



Matt Blatt, Candidate  
CDA School Board  
Trustee, Zone 3  
Phone: (208) 696-1060  
Email: [matt4cda@gmail.com](mailto:matt4cda@gmail.com)

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Dear members,

Thank you very much for your consideration of endorsement. It means a lot to me that your organization is so actively engaged as to reach out to candidates!

**Why are you interested in being a School Board Trustee, and what makes you most qualified for the job?**

My 10-year-old daughter has been in several schools due to constant moves by my service in the Military. The positive aspect of those moves was seeing a variety of school systems and being able to compare those to CDA. I retired after more than 20 years of service to live closer to family, and now can enjoy the things CDA has to offer - and have plenty of time to devote to community service. I have seen there are a variety of contentious issues here and emotions run high. I know from my experience that I can help correct these issues. What makes me qualified? My military career included many years of operating at the highest levels of military command to include providing strategic analysis to 4-star generals, advising members of the office of the secretary of Defense, and various reports to congress. I was responsible for providing advice and oversight of three entire career fields within the Army and managed policies regarding their training and employment. Furthermore, I was responsible during deployments to act as a minister level advisor in stabilizing various international governments. While this seems overly intensive, it provides me with a high degree of comfort knowing there are many ways to solve our problems and improve community engagement.

**What is your perspective on the financial state and leadership effectiveness of the district?**

Without having direct access to detailed financial reports (and related programs and projects), employment contracts, terms of agreement and other documents it is difficult to answer this question. I am aware of the complex arrangement of multiple sources of funding. Significant research and deliberations are needed to ensure proper stewardship of the funds we receive. I am also aware of the reports that Idaho has the poorest record for funding public schools in the nation. I believe we have the funds necessary but must be more efficient at allocating funds and making the right investments. I have significant experience working with funds appropriated by congress, and the many ways to allocate those funds across projects. For example, it was common practice to develop priority lists with stakeholder inputs to guide investment strategy. Such a practice here would improve community support and ensure a more transparent process for budgeting. As for the leadership effectiveness question: I have observed several weaknesses in how the district is run and its relationship with both the Board and the community. There is no rational explanation for why the Board agenda remains a secret until 48 hours before the meeting. Furthermore, we owe a proper and public answer to members of the community who take the time to comment or express concerns. The Board needs stronger leadership and better community engagement – which is something I have the experience needed.

**What is your vision for the district over the next four years; what do you see as our biggest challenges?**

I began my engagement as soon as the English Language Arts committee was formed to select a curriculum. I was shocked to learn there was no coherent strategy or integration plan for the students. There was simply no way to tie the work of one teacher to the next grade. I am happy there is a new curriculum now, even if it might not be perfect. The imperative remains to create a plan from which children can advance through the system in a more organized fashion. As I insisted upon in the ELA meetings - no curriculum is worth the expense unless we provide teachers with the time required to develop class plans and update those plans throughout the school year. It was nice that the district provided the materials in June, however there is a pattern of expecting teachers to use their personal and uncompensated time for school business.

Improving academic outcomes must begin with providing teachers with protected time to work on class plans. A few minutes every day is not adequate, the requirement should be like that of higher rated schools (which I have noted at 15 dedicated days). Of course, this may require reworking teachers' working days, but we owe them a more consistent and coherent plan to perform their work. This includes shielding teachers from administrative meetings during times that are supposed to be dedicated for class plan updates. The bottom line is that I do not expect teachers to use their uncompensated time to perform work. As it currently stands, there are no constraints on forcing teachers to use personal time to perform work.

The next priority is fixing as near to 100% of the maintenance issues as possible. Teacher morale is not just tied to salary or good supervision. Having well maintained classrooms and facilities goes a long way toward improving morale. The bottom line is the better the job of giving teachers the tools and facilities desired, the better the outcome for both teacher and student.

Finally, we must determine how to decrease class size. There must be a more effective way of managing class sizes. There are too many classes of 30 or more students. This requires segmenting the students into groups, which in turn doubles or triples the teacher's workload. If we can't decrease the classes, we must reconsider how students are organized with options such as grouping students according to their achievement and thus organize more monolithic class types.

**You're also welcome to include any personal statement or other material you're interested in having teachers read.**

I have always been known by my supervisors and subordinates as one who chooses the hard right over the easy wrong. I will be happy to answer any additional questions either in person or writing. I would be particularly excited if I could come to a meeting where I can answer any questions your organization has.