

Key:

**Bold = Actionable**

Plain text = Accomplished

*Italics = Further study required before action can be taken. Reasons for further study include: Current situation substantially different from time of study; consensus of today's members is unclear based on feedback or changes in the community.*

Red = Delete

Green = Add

## **TOWN GOVERNMENT**

### ADVISORY COMMITTEE (1975)

*Support of:*

**Broad** coverage of the Advisory Committee in the news media as well as publishing of the minority opinions of committee members.

### TOWN MEETING MEMBERS (1968-69, amended 1976-77)

*Support of:*

**Making available more information about Town Meeting Members' points of view and how members vote on particular issues.**

### HOME RULE (1977-78)

*Support of:*

- Home Rule for Wellesley through the Charter process (1972-74) which was allowed by the 1966 Home Rule Amendment.
- **Expanded cooperation and communication among officials, departments, boards, and citizens for better town government. and The League would support an adequately funded and broad-based study of town administration.**
- *A highly qualified Town Manager whose salary would be commensurate with the responsibilities of the office. The Town Manager would serve at the will of the Selectmen and, with their approval, would have the authority to hire and fire personnel and to reorganize departments under his/her jurisdiction.*

### BUDGET PROCESS (1982-83)

*Support for:*

- The development of a town-wide budget for facilities and equipment with consideration given to town-wide priorities as well as departmental priorities.
- **The recommendation that town-wide priorities should be made by an objective body.**
- **Early development of budgets in preparation for the upcoming fiscal year, including:**

1. Thorough review of budget details - not relying on last year's figures alone.
2. Setting department priorities.
3. Written policies as guidelines to budgeting decisions.
4. Long-range projections of personnel needs and capital needs.

**Support for the following responsibilities:**

**Advisory Committee** Statutory mandate to review all budgets and to make recommendations to Town Meeting.

**Selectmen** Authority to encourage communication and cooperation among boards.

**Town Meeting** Knowledge of detailed budget information and the consequences of Town Meeting decisions.

**Departmental Boards** Familiarity with department's budget with an understanding of its responsibilities to the town as a whole.

**Departmental Staff** Provision of detailed and reliable budget information to the boards.

**The Public** Informed and active participation in government. Public understanding of and participation in the budget process and the right of easy access to public information.

ASSESSMENT PROCEDURES (1983-84)

*Support of:*

- Appointment of a full-time salaried assessor. The full-time assessor should implement the policies of the elected assessors, administer the office and be responsible for all field work. **The salaried assessor would be familiar with computers.**
- The role of the elected assessors as policymakers and as a board of review.
- The elimination of the elected assessors' salaries if a full-time assessor is appointed.

LONG-RANGE PLANNING (1990-1991)

*Support of:*

- **Comprehensive town-wide multi-year planning, coordinated by a person or a group with the authority to move planning forward.**
- **A planning process that includes development of a Vision Statement for Wellesley with broad-based input from Town Officials, Town Meeting members, representatives of community groups, and other citizens.**
- **Development of a Multi-Year Plan derived from the Vision Statement.**
- **An assessment of the structure of government as part of the planning process.**
- **Adoption of the Vision Statement and Multi-Year Plan by Town Meeting.**

**NATURAL RESOURCES AND LAND USE**

CHARLES RIVER (1963-66)

*Support of:*

- DRAFT (2/28/17) -

- Measures leading to an overall plan for the Charles River watershed, recognized multiple uses such as pollution control, water supply, recreation, beautification, conservation, requirements of housing and urban development, industrial needs, flood control, and low-flow alleviation.

CONSERVATION (1967-68)

**Support of:**

- **Measures to protect wetlands.**
- **Measures to ensure clean ground and surface water through pollution control and testing.**
- **Continued measures to prevent pollution at the Town disposal area.**
- **Participation in regional solutions to waste disposal problems.**

LAND USE (1961-63,1970-71, 1973-74)

*Support of:*

- **Long range planning including a flexible plan developed with citizen participation and consideration given to the impact of development on town services and the environment. For maximum effectiveness, Town Meeting approval is desirable.**
- The establishment, preservation, and protection of open space zones which could be used for passive and/or active recreation where environmentally sound.
- **Measures to broaden the tax base while concentrating future commercial development within existing commercial areas.**
- **Low and moderate income housing, provided preferably by rehabilitation and use of existing buildings in scattered site locations with the buildings in character with others in the area.**
- **Moderately priced housing for all ages.**

METROPOLITAN PLANNING (1959-60, reaffirmed 1973-74)

*Support of:*

- **Measures leading toward effective regional planning for the Metropolitan Boston area.**

TRANSPORTATION (1973-74)

*Support of:*

- **Flexible, intra-town, group transit and inter-town mass transit service.**

## EDUCATION

### KNOW YOUR SCHOOLS STUDY (1960-63)

Support of:

- **Measures to improve the standards of public education and adequate funds for recruiting, retaining, and rewarding superior personnel; for facilities and equipment; and for special services. Support is based on the provisions that the schools are studied frequently and that such programs are consistent with sound fiscal policy.**

### A STUDY OF ELEMENTARY SCHOOL FACILITIES (1967-68, added words 1973-74)

Support of:

- **Flexible use of facilities with consideration given to such factors as the safety of children, economic feasibility, and educational justification.**

### AN ATTITUDINAL STUDY OF THE SENIOR HIGH SCHOOL (1968-70)

Support of:

- **Administrative and financial measures that provide for innovative changes in curriculum, teaching methods, and materials, including use of community resources and facilities, and continuing emphasis on students who may not be continuing their education beyond high school.**
- Adequate library services and facilities.

