

Meet the 2024-2025 Cohort of the Perrone-Sizer Institute for Creative Leadership at Hale



Giulia Basile

English Language Arts Teacher, Chelsea Opportunity Academy, Chelsea MA

Giulia Basile grew up in Rhode Island and has been an educator in Chelsea for six years. She currently works as an ELA teacher at Chelsea Opportunity Academy, the district's self-paced, competency-based high school. She specializes in SEL-infused curriculum design that supports language acquisition, centers social justice, promotes community building, and

encourages play. For her first five years in the district, she had the joy of teaching Sheltered ELA at Chelsea High School. Beyond the classroom, she worked to ensure that English learners were accurately represented in both National Honor Society and college preparatory summer programs. She also co-created the CHS Outdoor Club. She stands behind what one student said best: "The outdoors helps me hear myself."

Giulia's commitment to experiential learning stems in part from her time as a Teaching Fellow for the non-profit Citizen Schools in San Jose, California. There, she helped coordinate the school's apprenticeship program, connecting middle school students with local community members who would teach high-interest, project-based courses in their areas of expertise. She also created and coached the ultimate frisbee team.

Giulia is increasingly drawn towards alternative education, and she is excited to learn more about how to co-create and sustain democratic, culturally-responsive, loving schools.

Giulia Basile is a Chelsea District PSi Fellow.

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Lillian Carrasquillo Pérez

Grade 4 Dual Language English and Spanish Teacher, Instructional Leadership Team Representative, and G.L.E.A.M. Champion, Brophy Elementary School, Framingham, MA

Lillian Carrasquillo Pérez was born and raised in Caguas, Puerto Rico. Like many others, this ""boricua de pura sepa"" (as they say on the island) knows first hand how to overcome adversities. Ignoring the voices that loudly said “you can’t,” Lillian completed her bachelor's degree in Business Administration from the University of Puerto Rico in Cayey. As a supervisor, Lillian was able to support others to strengthen their abilities and to achieve their professional goals, which motivated her

to pursue her own: becoming a teacher. For this Lillian, her husband and children relocated to Massachusetts, where she completed her Master’s Degree in Elementary Education from the University of Massachusetts Boston. She will never forget the first day she sat in the classroom at a university in the States. When the professor started talking in English, she told herself “¡Qué rayos hago aquí sentada!” This memory has become one of her inspirations to incorporate strategies and activities that foster a safe and inclusive learning environment for all students in her class, especially emergent bilinguals, as well as to engage families in participating in the classroom and school community.

The countless times being the only one holding her identities and experiences at a table have served Lillian as fuel to actively advocate for equity and equality for students at her school, from providing linguistic inclusivity to collaborating with others with the sole goal of improving the learning experience of BIPOC, emergent bilinguals, and students with learning disabilities. She holds different leadership roles at her school such as being her grade level Instructional Leadership Team Representative since 2021 and the G.L.E.A.M. Champion. In addition to that, Lillian has partnered with the after-school program since 2022 to provide students that hold different historically marginalized identities an opportunity to enhance their math skills by being part of the Math Club (an after-school equity initiative). Her ongoing goal is to empower others to grow and experience how students’ identities and abilities enrich our community.

Lillian Carrasquillo is an MPDE PSi Fellow, and has been awarded a Carmen M. Torres Fellowship for Emerging Latine Leaders

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Carlos Contreras

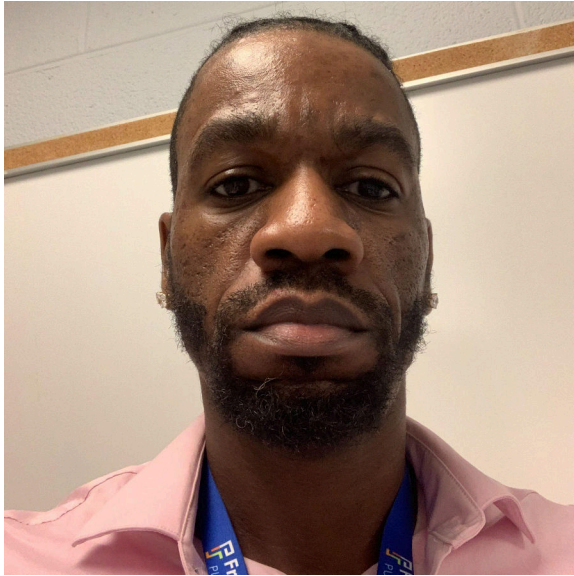
Social Studies Educator, Somerville High School, Somerville MA

