



Paris Hilton - Was back in Washington along with representatives from Unsilenced and Breaking Silence Code accompanied by over 200 survivors and child welfare advocates

According to press releases, Paris Hilton was back in Washington, D.C., the week of May 9th, 2022, to advocate for legislation that would end abusive treatment for residents in congregate care settings. Hilton began her campaign to solicit a legislative change in October 2021.

According to **"The Hill"** publication written by Anna Rose Layden: *"Media personality Paris Hilton walked through the basement of the U.S. Capitol in Washington, D.C., on Wednesday, May 10, 2022. Hilton paid a visit to senators to show support for the Stop Institutional Abuse Act (SICAA), which establishes the Bill of Rights for Youth in Care and provides assistance to States to ensure youth rights are guaranteed."*

[<https://thehill.com/blogs/in-the-know/3483380-paris-hilton-visits-white-house-congress-to-discuss-care-at-childrens-residential-facilities/>]

On that same date, Sen. Chuck Grassley from Iowa, tweeted a picture of himself with Paris Hilton along with this notation: *"Met w Paris Hilton today to discuss how we can stop child abuse of children in residential communities." Sen. Grassley indicated his support for the legislation."*

[https://twitter.com/ChuckGrassley/status/1524068704325189634?ref_src=twsrc%5Etfw%7Ctwcamp%5Etweetembed%7Ctwterm%5E1524068704325189634%7Ctwgr%5E%7Ctwcon%5Es1&ref_url=https%3A%2F%2Fthehill.com%2Fblogs%2Fin-the-know%2F3483380-paris-hilton-visits-white-house-congress-to-discuss-care-at-childrens-residential-facilities%2F]

While in the capital, she also met with Sen. Tim Scott, who also shared a photo of the two talking in his office. The photo was captioned on his Twitter account: *"Met with @ParisHilton this week to talk about how we can better serve America's youth."*

[<https://twitter.com/SenatorTimScott/status/1524144768787353600>]

Press Conference at the National Mall on May 11, 2022

In order to assist those present for the press conference to visualize the horrors of being confined in a 4' x 4' concrete block isolation room, a resemblance of one was displayed at the National Mall where the press release took place. Lettering on one side read: **“Prevent the Abuse Neglect & Death of Institutionalized Youth in America.”**

One side of the structure was left open. Paris Hilton began her presentation by sitting inside the isolation cell with her knees drawn close to her chest. She wiped tears from her eyes. She stayed inside for five minutes.

Referencing the isolation room Hilton said: “Men much larger than me would grab me by my arms, drag me down the hall and physically push me into that 4-by-4 dirty cement room that you see here today,”

Joining Hilton for the press conference included legislators, representatives of Unsilenced, a national non-profit focused on fighting institutional child abuse. Also represented was Breaking Code Silence, a nonprofit that represents children, youth, and adults who are/were incarcerated in the U.S. troubled teen industry (TTI), a network of privately-owned, powerfully punitive, and often wilderness-based therapy programs, residential treatment centers, therapeutic boarding schools, group homes, boot camps, and faith-based academies.

The purpose of the press conference at the National Mall was to advocate for federal legislation to end institutional child abuse.

One of the promotional press releases for the event states: ***The Troubled Teen Industry is a network of mostly unregulated abusive congregate care facilities for young people that use "tough love" and other non-evidence based therapeutic services, schooling, and shelter.***

Over 200 survivors and child welfare advocates will join Unsilenced and Paris Hilton in Washington D.C. to share their stories and educate lawmakers for broad, bipartisan support of the Stop Institutional Child Abuse Act (SICAA). Throughout the week, there are a variety of events and activities geared towards raising awareness about experiences in these facilities and the goals of SICAA.

"For decades, children in institutional settings have been denied basic human rights protections against widespread abuse, neglect, and preventable death," said Paris Hilton. "Survivors are ready to tell Congress that it's time for leadership, action, and it's time to finally protect children placed in the Troubled Teen Industry."