### A STUDY OF SPECIAL EDUCATION (January 1971)

Support of:

- **Public education to teach all children.**
- *Provision of classes, counseling, and related services in order to implement the education of **students with disabilities** **handicapped students**.*
- *Uniform testing of all children entering the Wellesley Public Schools to detect **disabilities** **educational handicaps** as early as possible.*
- *Acceleration of the process from referral through testing to placement as necessary.*

### MIDDLE SCHOOL STUDY (1978-81)

Support of:

- The concept of a middle school, including:
  1. A grade 6-8 organization.
  2. A K-8, 9-12 curriculum organization, with major emphasis on cognitive skills through grade 8 and subject mastery in grades 9-12.
  3. A vertical house structure. (Division of the student body into several “schools within

a school" or houses in which teachers, administrators, and support staff are assigned to a particular house and students remain in the same house as long as they are in the school.)

4. A gradual transition from the self-contained elementary school classroom to the departmentalized high school.
  5. Homerooms of one grade only with heterogeneous grouping.
  6. A flexible approach to multi-graded classes (mixing students from different grades) in the areas of foreign language, creative arts, and extracurricular activities.
  7. An active intramural sports program.
- Measures that will provide the community, the administration, and the staff with an understanding and acceptance of the middle school.
  - Thorough planning and preparation in order to achieve and maintain the full implementation of the middle school philosophy.

#### CURRICULUM STUDY (1983-85)

Support of:

- **Increased structured and informal communication among the elementary, middle, and high school levels of the school system.**
- More extensive analysis of student records in order to target curriculum and instruction toward identified student needs.
- The development of a list of basic and enrichment instructional materials used in the elementary schools to be shared with elementary and middle school teachers and administrators. The list should be evaluated periodically and should allow choices to fit different teaching styles.
- An elementary resource person, or release time for teachers to serve as resource persons, to coordinate and develop teacher talent and curriculum
- The resource person should work with all teachers on a regular basis.
- **Systematic review of curriculum.**

#### SCHOOL BUS SAFETY (1987)

Support of:

- **Existing state and federal legislation for school bus safety.**
- Proposed state legislation (1985-86) to improve school bus safety standards in five (5) areas:
  1. Installation of stop arms.
  2. Elimination of standees.
  3. Limitation on age of school bus.
  4. Compliance of 7D vehicles with regulations for large buses.
  5. Establishment of standards for seat belt installation and inspection.
- Increased penalties for a motorist who illegally passes a school bus beyond the state proposals (1985-86).
- School transportation safety programs throughout the school system.

- **Community awareness program for school bus/transportation safety.**
- Bus contracts for large buses that meet the highest safety standards.
- The following standards for:
  - Large buses-
    1. Equipment with the highest safety standards.
    2. Eight **fight light** system.
    3. Stop arm with lights.
    4. 28" New York Seat.
    5. Factory installed seat belt anchors.
    6. Factory installed seat belts.
    7. Same standards for METCO buses.
    8. Same standards for field trip and spare buses.
  - 7D Vehicles-
    1. Contracts for the 7D vans and wagons should comply with pertinent proposed legislation (1985-86) from the Special Legislative Committee on Seat Belts on School Buses.

### SOCIAL POLICY

LIBRARY (1963-65,1975, reviewed in 1992)

Support of:

- **Measures leading to the best public and school library service feasible within the bounds of sound fiscal policy, including:**
  - **personnel; facilities; services; book and non-print material collections;**
  - **receptiveness to new technologies and services;**
  - **coordination and cooperation among school, public and private library collections in Wellesley;**
  - **the role of Wellesley in the regional public library system; and**
  - **methods for prevention of misuse of library facilities and property.**

RECREATION (1971, language amended 2001)

Support of:

- Creative pre-school oriented playgrounds.
- **Unstructured supervised physical activities for adolescents.**
- **A drop-in area for adolescents.**
- The Council on Aging.
- An indoor swimming pool.

