

Somerville High School

Somerville Public Schools | Somerville, MA





Executive Summary

Located in the heart of Somerville, Massachusetts—New England’s most densely settled municipality—the new Somerville High School (SHS) provides educational and life-skill-building experiences for an ethnically and socioeconomically diverse population of 1,600 students. A comprehensive high school, SHS offers academic and career and technical education (CTE) programs strategically interwoven beneath one roof. In addition, SHS contains robust public-facing components (including health and daycare centers, a restaurant/café, beauty salon, and auto repair services) that foster relationships between the school and surrounding community.

Since the mid-nineteenth century, SHS has occupied a prominent site, perched alongside city hall and the main public library atop Somerville’s Central Hill. The previous high school had grown incrementally over the decades, its oldest building dating from 1895 and its most recent substantive renovation in the 1980s. The resulting conglomeration struggled with infrastructural and spatial constraints that fragmented the student body and prevented the use of modern pedagogical approaches. Furthermore, the educational complex overlooked opportunities to invigorate its highly visible, symbolic environment by connecting with the adjacent localized community of Gilman Square or engaging with its neighbors, such as the residents of a nearby senior housing development, through targeted programming.

Embarking on a journey of intensive research, planning, and visioning, the city partnered with the design team to translate the shared aspirations of the Somerville community into an urban design solution that reimagines the high school, transforms its historic Central Hill campus, and creates a sustainable educational and public asset for the city’s entire population. A single yet multifaceted facility, SHS features the resources, educational environments, and technology to expand learning horizons beyond the classroom and prepare each student for future success.

Scope of Work and Budget

Owner: Somerville Public Schools

Location: Somerville, Massachusetts

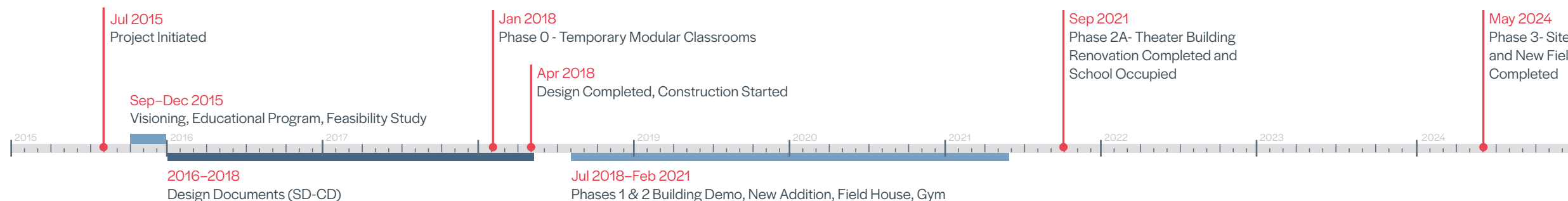
Project Description: Occupied renovation/expansion of a comprehensive high school for 1,600 students in academic and 14 CTE programs

Building Area: 396,500 sf

Sustainability: LEED Silver, LEED 4.0 certification

Public-Facing Features: restaurant/café, auto repair facility, health center, daycare, beauty salon, cable broadcasting station, theater, outdoor athletic fields, parkour course

Cost: \$206 M



School and Community Research and Engagement Context

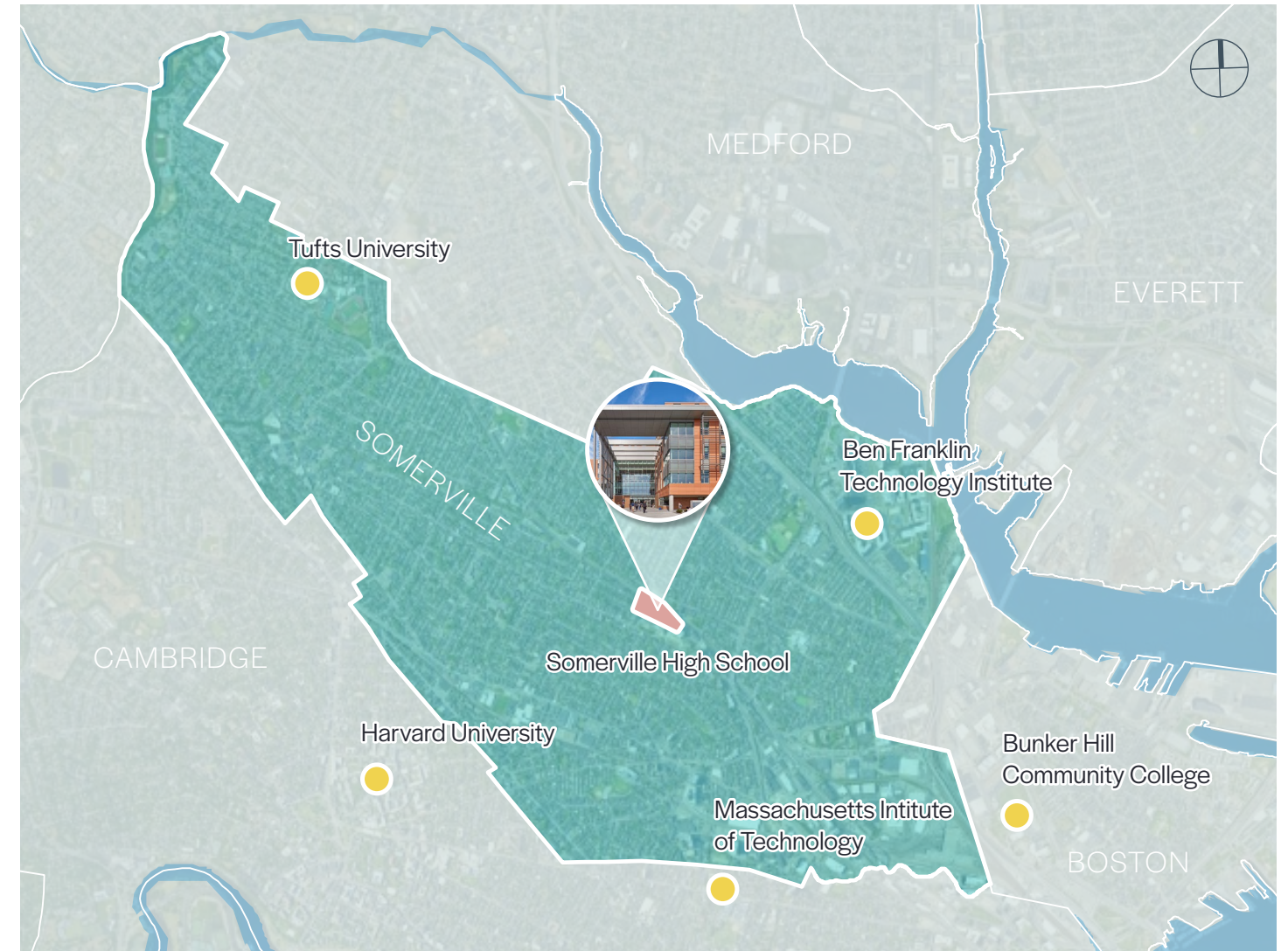
A City That Embraces Diversity and Learning

Somerville, a city of 80,000 people northwest of Boston, ranks as New England’s most densely populated municipality. Following its incorporation in 1872, the city rapidly urbanized and grew to support a large, working-class population. Somerville’s blue-collar roots and down-to-earth character persist a century and a half later, even as its population has diversified. Residents include a robust mix of

- » Tradespeople
- » Professionals
- » Academics
- » Artists
- » College students
- » Recent immigrants from countries including Haiti, El Salvador, and Brazil

Today nearly 25% of Somerville residents are foreign born and 52 languages are spoken within the city’s 4.12 square miles, making Somerville one of the country’s most ethnically diverse cities.

Alongside its socioeconomic and ethnic variety, Somerville is further enriched by its proximity to world-class universities—including Harvard, MIT, Tufts, and Northeastern—many of which provide educational programming for facets of the Somerville Public School District. Likewise, faculty, staff, and students from these and other institutions reside in Somerville, fashioning a community that embraces diversity and learning as core values. The new Somerville High School is a product of this involved populace who, from the project’s initiation in 2015, set out to support and celebrate their city’s exceptional eclecticism.



