Making a Case for Other Dayparts
Thinking beyond lunch can pay off
page 5

GOING GLOBAL
Bring home faraway flavors
page 14

A full-circle foodservice journey
page 10
**Class is in Session**

With a new school year comes new opportunities for learning and growth. Push beyond the boundaries of your cafeteria walls with smart solutions that solve problems and ideas that attract additional dining dollars.

As new staff and students make their way into your halls, you’re likely facing some challenges. Incoming employees may have little or no foodservice sanitation experience, and some students may have special allergy needs or dietary limitations. We help you overcome these obstacles with our Kitchen Memo on cafeteria cleaning (page 8) and a primer on page 22 about handling allergies and special diets.

For a back to school treat, on page 5 we offer a way K-12 schools can bring more money to their dining program by expanding into other dayparts. The data shows that there is a huge opportunity in breakfast and summer feeding programs. Similarly, on page 12 we examine how colleges and universities can attract off-campus and non-student groups to build business year-round.

Our Regulation Update on page 20 reviews what’s going on with the sodium reduction targets. School foodservice directors are breathing a collective sigh of relief, as Target 1 regulations will remain in effect through the 2020 school year, at least for now. But there’s still opportunity to reduce sodium content in the meals you serve, and our ideas can help you do just that.

We also offer ideas on bringing global flavors to your menu. Check out the recipes, starting on page 16.

As the school year kicks off, we hope you learn from, and build on the momentum of, each opportunity you tackle. And I wish you much success for the new school year.

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**Nicole Nicoloff**  
Editorial Director

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Nicole Nicoloff, Editorial Director  
Gordon Food Service Education Segment Manager Nicole Nicoloff provides expertise to school foodservice programs on a wide range of issues, from proper menu planning to managing a profitable program.
Making a Case for Other Dayparts in K-12
Launching service outside of lunch can benefit your overall program

Kitchen Memo
Cleaning the Cafeteria

A Full-Circle Foodservice Journey
Campus dining and culinary school give students a taste of the possibilities

On-Campus Events—the Main Attraction
University catering service has a tried-and-true formula to attract business

Going Global
Multicultural flavor combinations add menu spark

Recipes
Got global? Yes, you do. Four flavor-forward delights.

Regulation Update
Schools gain greater flexibility on sodium targets

Dietitian’s Corner
Meet the needs of those with special diets or allergy concerns

On cover: Far East Chicken-Brown Rice Bowl. See page 18 for recipe.
Customizable Grab-N-Go Solution

- Reduce serving time and give kids time to eat by setting up portable Grab-N-Go stations in convenient locations.
- Ideal for use for breakfast to go, fresh fruit and vegetable programs, boosting à la carte sales and supper or summer feeding programs.
- Use black Cambro® pans and angled divider bars to provide a modern look and easy access to items.

For more information, contact your Gordon Food Service® Customer Development Specialist.
What began more than 70 years ago as a hot lunch program for undernourished schoolchildren has evolved into a comprehensive effort to ensure that children have access to healthy nutrition throughout the day and year.

The federal government provides reimbursements to school food programs to encourage or assist schools in serving breakfasts, snacks during the day, after-school snacks, supper and summer meals in addition to lunches. Beyond the financial incentives these programs deliver to schools, they enhance learning by combating the damaging effects of food insecurity and poor nutrition.

Given these benefits, it’s clear to see why schools would be eager to expand into other dayparts. That’s easier said than done, of course. School foodservice managers must typically address a number of issues on the way to implementing a new service—whether it’s a reimbursed breakfast program or another meal program.

Although these issues may seem daunting, they can be overcome with effective strategic planning. In this article, we outline some of the challenges that may be encountered and offer suggestions for dealing with them. These insights can help you expand the reach of your nutrition programs and positively affect more students within your schools.

Making a daypart stronger

First, let’s look at a school district that faced many of these same issues when it set out to increase participation in its breakfast program. Florida’s Brevard Public Schools, which educates more than 70,000 students across 82 schools, offered breakfast at no cost in all their schools. But according to District Food & Nutrition Manager Dawn Menz, MS, RD, LD, SNS, “Overall breakfast participation was low compared to our total student population.”

That’s not a unique situation. Food Research & Action Center reports that 92.2 percent of schools serving lunch also serve breakfast. But the difference in the number of meals served in the two dayparts is dramatic: 5 billion lunches vs. 2.4 billion breakfasts, according to preliminary 2016 estimates from the United States Department of Agriculture (USDA).
Room to Grow

Schools serve twice as many lunches as breakfasts, and summer meals represent just a fraction of the lunch total. That means opportunity for school foodservice.

Lunch

100,000 SCHOOLS
5 billion LUNCHES SERVED

Breakfast

90,000 SCHOOLS
2.4 billion LUNCHES SERVED

Summer Foodservice

48,600 SITES
154.5 million MEALS SERVED

Source: USDA FY 2016 Preliminary Data

Finding Grants

“We receive a lot of information about grants via email,” Menz says. Be sure you sign up for industry mailing lists. Google can also be a big help—as can checking the websites of USDA (fns.usda.gov), Child Nutrition Outreach Program (meals4kids.org), Action For Healthy Kids (actionforhealthykids.org) and your state education agency.

Under the direction of Kevin Thornton, Food Service Director, Menz and her team—including Dietitian Specialists Laurie Conlin, RD, LD and Jamie Lewis, RD, LD, along with several field operation supervisors—set out to determine the reason for the comparatively low breakfast participation. Their first step was to meet with cafeteria managers, school administrators and students to understand the possible barriers to eating breakfast.

Their findings:

▸ Middle school started at a later time, so students may have already eaten.

▸ Students tended to congregate in common areas other than the cafeteria.

▸ Bus and car loop drop-offs weren’t located near cafeterias.

▸ There was a lack of breakfast promotion.