Speakers at the Press Conference included:

- Paris Hilton, institutional abuse survivor
- Caroline Cole, institutional abuse survivor and Co-CEO, Unsilenced
- State Sen. Mike McKell (R-Spanish Fork), sponsor of industry reform bill passed in Utah
- State Sen. Sara Gelser (D-Corvallis), sponsor of industry reform bills passed in Oregon
- Jaide Horan, 18-year-old survivor of physical abuse at Provo Canyon School
- Renee Hanania, mother of Branden Petro (victim of medical neglect and abuse)
- Nehemiah Wood, brother of Naomi Wood (died due to medical neglect)
- Alain Datcher, former foster youth, survivor and Executive Director, LA County Youth Commission
- Julia Arroyo, former foster youth, incarcerated youth and current Managing Director of the Young Women's Freedom Center

[<https://www.yahoo.com/now/unsilenced-joins-paris-hilton-capitol-115500002.html>]

The Hill summarized the press conference this way:

Paris Hilton takes to Capitol Hill to advocate for troubled teen care reform BY IV HENDRIX - 10/20/21 12:51 PM ET

Paris Hilton came to Capitol Hill on Wednesday to speak in favor of legislation that aims to establish a bill of rights for teenagers in congregate care facilities. The Hilton Hotels heiress told of her experience of being sent to a congregate care facility by her parents as a teenager where she said she was physically and mentally abused by staff at a Utah school.

"I was strangled, slapped across the face, watched in the shower by male staff, called vulgar names, forced to take medication without a diagnosis, not given a proper education, thrown into solitary confinement in a room covered in scratch marks and smeared in blood and so much more," Hilton said.

"At Provo Canyon School in Utah, I was given clothes with a number on the tag. I was no longer me, I was only number 127. I was forced to stay indoors for 11 months straight, no sunlight, no fresh air. These were considered privileges," she said. Hilton, who was surrounded by lawmakers outside the Capitol, echoed comments she made in a Washington Post op-ed published Monday in which she advocated for reforming America's "troubled teen industry."

The news conference, spearheaded by Rep. Ro Khanna (D-Calif.) also included Sen. Jeff Merkley (D-Ore.), Rep. Rosa DeLauro (D-Conn.) and Rep Adam Schiff (D-Calif.) who joined to voice support for The Accountability for Congregate Care Act.

“It creates a commission with the Department of Justice to be able to do the research, to require the reports, to assemble the data, to establish best practices and set up a system for oversight and accountability and it provides grants to states to be able to implement these improvement measures,” Merkley said.

Khanna called for bipartisan support for the measure.

[<https://thehill.com/blogs/in-the-know/in-the-know/577596-paris-hilton-takes-to-capitol-hill-to-advocate-for-troubled/>]

Coinciding with the Press Conference was the chronicling of Hilton’s horrifying experiences published in USA Today . This link will take you to the article [USA Today](#)

Outcome of Legislative Efforts

Reportedly, the decision was made to postpone the introduction of the legislation because of lack of sufficient bipartisan support .

[<https://www.instagram.com/p/CdT9f80vWAx/>]

Personal Note: It is my belief that No individual (regardless of their age) should ever be subjected to the kinds of abusive mistreatment rendered Hilton. As noted in the press release by Unsilenced: ***The Troubled Teen Industry is a network of mostly unregulated abusive congregate care facilities for young people that use "tough love" and other non-evidence based therapeutic services, schooling, and shelter.***

A very wide brush is currently being used to highlight the abuses of congregate care inclusive of every kind of child care setting. The reality is that the majority of residential resources for children in this country are subject to child care regulations aimed at protecting health, safety and well being.

Several years ago, I made an onsite visit to a residential school with a faith based component that was not regulated by the state in which it was located. In looking at their admission process and the plan of care for residents, I was horrified that such a potentially abusive place could be operational. It was a setting in which residents had no rights and were left to the discretion of those responsible for their care.

Children were allowed no privacy and all contact with the outside world was dependent on behavior. Contact with family members or home visits could be denied based on any kind of infraction of a rule.