Carlos Contreras has taught at Somerville High School for the past eleven years. He began his career as a Special Educator, and transitioned to the Social Studies department in 2018. He was raised in Greenwich, Connecticut, and his family roots are in Ecuador and Colombia where his mother and father were born and raised, respectively. Growing up in the public housing of an affluent town made

Carlos appreciate the resources that were provided to him. It also led him to question the injustice that educational opportunities are often tied to a person's zip code. Carlos was motivated to pursue a degree in Secondary Education at Boston College, where he would also go on to earn his masters in Moderate Special Needs in the Donovan Urban Teaching Scholars Program.

Carlos Contreras is a Somerville District PSi Fellow and an MPDE PSi Fellow.

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Jamaal Dixon

*History Teacher, Framingham High School,
Framingham, MA*

Jamaal is from the city of Boston, spending many of his formative years in Dorchester. He has been a classroom teacher for the past 7 years. Jamaal has a bachelor's degree in business administration from Bridgewater State University and a master's in moderate special needs from Boston University. He is passionate about providing opportunities through education to the chronically overlooked.

Jamaal spent the first 6 years of his teaching career in the special education field, 5 of those at a specialized school. He has served in various roles throughout his career, including diversity lead, houseparent, basketball coach, and even being selected as the faculty representative in a principal search committee. Jamaal has also spent over twenty summers working for a non-profit academic enrichment program dedicated to empowering the youth of Boston.

Jamaal hopes to leverage his experiences and passion into a meaningful administrative position. His fervor for classroom teaching has yet to dissipate, but he could not miss an opportunity to have a further-reaching impact as a principal or another decision-making leader. He looks forward to the opportunity to be a part of the 2024-2025 cohort with enthusiasm.

Jamaal Dixon is a Framingham District PSi Fellow.

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Renee Downes-Gilkes

*Speech Language Pathologist, Young
Elementary School, Randolph MA*

Renee Downes-Gilkes is a speech-language pathologist of West Indian descent who has been in the field for the past 20 years. Prior to being a school-based SLP within the Randolph Public Schools, where she provided services for students aged 3-11 years, Renee worked in Early Intervention programs. There she provided speech and language services

for infants and toddlers (0-3), and their families. Parent engagement and education is an area that Renee is extremely passionate about. Over this past school year, Renee served on the Instructional Leadership Team at the Martin E. Young Elementary School where the focus was on inclusive practices. During this time, Renee worked closely with building administration and colleagues to explore opportunities and ways for staff to develop more inclusive lessons while encouraging students to be critical thinkers.

With a desire to focus on the importance of early childhood education, Renee aspires to be a district administrator, specifically in special education. Renee is excited to participate in PSi, where she hopes to learn from fellow members as she develops personally and professionally.

Renee Downes-Gilkes is a Randolph District PSi Fellow and an MPDE PSi Fellow.

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Jess Ellis

Reading Specialist, Sumner Elementary School, Boston MA

Jess Ellis is a lifelong learner, artist, traveler, and linguist. She has been an educator in Boston Public Schools since 2003, earning her start in education in the first cohort of the Boston Teacher Residency after college. Her long career in the city includes being a classroom teacher for many years, and also a STEAM teacher, and reading specialist in different

schools, allowing her to see the various needs of her district and its students from a variety of perspectives. She is the grateful recipient of 2 Fund for Teachers grants over the years, supporting her in bringing her passion for art, nature and travel into the classroom.

The biggest impact on her philosophy of teaching came from her years at the Henderson Inclusion School in Dorchester. Working alongside dedicated, creative, and resourceful professionals, she began to see what was possible when we remove barriers to access, but maintain rigor. She strives to find ways to infuse this approach to education into every school she is in, whether through formal committees or informal peer relationship building. Through this work, she has become a loud proponent of Universal Design for Learning (UDL) techniques, and questions the way we are taught to teach.

She loves the mentoring process, and has worked with many student teachers and first-year teachers as a New Teacher Developer. She believes in establishing teaching practices that embrace diversity in all of its forms, and that create a safe, supportive, welcoming, and nurturing learning environment for every child. She hopes to leave a positive mark not only on the students she serves, but also the way we approach education as a whole. She is very excited to begin her work with PSi, and is grateful for this next learning opportunity.

