

DEVELOPED BY THE MISSISSIPPI DEPARTMENT OF EDUCATION, OFFICE OF CHILD NUTRITION JACKSON, MISSISSIPPI

2ND EDITION | PUBLISHED OCTOBER 2015 ONLINE EDITION AVAILABLE AT WWW.MRS.MDE.K12.MS.US



Development and publication of this manual was made possible by funds from the U.S. Department of Agriculture administered through the Mississippi Department of Education.

Special thanks to the members of the Mississippi Recipes for Success Task Force who, along with their staffs, attended countless meetings, reviewed and prepared recipes, participated in the development of materials, and provided invaluable guidance. Their expertise, time, and dedication have made this project, its printed edition, and online resource possible.

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The print and online editions of MRS 2015 were designed and developed by Communication Arts Company, Jackson, Mississippi.

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This resource is intended to help school food service administrators and their staffs plan menus and prepare meals to meet the nutrition standards of the USDA Food and Nutrition Service National School Breakfast and Lunch Programs. It cannot be used to treat medical conditions, food allergies or intolerances or dietary restrictions.



Introduction

Welcome to the Mississippi Recipes for Success (MRS) 2015 Edition!

Previously known as *Mississippi Cycles*, *MRS 2015* is the most comprehensive and effective resource for helping Mississippi Child Nutrition Programs meet state and USDA federal nutrition standards for school breakfast and lunch programs. With more than 450 individual recipes, tools for creating custom menus, and an online resource, *MRS 2015* has been newly updated to better help your program provide nutritious and delicious meals for students.

> www.mrs.mde.k12.ms.us

MRS Online Edition offers all of the Print Edition's content plus:

- "Find a Recipe" search tool
- search the recipe database by name, ingredient, category, recipe number, or meal component
- Featured recipes each month

• Links to a growing list of additional resources And get the latest from Mississippi Department of Education Office of Child Nutrition with timely notices about updates, revisions, recalls, and more.



Each *MRS 2015* recipe is complete with ingredients list, directions, yield, meal component contribution, nutritional data, and, in some cases, pictures of preparation and presentation. All ingredients are available on the Mississippi Child Nutrition Statewide Purchasing Program, USDA Foods, or the DOD Fresh Fruit and Vegetable Program. Nutrient values for each recipe were developed by Mississippi Department of Education (MDE) Office of Child Nutrition (OCN) staff using Lunchbytes Nutrikids™ software.

Menu Planning

The menu matrixes can be used to create nutritionally balanced breakfast and lunch meals. The matrixes are included in both the *MRS 2015* print and online versions. Using MRS recipes, these matrixes help child nutrition professionals create and customize appetizing weekly menus that meet the state and USDA federal nutrition standards.

, About the Manuals

The *MRS 2015 Print Edition* is comprised of 6 manuals with recipes and information organized into sections separated by tabbed dividers. Each recipe section divider has a recipe index on the back and is followed by pages of additional information about food ordering, preparation and serving techniques.

The manuals are organized as follows:

"Cooks Tools" is a handy reference that provides measurement and conversion tables, information on portion control, an abbreviation key, and more.

MANUAL #1 Introduction Menu Planning Cooks Tools My Kitchen MANUAL #2 Beef-100 Fish/Seafood-200 Pizza-300 Pork-400

MANUAL #3 Salads–600 Sandwiches–700 Soups–800

Vegetarian-900

Poultry-500

MANUAL #4 Vegetables-1000-1100 Fruits-1200

M**ANUAL #5** Grains—1300 Desserts—1400

MANUAL #6 Breakfast-1600

The 2015 MRS recipe collection was assembled from past recipe successes of MS *Cycles, MS Cycles II,* and MRS 2014 submittals of favorite recipes from School Food Service Administrators across the state. All of the recipes were reviewed by the MRS Taskforce.

For use in the kitchen, the recipes are printed on the front and back of durable pages made from tree-free materials that are spill-, tear-, and stain-resistant. The new edition is also bound in easy-to-handle three-ring binders that make it convenient to remove old recipes and add updated ones as they become available online.