The team then brainstormed ideas to break down these barriers. A discussion with Emily Mark, RD, SNS KAE K12 Manager at The Kellogg Co., sparked an inspiration. “We came up with the idea of doing Breakfast Snack Packs—pre-assembled bags of two or three items including a grain/bread, juice/fruit and, for a third item, a string cheese,” Lewis says. These “grab-and-go” bags, which average $0.42 to $0.45 in cost, are quicker and more convenient for students than the standard breakfast offering.

That was only the first part of the equation. “We then purchased utility carts using grant funds to bring the Breakfast Snack Packs out to where the students were in the morning,” Conlin explains. “And we increased breakfast promotion through signage, morning announcements and a big push during National School Breakfast Week.”

The results were impressive: The number of elementary school breakfasts served increased by 8.8 percent between FY 2015, when the Breakfast Snack Packs were introduced, and FY 2016. Secondary school breakfasts increased by 14.5 percent, for an overall district increase of 10.5 percent.
The Brevard experience closely mirrors the task of launching a new daypart from scratch in that the food and nutrition team had to make the case for a pretty radical reinvention. You can follow the key steps they employed to support your expansion into other dayparts:

1. **Get administration on board.**
   “You have to get buy-in from administration to make it work,” Menz says. Brevard County believes that breakfast is important because it fuels the brain and helps keep students awake, alert and ready to learn. Stressing these benefits can help get administration on board. Ultimately, success in one program, like the Breakfast Snack Packs, can lead to quicker support when implementing other programs down the road.

2. **Apply for grants.**
   Grant money can help fund your expansion. School foodservice grants are available from a wide variety of entities, including national, state and local governments, businesses and foundations.

   “We applied for Fuel Up to Play 60 grants from the Dairy Council of Florida to assist in paying for utility carts, insulated milk bags, promotional items and tablets for recording point of sale (POS) transactions,” Menz says.

3. **Anticipate objections.**
   We don’t have the systems in place. You won’t be able to handle the increased workload. That’s not what I got hired for. It’s going to interrupt classroom time. You need to be prepared to counter these and other objections that may arise when you present your proposal.

   “We knew there would be concerns about trash in the areas where we wanted to bring utility carts,” Lewis acknowledges. The team explained that new, strategically located trash cans—and the help of teachers/lunch monitors/maintenance staff—would ensure that waste wouldn’t get out of hand.

4. **Reach out to vendors and brokers.**
   Your suppliers have a wealth of knowledge you can tap into for product advice, instructive program examples and industry contacts. Tell them what you’re trying to accomplish and see what solutions they have to offer—as Brevard did with Kellogg’s and mobile cart vendor Lakeside Manufacturing.

5. **Develop a marketing plan.**
   Promotion is essential to increasing participation, whether it’s in a new daypart or an existing one. The Brevard team developed a marketing plan that included giveaways, newsletter blurbs and a kick-off party to raise excitement. They also continue to raise the bar on the program through new recipes, contests and cart designs.

6. **Measure your progress.**
   You need to track participation, costs and other numbers in order to determine whether your program is working as intended—and to help justify further investments. Brevard’s double-digit increase in breakfasts shows that their changes were a success.

7. **Put kids first.**
   The health and well-being of your students has to be the driving force of any change.

Launching a new daypart will always be a challenge, but following these key steps will help you make the case for change—and position you for success.
Here are nine key points to communicate to your staff (both new and seasoned) on keeping your school’s dining areas their cleanest.

**Understand the terms.** Cleaning means removing food or other soil types from surfaces. Sanitizing means killing 99.99 percent of the number of specific test (that is, particular to the agent being used) related to disease-causing microorganisms on inanimate surfaces. Disinfecting means killing 100 percent of specific test related to disease-causing microorganisms on an inanimate hard surface.

**Understand what should be done—and where.** Sanitize where food is being served and confine disinfecting—a process using stronger agents or a stronger concentration of agents—to surfaces that don’t come in contact with food. For instance, a dining room floor can be disinfected, but not a dining room tabletop.

**Follow the correct procedure.** “Always clean a surface before you sanitize,” advises John Holyszko, Regional Vice President for Sales for US Chemical. That means removing visible dirt and food from a surface and then applying the sanitizing solution.

**Use the right stuff.** For cleaning, Holyszko recommends Array® Ready To Use Citrus Spray & Wipe as an all-purpose cleaner. For sanitizing, a quaternary ammonium compound, also known as “quat,” works well as a sanitizer and disinfectant, he says.

**Follow directions.** Train staff to read and follow container directions concerning how to dilute and use agents for cleaning, sanitizing and disinfecting. One important fact: In order to do their job, sanitizers must remain on a surface for anywhere from one to 10 minutes before being wiped away.

**Use the right tools.** A cotton rag will actually sap the sanitizing power from a solution. Instead, use disposable wipers instead of rags or cloths. Along the same line, companies that sell quat cleaners also sell quat-safe wipers.

**Keep ‘em separated.** For safety’s sake, never use buckets, containers, wipes, and implements used for cleaning, sanitizing and disinfecting for anything else.

**Stick to a schedule.** Clean and sanitize tables after every meal period; give chairs the same treatment the end of each day. Run trays through a dish machine or clean them in a three-sink setup after every meal.

**Consider the non-obvious.** Anything students and staff touch can pick up disease-causing pathogens and thus are fair game for cleaning and sanitizing. It also includes staff kitchen apparel such as aprons and smocks: a run through the laundry with detergent at a high temperature will clean and sanitize those items.
New Jimmy Dean® Breakfast Sticks and Tyson® Crispitos® Filled Tortillas offer a unique and delicious way to meet school meal requirements. Fully cooked with heat-and-serve convenience, they're quick and easy to prepare while their handheld shapes make them portable and fun to eat!

