



Ballard Dimensions

Issue 2 • Volume 26 • October

From the Superintendent's Desk

October is National Principals Month. Ballard is blessed with great employees, and our principals are no exception. Chris Deason, Nate Boock, and Crystal Reinertson, are Assistant Principals at the high school and middle school. Mr. Boock is in his 5th year at Ballard and leads one of the strongest activities programs in the conference. Mr. Deason and Mrs. Reinertson are new to their role. However, they are not new to Ballard. Both bring experience to the job as successful teachers, coaches, and Student Services Coordinators prior to accepting the Assistant Principal job this year. Mr. Deason has worked at Ballard for 22 years and Mrs. Reinertson has worked at Ballard for 20 years.

Jennifer Johnson is in her 7th year as principal at West Elementary. Mrs. Johnson possesses a high level of knowledge in early literacy and math and has a passion for excellence in the classroom. Her calm, kind and conscientious approach are evident in the climate of the building. Mrs. Johnson understands early learners and alongside the staff at West, they continue their journey of providing an appropriate balance of academic rigor and age-appropriate learning that is critical in this developmental stage. Mrs. Johnson is a tremendous fit for our K-2 building, and we are so fortunate to have her at Ballard.

Mike Manock is in his 8th year as principal at East Elementary. Mr. Manock has led East from being a school in need of assistance to one of the very highest performing elementary schools in the state of Iowa. Mr. Manock has been the catalyst for creating the conditions under which students and staff can succeed. In my experience, the culture of collaboration and teaming among staff at East is among the best I have seen. High academic achievement does not come at the expense of fun at East. Mr. Manock is a regular on the playground and a favorite among students.

Tom Maher is in his 10th year as principal at Ballard Middle School. Mr. Maher led the transition of the building from grades 7-12 to a grades 6-8 middle school in his first year as principal. He applied his vision of the middle school philosophy to the recently-completed renovation of the building to what is now a state of the art facility designed for grade-level collaboration and high-level learning. Mr. Maher has a keen understanding of the developmental needs of the early adolescent learner that translates into an engaging, caring, and fun learning environment for our middle school students.

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From the Superintendent's Desk continued

John Ronca is in his 21st year as principal at Ballard High School. Ten years of his tenure was as the grades 7-12 principal prior to the opening of the high school. With the exception of two years, Mr. Ronca has spent his entire career at Ballard as a teacher, coach, assistant principal, and principal. Along with ADM principal Lee Griebel, he is the longest-serving principal in the Raccoon River Conference. Mr. Ronca's values and personality permeate Ballard High School. His enthusiasm, tireless commitment to students and staff, and pride in what it means to be a Bomber has made Ballard High School a great place to be for decades. I am personally so grateful for all he has done to help literally thousands of students over the past 20 years.

This summary of our principal team at Ballard only scratches the surface. It should be evident to anyone who reads this that we are fortunate to have a talented, experienced team leading our schools. Rightly so, every one of these individuals defers credit for our success at Ballard to our students and staff. I do not deny the success of Ballard begins with our students and staff. I also believe that leadership matters. Our seven principals are as much a reason for our success as anyone at Ballard. If the opportunity presents itself the month, please thank them for all they do. They do not expect it, but I know they will appreciate it.

Thanks to all of you for your support, and we look forward to seeing you. GO BOMBERS!

Ottie

Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



Stay at least 6 feet
(about 2 arms' length)
from other people.



Cover your cough or sneeze with a
tissue, then throw the tissue in the
trash and wash your hands.



When in public, wear a
cloth face covering over
your nose and mouth.



Do not touch your
eyes, nose, and mouth.



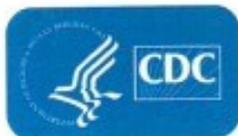
Clean and disinfect
frequently touched
objects and surfaces.



Stay home when you are sick,
except to get medical care.



Wash your hands often with soap
and water for at least 20 seconds.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

3/16/2020 11:00 AM

COVID-19: Quarantine vs. Isolation

QUARANTINE keeps someone who was in close contact with someone who has COVID-19 away from others.



If you had close contact with a person who has COVID-19



- Stay home until 14 days after your last contact.



- Check your temperature twice a day and watch for symptoms of COVID-19.



- If possible, stay away from people who are at higher-risk for getting very sick from COVID-19.



CS317422-A

7/17/2020 11AM

ISOLATION keeps someone who is sick or tested positive for COVID-19 without symptoms away from others, even in their own home.