YOUTH NEEDS I (1974-75, language amended 2001)

Support of:

- The following vehicles to implement the community's responsibility for providing an environment which fosters the growth and well-being of its diverse adolescent population:

- Youth Commission - Supporting the Youth Commission to fulfill its stated purpose of "carrying out programs which may be designed or established to meet the opportunities, challenges, and problems of youth."
- Recreation Commission - Broadening the scope of recreational activities to include passive and creative activities as well as encouraging innovative programs to meet a variety of needs of youth as expressed by youth. We also encourage comprehensive public relations.
- **Coalitions - Establishing coalitions among existing resources such as churches houses of worship, social service and town government agencies, recreational groups, schools, adults, and youth.**
- **Alternatives - Establishing new alternatives such as broad-based citizen advocacy groups for youth that develop their goals and implement a course of action.**
- **Participation of adolescents in the planning and financing of programs involving them.**
- *Exploring services and resources with other agencies to find ways to increase community utilization and education; increased inter-agency coordination.*
- *Supporting and publicizing existing services and programs to aid the family unit and developing new ones as needed.*
- **Constructive efforts by schools, social service and town government agencies, police, and courts to prevent and address destructive social behavior.**
- **Adequate funding from both public and private sources to implement programs and services.**

YOUTH NEEDS II (1975-1976, language amended 2001)

#### Educational Alternatives

*Support of:*

- *Existing alternative programs at Wellesley High School and increased coordination of these programs.*
- *Exploration of alternative programs and career possibilities prior to senior high school.*
- *Regional cooperation to expand programs with careful consideration of student needs and community support.*
- *Increased community involvement in the planning and implementation of alternative programs at Wellesley High School, with the support and participation of parents, residents, and community resources.*

#### Juvenile Offenders in Wellesley (1975-76)

Support of:

- **Dialogue between the Wellesley Police Department and the community.**
- Appointment of a well-qualified youth officer(s).
- **Open and clear lines of communication between the Wellesley Police Department and the Wellesley School Department.**
- Wide distribution of the School Committee's Policy on Vandalism.
- Guidelines for behavioral expectations from each school appropriate to the age levels

within the school. These should be developed by administrators, staff, custodians, students, and parents working together.

- **K-12 educational programs on law enforcement topics with cooperation of the Wellesley School Department.**

#### CABLE TELEVISION (1982-83)

Support of:

- *Local public access to the cable system guaranteed by provision in the contract between the licensee and the town.*
- *An independent, not-for-profit, citizen's organization to manage local public access to the cable system. The organization should be representative of Wellesley's community groups (such as the League of Women Voters), and should have a board of directors elected from its membership, a paid staff, and a stable source of funding derived from a percentage of the gross revenues of the licensed cable company.*
- *Awareness of, examination of, and response in a timely manner to technological innovation by the cable television licensee. "Prompt response" does not mandate the incorporation of all technological advances in the cable system.*
- *A cable system with contractual provision for excess channel capacity, flexibility, and two-way interactive capability.*
- *Maximum guarantees of privacy to the subscriber.*
- *State and federal legislation insuring individual cable television subscriber rights to privacy.*
- *Private ownership of the franchise.*

#### DAY CARE (1981-82, language amended 2001)

Support of:

- *Adult day care programs, as needed in the community, as a viable alternative to residential care for elderly and handicapped persons.*
- *Public funding of these programs augmented by private funding and tax incentives.*
- *The state acting as the regulatory agency for adult day care with local regulation in the areas of safety and zoning.*
- *Sufficient childcare alternatives being available to meet the needs of Wellesley families.*
- *The State **Office for Child Care Services Department of Children and Families** being responsible for regulation and licensing.*
- *Local ability to follow up on complaints and make inspections related to the well-being of children. (Or in red)*
- *Tax incentives for industries to offer day care as a benefit to employees.*
- *Parents who are paid workers continuing to receive tax credits for childcare expenses.*
- *Family day care, as defined by the **Office for Child Care Services Department of Children and Families** being a home occupation that should be addressed under a separate amendment of the current local zoning by-law which would exempt family day care from special permit requirements as long as the provider is licensed by the **Office for Child Care Services Department of Children and Families.***



DOMESTIC VIOLENCE (1994-1995)

**Goals: Long-Term: To eliminate any incidence of domestic violence in Wellesley.**

**Short-Term: To guarantee the physical safety of victims, including children, at the point of crisis. To make available to both victims and abusers a full array of on-going services designed to end the cycle of violence.**

Support of:

- The "pro-arrest" policy of the Wellesley Police Department.
- The use of specially trained domestic violence police officers to manage cases of domestic violence in town.
- **Domestic violence training programs for professionals in other town departments (especially public school employees and staff of the Department of Public Health) who may come in contact with victims of domestic violence and/or their abusers.**
- **The formation of a local domestic violence coalition. The mission of this group would be threefold: 1) to heighten public awareness about the incidence of domestic violence and sanctions against it, 2) to support enforcement of the laws, and 3) to publicize available support services for victims and abusers. Members of this coalition would include, but not be limited to, certain town departments, local social service agencies, clergy, shelters, community organizations, medical and mental health facilities, and victims.**