52 languages spoken

24% foreign-born population

67% of residents are renters

64 higher education institutions in the greater metropolitan area



Context

Barriers to Equity

Even as the city placed a premium on education, Somerville’s high school suffered from a lack of organization, modernization, and space, resulting in facilities that failed to serve students equitably and effectively. Challenges faced by the students, teachers, and staff stemmed from the ad-hoc campus, composed of buildings from 1895, 1914, 1929, and 1986 (the date of the last substantive addition/renovation). Resulting problems included

- » Antiquated mechanical systems
- » Impending structural failures
- » Crumbling masonry
- » Ineffective/non-existent climatic control, poor insulation, single-pane windows
- » Insufficient infrastructure for contemporary technology and pedagogical approaches
- » Excessive travel distances between classrooms
- » Small, inflexible classrooms
- » Too few and irregularly placed bathrooms

Furthermore, the high school’s physical organization separated the academic and CTE students in distinct wings at opposite ends of the school’s Central Hill campus. Detrimental impacts of this arrangement

- » Prevented interaction between academic and CTE students
- » Introduced a hierarchy between the programs
- » Restricted students’ ability to participate in both programs

Aside from dividing the academic and CTE populations, lack of space restricted the district’s ability to comprehensively assist students, who each participate in one of the following programs

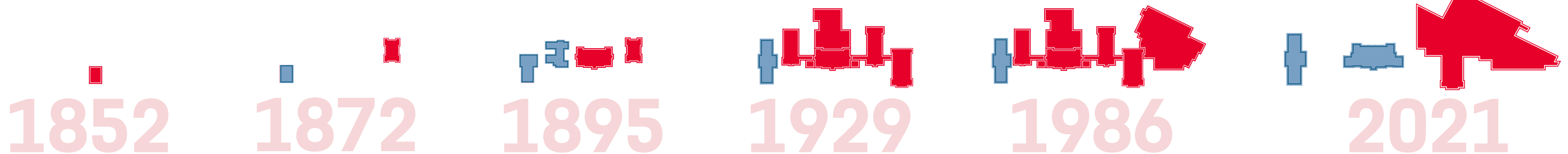
- » **Student-Support Communities**
 - Four 400-student cohorts
 - Counselors and guidance staff provide educational and social support
 - Students grouped alphabetically by last name
- » **Multilingual Learner Education (MLE)**
 - Dedicated student-support community for low-literacy students
 - 150+ students enter annually
 - Once proficient, students move to one of other three student-support communities
- » **Next Wave/Full Circle (NW/FC)**
 - Project-based therapeutic learning environment
 - Grades 6 through 12
 - Housed elsewhere in the city before new SHS
- » **Somerville High School Intensive Program (SHIP)**
 - Self-contained classroom for medically fragile students
 - Program requires access to an outdoor respite garden for therapeutic benefit

Overall, the existing high school’s physical environment prevented the intermingling of cultures, ideas, and activities that characterize Somerville’s vibrancy and multiplicity.



History of Somerville High School

- School Building
- Civic Building





CHALLENGES

- + **Site constraints:** Steep and crowded existing high school site with little room for new construction; dense urban environment with few large open parcels
- + **Historic and existing structures:** Which buildings merit preservation and restoration? How to connect SHS with larger context of Central Hill and the city?
- + **One school, many pedagogical profiles:** How to interweave academic and CTE resources to support belonging, unity, individual learning styles, and requirements for MLE, NW/FC, and SHIP programs?
- + **Phased, occupied construction:** Students attending school in temporary modular classrooms on site throughout renovation/construction

ASSETS

- + **Engaged community that values diversity and education:** Referendum for new SHS supported by 70% of Somerville's population
- + **Distinctive urban site:** SHS located on prominent civic and historic site next to city hall and main public library
- + **Adjacent transportation and sustainability improvements:** New Gilman Square light-rail station and Community Path connect SHS with surrounding areas, encouraging sustainable travel methods
- + **Student diversity:** Ethnically, culturally, and socioeconomically diverse urban population with 52 languages spoken, 24% of population foreign born, and minorities comprising 65% of student body

Stakeholders

More than 2,000 stakeholders took part in over 150 meetings throughout the planning and design process for the new Somerville High School. They include



Students: 1,600 total, who take part in one or more of the following

- » **Academics**
- » **14 CTE programs**
 - Advanced Manufacturing
 - Automotive Technology
 - Carpentry
 - Cosmetology
 - Culinary Arts
 - Dental Assisting Technology
 - Drafting Design/Pre-Engineering
 - Early Education
 - Electrical
 - Graphic Communications
 - Health Assisting/Pharmacy Technology
 - HVAC-R
 - Metal Fabrication and Joining Technology
 - Plumbing
- » **MLE**
- » **NW/FC** (105 students)
- » **SHIP** (10 students)



School Building Committee: 15-member committee representing

- » City government
- » School district administration
- » High school faculty and administration
- » Student body
- » Community



Carpentry



Health Assisting/Pharmacy



Advanced Manufacturing



Next Wave/Full Circle Entrance



Dental Assisting



Metal Fabrication and Joining

Stakeholders



Teachers/Staff:

- » 250 teachers
- » 15 administrators
- » 25 staff



Employees and Community Patrons of the resources located within the new high school:

- » **Somerville City Cable**, provides programming and production for city's two municipal cable TV stations
- » **Cambridge Health Alliance (CHA) Teen Center**, serves students and young adults in the community
- » **CTE Program components** open to community members, including
 - Restaurant/café
 - Auto repair shop
 - Beauty salon
- » **Somerville Child Care Center**, daycare for local children
- » **Theater and lecture hall**, double as venues for community meetings



Massachusetts School Building Authority (MSBA):

Quasi-independent government authority created to reform capital funding process for improvements in the Commonwealth's public schools; works with local communities to create affordable, sustainable, energy-efficient schools across the state



Culinary Arts



Cosmetology



Theater



Large Group Instruction Room



Automotive Technology



Theater

Visioning Process

Educational Planning and Goals

To express what learning in Somerville High School might encompass over the next fifty years and determine how the new facility can support these aspirations, the design team underwent a series of intensive explorations.

- » Sept. 2015: met with staff, administration, and students over two full weeks
- » Oct. and Nov. 2015: conducted two all-day sessions leading an Educational Working Group of 30 representatives through a visioning process. Included city and school administrators; educators from arts, music, academic, athletic, and CTE disciplines; SHS parents; and area experts from community institutions such as Tufts University, Lesley University, and Biogen's Community Lab
- » Nov. and Dec. 2015: design team reconvened with the staff to confirm goals and objectives for the new SHS

The resulting educational plan defined four overarching goals for a building that would act as a model for high quality inclusionary and comprehensive education for urban school districts.