If you are sick and think or know you have COVID-19



- Stay home until after
 - At least 10 days since symptoms first appeared **and**
 - At least 24 hours with no fever without fever-reducing medication **and**
 - Symptoms have improved



If you tested positive for COVID-19 but do not have symptoms



- Stay home until after
 - 10 days have passed since your positive test



If you live with others, stay in a specific "sick room" or area and away from other people or animals, including pets. Use a separate bathroom, if available.

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

COVID-19 Response: When to Quarantine

For Business, Education, and Child Care Settings

For non-healthcare, non-residential settings, quarantine is no longer recommended if a potential exposure occurs while both the infectious individual and the close contacts are wearing face coverings consistently and correctly.

- In all scenarios below, an individual is considered a **close contact** when they have been within **6 feet of the COVID-19 positive individual for 15 minutes**.
- Individuals who are a **close contact due to exposure to a household member are required to quarantine for at least 14 days**. Quarantine is used to keep someone who might have been exposed to COVID-19 away from others.
- **Individuals who have COVID-19 must isolate for at least 10 days**. Isolation keeps someone who is infected with the virus away from others, even in their home.

Everyone Masked

When a masked individual tests positive and close contacts were wearing masks...

ISOLATE



COVID Positive

SELF-MONITOR



Close Contacts

Close Contacts Masked

When an unmasked individual tests positive and close contacts were wearing masks...

ISOLATE



COVID Positive

QUARANTINE



Close Contacts

Some Close Contacts Masked

When a masked individual tests positive and **SOME** close contacts were wearing masks...

ISOLATE



COVID Positive

QUARANTINE



SELF-MONITOR

No One Masked

When an unmasked individual tests positive and close contacts were **NOT** wearing masks...

ISOLATE



COVID Positive

QUARANTINE



Close Contacts

District Procedures for Food Allergies

Severe allergies are serious and can be fatal. Anaphylaxis, a potentially life-threatening allergic reaction, can be triggered by exposure to one or more allergens, including foods, insect stings, drugs, and latex products. Anaphylaxis can affect multiple areas of the body, such as skin, respiratory tract, gastrointestinal tract, and the cardiovascular system. Symptoms can include severe headache, nausea and vomiting, sneezing and coughing, hives, swelling of the lips, tongue and throat, itching all over the body, and anxiety. The most dangerous symptoms include difficulty breathing, a drop in blood pressure, and shock—each of which can be fatal.

The risk of accidental exposure to allergens can be reduced in the school setting if schools partner with students, parents, and healthcare professionals to minimize risks and to provide a safe educational environment for severely allergic or food-intolerant students. The Ballard School District cannot guarantee that a student will never experience an allergy-related event while at school. However, the District has created these procedures to reduce the risk so that those students with life-threatening allergies will not experience an allergy-related event at school.

The most common life-threatening allergies are to peanuts, tree nuts, and shellfish. For this reason, these procedures outline steps regarding nut allergies. These procedures will be followed for any other life-threatening allergy, where appropriate. For those students who are highly allergic to nuts, contact with nut products can cause a life-threatening anaphylaxis reaction. The only way to protect students who are highly allergic to nuts or nut products is to minimize the nut product exposure in their environment.

Classroom

- All teachers will be encouraged to eliminate peanut or tree nut food items of any kind from instruction or any school project related to the curriculum.
- Peanut butter jars or any nut product jar may not be used for storage of classroom materials.
- No homemade treats or food items are permitted in K-12 classrooms. All treats must be commercially prepared and packaged for distribution with intact ingredient labels.
- Food preparation will only be allowed with commercially prepared or packaged food in the academic curriculum at the elementary level.
- All students and staff will be discouraged from eating any peanut and tree nut food products in the classroom.

Cafeteria

- All students that eat a cold lunch will be encouraged to wash their hands after eating.
 - * **Note:** Antibacterial gels and liquids kill germs, but they do not remove protein from the skin and should not be used in place of soap and water and/or wipes.
- To prevent cross-contamination, cafeteria tables will be washed after each meal rotation.

A yearly update/training on allergy procedures will take place for staff.