Using the Recipes

All of the recipes used in the MRS menu matrixes can be found in the MRS 2015 Print Edition and on MRS online. When preparing recipes in your school's kitchen, yields may vary due to a number of factors that include but are not limited to: differences in equipment, methods of preparation, staff following procedures and instructions, variation in products, and holding time.

When preparing recipes for the first time, check the actual yield against the recipe's stated yield. Yield is calculated by multiplying the number of servings prepared by the measure of one serving.

CHANGING/ALTERING RECIPES

The MDE Office of Child Nutrition does allow a school's staff to make changes to recipes. Changes in a recipe may alter its nutritional analysis and component contribution. Therefore, any menu using the altered recipe may no longer meet USDA federal nutrition standards or meal pattern requirements. The nutritional analysis of a recipe is affected by the following:

- · altering a recipe's ingredients
- · methods of production used that alter a food item's nutrient content
- · deletion of an ingredient in a recipe
- · serving utensil used

If changes are made in recipe's ingredients, check crediting of components and recalculate nutritional analysis. Remember to always document compliance with USDA regulations.

See APPENDIX A for a better understanding of the parts of a recipe.



"Forecasting" is the food service term for predicting the number of portions of an item to be prepared for service. It is the skill of anticipating or predicting production quantities prior to service, so that the proper amount of food can be prepared.

Menus with only one item in each meal component are menus without choices and forecasting is simply predicting participation, or the total number of servings to prepare.

When Offer-Versus-Serve (OVS) is used in a school, forecasting may be more complex. Not only must participation be predicted, the number of servings of each item on the menu must be anticipated. For example, when offering a chef salad, burrito, and grilled chicken sandwich as entree choices, one must forecast all three items. The total number of servings forecast should equal the total number of students who eat that meal that day. Even when using a "no-choice" menu, Offer-Versus-Serve requires predicting how many students will choose each meal component.

The correct amount of prepared food has been accurately forecasted when the total number of servings forecast equals the total number of students who selected those servings that day.

TIPS FOR EFFECTIVE FORECASTING

When forecasting is done correctly, all food item choices are available on the line throughout the serving period, with as little leftovers as possible at the end of the day. Just preparing equal amounts of all choices, rather than forecasting, will lead to excess waste and increased food cost. The following tips will aid in effective forecasting:

Good Recordkeeping

Good forecasting is based upon good record keeping. The use of historical records in predicting production relies on the fact that human behavior often repeats itself. Chances are high that what was popular on past menus will be popular again weeks later, unless something out of the ordinary occurs that day like bad weather or a field trip. More often than not, the same number of students will choose each item on the menu, even though an individual student may not choose the same item each time.

- Learn Student Preferences
 - Get to know your students' preferences and attendance patterns.
- <u>Use a Moving Average</u>

Because a moving average considers an average over an extended period of time, using a moving average of past production quantities is another accurate way to forecast effectively.

<u>Estimate More</u>

Always estimate so that the total combined number of servings from all choices is slightly greater than the actual number of students served.

Use of the required Planning and Production Record (the Red Book) is not only a requirement of the Child Nutrition Program, it is an effective and necessary tool in forecasting.



ORGANIZING THE SERVICE LINE

Use the form provided by your School Food Service Administrator to develop an attractive and efficient service line setup for each day of the menu cycle. Using the form will help ensure all meal components are available to students. Also remember to make sure that multiple service lines make all the required food components and vegetable subgroups available to all students each week.

Plan to use full-size counter pans for popular, fast-moving items, and hold less popular items in half-size pans or even third-size pans. These items must be held directly in the hot wells, not stacked on top of each other. Proper sanitary food handling requires that hot food be held at a temperature no lower than 135°F.

Once the best layout for the service line has been determined for each day of the menu cycle, count the number of different-sized counter pans needed on the heaviest production day of the cycle. Then, plan for extra pans in the same size to be ready for "just-in-time" preparation to the line (see "Just-In-Time Cooking" later in the introduction). Plan the use of portion-control utensils that will be used with each serving pan.