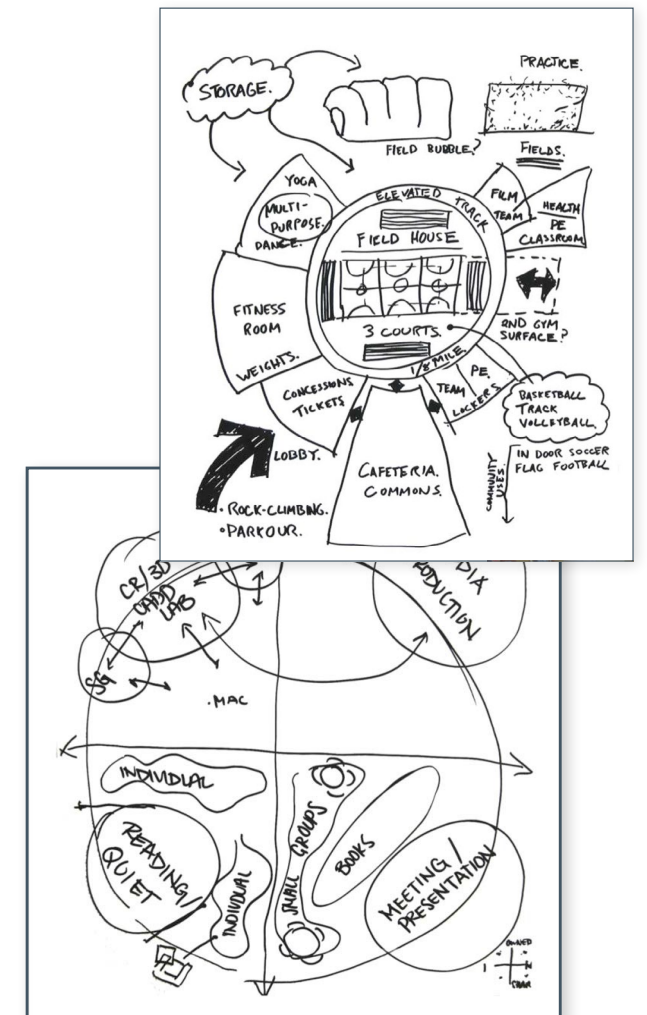
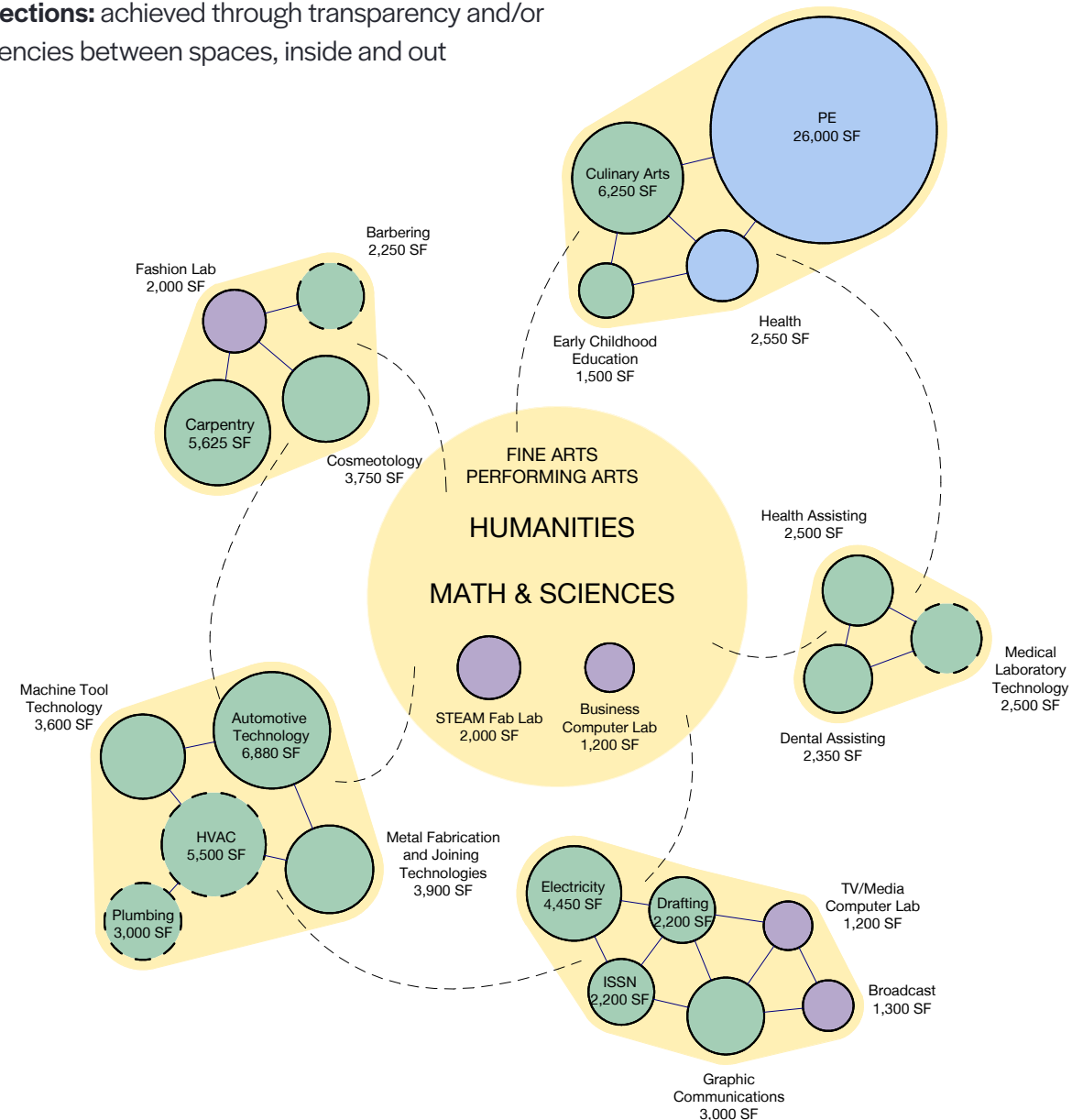
- 01 One School for All Students:** Create a school that supports and welcomes diverse learning profiles, ethnic and cultural backgrounds, and socioeconomic populations
- 02 Student-Centric Learning:** Cultivate student-focused, hands-on learning that immerses students in problem solving, critical thinking, and collaborative situations in the classroom and beyond
- 03 Educate the Whole Student:** Provide opportunities for students to explore their interests while discovering and refining skills needed to be successful beyond high school, college or career ready
- 04 Community Connections:** Expand the high school's already strong relationships with local business, educational, and civic partners while fostering interactions between the public and high school communities

“The process started with an important strategic question:
What is Next Generation Learning?”

-Tony Pierantozzi, School Building Committee Chair and former Superintendent

The educational plan included **three key design concepts** to support the plan's goals

- » **Adjacencies:** strategically locating spaces to encourage interaction, communication, and cross-pollination of ideas
- » **Flexibility:** Proper sizing and appointments to promote changing uses and multiple configurations
- » **Connections:** achieved through transparency and/or adjacencies between spaces, inside and out