Head Lice

Getting Rid of
HEAD LICE



Simple 14-Day Treatment Schedule

and

Information on Head Lice



Iowa Department of Public Health
Promoting and protecting the health of Iowans

FACTS ABOUT

HEAD LICE

- **What does head lice look like?** Since adult lice are the size of a sesame seed (2-3mm), head lice can be seen by the human eye. They live in human hair, draw blood from the skin, and lay eggs (called nits) on the hair shaft. Live nits are found less than 1/2 inch from the scalp and most often on hair at the back of the head in the neck region. Some children with lice complain of itchiness but many have no symptoms.
- **Is your child at risk?** Yes. Head lice will spread as long as children play together. They spread almost completely through human hair to hair contact, and pets do not spread lice. Anyone can get head lice. Children in child care, preschools, elementary or middle schools are at risk. Head lice are NOT a sign of being dirty. Head lice are not dangerous and DO NOT spread diseases.
- **What can you do?** Parents are the key to looking for and treating head lice! The Iowa Department of Public Health advises parents to spend 15 minutes each week on each child carefully looking for head lice or nits. Persons with nits within 1/4 inch of the scalp OR live lice should be treated. Careful use of a nit comb can potentially remove all lice. Each child should have his or her own comb or brush. Teach your child NOT to share hats, scarves, brushes, combs, and hair fasteners.



What if treatment does not work?

Reasons:

- 1) **Wrong diagnosis** – dandruff, hair products, dust, and other objects can seem like nits (the white eggs) and other insects can look like lice
- 2) **New lice** – child got head lice again from playmate or family member
- 3) **Timing** – the lice may take a few days to die; nits alone do not mean the child still has lice, look for crawling lice
- 4) **Poor treatment** – directions on the treatment product were not correctly followed
- 5) **Resistance to treatment** – some lice are not killed by the chemicals in the over-the-counter treatments (permethrin and pyrethrin)

After the 14 day treatment, if crawling lice are still present, contact your healthcare provider who may recommend a prescription treatment for lice.

For more information visit:
www.idph.state.ia.us/adper/common/pdf/epi_manual/lice.pdf
OR www.cdc.gov/lice/head
Reviewed May 2010

Treatment: The Iowa Department of Public Health recommends a 14-day treatment process. You may use over-the-counter products. They are safe and not costly. Mark your calendar to help you keep track of treatment.



Lice at various stages of their life cycle

14 Day Treatment Guidelines

- ✓ The treatment days are scheduled to interrupt the lifecycle of the insect. A **nit comb** should be used to comb the hair and can be bought at most pharmacies.
- ✓ **Day 1:** Use an over-the-counter medicated head-lice shampoo containing pyrethrin or permethrin. Read and follow all directions on the shampoo.
- ✓ **Day 2:** COMB hair carefully for 15 minutes from the scalp to the end of the hair. Do not wash hair today.
- ✓ **Days 3-9:** Wash the hair using your regular shampoo. Rinse. Apply hair conditioner to make the hair slippery. COMB the hair the entire length from the scalp to end of hair. Wipe the comb between each stroke with a paper towel, which removes any lice or nits. Keep hair wet while combing. COMB all hair for at least 15 minutes.
- ✓ **Day 10:** Use an over-the-counter medicated head-lice shampoo. (to kill any lice that hatched since the previous medication use) Read and follow all directions on the shampoo.
- ✓ **Day 11:** COMB hair carefully for at least 15 minutes from the scalp to the end of the hair. Do not wash hair today.
- ✓ **Days 12-14:** Wash the hair using regular shampoo. Rinse. Apply hair conditioner to make the hair slippery. COMB the hair the entire length from the scalp to the end of hair. Wipe the comb between each stroke with a paper towel, which removes any lice or nits. Keep hair wet while combing. COMB all hair for at least 15 minutes.

Additional Tips

- Treat all family members who have lice at the same time. Use the 14-day treatment process. Rinse combs and brushes in very hot water after each use, and between people.
- Only ordinary house cleaning, vacuuming, and washing bedding and clothes in hot water are needed. No special effort or sprays are needed to clean your home. Only dead or dying lice are found on clothing, bedding, or furniture.
- Use of oils, mayonnaise, lotions, creams, and vinegar has not proven effective; kerosene, gasoline and similar products do not work and are dangerous.



Image of real lice

What about school?

- There is no need for children to be sent home or to miss school, though treatment should be started before returning to school the next day
- School officials should ask parents to check their children's hair at least weekly.