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Shelley Irvin

*JK-2 Music Teacher and Chorus Director,
Haggerty School, Cambridge MA*

Shelley Kent began their teaching career at Boston Public Schools and has been teaching elementary music in Cambridge Public Schools since 2010. They hold a Bachelor of Music in Music Education from Oberlin College and Conservatory and a Master of Science in Urban Elementary Education from Simmons College. While music education is close to Shelley's heart,

their lens has been widening over the last several years, seeing systems in need of change. As Haggerty's executive board member for the Cambridge Education Association, they organized the staff to hold a listening session for district leadership in response to systemic challenges educators are facing with regard to climate and behavior.

Shelley is particularly interested in equity as it is related to classroom behavior management and school structures of behavior support and intervention. In addition to teaching JK-2 music at the Haggerty School, they teach an elective 3rd-5th grade chorus, which does outreach to local retirement communities.

Shelley is extremely dedicated to their work with students and wants to always maintain a close connection to direct education. They are excited for the opportunity to pursue a role with a broader impact, in hopes to make a profound difference on school district systems and structures in order to serve all students equitably.

Shelley Irvin-Kent is a MPDE PSi Fellow

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Kadian James

*English and Public Speaking Teacher,
Chelsea High School, Chelsea MA*

Kadian James has been an educator for the past 19 years, with international experience. Upon graduating from Mico University, she spent 14 years teaching at various grade levels of the Jamaican Education System, and then she migrated to the U.S., where she taught Middle School English in Florida for 3 years. Kadian is currently a teacher of English and Public Speaking at Chelsea

High School where her practice is continually guided by her philosophy: “Every student can learn if they are placed within the right environment and provided with the accommodations that are suited to their learning styles and needs.”

Kadian considers herself a well-rounded learner with a diploma in Teacher Librarianship and History Education, a bachelor’s in Education in Language and Literacy, and a master’s of education in Educational Administration.

She aspires to be a well-established, transformational leader in education, where she intends to use her knowledge and skills in administration, as well as language and literacy education, to inspire educators to create positive and meaningful change in their classrooms.

Kadian James is a Chelsea District PSi Fellow.

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Desiree Joseph

Dean of Student Engagement and School Climate and Culture, Randolph High School, Randolph, MA

After transitioning from a career in Financial Services to Education, Desiree Joseph's first job was as a substitute teacher in Boston Public Schools. The flexibility of role allowed Desiree the opportunity to experience different learning environments within the building. What started out as a two-week work assignment turned into a

tenure that lasted for eight years. As a security paraprofessional and later a dean, Desiree was not only able to support student's social emotional needs, but was also a direct liaison between parents and teachers. As a firm believer in establishing and maintaining strong relationships between students, families, and educators, Desiree believes there should be balance of rights and responsibilities when providing a safe equitable learning environment.

Desiree is entering her third year as Dean of Student Engagement and School Climate and Culture at Randolph High School in Randolph, MA.

Desiree Joseph is a Randolph District PSi Fellow and an MPDE PSi Fellow.

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Estephania Lugo

*Assistant Principal, East Somerville
Community School, Somerville MA*

Estephania Lugo is currently an Assistant Principal at the East Somerville Community School, PreK - grade 8 school, home to the Unidos dual language program. She primarily serves as the assistant principal for grades 5 through 8. Prior to working in Somerville Public Schools, Estephania was a School Counselor in Lynn Public Schools and Salem Public Schools at the high school

level. Her career in public education began over half a decade ago as a clerk in the guidance department where she fell in love with working with students and supporting families, staff, and the greater community.

Estephania is looking forward to participating in the PSi program as she strives to bring out the best in everyone around her and always seek opportunities to become the best leader she can be.

Estephania Lugo is an MPDE PSi Fellow, and has been awarded a Carmen M. Torres Fellowship for Emerging Latine Leaders

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Gabrielle Mulrean

Special Educator, Mason Rice Elementary School, Newton, MA

Gabrielle Mulrean is a dedicated educator with a passion for inclusive education. With 10 years of special education teaching experience in Newton, she has demonstrated a commitment to fostering a positive learning environment and empowering students to reach their full potential.

Gabrielle believes in the importance of social emotional learning and helping students be successful in both structured and unstructured settings. Gabrielle is committed to collaboration with families and other support systems to provide a whole-person approach to education. She is eager to expand her leadership skills and contribute to the educational landscape as a future school administrator. She firmly believes in the power of collaboration and lifelong learning, and making a positive impact in the lives of all students.