Creating Community Value

Community and Sustainability Driven Planning

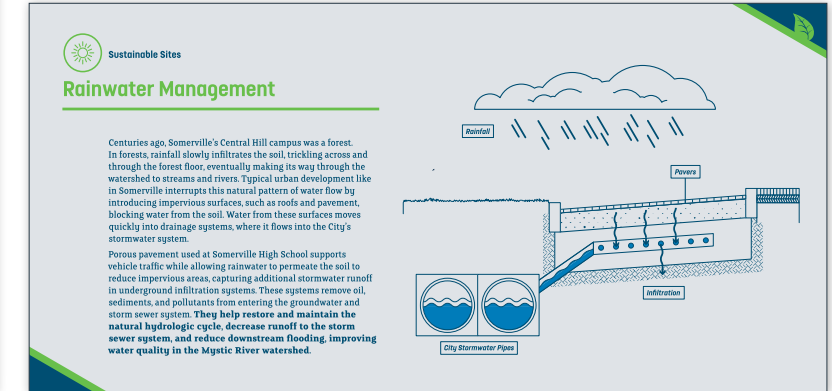
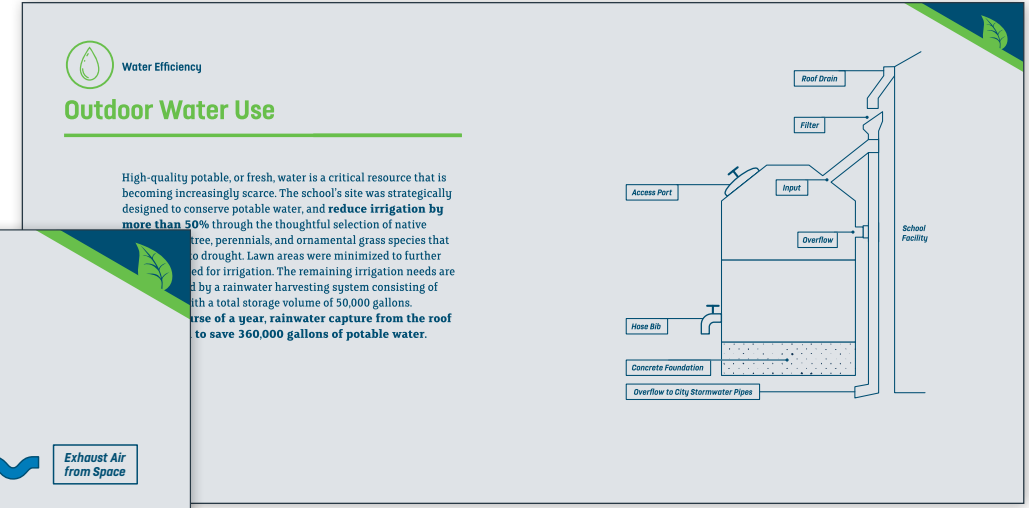
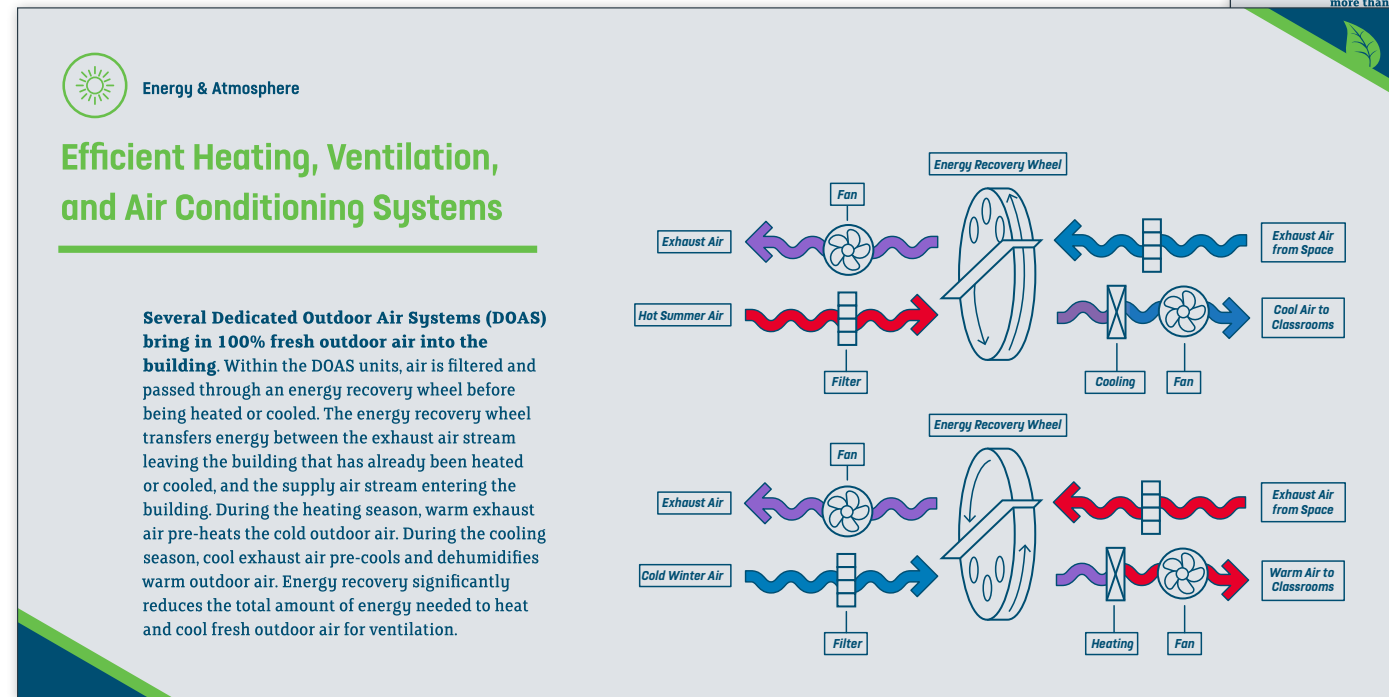
Concurrent with the visioning sessions that defined the project’s educational goals, the design team worked closely with the city, the school district, specialty consultants, and stakeholder groups to investigate four site options—that of the existing high school and three alternative sites—as well as building approaches from base renovation to entirely new construction. Considerations included assessments of

- » Community input
- » Cost
- » Site-specific benefits and constraints
- » Environmental and neighborhood impacts
- » Construction schedule

The most favorable approach quickly emerged: combined renovation and new construction on the existing high school site.

Thereafter, a **Sustainable Design Working Group** composed of city and school administration, technical experts, students, and community members was convened to further explore environmentally responsible practices and strategies for the new SHS. Recommendations included

- » Connection to adjacent Community Path and light-rail station
- » Support for multiple alternative modes of transportation
- » Green roofs and solar PV arrays
- » Rainwater collection for landscaping use
- » Robust recycling programs



Sustainability Signage



Solar PV Arrays



School Vegetable Garden

Fostering Diversity, Equity, and Inclusion

Tailored Stakeholder Engagement

In addition to the stakeholders engaged during the educational planning and visioning process, between fall 2015 and spring 2017, the design team conducted **over 150 meetings** with teachers and staff, community members, and students to learn about their priorities for the new high school. The team tailored their research methods to best connect with each group and cultivate actionable information to guide floor plans and infrastructural designs.

Students

To better understand what students valued—and their experiences of attending SHS—the design team met with a 50-student focus group. The discussion and writing/drawing exercises revealed that students

- » Embrace SHS's diversity
- » Welcome all individuals, regardless of nationality, race, gender, primary language, or cultural identity
- » Laud Somerville's eclectic array of festivals, locally owned businesses, and ethnic restaurants

To cultivate additional student input, the design team then launched a survey/competition through the school's intranet—and promoted via posters, handouts, and SHS's morning announcements—for students to express their community experiences through words and images.

- » 70 SHS students participated
- » 14 prizes (\$50 to \$100 gift certificates) were awarded
- » All grades were represented

new BUILDING SURVEY

We are looking for your ideas!

- 1 Think about your city.
- 2 Explore!
- 3 Take photos with your phone.
- 4 Or with your camera!
- 5 Share your thoughts, photos, and/or art with us!

WHAT'S HAPPENING?
The design for the new Somerville High School is beginning its final phase and construction will begin this summer. This will be a historic moment for your city and a unique time for your entire community.

What you share with us matters. This is your community. What does it look like through your eyes? Your participation will help us define the graphics of your new school.

HOW DO I PARTICIPATE?
Share your thoughts, photos, and/or art that you feel represent Somerville to the New Building Survey on X2.

DEADLINE FOR SUBMISSIONS IS:
Monday, February 5th

THE TOP 14 SUBMISSIONS WILL WIN:
Two (2) \$100 First Place Prizes
Four (4) \$75 Second Place Prizes
Eight (8) \$50 Third Place Prizes

We are very excited to see what you create!

What you share with us matters. **Let's get started!**



ART

HONK!
Porchfest
Armory
Flea Market
Farmer's Market

what somerville means to me is Hope, friends, Future and Happiness

The community built by the musical is super important.

Variety of food.

Davis Square

Diversity: the different cultures/ethnicities at SHS (Flags)

Multicultural Fair

SHS has a great community of students.

Diversity

Fostering Diversity, Equity, and Inclusion

Teachers and Staff

The design team held three rounds of programming meetings with educators in all academic, arts, music, athletic, and CTE disciplines as well as guidance, counseling, reception, food service, and custodial staff. These sessions revealed needs and aspirations such as

- » Welcome Center near main entrance for MLE students and their families
- » Gender-neutral bathrooms
- » Large group instruction room for senate debates, visiting speakers, and more
- » Dedicated entrance for NW/FC students
- » Separate space within Metal/Machine shop for “dirty” activities such as grinding
- » Alternative and technology-rich PE spaces

Community

The design team held programming meetings, listening sessions, public workshops, and online forums with community members. These sessions revealed needs and aspirations such as

- » Dedicated entrances for Somerville Child Care Center and CHA Teen Center
- » Beauty salon and restaurant/café with mid-day hours to accommodate residents of nearby senior housing facility
- » Public green space, playground, parkour course



Multipurpose Room

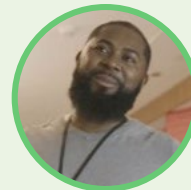


“I’m in the cosmetology program. I like it; it’s fun. I plan to get my cosmetology license coming out of this program.”