STOCKING THE SERVICE LINE

Studies show that the use of a back-up person to replenish food service line items can shorten the amount of time it takes students to go through the service line by 50%. Eliminate line stops for replenishing by assigning a person in the serving area to be the individual who gets food from the kitchen when necessary. This person should not be the person serving hot food, but rather someone who can watch the hot food as she/he does another task, like stocking items on the cold table.

INTRODUCING MENU CHOICES

Students who are not accustomed to making food choices on a serving line will need some orientation to the process. Phased implementation will help introduce choices, starting with fruit and milk choices during the first three weeks.

Involve teachers in discussing any new serving procedures and encourage teachers to discuss the menu with their students. Teachers should ask their students to think about which items they want to eat before coming to the cafeteria.

Elementary students may be challenged by added choices. Let elementary-age students do a trial run or orientation to the meal service procedures during the first days of the school year. On the first day of serving a menu with choices, remind aides and teachers to be patient. Once students understand the change, they will go through the line as fast as before.

Secondary students may welcome the opportunity to choose from more menu offerings. It is still wise to station a host or hostess in the serving line area to help students progress through the line during the first few days of serving menus with choices.



For more ideas on introducing new foods to students, please refer to the USDA Team Nutrition Resource Library.

INTRODUCING NEW FOODS

MRS 2015 was designed to serve foods popular with Mississippi students, but it's also a resource to introduce new foods that round out a meal and make it more nutritious. Do not be discouraged if students at first choose fewer of the unfamiliar items than the more well-known ones. Research shows that children need to be exposed to new foods several times before they decide they like it. Instead of giving up on new items, work to develop methods of introducing them:

<u>Taste testing</u>

Give bite-sized samples of new items to students as they wait in line. Talk to students and solicit their feedback.

· <u>Supply new menu items to classrooms</u>

Work with teachers to integrate new menu items into social studies, health, and science discussions. For example, share information about the nutrient content and the ethnic origin of the food.

<u>Presentation</u>

Be sure the new items are among the most attractively served on the menu. Remember that children (and adults) eat with their eyes. If it looks good, it has a chance of tasting good.

MERCHANDISING ON THE SERVICE LINE

When encouraging students to eat foods that are more nutritious but may be out of their comfort zone, work to create an appetizing service setup.

- Use hot and cold service line setup forms to create a visually appealing assortment of menu items.
- · Consider the logical flow of items on the plate or tray as you design the setup.
- · Think about pleasing color combinations; use simple garnishes for counter and pans.
- · Place fruits and vegetables near the beginning of the service line.
- Keep in mind the viewpoint of the students. The average eye level of elementary students is only 36 to 40 inches.





The more items you put on the menu the more attention to detail will be needed in producing and serving food at its peak of freshness. Consider the following issues when supervising food production:

JUST-IN-TIME COOKING

"Just-in-time cooking" is a planning, preparation, and handling technique that maintains adequate food on the serving line without any item remaining more than 15 minutes. Select the pan sizes to hold this determined amount of food at a depth that will maintain heat effectively.

Check serving temperatures with a thermometer at least every 2 hours. Hot food items need to be maintained at 135°F to meet Mississippi State Department of Health standards and should be even warmer to allow for cooling while students find seats in the dining room.

Food Safety

There is a helpful handout in the Cooks Tools Section of *Mississippi Recipes for Success* with information about Food Safety Guidelines. It is important to control for food borne illness using a food safety program. An amendment to the Richard B. Russell National School Lunch Act requires that school food authorities use a food safety program based on HACCP during the preparation and service of meals.