Gabrielle Mulrean is a Newton District PSi Fellow and an MPDE PSi Fellow.

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Molly Mus

*Biology Teacher, East Boston High School,
Boston MA*

Molly W. Mus is an accomplished veteran educator and curriculum designer based in Boston. With a robust educational background that includes a Master of Science in Education from Johns Hopkins University and a post-Master's Certificate as a Transition Specialist from Cambridge College, Molly has dedicated her career to advancing science education in the schools that she teaches in, specifically

focusing on access to science for students with disabilities. She holds teaching licenses in Biology and Moderate Disabilities for grades 8-12, and is endorsed by the College Board for Advanced Placement Environmental Science.

Molly's teaching experience spans various schools, including in Boston Public Schools and DC Public Schools, where she has been instrumental in implementing project-based learning and inclusive teaching strategies. She currently teaches at East Boston High School and absolutely loves that she wakes up every morning to build strong relationships with students who are still looking for their access point to science and everyday life. Molly also serves as a Co-Curricular Designer at Tufts University School of Medicine's Center for Science Education, where she collaborates with local teachers and scientists to develop innovative curriculum modules. Her recent projects include the BioScann curriculum and the HPV Vaccination module presented at the National Science Teaching Association convention.

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Beth O'Connor

*Dean of Students, Somerville High School,
Somerville MA*

Beth O'Connor was born and raised near New York City. She came to Boston for college and never left. She has worked at Somerville High School for 11 years, first as a social studies teacher and now as a dean of students.

Throughout this time, her work has grown increasingly focused on the educational experiences of newcomer and multilingual students. She is passionate about developing high

quality curriculum and instructional practices that engage students in language rich and culturally responsive learning experiences in the classroom. As such, she has participated in and led a variety of professional development opportunities focused on teaching and learning methods that encourage language acquisition and affirm immigrant student identities. In her new role as a dean, she is learning more about the student services side of schools. She has many goals in her new position, many of which relate to greater involvement of newcomer students and families in a variety of functions within the school.

Beth O'Connor is a Somerville District PSi Fellow and an MPDE PSi Fellow.

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Banke Olubunmi Oluwole

Math Interventionist, Fletcher Maynard Academy, Cambridge MA

Banke Oluwole is an educator with a passion for mathematics, and an advocate focused on improving student learning conditions and teacher working conditions. The child of Nigerian parents, she grew up in a family who valued education and taught her to take pride in her Nigerian heritage. A graduate of the University of Massachusetts Boston, Banke began

her studies as an engineering major and spent some time traveling and exploring her interests. During a practicum, she stepped into her first classroom and found her true calling.

Over the years, Banke shared her love of mathematics with her three children, students, and the teachers she has mentored. Beyond the classroom, Banke provides professional development and curriculum support for teachers.

While continuing in her role as classroom teacher with the Cambridge Public Schools, she has evolved into her current position as a Math Specialist. Since 2022, Banke has served as the first African-American Vice President for Community Relations for the Cambridge Educators Association, working tirelessly to engage the community at large around issues of equity in education, speaking up for those who cannot speak for themselves.

As a proud member of Sigma Gamma Rho Sorority Incorporated, Banke answers the call to community service as she continues the work of ensuring that ALL children become successful global citizens.

Banke Olubunmi Oluwole is an MPDE PSi Fellow.

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Alvin Rivera-Gracia

Social Studies Teacher, Chelsea Opportunity Academy, Chelsea MA

As a teacher in the city of Chelsea for the past five years at the Chelsea Opportunity Academy (COA), Alvin has had the privilege of instructing students through the prism of competency-based education. This particular model of education focuses on the development of skills (argue, collaboration, Investigate, self-direct, analyze, communication) in conjunction with content instruction for

students of all educational backgrounds and language abilities. Using his knowledge on history, politics, and economic systems, Alvin has been teaching students historical narratives that are not traditionally taught in high schools. As a Puerto Rican and a Spanish speaker, Alvin has been able to tie culturally relevant practices to his lessons, while also pushing the school to be more culturally aware. Alvin believes that a model that focuses on compelling, culturally relevant content, and rigorous targeted skills instruction can help all students achieve their potential, whether that is in the job market or in college directly after high school. In addition, Alvin has focused on combining competency-based education with the relevant components of social justice, and culturally responsive practices via his leadership in the monthly school site council meetings, and through his facilitation of COA's weekly community meetings, and he looks forward to developing his leadership skills around those ideas in the PSi program. During his downtime, Alvin loves to read books, play chess, and spend time with his fiancée Kelly and his cat Celine.