**Individually Wrapped Whole Grain Breakfast Sticks**
- Available in 3 Flavors: Apple Cinnamon Pancakes & Turkey Sausage, Blueberry Pancakes & Turkey Sausage, and Original Pancakes & Turkey Sausage
- CN Labeled
- Kid Tested, Kid Approved™
- Each breakfast stick provides 1 oz. equivalent meat/meat alternate and 1 oz. equivalent grains for Child Nutrition Meal Pattern Requirements

**Chicken & Cheese Filled Whole Grain Tortillas, 2.95 oz.**
- Hand-rolled and packed with a cheese and chicken filling
- CN Labeled
- Each 2.95 oz. serving provides 0.50 oz. equivalent meat/meat alternate and 1 oz. equivalent grains for Child Nutrition Meal Pattern Requirements

Contact your Gordon Food Service® Customer Development Specialist for more information.
When it comes to dining services at a college campus that boasts a culinary program, it pays to practice what you teach. That advice sums up life for the dining hall manager at McHenry County College in Crystal Lake, Illinois.

Campus Director of Food Services Sandra Johnston is always in the spotlight. When she’s not supervising the MCC Café dining facility, she teaches first- and second-level culinary courses. She not only shares the knowledge that comes with running a campus dining service, but she also shares kitchen space and equipment with the 150 students enrolled in culinary classes.

A big part of her job is to dispel the notion that every culinary student is destined to be a Food Network star or a celebrity chef. Students who think the course work will involve a lot of eating are also in for a surprise.

“We set realistic expectations,” Johnson says of the college’s three pastry and five culinary instructors. “We teach them culinary history, flavors, cooking methods, management and even math—the tools they need to make a career.”

That’s because making a big paycheck and being the boss of your own restaurant requires working your way up. The program’s goal is to prepare students to meet the needs of employers, some of which contact the campus seeking line cooks or people with expertise in sanitation.

A wealth of experience

Those jobs are hard, unglamorous work. But as she explains to students, having the ability to perform a variety of tasks is a foundation for success in the culinary field. Johnston leads by example. She is a graduate of the Culinary Institute of America, has held jobs at restaurants and country clubs, and spent 18 years in healthcare foodservice, rising to the level of foodservice director. She then came to McHenry, where she has been for 16 years.
Five years ago, the school started two food programs: Culinary Management and Baking & Pastry Management. Johnston teaches part-time in the culinary program, demonstrating through her work the value of understanding every aspect of the kitchen and dining program. Her crew of 12 workers (only three of them full-time) serve breakfast, lunch and dinner Monday through Friday. On weekends and some evenings, there are catering events.

The foodservice role is made more complex because McHenry is not a residential campus. All of McHenry’s 1,500 full-time and 9,000 part-time students travel to campus, and Johnston has no way to know for certain how many customers she will need to serve daily.

“Students who commute can choose to eat anywhere, and there’s no way we can compete with McDonald’s on price,” Johnston explains. “So we really have to focus on variety and quality.”

Made-to-order stir fry dishes and Angus beef burgers are popular favorites. Johnston notes that batch cooking and creative use of leftovers for soup is how she manages inventory and reduces waste.

She also calls upon data to lend a hand. She regularly surveys students to make sure the menu remains inviting. Other data that helps her manage production includes monitoring sales data, seasonal volume changes, as well as enrollment changes from semester to semester.

Putting it into practice

The dining hall is prepared for a big crowd. It seats 350 people and, because it shares space with a student lounge and conference center, many customers carry food to other parts of the building. All dayparts are covered as food is served from 7:30 a.m. to 7 p.m. Monday through Thursday and until 1 p.m. on Friday. “There are a few classes on Friday afternoons and evenings, but not enough to warrant being open,” Johnston acknowledges.

Among the things Johnston is intentional about is demonstrating the same kitchen and dining room techniques she and her colleagues teach in their culinary classes.

“We all follow the same sanitation requirements and monitoring practices, and we demonstrate professionalism in our presentation and interactions with customers,” she points out. When it comes to recipe development, she emphasizes refinement of flavors into foods to enhance the bulk food produced for large-scale service.

Breakfast is served until 11 a.m., followed by lunch until 2 p.m., with a sandwich/panini and grill station remaining open until 5 p.m. In addition to a variety of student favorites (continental breakfasts, egg dishes, yogurt parfaits, burgers, chicken tenders, pasta, pizzas, sandwiches and a self-serve soup and salad section), foods served at the steam table are on a six-week cycle menu to keep the selections fresh and exciting.

From student diners to restaurant operators

In the evenings, when some dining rooms are dormant, the McHenry kitchen and eating area comes back to life for culinary education. Some of the same culinary school students who eat in the dining room during the day come back at night and run a restaurant. Half of the students work in the kitchen making meals à la carte and half of the students run the front-of-the-house service.

As Johnston explains to students, having the ability to perform a variety of tasks is a foundation for success in the culinary field.

Johnston says the class, which meets two nights a week, serves 40 to 50 meals to the public in one seating. For the students, it’s a laboratory for learning the rigors of the restaurant business and demonstrating their creativity and flexibility in the trenches. For customers, the meals are less expensive than a night out on the town because the operational costs—dishware, utilities, labor—are not figured into the menu.

Students in the bakery and pastry program, which takes place in opposite semesters, also use the kitchen to hone their skills. They create fresh-baked goods and desserts that are sold in a small bake shop.

In both the culinary and bakery programs, sales proceeds pay for food costs.

“It’s a culmination of their class learning,” Johnston says. “Whether they are adults retooling for a career change or younger students with big dreams, we need to prepare them for the reality of hard work and the satisfaction that comes with doing it well.”
Ashland University’s mascot is the Eagle, a symbol of strength. In that spirit, the school’s dining program spreads its wings and uses its catering service to fill the calendar with more than 1,700 events each year. It’s an effort that relies on the ability to attract off-campus student and non-student groups to use campus facilities and foodservice operations.

At the helm is Carrie Gough, Ashland’s Auxiliary Marketing and Catering Manager, who uses equal parts of hard work, organization and creativity to operate the program. These are qualities she has developed during the five years she has worked at Ashland and during previous roles with an entertainment tour group and running an event-planning business.

In short, juggling a lot of activities is not a circus, it’s business as usual.

Whether it’s catering for philanthropy events on campus, hosting clubs and organizations or campus mixers, Gough and her team make the decision easy for potential clients—tell us what you need, and we’ll take it from there. Whether the clients are the Student Senate or the local Knights of Columbus, all they need to do is show up and enjoy.