–Student



NW/FC Central Student Commons



“It’s a school of dreams. When I was in high school, this is what I dreamed about. You can learn mechanics, plumbing, electricity—everything you can think of. It gives kids chances, if they don’t want to be in the classroom, to learn skills and trades.”

–Staff



“The state-of-the-art facilities we have here are just amazing. The 14 CTE programs are all very well built, set up to succeed. As students go out into the world of work and industry, they’re going to be ready...Having brand-new equipment takes their education to the next level.”

–CTE Program Director

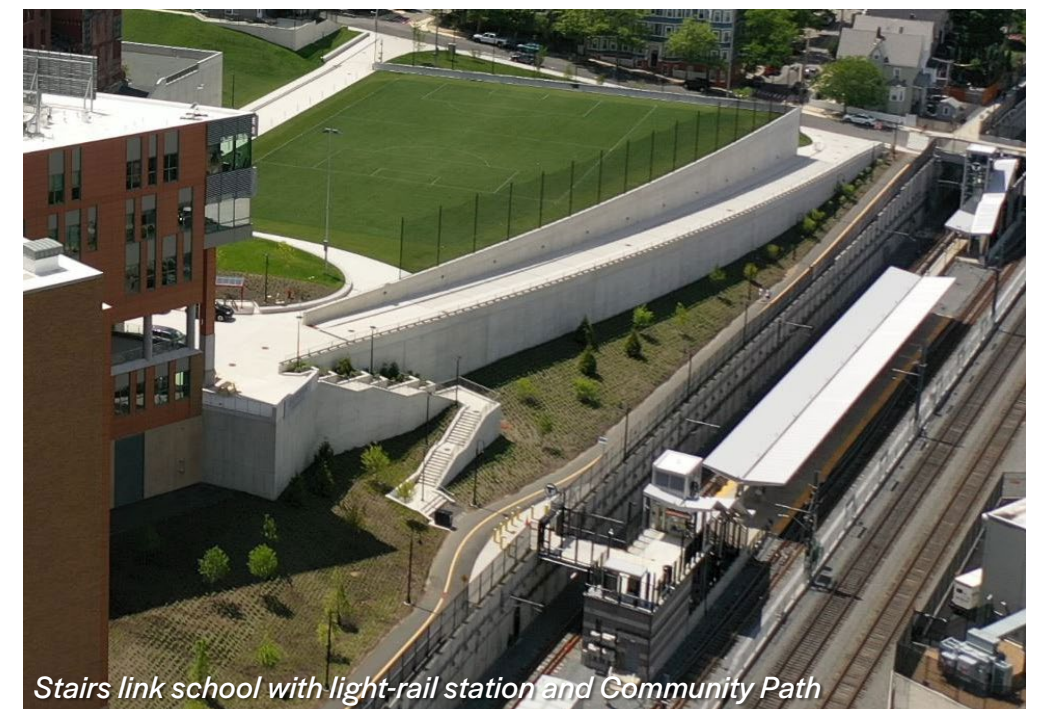
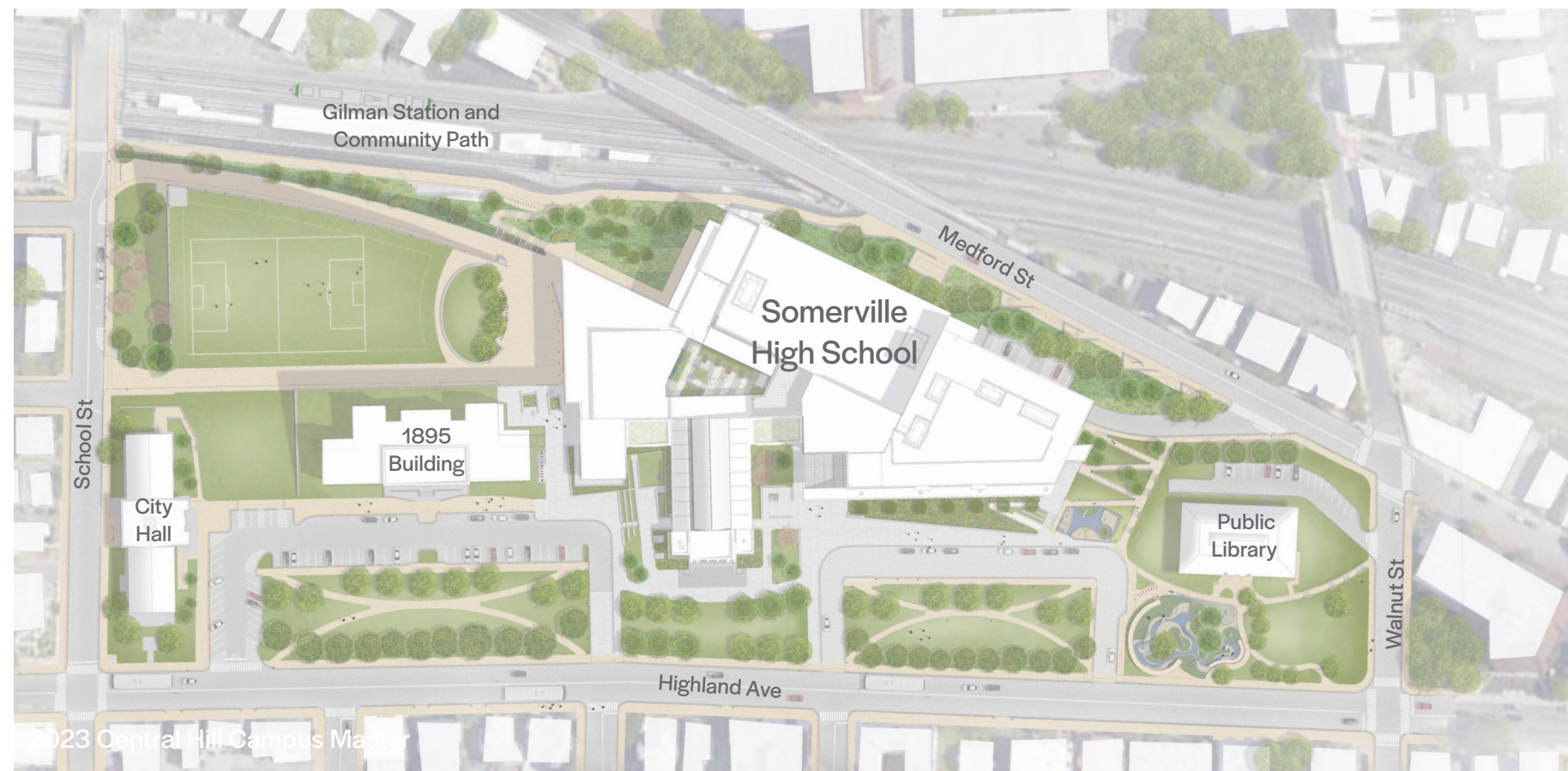
Physical Environment

Urban Integration of Building and Site



To transform SHS and its distinctive site, the design team conducted a long-range master plan for its Central Hill campus that

