



IUSD Founding Principles

A. Stanley Corey, Superintendent (1972-1987)

1. People can be trusted.
2. People are competent.
3. People grow when given responsibility.
4. The school is the action unit.
5. The principal is the action leader.
6. The teacher is the action agent.
7. Organizations must strive for momentum not stability.
8. Decisions are optimally made proximate to the "action."
9. Those who must act must control resources.
10. Power and responsibility must be shared.
11. Outrageous expectations should be standard.
12. Diversity of program and approach is good and is symptomatic of strength.
13. Participation (power) is the prerequisite to commitment – commitment is the engine that drives action and change.
14. Our diverse clientele makes educational options necessary.
15. The physical plant is a value statement about what is done in the school.
16. Financial resources will be pursued in every possible way.
17. Needs can be identified and met on very short timelines.
18. Political action is necessary for survival.
19. Channels of communication must be wide open and non-hierarchical.
20. Ends are the legitimate domain of the governance structure.
21. Means are the legitimate domain of those charged with obtaining results.

22. Students must be the focus of all efforts.
23. Organization shall be kept flat, lean, and mean.
24. Inter-agency cooperation/planning is essential.
25. Fatigue can be vanquished by the satisfaction of high achievement – we will be the best.
26. Institutions must be dynamic and changing if they are to survive in a radically changing world.
27. Ambiguity is the normal condition in a vital and adaptive organization.
28. Board and top administration must model a climate of freedom in which people may creatively solve problems/meet needs. The challenge is to "liberate" talent rather than to "control."
29. If parents are to trust us, they must be included.
30. We do not ask other agencies what to do! We decide and sell our program.
31. Participation in the selection of colleagues is the right of staff.
32. Achievement will be recognized and praised.
33. Leadership is contextual and will be found at all levels in the organization.
34. Somewhere in the district we have the talent to lead us in the solution of any particular problem.
35. We intend to be the best.
36. Change in our context is defined as the process whereby the opportunities for children are improved.
37. It is important for the leader to articulate a vision with which the team and community can identify. Top to bottom the troops can tell you what kind of a district we are.