“If a Greek-life organization wants to host a Mother’s Tea, we are prepared to set up that event,” Gough says. “We cater for groups as small as five people and events that have more than 1,000.”

Worry-free catering services

It’s that worry-free promise that keeps Gough’s catering dance card full. By assuring clients that all of their needs will be met, she is able to book all types of organizations into the campus Convocation Center and meeting rooms.

Her team includes supervisory staff, wait staff, delivery and setup teams, plus support services—about 70 to 80 people depending on seasonal needs. Gough relies on three full-time and two part-time supervisors to manage all of the events. Each supervisor is a trained hospitality professional, many of whom started as wait staff and learned from the ground up.

“Strong supervisors make it easy to attract people to use our campus facilities,” Gough admits. “It’s their job to be the commander in chief of every event.”

They act as a liaison between the event host and everyone else involved. The supervisors and their teams are able to provide tables, chairs, linens, tableware, food and more, including the DJ, photographer and, for a fee, audio-visual and computer tech services. They’re prepared to work both on campus and off campus, but there’s an incentive that brings events to campus buildings—the facilities are free when the campus dining service is hired to provide breakfast, lunch or dinner meals.

On-Campus Events

the Main Attraction
Taking advantage of price breaks

Gough calls upon her event-planning leadership skills to make it all work. As a self-operational team, catering services is able to work like a business with the benefit of having school meeting rooms, banquet halls and convention areas available. For student groups and campus organizations, the catering service is able to provide a discount on food and beverages that come from the Ashland Dining Services, in addition to free delivery, no service fees and no taxes. Events hosted off campus incur a state tax, a 12 percent service fee, an off-site delivery fee based on mileage, as well as the full cost of food and beverages.

“The Dining Services program becomes part of our production staff,” Gough says. “When we book parties or events, we notify them through our recipe and inventory system to help with the ordering process.”

Events can include anything from a doughnut fundraiser in a building hallway or a wedding on the campus lawn. Judging by the demand, it’s an effective system—events are being booked two years ahead in some instances.

Sometimes there are surprise events, such as a lunch for 30 people who remained on campus longer than expected or, during the 2016 campaign season, a visit from vice presidential candidate Mike Pence. Gough calls those “pop-up events,” and that one called on her team to work with Secret Service personnel to get the job done.

A made-to-order solution

Another way Ashland serves off-campus students is through an innovative grocery program called The Eagle’s Marketplace. This online service provides produce, grocery and meat items for pickup or delivery. Busy students can log in, place an order, pay with their meal swipe card and have the food delivered free to their dorm or campus apartment.

Shoppers can browse the online aisles and choose from more than 10,000 items, including everything from beverages and breads to deli and party platters. Need a single onion or a box of Pop Tarts? No problem—it’s just like shopping at the neighborhood market. The site also lists new items and weekly sale items. It also has suggested shopping lists and accepts ideas for items students would like to see in stock.

All of this takes a lot of communication. Gough’s catering team provides student organizations with literature touting available services. She also uses bulletin boards and signage around campus, as well as campus televisions and the school’s online portal, which provides menus, venue information, an FAQ section and contact information.

“When it comes to reaching people off-campus, we utilize social media and we have been experimenting with click ads and Google AdWords,” Gough says. “But our biggest tool is our customer services and our database—if we treat people right, they will come back again and again.”

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Catering to Win

Successful catering, Gough says, starts with building toward leadership each step of the way. Here is her three-step process:

1. Do all the paperwork, find out about each job candidate’s experience, answer questions and tell them your expectations.
2. Once hired, train in the basics. Give them a tour and let them observe the program and watch an event setup or tear-down.
3. Have them do a mock setup or shadow a catering to team to see what the work entails.

The goal: Develop staffers who are able to work independently, understand the catering service’s brand and deliver on that brand without having to seek help.

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Attracting Fresh Faces

College and university dining programs are always looking for ways to reach students who live off-campus. Here are some ideas:

Practice word power.

Use words like “fresh,” “local,” “organic,” “fair trade,” etc. to market appealing qualities of the food you serve.

Create a meal bank.

Make a number of unredeemed student meal swipes available first-come, first-served to off-campus students who sign up with an app.

Food trucks.

Make campus meals available on the street. It can be done with a campus-operated food truck or operated through a private business.

Leftovers, anyone?

Make catering event extras available as grab-and-go foods the next day. Alert off-campus students using an app or social media.

Make and bake.

Schedule nights when off-campus students can come to the dining center and pay a small fee to make a meal to bake at home.
Bring faraway flavors closer to home with internationally inspired dishes that appeal to students.
Global fusion. Mash-ups. Ethnic combos. Call it what you want, but there’s no denying that blended flavors from around the world are campus bound. Younger generations, who are more globally connected and aware, crave flavor-forward dishes created by combining two or more cultural influences. Bonus points if the combo features more contemporary inspirations including Indian, Thai, Korean, Greek, or Peruvian (itself a mash-up of Spanish, German, Italian, Asian, and West African cuisines).

In part, this preference can be attributed to the tastes students experience at home. Burgers are likely just as prolific as sushi. Taken with the fact that millennials and Gen Z are more ethnically diverse than previous generations, you can understand why a fusion of flavors is in demand.

Demand is increasing, according to Technomic’s College & University Consumer Trend Report. The report shows students prefer on-campus foodservice menus with a variety of options, including ethnic cuisines. In addition, 47 percent of students said they would like their school to offer more ethnic foods and beverages, a 6 percent increase over the prior two years. A 2015 Y-pulse survey of college and university foodservice directors found similar results, with international offerings ranking high as an up-and-coming menu item, especially those hailing from Korea, the Mediterranean, Middle East and Southeast Asia.

The key to going global is authenticity. But don’t confuse authentic with pure—aim for an inspired take, not an exact replica. For example, a pho (classic Vietnamese noodle soup) can be inspired by Vietnamese cuisine, but doesn’t have to match the flavor or form of one found on the streets of Hanoi. Maybe that pho is a build-your-own bowl with options like fresh herbs, grilled chicken and tofu.