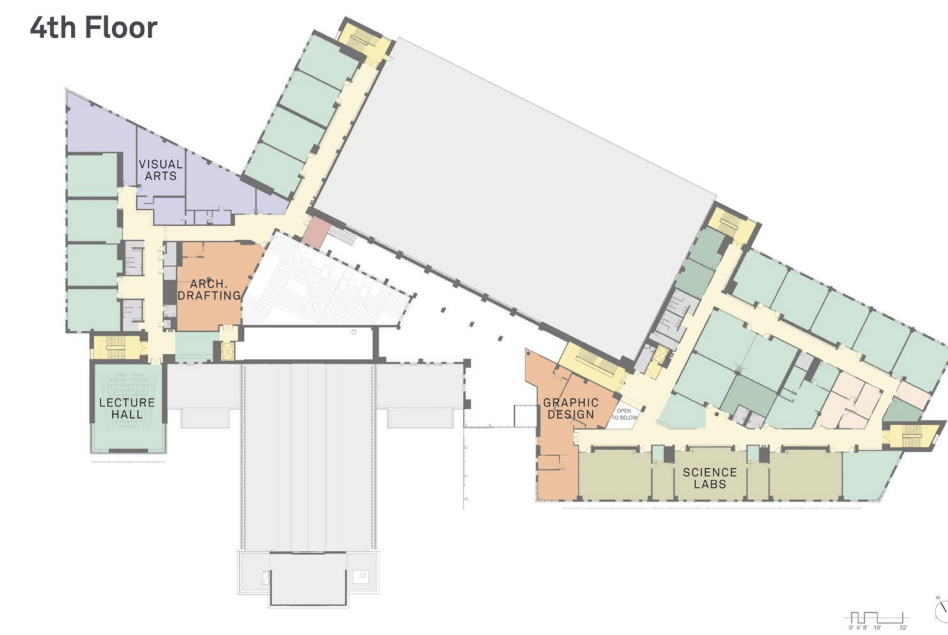
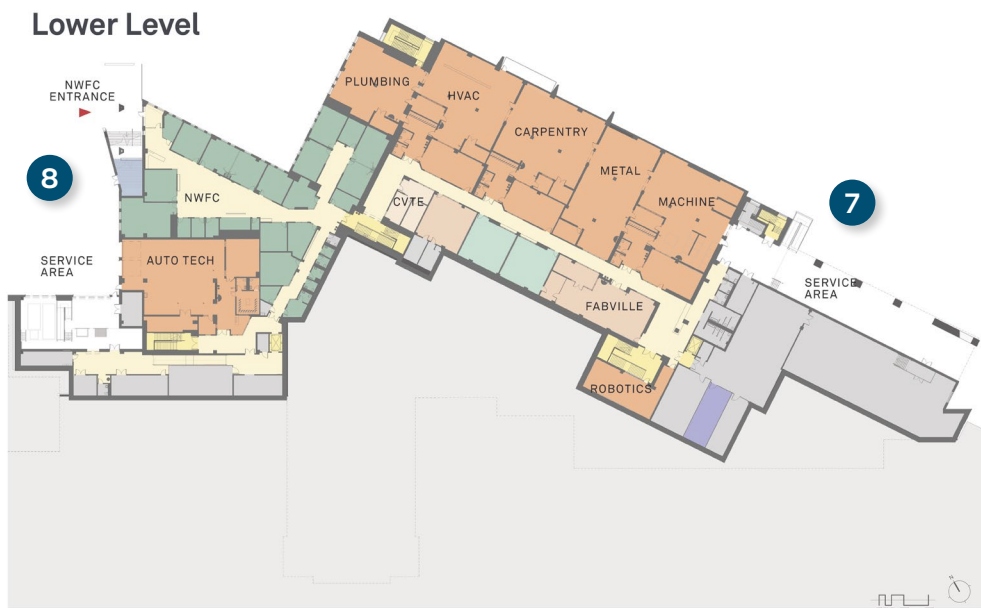
- » Integrates SHS with surrounding community
- » Connects SHS with Gilman Station and Community Path
- » Encourages alternative modes of transportation
- » Improves circulation
- » Adds green space
- » Preserves historic buildings
- » Interweaves old structures into new construction
- » Establishes educational concourse with public library on the east, civic concourse around city hall to the west



Physical and Educational Environment Building and Community

The high school contains multiple components that serve the Somerville community.

1 Theater & Lecture Hall	5 Cambridge Health Alliance	Athletics & Wellness	Media Center
2 Restaurant/Café	6 City Cable Station	Commons & Circulation	Performing Arts & Music
3 Beauty Salon	7 Parkour Course	CTE Shops	Science Labs
4 Somerville Child Care Center	8 Athletic Fields	Fine Art	Special Education Classrooms
		General Academic Classrooms	



Adjacencies: Weaving Academic, CTE, and Community Spaces

SHS fosters interaction between the academic and CTE programs using strategic adjacencies. The designers placed elements with natural connections in direct proximity to inform and enrich each other, creating authentic learning opportunities.

Early Education, Somerville Child Care Center, Cambridge Health Alliance (CHA) Teen Health Center, Nurse's Office

- » Early Education abuts the Somerville Child Care Center and playground, where CTE students assist teachers
- » Nurse's office adjoins CHA Teen Health Center to facilitate communication and resource sharing between health care professionals



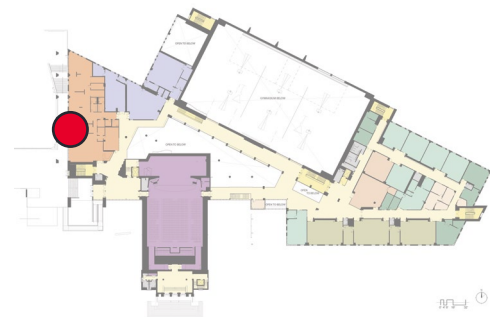
1st Floor



Adjacencies: Weaving Academic, CTE, and Community Spaces

Culinary Arts, Music, Theater

- » Culinary Arts contains the restaurant/café, which serves the SHS community and the public
- » Music abuts Culinary Arts, allowing student and staff musicians to serenade diners
- » Outdoor student vegetable garden, which supplies Culinary Arts program with student-tended produce, sits beneath public entrances to the restaurant and theater.
- » Music spaces including orchestra, band, and choral spaces are placed near theater, which holds school and public performances



2nd Floor



- 1 Culinary Arts
- 2 Music
- 3 Theater
- 4 Student Vegetable Garden

- Interior Programmatic Adjacency Promotes Collaboration
- - - → Interior/Exterior Programmatic Adjacency Promotes Exterior Activity