HAZARD ANALYSIS AND CRITICAL CONTROL POINTS (HACCP)

HACCP is an acronym and identifies two concepts: (A) Hazard Analysis and (B) Critical Control Points. The typical HACCP plan is developed around seven procedures:

- 1. Identify Hazards
- 2. Identify Critical Control Points (CCP)
- 3. Establish Critical Limits
- 4. Establish Monitoring Procedures
- 5. Establish Corrective Actions
- 6. Establish Verification Procedures
- 7. Establish Record-Keeping Procedures

There are three processes used to describe number of times a menu item makes a complete trip through the temperature danger zone:

- Process #1 "No Cook Preparation"
- Foods are either at room temperature or kept cold from preparation through service. Foods are not heated.
- <u>Process #2 "Same Day Service Preparation Process"</u>
 Foods are prepared hot and served hot the same day.
- <u>Process #3 "Complex Food Preparation Process"</u>
 Foods are prepared hot, cooled, and possibly reheated. The complex food preparation process indicates a cooling step.

For more information on HACCP please review:

- USDA Food and Nutrition Service's Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles: www.fns.usda.gov/sites/default/files/Food_Safety_HACCPGuidance.pdf
- USDA Food and Nutrition Service Rules and Regulations School Food Safety Program Based on Hazard Analysis and Critical Control Point Principles www.fns.usda.gov/sites/default/files/2009-12-15.pdf
- United States Department of Agriculture Food Safety and Inspection Service HACCP website: www.fsis.usda.gov/wps/portal/fsis/topics/regulatory-compliance/haccp
- National Food Service Management Institute HACCP-Based Standard Operating Procedures (SOPs) http://sop.nfsmi.org/HACCPBasedSOPs.php



HOW DO I PREVENT AND MANAGE LEFTOVERS?

Prevent excessive leftovers by preparing foods for "just-in-time" service. Keep good production records and constantly refine your forecast equation. Be sure to reduce your forecasts by the number of servings left over.

Package and label leftovers. If a small amount of servings are leftover, talk with your manager or director to verify if the leftovers may be refrigerated and used on the service line the next day. Large amounts of leftover entrees or other cooked items may be frozen to serve the next time the item is on the menu. When preparing items for freezing or thawing for service, take care to follow safe food handling techniques.

HOW DO I PREVENT AND MANAGE RUNNING OUT OF MENU CHOICES BEFORE THE MEAL PERIOD IS OVER?

Too many leftover portions increase food costs and running out of choices decreases student satisfaction of meal service. Keep in mind that, in most schools, the same students are served at the end of the meal service time everyday. Food service managers should monitor foods to ensure that all food choices are available for all students throughout the serving time by following these steps:

- 1. Know the number of pans or trays prepared for service.
- 2. During meal service, check the number of pans or trays used. If a food item is almost depleted early in the serving period, place another item on the line right away to extend the amount of the original choice, possibly until the end of the serving period. There may be servings of this other item in the freezer that could be thawed and made ready in time for service on the line.
- 3. If you run out of a menu item before the meal period is over, make a note on your production records for use in forecasting. Prepare an alternative only if (a) there is no item in that meal category available for students or (b) your school district policy requires another food item. Check the MRS matrix lists for items similar in nutrient content. Alternative items may be readily available in the freezer.

CAN MENUS BE CHANGED TO PREPARE FOOD FOR SPECIAL OCCASIONS?

Special circumstances may arise that make it difficult to follow the menu. First look at the MRS matrix to see if alternative items can be used for special occasions, such as a class field trips, and still maintain nutrient goals.

Holidays involving a total meal, such as Thanksgiving and Christmas, only happen occassionaly during the school year, and nutrient goals can be relaxed during this time. Other holidays like Valentine's Day or Easter are easily accommodated by using the MRS matrix, or by adding a special non-grain based dessert that is not considered part of the meal pattern. When opening and closing the school year, it may be necessary to use items to reduce inventory.

CAN I STILL OPERATE MY SANDWICH OR OTHER SPECIALTY LINES?

Specialty lines and bars are permitted, but require a separate nutrient analysis. Also, specialty lines and multiple serving lines must serve all required food components and vegetable subgroups available to every student each week.

WILL MENUS WITH CHOICES SLOW MY SERVICE LINE?

Introducing choices may slow service lines at first, but experienced School Food Service Administrators state that, by the end of the second week, students will have learned what is expected and line movement will return to normal. Phased implementation will allow you to work with students and teachers to make a slow and smooth transition to choices on the line.



APPENDIX: B



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