Treatment Calendar	
<input type="checkbox"/> Day 1 Medicated shampoo	<input type="checkbox"/> Day 8 Shampoo, condition and COMB
<input type="checkbox"/> Day 2 COMB only DO NOT WASH	<input type="checkbox"/> Day 9 Shampoo, condition and COMB
<input type="checkbox"/> Day 3 Shampoo, condition and COMB	<input type="checkbox"/> Day 10 Medicated shampoo
<input type="checkbox"/> Day 4 Shampoo, condition and COMB	<input type="checkbox"/> Day 11 COMB only DO NOT WASH
<input type="checkbox"/> Day 5 Shampoo, condition and COMB	<input type="checkbox"/> Day 12 Shampoo, condition and COMB
<input type="checkbox"/> Day 6 Shampoo, condition and COMB	<input type="checkbox"/> Day 13 Shampoo, condition and COMB
<input type="checkbox"/> Day 7 Shampoo, condition and COMB	<input type="checkbox"/> Day 14 Shampoo, condition and COMB

BALLARD WEST

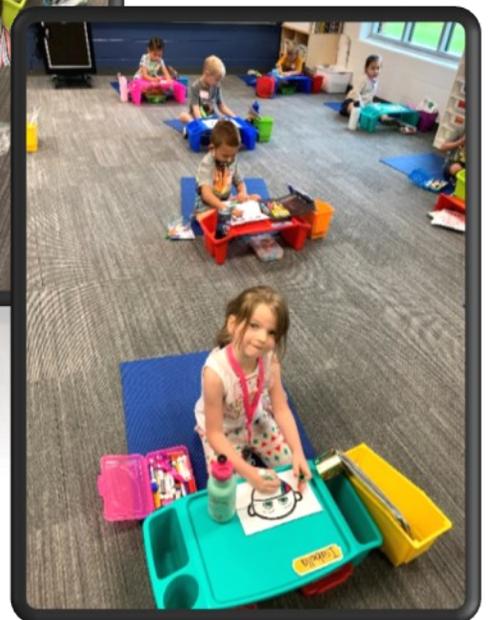
A new way to Kindergarten

Kindergarten is looking a little different this year! A few of the teachers at Ballard West have decided to take a new approach to seating! Students each have a lap desk and have their individual materials at their spot with them. They keep their binders and tool boxes at their spots, as well as an individualized set of manipulatives and tools just for them to use.

When thinking about this approach the main goals were:

- kiddos 6ft apart so that they can have mask breaks whenever they're sitting on their mats
- space so that they can sit on their bottoms, knees or lay on their tummies to be comfortable
- a spot to stand, stretch and do movement without being close to one another
- a visible boundary for them so that they know where their personal space ends

Students are able to stand for GoNoodles, yoga, stretching and singing songs. Kindergarten students need lots of movement and this setup provides the perfect op-



EK/Kindergarten Recess Zones

Recess may look a little different this year, but the kiddos still love getting to go outside! There are 4 recess zones to play in. Each class gets to play in one zone the entire day and rotates to a new zone the next day. By the end of the week, they have played in every zone, with a rotating schedule on Wednesday. We have the Red Zone (the playground structure), the Blue Zone (the concrete), the Green Zone (the basketball court) & the Yellow Zone (the field). Each class has its tub filled with balls and chalk to play with while outside. Recess has a new look this year, but it is still the same old fun we are used to!



“Make Your Mark!” Celebrating International Dot Day

Written by Nancy Elleby

Inspired by the story The Dot, written by Peter H. Reynolds, the second graders at Ballard West, all dressed in dots, listened to this special story, and celebrated their creativity and courage on International Dot Day, learning to “make their mark”. The Dot is a story of a teacher who challenges a doubting student to trust in her abilities to “make her mark”. Because the little girl began by putting a dot on her paper, confidence, and belief in herself was discovered.

Reading this story helped the second graders reinforce learning about developing a growth versus a fixed mindset. As teachers, we want our students to know that all their efforts matter. We want them to believe in the power of yet! “I can’t do it...yet!” We want to help our students develop a growth mindset. We help students learn that through dedication, hard work, and perseverance, mistakes made are opportunities to improve and grow.

When a student feels something is “too hard”, they “can’t do it”, or they’re “not good” at something, we help students believe that if they try, they can begin to learn and grow. On Dot Day, second graders created their own personal dot creation and displayed them in their classrooms as a reminder to believe in themselves. They also thought about how they hope to make a difference in the world by writing about gifts they believe they have and hope to share with the world.