1 Culinary Arts Restaurant



1 Culinary Arts Café



2 Orchestra Room

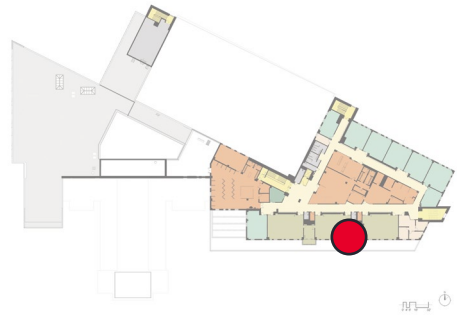


3 Theater

Adjacencies: Weaving Academic and CTE Spaces

Dental Assisting, Health/Pharmacy, Science Labs, Electrical Shop

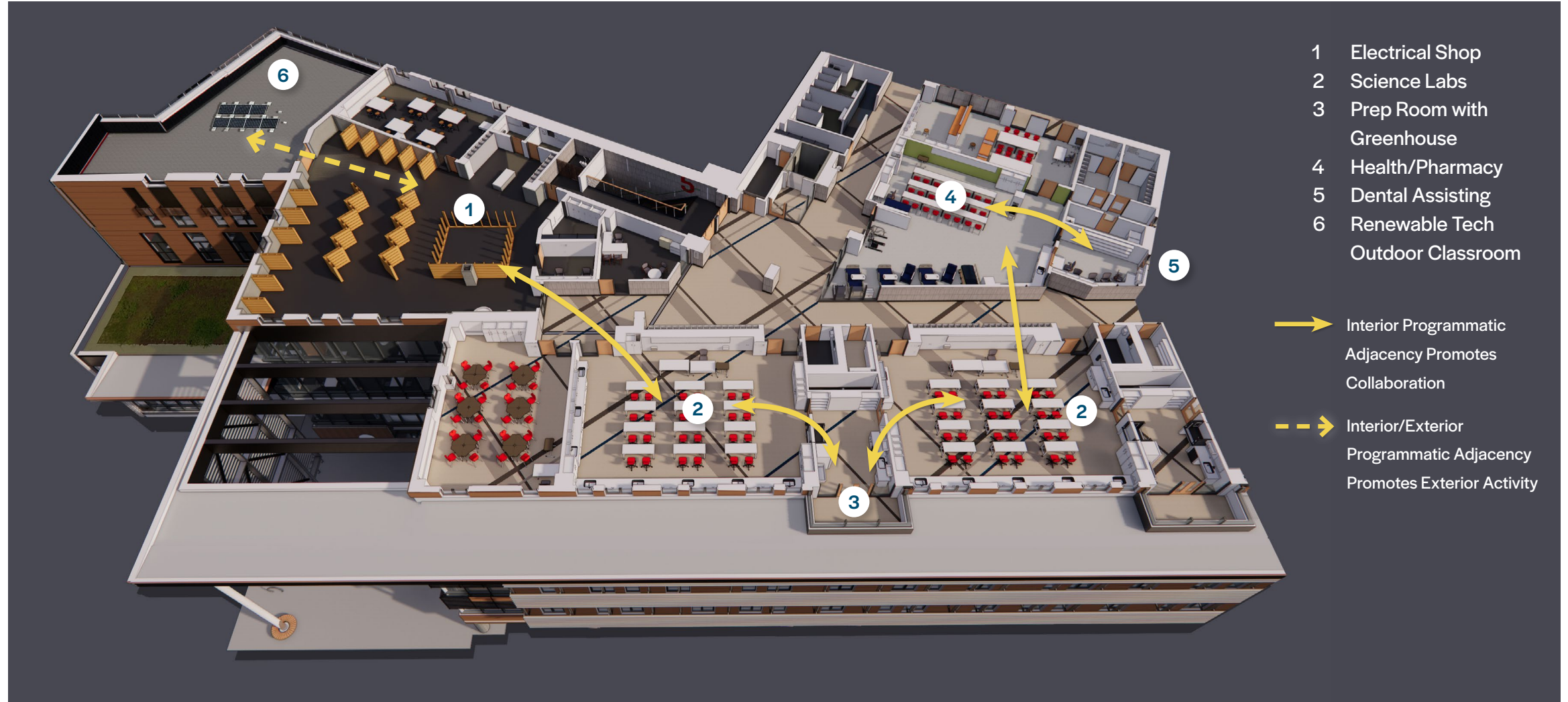
- » Glass walls encourage visibility and interest between CTE and Science classes
- » Electrical shop has direct access to outdoor space for testing photovoltaics and renewable energy technologies



5th Floor



6 Electrical Shop Outdoor Space



- 1 Electrical Shop
- 2 Science Labs
- 3 Prep Room with Greenhouse
- 4 Health/Pharmacy
- 5 Dental Assisting
- 6 Renewable Tech Outdoor Classroom

- Interior Programmatic Adjacency Promotes Collaboration
- Interior/Exterior Programmatic Adjacency Promotes Exterior Activity



1 Electrical Shop



2 Science Labs



4 Health/Pharmacy



5 Dental Assisting

Flexible Spaces

Media Center

SHS's media center offers a flexible, diverse learning environment with ubiquitous technology. Rather than a fixed destination room, the media center serves as a passageway for all students as they move between classes. The media center also features

- » Open collaboration areas with white boards and soft seating that cater to small-scale projects and peer-to-peer learning
- » Two classroom areas for technology-driven instruction
- » Small group rooms for private student or one-to-one instruction, as well as push-in community providers
- » A makerspace for hands-on projects such as 3D printing, robotics, and video production
- » Comfortable, easily reconfigurable furniture
- » Generous daylighting
- » Access to adjacent green roofs
- » Welcoming, multilingual graphics



- | | |
|-------------------------------|-------------------------------|
| 1 Small Group Study Rooms | 8 Clerestory Windows |
| 2 Graphic Design CTE Space | 9 Study Tables |
| 3 Flexible Study Tables | 10 Intensive Green Roof |
| 4 Moveable Stacks | 11 Extensive Sedum Green Roof |
| 5 Classroom Instruction Areas | 12 Circulation Desk |
| 6 Open Collaboration Areas | 13 Makerspace |
| 7 Circulation Passageway | 14 Main Entrance Below |



3rd Floor



Green Roof



Media Center



“Being in this space feels right, like we are doing justice to our students. We are giving our students what they deserve.”

—Charlie Jabour, Somerville High School teacher

Flexible Spaces

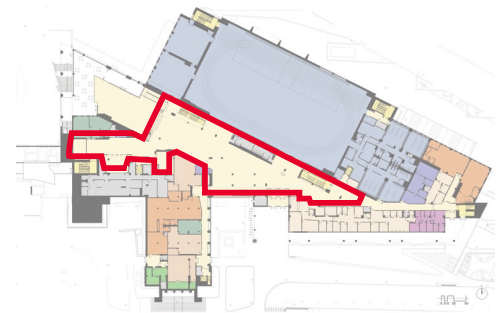
Dining Commons

Far from being an out-of-the-way, single use, enclosed space, SHS's dining commons sits at the heart of the school and serves multiple roles, including

- » Lobby/entrance
- » Gathering space
- » Passageway/circulatory spine
- » Connector between educational and athletic facilities
- » Areas for small group gatherings, with whiteboards and display technology
- » Exhibition space

The double-height dining commons features

- » Glass walls and open second-floor balconies that promote visibility
- » Lower commons for additional gathering/dining space
- » Large dining terrace overlooking athletic fields
- » Displays on Somerville's history and diversity
- » Different table heights and shapes for varied seating configurations, providing differentiated seating opportunities for a more comfortable dining experience
- » Environmental graphics that reflect the unique and colorful aspects of the school and city communities



1st Floor

Outdoor Connections

Outdoor Learning Environments

SHS offers students and community members a variety of outdoor spaces that allow them to connect with nature in the middle of Somerville's dense urban context. These include

- » Two outdoor classrooms
- » Dining terrace
- » Gardens
- » Paved plaza
- » Shaded colonnades
- » Athletic fields
- » Parkour course
- » Open green space
- » Playgrounds



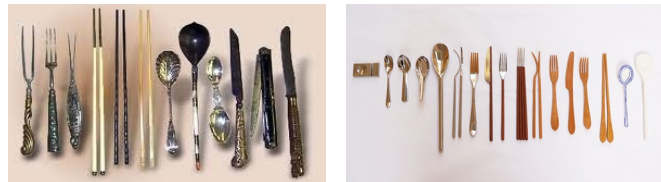
Connections

Environmental Graphic Design

Drawing on the knowledge gained from a student focus group and aggregated survey responses, the design team created more than 4,000 sf of environmental graphics for SHS that relate to themes of diversity and community.

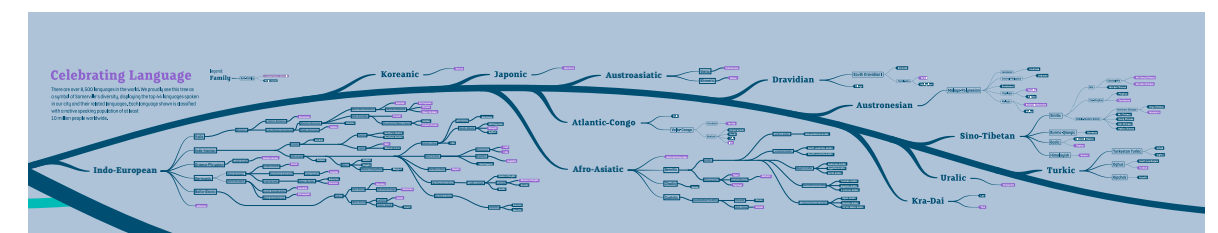
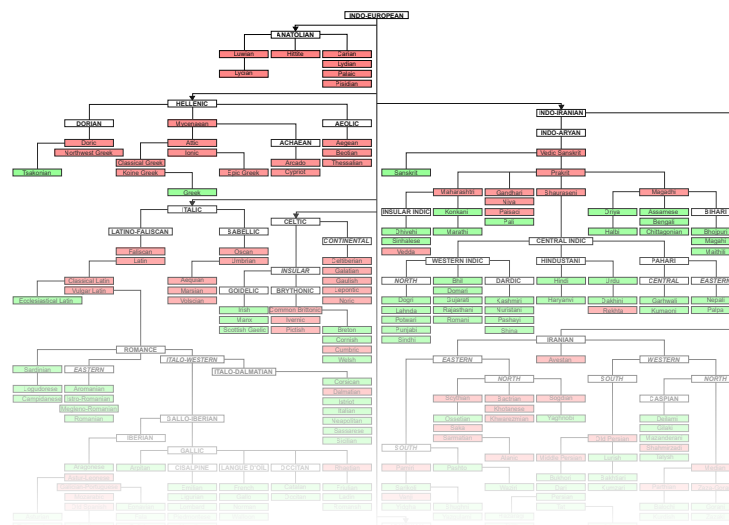


< Somerville's history and diversity is highlighted in a magnetic, removable wall collage. The collage showcases immigration statistics and local photography capturing the city's inclusive events.