Alvin Rivera-Gracia is a Chelsea District PSi Fellow.

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Khari Roulhac

*Dean of Students, Newton North High School,
Newton MA*

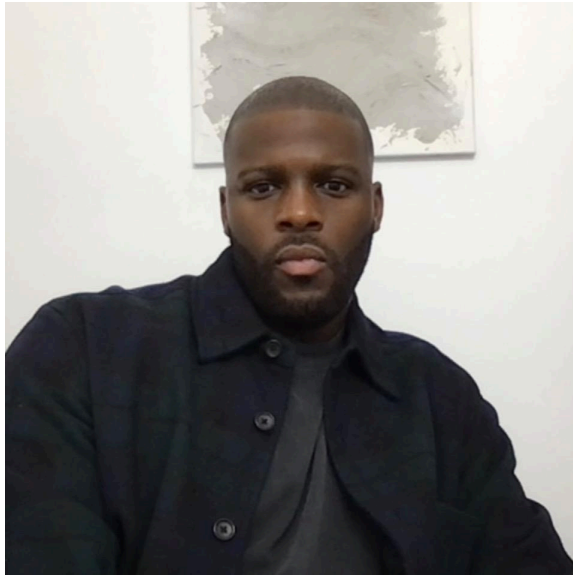
Khari Roulhac, a native of Boston, currently serves as Dean of Students and a member of the School Leadership Team at Newton North High School. Previously, he was the Dean of Student Support at Cristo Rey Boston High School. His career includes roles as an English teacher at College Bound Dorchester, Director of Athletics and Fitness Programs at Bunker Hill Community College, Associate Director of Athletics, Recreation, and Wellness at MassBay Community College, and Director of Athletics at Cathedral High School in Boston.

Under Khari Roulhac's student-centered leadership, Cristo Rey Boston High School maintained a 98% college acceptance rate, with his office recognized by students as a safe space for reflection, problem-solving, and academic support. Throughout his career, Roulhac has dedicated himself to providing student services while mastering institutional policy intricacies. He has consistently fostered environments of teamwork and support, establishing a culture of goal-setting, effort, and accountability that became his hallmark in the communities where he worked.

Roulhac has consistently prioritized academic excellence by focusing on academics and initiating programs for at-risk students. As an influential figure in both education and athletics, he serves on the Board of Directors at the Social Emotional Learning Alliance of Massachusetts (SEL4MA) and is a board member at Youth Enrichment Services (YES). His involvement with the Boston Public Schools' 25-person Remodeling Athletics Committee led to a visionary shift in sports, incorporating social-emotional learning skills and establishing district-wide standards. Additionally, he is the founder of Roulhac Enterprises Inc., a 501(c)(3) nonprofit dedicated to supporting education, social justice, mental health, and employment, and he is the president of GetPsychedSports.org, another 501(c)(3) nonprofit. GetPsychedSports.org remodels interscholastic and youth teams for the modern era and has produced the first SEL Curriculum for Sports Teams, benefiting students, coaches, athletic directors, and parents.

Khari Roulhac is a Newton District PSi Fellow and an MPDE PSi Fellow.

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Calvin Smith

ICTS Support Specialist, Cambridge Rindge and Latin High School, Cambridge MA

Calvin Smith is a second-career educator with a bachelor's degree in human services and a master's degree in educational leadership from Cambridge College. With an extensive background in human services, he has served the Boston and greater Boston area through in-home family therapy and intensive community work, focusing on youth outreach and mentorship.

Recognizing the critical role that schools play in community development, Calvin transitioned to a role in school administration. In his current position, he integrates his therapeutic expertise to create a nurturing and inclusive school environment. He has championed programs that address students' emotional and social needs, and he collaborates with educators to implement trauma-informed practices that strengthen family-school partnerships. Calvin's humanistic approach not only aims to enhance student well-being, but also to foster a resilient and supportive learning community. His leadership and dedication have made him a beloved and transformative figure in the fields of education and community development.

Calvin Smith is an MPDE PSi Fellow.