The residential school was denied membership in CORE because it was an environment where basic rights of children were being denied and the potential for harm was potentially great.

I think it is incumbent that members of the Coalition of Residential Excellence ensure that legislators are aware that the broad brush being used to taint the reputation of congregate care is a misrepresentation. The kind of abuses and disregard for the health, safety and wellbeing of children is not a part of the residential programs we represent.

Please Don't Delay

If you have not submitted your response to the Call for Presenters for the 2022 CORE National Conference, please stop now and get your proposal submitted.



A link to the Call for Proposal can be found on the CORE Website under "Presentation". <https://www.core-dc.org/call-for-presenters/> The timeline for submission is on or before June 15, 2022.

Welcome
to our
New Members

The Kamehameha Schools in Hawaii have joined the Coalition of Residential Excellence. The first school was established in 1887.

Kamehameha Schools were endowed by the estate of Bernice Pauahi Bishop (1831-1884), the great-granddaughter and last direct descendant of King Kamehameha I.

Reportedly, during her lifetime, Pauahi witnessed the rapid decline of the Hawaiian population. Despite the dire condition of her homeland and its people, the princess envisioned a brighter future for all Hawaiians.

With the support of her husband Charles Reed Bishop, Ke Ali'i Pauahi articulated her vision in her last will and testament. She placed more than 375,000 acres of ancestral lands in a perpetual endowment with the intent of improving the capability and well-being of Native Hawaiian children through education.

In 1887, three years after her death, Ke Ali'i Pauahi's vision became a reality with the opening of the Kamehameha School for Boys. Seven years later, the Kamehameha Schools for Girls was established.

Kamehameha School Values

“Great was Pauahi’s love for God and the Hawaiian people, whom she served. Because she valued the pursuit of knowledge, she believed that education would be the key to their well-being. Pauahi was blessed with much worldly wealth and understood that this blessing was accompanied by profound responsibility. Therefore, it is fitting for the Kamehameha Schools ‘ohana, called upon to carry her legacy forward, to humbly do so through good thoughts and deeds that reflect the values of stewardship in her will”.

“Kamehameha Schools is grounded in the Christian and Hawaiian values embraced by Ke Ali'i Pauahi. Aloha, love and respect for the Lord, our natural world, and one another, is our foundation. “Imi na’auao, the quest for knowledge and enlightenment, is essential for an educational institution such as Kamehameha. Malama, caring for one another and all aspects of Pauahi’s legacy, will enable our institution to flourish. ‘Ike pono urges us to integrate our intellect and our intuition. Kuleana denotes the responsibilities, which accompany our blessings. Let us ho’omau, preserve, with ha’aha’a, humility, in all that we do.”

Kamehameha School Vision

“O ke kahua ma mua, ma hope ke kukulu - The foundation comes first and then the building.”

“By design, Kamehameha Schools is a dynamic and nurturing learning community committed to educational excellence. The school assists people of Hawaiian ancestry to achieve their highest potential as "good and industrious men and women." The school contributes to the student's development by working toward enhancing the following values and strengths:

- *Grounded in spiritual and Christian values;*
- *Intellectually, emotionally and socially self-reliant;*
- *Resourceful, resilient, life-long learners;*
- *Equipped with the skills they need to succeed in endeavors of their choosing;*
- *Responsible, ethical, contributing members of their multi-cultural and diverse communities, and*
- *Prepared to practice and perpetuate the Hawaiian values and traditions of Ke Al-i'i Pauahi.*

In today's environment, all schools serve both boys and girls. The vast majority of students are day students. Currently, the student population is about 7,000. Of that number, approximately 350 students are enrolled in the residential program.

Their commute to school from neighboring islands makes the logistics of a daily commute impossible. Consequently, those students are enrolled in the residential program. There are three K-12 campuses and 30 preschool sites statewide.

The Kapālama High School enrolls 1,800 students annually from grades 9 through 12. Roughly 330 students from grades 9-12, primarily from the neighbor islands, reside on campus as part of the boarding program.

