3 years!
7. The Biddeford Nutrition program operates under strict federal and state guidelines. Cafeterias have a state review every 5 years to ensure their program’s meals meet nutrition standards and each school has an annual health inspection.
8. Our school Nutrition program has to be self-supporting. We have our own budget separate from the school. We have to pay salaries, benefits, buy all of the food, milk, paper and other non-food supplies. We purchase and repair our own equipment and computer systems.
9. We belong to the York-Cumberland School Nutrition Purchasing Cooperative participating with 24 other districts and as a group have significant buying power! We also belong to the York County’s Let’s Go School Nutrition Workgroup to increase healthier foods in schools!
10. About 25% of all students eat breakfast with us daily! Students receiving free or reduced lunch are kept confidential and are not identified in the service line. Students can apply for free and reduced meals any time during the year. Applying for Free/Reduced actually benefits the district as a whole by increasing funding from many sources in different departments.