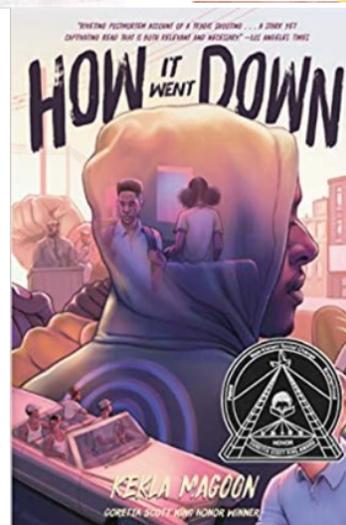
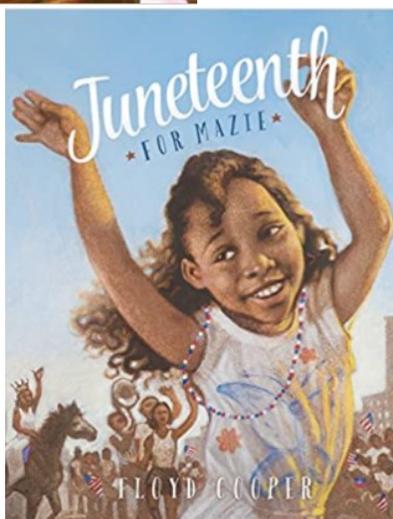
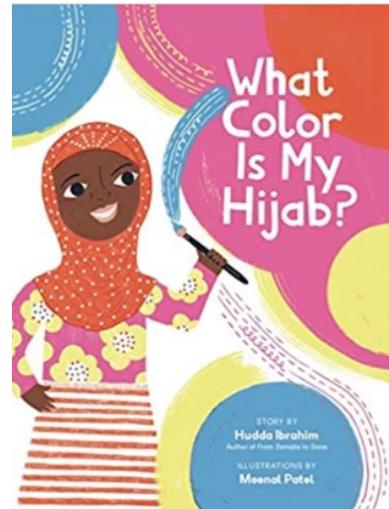
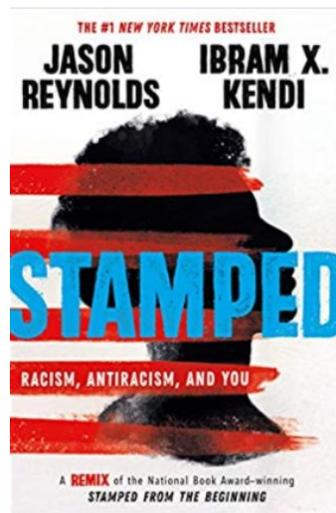
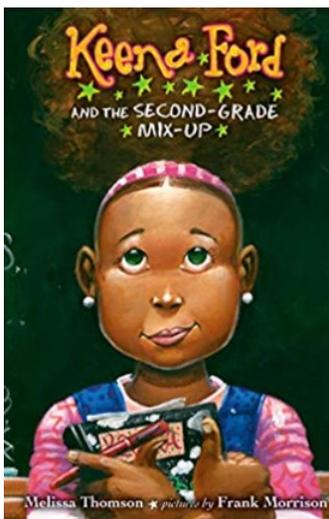
The Ballard West second grade teachers are so excited and eager to help encourage and guide their second-grade students this year. They believe in their students and look forward to helping their students discover all the goodness that lies within them!

"Make Your Mark!" Celebrating International Dot Day



Thank you Ballard Education Foundation!

The Ballard Education Foundation recently donated \$4,000 to our schools for some pretty incredible books! This grant placed books in our classrooms that teach equity, diversity, and social justice. Education is such a powerful tool in helping students learn these important concepts at an early age. The books have diverse characters and spark discussion about the complex topic of deconstructing racism in an age appropriate manner. Most importantly, the topics are addressed in the context of compassion and empathy. Thank you to the Ballard Education Foundation!



Middle School

Middle School



Sip-n-Chat Virtual Mode



Topic: 6th Grade Survival Guide for Parents

When: Oct. 2nd

Where: Video will be posted on the Ballard Middle School Website.

What: Sharing information with parents on helping your child "survive" transition to 6th grade. Topics covered will be organization, social emotional development, and communication.

High School



Senior Parking Lot Painting



Due to the coronavirus limiting the activities at Ballard Schools, the

Student Council decided it would be fun to honor our senior students by allowing them to paint their parking spots! The feedback that was received from both students, faculty, and community members was amazing!