^ By representing global cultures, the graphics at SHS serve to educate while reflecting diversity. The Culinary Arts wall features cooking tools used all around the world.

> The graphics highlight the school's interconnected academic and CTE programs by showing how different learning disciplines can weave together. The Celebrating Language wall depicts how history connects to language by tracing the roots of the 50 most common languages spoken in Somerville.



The display consists of several vertical panels. The leftmost panel is red with the word "DIVERSITY" in large white letters. The middle panels are blue and red, featuring photos of diverse groups of people and text boxes. The rightmost panel is red with the word "SOMERVILLE" in large white letters and the text "Celebrating diversity in people and culture." The display also features the words "PROTECT WHAT YOU LOVE" in a stylized font.

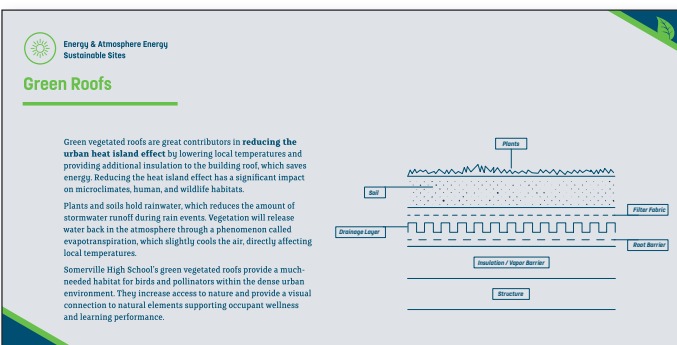
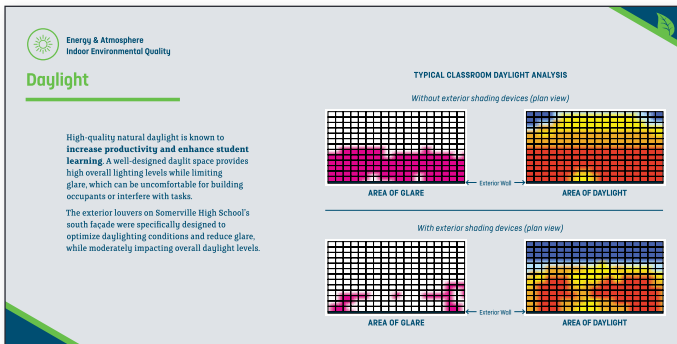
“We function as a community with multiple languages, cuisines, financial statuses, and citizen statuses. We accept those who offer themselves as active community members and add to the city’s unique flavor.”

–Patrick Raffery, Student

Connections

SHS promotes health, wellness, and sustainability in a variety of ways, including

- » Energy- and water-efficient building systems and equipment
- » Net Zero Ready building enclosure
- » Outdoor learning and dining spaces
- » Bike storage and EV charging stations
- » Rainwater capture and storage
- » Fixed solar shading
- » Solar PV arrays
- » Green roofs
- » Light-colored roofs and paving
- » Ample Daylighting
- » Data acquisition system to share sustainability performance on displays within the school



Sustainability Signage



Results

From its visioning phases through completion, the new Somerville High School celebrated the community's diversity—and the community's pride in its diversity. Likewise, equity and inclusion remained top of mind, from the design team's targeted stakeholder engagement to the ultimate achievement of creating one comprehensive high school that embraces all students, regardless of learning profile or ethnic/socioeconomic background, and the entire Somerville community.

To help **SHS achieve its educational, school district, and community goals**, the design team harnessed three key concepts to guide their efforts.

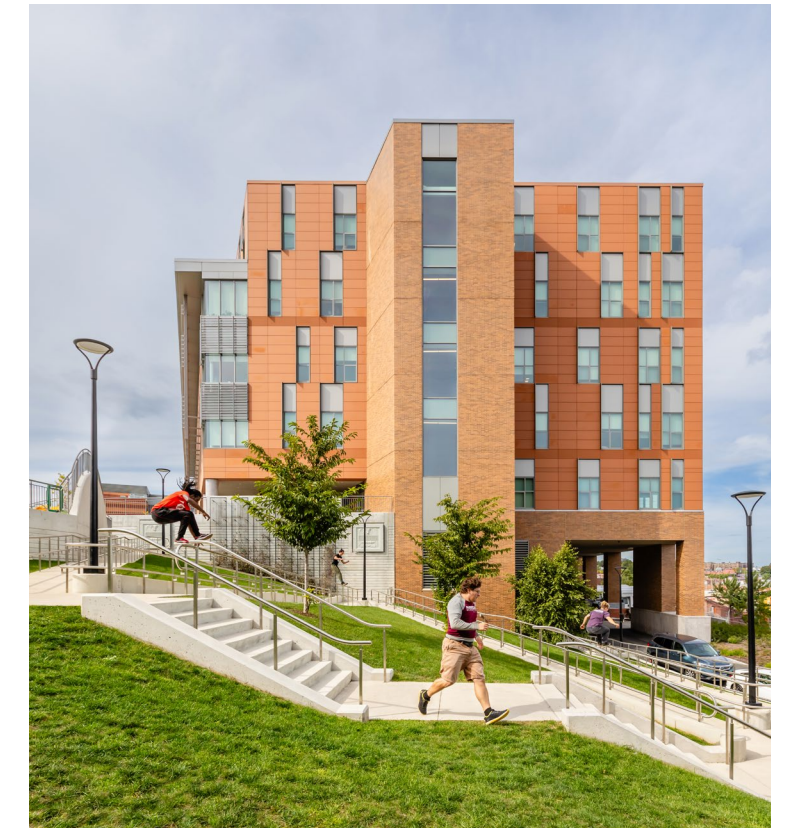
- » **Adjacencies:** strategically locating spaces to encourage interaction, communication, and cross-pollination of ideas between students across programs, teachers and staff, and members of the community
- » **Flexibility:** Proper sizing and appointments that allow spaces—classrooms, common spaces, and more—to accommodate multiple activities, populations, and configurations
- » **Connections:** strengthening relationships among students, teachers/staff, and the Somerville community through intentional adjacencies, lines of sight, and creative programming

SHS provides value and good stewardship of financial resources by creating an innovative, future-oriented educational facility that

- » Preserves and reuses portions of the existing high school complex—both historically significant (the War Memorial Building) and structurally viable (1986 Field House)
- » Transforms its Central Hill location through connections to civic buildings and transportation structures
- » Functions as a multipurpose facility, used throughout the day/evening and on weekends
- » Houses community resources including CTE-related components such as the restaurant/café, auto repair shop, beauty salon, and Somerville Child Care Center as well as the theater, lecture hall, Somerville Community Cable, CHA Teen Center, and outdoor recreational space
- » Incorporates an array of sustainability and wellness features

SHS promotes sustainability and wellness through incorporating elements such as

- » Operable windows that maximize daylight and views
- » Outdoor learning, dining, and recreation space
- » Light-colored roofs and paving
- » Solar PV arrays on roof
- » Solar shading and using sloping grade for cooling/insulation
- » High efficiency building systems
- » Rainwater capture and water conservation measures
- » Embodied carbon reduction renovations of gym and theater
- » Bike storage and EV charging stations
- » Direct connections to light-rail station and Community Path
- » Encourages multiple alternative modes of transportation



“Somerville High School leverages and celebrates our historic past and builds a legacy for our city.”

– Joe Curtatone, former mayor of Somerville