Seasonings and sauces can also play a part in bringing a global blend to your school’s menu. They offer a low-cost way to embrace the trend and test the waters. Experiment with different types to find out which international flavors resonate with your students, then build more robust offerings from there.

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**featured recipes**

**CURRY SHRIMP QUINOA BOWL**
Zesty coconut curry shrimp is not to be outdone when served on a bed of colorful vegetables and ancient grains.

**FAR EAST CHICKEN-BROWN RICE BOWL**
The Orient Express comes alive as the mild flavor of chicken blends with sesame rice, kimchi and pickled carrots.

**ADOBO BROWN RICE BOWL**
South-of-the-border chicken enchilada goes deep dish, with just the right amount of heat and all of the fixings.

**HUMMUS VEGETABLE PLATE**
Step aside veggies and dip. Learn how to spice up hummus to create a favorite that’s sure to please any palate.
Curry Shrimp Quinoa Bowl
Recipe Manager code: foodelements004
Yield: 1 12-oz. portion

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<td>2 tsp.</td>
<td>GFS® Canola Oil</td>
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<td>2 oz.</td>
<td>GFS 71-90 ct. Peeled &amp; Deveined Shrimp, thawed</td>
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<td>1 oz.</td>
<td>Markon® Red Peppers, sliced into 1” strips</td>
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<td>1 oz.</td>
<td>GFS Garbanzo Beans, drained</td>
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<tr>
<td>1 oz.</td>
<td>GFS Cut Green Beans, thawed</td>
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<tr>
<td>1 oz.</td>
<td>GFS Peas and Carrots, thawed</td>
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<tr>
<td>1 ct.</td>
<td>GFS Grade A Egg</td>
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<tr>
<td>2 oz.</td>
<td>Red Quinoa Pilaf RECIPE</td>
</tr>
<tr>
<td>3 oz.</td>
<td>Coconut Curry Sauce RECIPE, warmed</td>
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To prepare à la carte:
Wash hands. 1) Place 1 tsp. of canola oil in a heated, nonstick sauté pan. Add shrimp and red peppers to the pan. Toss over medium heat until the shrimp is translucent. 2) Add garbanzo beans and carrots to the shrimp and peppers. Toss over medium heat until just warmed through. 3) Place 1 tsp. of canola oil in a heated, nonstick egg pan. Break an egg into the pan. Scramble and break into ¼” pieces. Season to taste with salt and pepper. Add 2 oz. of quinoa. Toss over medium heat until just warmed through. 4) Place 2 oz. of warmed quinoa and egg in a serving bowl. Make a well in the center of the quinoa deep enough to see the bottom of the bowl. Ladle 1 oz. of warmed curry coconut sauce in the bottom of the bowl. Spoon the warmed shrimp mixture into the well. Ladle 1 oz. of curry coconut sauce around the edge of the shrimp mixture. CCP: Final internal cooking temperature must reach a minimum of 145°F, held for 15 seconds.

Red Quinoa Pilaf
Recipe Manager code: side182
Yield: 14 lb.

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<tr>
<td>4½ Tbsp.</td>
<td>Roasted Chicken Base</td>
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<tr>
<td>2 oz.</td>
<td>Primo Gusto® Extra Virgin Olive Oil</td>
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<tr>
<td>1½ lb.</td>
<td>Spanish Onion, Trimmed and diced</td>
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<td>1½ lb.</td>
<td>Markon Jumbo Celery, trimmed and diced</td>
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<td>2 Tbsp.</td>
<td>Chopped Garlic</td>
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<tr>
<td>5 lb.</td>
<td>GFS Red Quinoa</td>
</tr>
<tr>
<td>4 ct.</td>
<td>Trade East® Bay Leaves</td>
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Preparation Instructions
Wash hands. 1) Bring 4½ qt. of water to a boil. Add the chicken base and stir until dissolved. 2) Place the olive oil in a heated rondeau. Add the onions, celery and garlic to the rondeau. Cook until the vegetables are tender. 3) Add quinoa, bay leaves and warm stock to the rondeau. Cover and simmer over low heat until the liquid has been absorbed and the quinoa is tender. If the quinoa is not tender, add a small amount of water. Season to taste with salt and pepper. 4) Place quinoa in 2” full stainless-steel hotel pans. Let cool. Cover, label, date and refrigerate for future service. CCP: Refrigerate at 41°F, or below.

Coconut Curry Sauce
Recipe Manager code: sauce641
Yield: 128 oz.

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<td>1 c.</td>
<td>GFS All-Purpose Flour</td>
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<td>3 Tbsp.</td>
<td>GFS Chicken Base</td>
</tr>
<tr>
<td>¼ qt.</td>
<td>Unsweetened Coconut Milk</td>
</tr>
<tr>
<td>3 Tbsp.</td>
<td>Trade East Coconut Lime Seasoning</td>
</tr>
<tr>
<td>1½ Tbsp.</td>
<td>Trade East Curry Powder</td>
</tr>
<tr>
<td>1 Tbsp.</td>
<td>Trade East Ground Turmeric</td>
</tr>
</tbody>
</table>

Preparation Instructions
Wash hands. 1) Combine flour with 1 c. water in a stainless-steel mixing bowl. Whisk together until smooth. 2) Place 3 qt. of water and 4 Tbsp. of chicken base in a nonstick sauce pan. Bring to a boil. Whisk together until the base has dissolved. Reduce to a simmer. 3) Add coconut milk and seasonings to the warmed chicken stock. Bring to a boil. 4) Whisk in the flour slurry mixture as needed. Thicken to desired consistency. Simmer 10-12 minutes. Season to taste with salt and pepper. Let cool. Transfer to a covered storage container. Cover, label, date and refrigerate for future service. CCP: Refrigerate at 41°F, or below.
Far East Chicken-Brown Rice Bowl
Recipe Manager code: foodelements003
Yield: 24 12-oz. portions

½ c. GFS® Canola Oil
1¼ lb. Markon® Broccoli Crowns, sliced into bite-size pieces
1¾ lb. GFS Diced Chicken, thawed
6 lb. Brown Rice RECIPE
3 c. Pepper Mill® Toasted Sesame Dressing, placed in a squeeze bottle
24 oz. Kimchi Salad RECIPE
12 oz. Pickled Matchstick Carrots RECIPE
2 Tbsp. Trade East® Sesame Seeds, toasted

To prepare à la carte:
Wash hands. Wash all fresh, unpackaged produce under running water. Drain well.