"I thought this was something really good to do this year because there are a lot of changes happening. I think even if this does continue on, it is something unique to the senior class because we started it due to the things that have not happened."

-Madeline Miller (12th)

"I thought it was a great way to start the school year and I was really impressed with the leadership of our students to make a plan and see it through."

-Chris Deason (HS Assistant Principal)

"I really really loved this idea and I think that it gave the seniors something to look forward to after all that's happened this year. Also the incoming seniors for the years to come have this to look forward to."

-Matthew Myers (12th)

High School



We will be offering the ACT at Ballard High School on Saturday, December 12. This is a national testing date and will be the only testing date offered at Ballard High School for the 2020-21 school year.

Please go to [ACT.org](https://act.org) to register for the ACT test. To register for the Ballard testing site, use the Test Center Code 252110. This Test Center Code will only be offered to Ballard students. The deadline for registering for the December test date is November 6.

If you have any questions, please email Lisa Doland at ldoland@ballard.k12.ia.us.

New Technology Leaders For The 2020 - 2021 School Year

This school year has brought many changes and our technology teams are no exception. We would like to welcome our new Technology Leaders Amber Tvrdik, Taylor Tuerler and Melissa Lee.

Middle School

Amber Tvrdik (7th Literature) will be leading the middle school technology team. This volunteer team consists of the following classroom teachers: Jenna Levendusky, and Whitney Hulse.



Amber Tvrdik

East Elementary

At East, we would like to welcome our Co-Technology Leaders **Taylor Tuerler** (5th Grade) and **Melissa Lee** (4th Grade) who are leading the volunteer team at East. This team consists of Kelsey Hinders, Shayna Ford, Zach Zeiss, and Heather Vanderwilt.



Taylor Tuerler



Melissa Lee

West Elementary

At West, we currently do not have a technology leader, so **Jody Kelley** (District Technology Integrationist) will be facilitating the West Technology Team meetings. This volunteer team consists of Jake Skurdal, Kylie Schipper and Kim Mikkelsen.



High School

At the high school, **Jen Dovre** (K-12 Teacher Librarian) will be starting her 5th year as their Technology Leader. The high school volunteer team consists of Catherine Mein, Lisa Ronca, and Nathan Smith.



The main purpose of each team is the following:

- **Assisting** teachers with integrating technology into their curriculum.
- **Supporting** teaching and learning through the use of technology.
- **Leading** the way for the purposeful integration of technology in the classroom.
- **Learning** about and supporting staff with resources and tools for the transformation of technology integration.
- **Planning** and providing PD opportunities at district and building levels.
- **Reviewing** and **piloting** potential building purchases of instructional technology-related products, services, and devices.

Each team is also driven by the needs of the classroom teachers and the building principal.



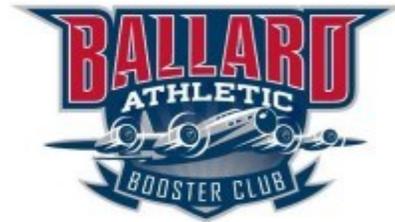
Twitter: [@BCSDTechEDU](https://twitter.com/BCSDTechEDU) West - [#bcsdwest](https://twitter.com/bcsdwest) East - [#bcsdeast](https://twitter.com/bcsdeast)
Middle School - [#bcsdms](https://twitter.com/bcsdms) High School - [#bcsdhs](https://twitter.com/bcsdhs)

(Tweets are related to technology enhancing Ballard classrooms.)

THANK YOU

Ballard Athletic Booster Club

Family Memberships



Boyd Antill
Dan & Meg Ashworth
Chad & Suzanne Askelsen
Scott & Kim Beall
Brett & Jenny Benedict
Ben & Emily Berka
Brandon & Gina Brown
Nick & Joanie Buller
Dax & Haylie Clark
Troy & Jody Calvert
Steve & Lisa Domino
Nathan & Alison Easter
Dan & Heidi Engstler
Kurt & April Estrem
Aron & Shelly Fleischmann
Matt & Brandee Gatchel
Brian & Tera Haessig
Todd & Connie Harmeyer
John Haldeman
Shawn & Heather Hedrick
Matt & Kim Heller
Nate & Abby Huntrods