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Gregory Sullivan

Teacher, Chelsea High School, Chelsea MA

Gregory Sullivan is a dedicated and passionate special education history and ELA teacher at Chelsea High School, now entering his 14th year in the profession. Before transitioning to education, Gregory achieved significant success in business management, which has enriched his organizational and leadership skills in the classroom. He found his true calling in education, graduating from Northeastern University

with a bachelor's in Education and later earning a master's in Education from Salem State University. Over the years, he has worked as a general education ELA teacher, a general education history teacher, a co-teacher in both subjects, and a learning center teacher for history. Gregory's diverse experiences have equipped him with a comprehensive understanding of student needs and effective teaching strategies. He holds a profound admiration and love for his students, believing that each one has the potential to achieve great things. Gregory is deeply committed to fostering an inclusive and equitable educational environment, continuously advocating for the resources and opportunities necessary to ensure that every student can thrive. His dedication to his students and his unwavering commitment to educational equity inspire those around him and drive his ongoing efforts to make a positive impact in the field of education.

Gregory Sullivan is a Chelsea District PSi Fellow.

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Lindsay Weaver

*7/8th Grade SLIFE/SEI Teacher, Winter Hill
Community Innovation School, Somerville
MA*

Lindsay Weaver is an educator in the Somerville Public Schools. She teaches English to MLLs and SLIFE students in grades 6-8. She earned her bachelor's degree from Wheelock College in Human Development and her Master's in Education from Boston College in Curriculum and Instruction. She also has a Science Education certificate from Tufts University, focusing on Science Inquiry in

the Elementary Classroom.

She started her teaching career in Kindergarten and 1st grade classrooms, and then made the jump to upper elementary and middle school. For the past few years, she's helped develop, write, and pilot the district-created science curriculum for grade 5 with a focus on engaging multilingual language learners.

When she's not in the classroom, Lindsay works as an equity stage manager in the greater Boston area. Most recently she worked at Wellesley Repertory Theatre.

Her passion for education and art often overlap. Lindsay hopes to empower educators to integrate opportunities for students to express themselves through art in the classroom.

Lindsay Weaver is an MPDE PSi Fellow.

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Blair Williams

*JK-8 Lead Physical Education Teacher,
Cambridge Public Schools, Cambridge MA*

Blair Williams is originally from Long Island, New York. He has dedicated 12 years to the field of education, driven by a profound passion for fostering student well-being and physical fitness. His journey began in South Florida (Miami), where he spent eight impactful years as a Physical Education Teacher, inspiring and guiding students through the principles of physical health and active living.

During the COVID-19 pandemic, Blair felt a strong desire to return to the Northeast to be closer to his family. This led to his current position as the JK-8 Lead Physical Education Teacher for Cambridge Public Schools, where he's served for the past three years. In this role, Blair has been instrumental in developing and implementing comprehensive PE programs that prioritize holistic student wellness. He also has had the opportunity to take a deep dive into diversity and inclusion work with becoming a SEED Facilitator.

Blair was appointed Interim JK-12 Health/Wellness and Physical Education Curriculum Coordinator for the 2023-2024 school year. In this capacity, he is committed to enhancing curriculum design, promoting inclusive and engaging physical activities, and ensuring that students from junior kindergarten through high school receive a robust education in health and wellness. Blair's career is a testament to his belief in the transformative power of physical education. He is dedicated to creating environments where students can thrive physically, mentally, and emotionally. Blair's work is fueled by a genuine commitment to student success and well-being, and he's excited to continue making a positive impact in the field of education.

Blair Williams is a Cambridge District PSi Fellow and an MPDE PSi Fellow.

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Larry Wynn

Lead Visual Art Teacher, Visual and Performing Arts Department, Cambridge Rindge and Latin High School, Cambridge MA

Larry Wynn has been an art educator for 10 years. He started off studying Counseling Psychology and Visual Arts at Wheelock College and fell in love with teaching while interning as a visual arts liaison with the Juvenile Justice Department at Wheelock. He continued his journey at Tufts University and the School of the Museum of Fine Arts,

earning his master's in Art Education. Larry then jumped right into teaching in public and charter schools before landing in Cambridge Public Schools, where he worked as a Visual Arts Teacher at Cambridgeport School for four years. Now, Larry has transitioned into an administrative role district-wide for the Visual and Performing Arts Department. In this role, he has the opportunity to coach, evaluate, connect with, and support all the amazing visual and performing arts teachers in the district. Larry is a Boston native, growing up in Mattapan, where community, culture, and the arts surrounded him. Art has always been his passion, and sharing it with others, especially the youth in the Boston and Cambridge areas, is truly important to him.

Larry Wynn is a Cambridge District PSi Fellow and an MPDE PSi Fellow.