1] Place 1 tsp. of canola oil in a heated, nonstick sauté pan. As soon as the oil begins to smoke, add 1 oz. of broccoli florets. Toss the pan over medium heat for 30 seconds. Add 2 oz. of chicken. Toss in the pan until the chicken is just warmed through. Season to taste with salt and pepper.

2] Spoon 4 oz. of warmed rice into a serving bowl. Drizzle 1 oz. sesame dressing over the top of the rice. Place the warmed chicken and broccoli on top of the front of the bowl on the rice. Place 1 oz. of kimchi on the left side of the chicken on top of the rice and ½ oz. of pickled carrots on the right side. Sprinkle ¼ tsp. of toasted sesame seeds over the top of the chicken and vegetables.

CCP: Final internal cooking temperature must reach a minimum of 135°F, held for 15 seconds.

Brown Rice
Recipe Manager code: rcomp389
Yield: 6 lb.

2 Tbsp. Primo Gusto® Extra Virgin Olive Oil
1 tsp. Trade East Granulated Onion
1 tsp. Trade East Granulated Garlic
6 c. GFS Brown Rice

Preparation Instructions
Wash hands. Place 4¼ qt. water in a nonstick sauce pot. Bring to a boil. Add rice and season to taste with salt and pepper. Cover. Simmer 30-40 minutes over low heat, stirring frequently, until all liquid is absorbed and the rice is tender. Remove from heat. Rest 5-9 minutes. Fluff with a fork before serving.

Pickled Matchstick Carrots
Recipe Manager code: rcomp058
Yield: 32 oz.

2 lb. Markon Matchstick-Shredded Carrots
2 c. Seasoned Rice Wine Vinegar
½ lb. GFS Granulated Superfine Cane Sugar
3 Tbsp. Kosher Salt

Preparation Instructions
Wash hands. Place carrots in a storage container. Combine water, vinegar, sugar, and salt to create a brining brine. Mix until sugar and salt are dissolved. Pour brine over carrots. Cover, label, date, and refrigerate for future service. Refrigerate at least 24 hours before use. CCP: Refrigerate at 41°F, or below.

STATS PER SERVING
Calories: 290
Fat: 7 g.
Sodium: 600 mg.
Carbohydrates: 36 g.
Protein: 21 g.
Cost per Portion: $0.96

Kimchi Salad
Recipe Manager code: side331
Yield: 5¼ lb.

1 lb. Daikon Radishes
8 lb. Spanish Onion, trimmed and sliced thinly on mandoline
3 Tbsp. Ginger Root, shredded on box grater
4 lb. Napa Cabbage, trimmed
¼ c. Kosher Salt
¼ c. Rice Wine Vinegar
¼ c. Sriracha Sauce
1 Tbsp. Trade East Sriracha Seasoning
2 Tbsp. GFS Granulated Cane Sugar
2 tsp. Markon Peeled Garlic, minced

Preparation Instructions
Wash hands. Wash all fresh, unpackaged produce under running water. Drain well. 1] Trim and peel 1 lb. of daikon. Slice into 2” pieces widthwise. 2] Slice cabbage into quarters and remove the core. Thinly slice cabbage widthwise. Place cabbage, daikon and onions on a 2” perforated stainless-steel hotel pan. Place the pan of cabbage inside a 4” full stainless-steel hotel pan to catch any liquid that is extracted from the cabbage mixture. Sprinkle ¼ c. of salt over the top of the cabbage mixture. Toss together until mixed. Cover with film wrap. Let rest at room temperature up to 3 hours. 3] Combine rice wine vinegar, sriracha sauce, sriracha seasoning, sugar and garlic in a large stainless-steel mixing bowl large enough to hold the cabbage after pressing. 4] Place the cabbage in a fine mesh strainer. Rinse salt from the cabbage under cold tap water. Place the cabbage back on the perforated pan. Place inside the 4” pan. Loosely cover the cabbage mixture with film wrap. Place a 2” full stainless-steel hotel pan on top of the cabbage. Place enough weight inside the top pan to press out the water. Let rest for 30 minutes. 5] Remove the weighted pan. Pat the cabbage as dry as possible with paper toweling. Add the cabbage to the pickling mixture. Mix thoroughly until evenly coated. Place in a nonreactive storage container. Cover, label, date and refrigerate at least 12 hours. CCP: Refrigerate at 41°F, or below. Drain before use.
Adobo Brown Rice Bowl
Recipe Manager code: foodelements002
Yield: 24 8-oz. portions

To prepare à la carte:
Wash hands. Wash all fresh, unpackaged produce under running water. Drain well.
1] Combine enchilada sauce and salsa in a nonstick sauce pan. Whisk together until blended. Add the chicken and stir. Simmer over low heat until just warmed through.
2] Combine the sour cream and dressing in a stainless-steel mixing bowl. Whisk together until blended.
3] Place 2 oz. of brown rice on the front of a serving plate. Scoop ¼ c. of warmed chicken on top of the rice and ¼ c. of lettuce on top of the serving plate. Sprinkle ¼ c. cheese and top with 1 Tbsp. sour cream. CCP: Final internal cooking temperature must reach a minimum of 135°F, held for 15 seconds.

Focus on incorporating domestically grown produce as much as possible to comply with the Buy American Provision. Consider simple substitutions to these recipes to incorporate domestic produce.

Brown Rice
Recipe Manager code: rcomp389
Yield: 6 lb.