All of the residential students in the school are housed in dormitories by age group:

- 7th & 8th,
- 9th & 10th, and
- 11th & 12th.

In all, there are 10 dormitories.

Philosophy of Care

The importance of students to remain connected to their family, or "'ohana", is an important part of the Residential Life program. It fits into the Hawaiian culture-based expectations. Throughout policies, reference is made to the importance of nurture in every aspect of the program.

The curriculum is a set of intentionally created learning experiences tailored to facilitate student success. Learning experiences focus on personal wellbeing and growth, Hawaiian identity and worldwide development, academic and life success, and meaningful community engagement. This Hawaiian culture-based curriculum is designed to grow the students holistically as an individual and as part of a community.

The agency runs a group travel program to facilitate travel between Oahu and neighboring islands for students on weekends and breaks so students can go home to their families.

Residential life administrators make telephone contact with the families of students under their care bi-weekly. Part of the Hawaiian culture revolves around the importance of family and

There are a host of extracurricular school activities that students can participate in. In addition, they have access to

As a philosophy of care, Kamehameha Schools is committed to providing a world-class, Hawaiian culture-based education that not only engages students and 'ohana in a culturally rich, personalized journey but also encompasses academic competence, growth mindset, self-efficacy, creativity, inventiveness, good character, Hawaiian identity, Christian values and 21st-century skills that will enable learners to thrive and become leaders for their local and global communities.

Nurturing Environment

Effort is made to support a nurturing environment. The following four tactics are intended to guide a unifying focus:

1) Elevating Standards for Student-Centered Learning: Refocus learning through student-centered, culturally rich experiences and opportunities inspired by students' unique interests and talents. Each student will be prepared to meet their highest potential through diverse academic, athletic, artistic, and co-curricular programs and by leveraging media, technology, community partners, and Kanaeokana, the network of Native Hawaiian schools. Student-centered learning will include personalized learning, a career and college mindset, and student health, safety, and well-being.

2) Empowering Educators: Empower educators to employ nurturing and dynamic teaching methods that motivate learners to attain world-class outcomes. KS will recruit, develop, and retain world-class educators who are empowered to produce rigorous, relevant, and relationship-rich Hawaiian culture-based education learning environments. Empowered educators demonstrate distinguished teaching and engage in professional development to inspire higher learning and performance results for students.

3) Elevate Standards: Elevate standards by adopting a world-class curriculum and by setting student achievement benchmarks and global standards via world-class, Hawaiian culture-based education. Use discipline-specific standards of excellence to provide the highest quality educational programs designed to prepare every graduate to be ready for post-secondary success and career opportunities. Elevating standards include a shared commitment to world-class, Hawaiian culture-based education, developing and applying student growth outcomes, and advancing Christian values and Hawaiian culture.

4) Redefine Systems and Learning Environments: Redefine systems and learning environments in a way that establishes leadership, faculty, and staff accountability toward achieving high-level student outcomes. Education output and learner outcomes will be the primary kuleana of tri-campus education leaders and faculty. Accordingly, the decision-making authority will be as close to the teacher and learner as possible. Redefining systems and learning environments include refining a governance

model, improving student learning, and participating in Kanaeokana, the network of Native Hawaiian Schools.

Positive and Nurturing Relationships

The school believes that positive and nurturing relationships are the essential foundation of learning. Therefore:

- All members of the Kamehameha community that includes learners, staff, families, and alumni are role models and will demonstrate attitudes and behaviors consistent with Hawaiian and Christian values.
- All will develop and support positive connections and interactions with learners.

Kamehameha Schools will:

- Support the learning process through a diverse and integrated curriculum and a range of services that are enhanced by the use of relevant technologies, real-life connections, and authentic experiences.
- Encourage learners to use their learning in service to their 'ohana, the community, and the world.
- Residential students are provided opportunities for athletic and other extracurricular activities. Students are also permitted opportunities to work and participate in activities in the community.