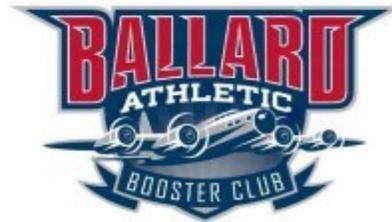
Everett Ihle
Kyle & Teri Krogh
Matt & Carissa Lewis
Rob & Megan Mudd
Neal & Tonia Odden
Brian & Alicia Ortner
Chad & Cheryl Patterson
Matt & Holly Petersen
Greg & Amanda Ploeger
Joel & Krissi Preston
Jon & Kim Remsburg
Dave & Christy Rietz
Justin & Jodie Sample
Eric & Kayla Scherder
Troy & Valerie Shoen
Steve Steel
David & Verda Tesdall
Mel Vetter
Sam & Angie Weeks
Travis & Sara Wilson
Darin & Deanna Wohlgemuth
Jackie Woodin
Jon & Shayla Zeigler

BECOME A MEMBER AT: thebombershop.square.site

THANK YOU

Ballard Athletic Booster Club

Business Members



The Bomber (\$1500)

Ames Ford Lincoln
Ankeny Sanitation
Chick-fil-A of Ames
Day is Dunn Acres
Fidelity Bank
Hedrick Construction
Huxley Communications
Kurrent Electric
LilyPad Learning Center
Pitts Lawn and Tree Service
Sherry Hosteng Realty
South Story Bank and Trust
The Chataeu
Total Quality Lawn Care

The Jet (\$1000)

20/20 Eyecare
All Iowa Attack
Ames Eye Care
B Fabulous BBQ & Catering
Bella Homes/Mr. Storage
Carrel Family Chiropractic Clinic
Double Dipped Ice Cream & Coffee Shoppe
Fareway
Dream Home Inspection
General Insurance Agency
Hutson Plumbing
Ihle Transport
Niece Trucking
Story County Construction
Westwind Logistics

The Fighter (\$500)

Ankeny Orthodontics
Anytime Fitness - Huxley
Back Nine Bar & Grill
Ballard Golf And Coutry Club
Bud's Auto Repair & Towing
Central Iowa Mopeds
Hokel Real Estate Team
Huxley Physical Therapy
Iowa Plains Signing
Jeremy Hiatt with Karl Chevrolet
Municipal Supply
Plaza RV
Soderstrum Funeral Home
Van Wall
Wilson Insurance
Dr. Thomas Stark

Ballard Dollars for Scholars

Enrichment Fund Donations

Kent Freeland

Iowa Girls' High School Athletic Union

In memory of Claudette Peterson from Ballard School Board & Supt. Maxey

In memory of Claudette Peterson from Dave & Verda Tesdall

In memory of Jan Halverson from David & Jean Savaraid

Huxley Prairie Festival

Ballard School District Phone Numbers

Ballard West Elementary (Grades EK-2)

105 E. Main, Slater, Iowa

Attendance Reporting	228-3890
Transportation Change	597-2979
http://www.ballard.k12.ia.us/district/transportation/	
Office	228-3890
Fax	228-3892
West Kitchen	228-3890 (ext. 5261)

Administration Office

509 N. Main Ave, Huxley, Iowa

Superintendent	597-2811
Business Manager	597-2811
Fax	597-2965
Lunchtime Solutions, Inc.	597-2750 (ext. 1013)

Ballard East Elementary (Grades 3-5)

505 W. 4th, Cambridge, Iowa

Attendance Reporting	220-4306
Transportation Change	597-2979
http://www.ballard.k12.ia.us/district/transportation/	
Office	220-4306
Fax	220-4310
East Kitchen	220-4306 (ext. 4108)

Ballard High School (Grades 9-12)

701 Ballard Drive, Huxley IA

Attendance Reporting	597-2971
Transportation Change	597-2979
http://www.ballard.k12.ia.us/district/transportation/	
Office	597-2971
Fax	597-2964
Principal's Secretary	597-2971 (ext. 2170)
Activities Secretary	597-2971 (ext. 2138)
High School Kitchen	597-2971 (ext. 2102)

Ballard Middle School (Grades 6-8)

509 N. Main, Huxley, Iowa

Attendance Reporting	597-2815
Transportation Change	597-2979
http://www.ballard.k12.ia.us/district/transportation/	
Office	597-2815
Fax	597-2818
Principal's Secretary	597-2815 (ext. 3100)
Activities Secretary	597-2971 (ext. 2138)
Middle School Kitchen	597-2815 (ext. 3214)