2 Tbsp. Primo Gusto® Extra Virgin Olive Oil
1 tsp. Trade East® Granulated Onion
1 tsp. Trade East Granulated Garlic
6 c. GFS Brown Rice

Preparation Instructions
Wash hands. 1] Place 4½ qt. water in a nonstick sauce pot. Bring to a boil. 2] Add the rice and season to taste with salt and pepper. Cover. Simmer 30-40 minutes over low heat, stirring frequently, until all liquid is absorbed and the rice is tender. 3] Remove from heat. Rest 5-9 minutes. Fluff with a fork before serving.

Meal Pattern Equivalents: 2 M/MA, 1 OEG, ¼ cup red/orange vegetable and ¼ cup dark green vegetable

STATS PER SERVING
Calories: 440
Fat: 24 g.
Saturated Fat: 0 g
Trans Fat: 0 g
Sodium: 1630 mg.
Carbohydrates: 33 g.
Protein: 21 g.
Cost per Portion: $1.75
Hummus Vegetable Plate

Recipe Manager code: foodelements001

Yield: 24 8-oz. portions

24 ct. Whole Grain Ultra Loco Bread
1½ lb. Hummus
3 lb. Markon® Celery and Carrot Stix

To prepare à la carte:
Wash hands. Wash all fresh, unpackaged produce under running water. Drain well. 1] Warm loco bread on a heated flat griddle and slice into quarters. 2] Place ½ c. of hummus in a serving container. Place 1 oz. each of carrot and celery in separate serving containers. 3] Serve two containers with bread.

Meal Pattern Equivalents: 2 oz. eq. grain, 0.25 M/MA, ⅛ cup of red/orange vegetable and ⅛ cup of other vegetable

Spice up plain hummus with these great plus-one add-ons:

Mix it up
Serve up a new spin on hummus by adding one of the following per 1 quart of prepared hummus. Just mix well and serve:

A 1 c. cooked, pressed and pureéed beets.
B 2 c. thawed, pressed, pureéed spinach.
C 2 c. pureed avocado, plus the juice of one lemon.

Top it off
D Go bold with a zesty sriracha sauce swirl.
E Top with bruschetta for an Italian twist.

Maximize savings with commodity products!
Did you know these recipe costs are calculated without accounting for commodity products? Utilize your commodity products in these recipes to reduce your overall cost.
In 2010, the Healthy Hunger Free Kids Act was signed into law. In 2012, as required by this legislation, the United States Department of Agriculture (USDA) published a final rule to overhaul the National School Lunch and Breakfast programs and promote the health of America’s schoolchildren. Among many other provisions, the final rule required schools to reduce the sodium content of meals gradually over a 10-year period, using three target levels (see chart). Remember that sodium limits are based on a weekly average, not on individual meals or items. Therefore, a meal may exceed the target sodium limit as long as the weekly average does not.

### BREAKFAST • Sodium Reduction Timeline

<table>
<thead>
<tr>
<th>GRADE GROUP</th>
<th>TARGET 1 2017-2020 (mg)</th>
<th>TARGET 2 (mg)</th>
<th>TARGET 3 (mg)</th>
</tr>
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<tbody>
<tr>
<td>K-5</td>
<td>≤540</td>
<td>≤485</td>
<td>≤430</td>
</tr>
<tr>
<td>6-8</td>
<td>≤600</td>
<td>≤535</td>
<td>≤470</td>
</tr>
<tr>
<td>9-12</td>
<td>≤640</td>
<td>≤570</td>
<td>≤500</td>
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### LUNCH • Sodium Reduction Timeline

<table>
<thead>
<tr>
<th>GRADE GROUP</th>
<th>TARGET 1 2017-2020 (mg)</th>
<th>TARGET 2 (mg)</th>
<th>TARGET 3 (mg)</th>
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</thead>
<tbody>
<tr>
<td>K-5</td>
<td>≤1,230</td>
<td>≤935</td>
<td>≤640</td>
</tr>
<tr>
<td>6-8</td>
<td>≤1,360</td>
<td>≤1,035</td>
<td>≤710</td>
</tr>
<tr>
<td>9-12</td>
<td>≤1,420</td>
<td>≤1,080</td>
<td>≤740</td>
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Flexibility for the 2017-2018 school year

Target 1 went into effect on July 1, 2014 and for the most part, School Food Authorities (SFAs) have been very successful in meeting this regulation. However, Target 2 has been a topic of debate for the past couple of years and it was unclear, until recently, whether Target 2 would be enforced on July 1, 2017, as originally scheduled. This past spring, the U.S. Secretary of Agriculture announced an interim rule that is allowing for flexibility with sodium requirements. Specifically, it was stated that schools following Target 1 for school years 2017–2020 will be deemed as compliant with sodium regulations. This interim rule allows for greater flexibility with sodium levels and brought closure surrounding the uncertainty for the 2017-18 school year.

This flexibility announcement came just in time as some SFAs and manufacturers had expressed concern about meeting these requirements for the Target 2 sodium levels. Both SFAs and manufacturers had expressed challenges meeting the Target 2 sodium levels; manufacturers need sufficient time for new product development, while SFAs may need to adjust their menus and secure new products to meet the lower sodium standards.

Why reduce sodium?

Even with the flexibility for the 2017-18 school year, there is still opportunity to review your menu and look for opportunities to reduce sodium content—incorporating more fresh items as well as herbs and spices is a great way to bring variety to your menu.

Sodium, also known as salt, is frequently added to foods during processing, cooking or at the table. While the body does require some sodium for proper functioning, most people consume much more than they need. In fact, 90 percent of children in the United States consume too much. Research shows that excess sodium plays a role in high blood pressure, which puts added stress on the heart.

Processed foods (as opposed to fresh foods) tend to contain the highest amounts of sodium. The top sources of sodium for school-aged children include pizza, bread, cheese, lunch meats and chips.

How to reduce sodium in school meals

There are a number of ways to limit or reduce sodium content when selecting products and preparing meals. Consider some of the following practices:

Use herbs and spices to flavor foods.

In place of salt, herbs and spices can add flavor without contributing to the risk of high blood pressure. They can also reduce the need for other high-sodium condiments like soy sauce, ketchup, BBQ sauce, olives, pickles, salad dressings and gravies.

One easy way to get students to exchange the salt shaker for low-sodium flavor enhancers is to consider adding a “flavor station” to your cafeteria. Flavor stations offer a self-service selection of herbs, spices and other low-sodium seasonings. Placed at the end of the lunch line or other centrally located area, students use them to jazz up their meals with things like garlic powder, cumin, black pepper, parsley, red pepper flakes, hot sauce, balsamic vinegar, Worcestershire sauce and lemon slices.

Choose fresh foods.

Serve as many fruits and vegetables, unprocessed meats, rice, pasta, low-fat dairy products and unsalted nuts/seeds as your students like and your budget affords. Try to avoid processed foods, like frozen pizza, chicken nuggets, hot dogs, sausage, bacon, processed cheese sauces, packaged chips or cookies and lunch meats. When you do need to offer processed foods, compare Nutrition Facts and choose items with lower sodium content (foods containing less than 140 mg. of sodium per serving are considered low-sodium). Also, look for reduced sodium, low sodium or no-salt-added canned foods, and drain and rinse them well before use.

Modify recipes that use high-sodium ingredients.

When possible, reduce or eliminate salt in recipes. Limit the use of bouillon cubes and ham or chicken bases. Substitute with herbs and spices, citrus zest and 100 percent fruit juice to cut the salt while keeping the flavor.

Contact vendors.

Let manufacturers and distributors know what types of low-sodium items you are looking for and write bid specs that request lower sodium options.

Gordon Food Service® will continue to provide updates and solutions regarding the sodium targets, but just remember why this is being done: to improve the well-being of future generations.

To view lower sodium product lists, visit Gordon Experience > Great for Schools
START SMART:
Prepare Now for Special Diets and Allergies

Back to school looks a little different every year. It’s exciting to introduce menu concepts and learn more about what your students enjoy. However, your role goes deeper than simply feeding students what they enjoy. You also need to accommodate what they need. With considerations for medical requirements, food allergies and intolerances, there is a great deal to balance when it comes to mealtime.

It’s important to understand the difference between a disability and a special diet. A food allergy may be considered a disability. And with the ADA Amendment Act of 2008 and the broadened scope of disability, most impairments—physical or mental—may be deemed a disability (i). For example, a lactose intolerance may be an impairment to the digestive system and could be identified as a disability.

Know how to accommodate
In a memo released in September 2016 by the United States Department of Agriculture (USDA), School Food Authorities (SFAs) are required to accommodate needs based on disabilities. Beyond accommodating disabilities, SFAs have the option of serving meals to meet the needs of special dietary requests. Mental and physical impairments need to be evaluated case-by-case to determine whether they classify as a disability. These should be accompanied by a medical statement from a state-licensed healthcare professional. When the meal accommodations for the disability no longer meets the required meal pattern, then the request should be accompanied by a medical statement from a state-licensed healthcare professional in order to receive reimbursement for meals. The medical statement is very important because it will also include what interventions are needed to accommodate the disability.

The intervention will likely include working alongside parents or guardians to determine a solution feasible and effective for the student. If SFAs feel there is a lack of detail on the medical statement about how to accommodate the disability, it is imperative to seek clarification first, then SFAs can consider assistance from the support of a registered dietitian, if available, or SFAs could contact their state agency for support with meal modifications.

Plan for menu success
One of the best places to start is with your menu. Make sure you are using a cycle menu. This will narrow the number of items on your menu. From there, you will need to look at each product and its ingredients to understand the allergens. It helps to organize the information into a chart—be sure to include sufficient detail, such as the name of the ingredient, item code and manufacturer, so you can easily identify when products are substituted. An example of a table is noted below.

Don’t assume about ingredients
Although you can collect information from manufacturer websites or even use the information posted in Online Ordering, it is imperative to check the ingredients on the actual product before serving. You cannot afford to assume anything when it comes to ingredients, because manufacturers make changes without notice. You need to act as the eyes and ears of those with food allergies since they are unlikely to see the ingredient label before consuming products.

Thanks to the Food Allergen Labeling and Consumer Protection Act (FALCPA) which went into effect in 2006, manufacturers identify the major food allergens on their ingredient statements through one of two formats. The top eight major food allergens that are required include: egg, peanut, milk, tree nuts, soy, fish, wheat and shellfish (crustacean).

1. Including the word “Contains” followed by the name of the major food allergen(s). For example, “Contains milk, wheat”.

OR

2. Including a parenthetical statement in the list of ingredients. For example: “Albumin (Egg)”.

Other statements found on food labels, such as “may contain” or “processed in a plant where ____ is produced,” are not required by manufacturers.

It is important to work with a student’s doctor or a medical professional to understand how ingredients with “may contain” statements fit the menu.

Substitute and communicate
The next step is to make substitutions. You can reference the table you created and add another column that identifies an appropriate substitution.

Learn more
We understand managing food allergies can be overwhelming. Check out these resources on Gordon Experience® and train your staff:

Allergen Checklist—get started by organizing your products and allergens.

Training topics—Responding to Special Diet Requests, Part 1 and Part 2.
Cambro’s latest line of insulated transporters are ideal for caterers looking for an ultra-lightweight transporter that offers superior temperature retention to protect food safety and excellent durability to withstand heavy commercial use, all at a budget-friendly price. Just take them and go!

For more information, contact your Gordon Food Service® Customer Development Specialist.
Hot and Cold All in One Cart

HOT AND/OR COLD HOLDING – ALL IN ONE CART
- Cold pre-set to 32.5°F, adjustable up to 40°F.
- Hot holding cycles between 150°-165°F to maintain food safe temperature.

FLEXIBLE HOLDING FOR EVERY MENU
- Adjustable stainless steel rails hold GN food pans, sheet pans, trays and pizza boxes.

For more information, contact your Gordon Food Service® Customer Development Specialist.

www.cambro.com