



Legislative Assembly of Prince Edward Island

Standing Committee on Social Development

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Date of Hearing: Thursday 9 March 2006

Meeting Status: Public

Location: Pope Room, Coles Building

Subjects: The Committee will be given a briefing on the issue of cyber-bullying by an RCMP officer; other presenters include a representative of the Home & School Association, and Lana MacIsaac, Information Technology Facilitator, Department of Education; deferred debate on ambulance services motion

Committee:

Wayne Collins (Chair), MLA Winsloe-West Royalty
Richard Brown, MLA Charlottetown-Kings Square, replaces Carolyn Bertram, MLA Crapaud-Hazel Grove
Robert Ghiz, MLA Charlottetown-Rochford Square, Leader of the Opposition
Wilbur MacDonald, MLA Belfast-Pownal Bay
Elmer MacFadyen, Minister of Community and Cultural Affairs
David McKenna, MLA Glen Stewart-Bellevue Cove

Member absent:

Beth MacKenzie, MLA Park Corner-Oyster Bed

Guests

Constable Don Crozier, RCMP, "L" Division; Shirley Jay; Martha Ellis; Francis Hendricken; Wendy MacDonald; Lana MacIsaac

Staff:

Marian Johnston, Clerk Assistant and Clerk of Committees

The Committee met at 10:00 a.m.

Chair (Collins): All right, the Social Development Committee is now in session, and I would like to welcome all Committee members and our special presenters today, and members of the media.

We are here to discuss Motion No. 14, Cyber-bullying and Violence Prevention Among Youth, as mandated by the PEI provincial Legislature. I would like to begin first of all by asking for approval of our agenda today.

Dr. McKenna: So moved.

Chair: So moved by Mr. McKenna. All those in favour, say 'aye.'

Hon. Members: Aye!

Chair: Contrary, 'nay.'

Agenda approved.

Our first item on the agenda today is going to be a presentation from Constable Don Crozier of the RCMP "L" Division. Constable Crozier, a warm welcome to our Committee. Very pleased to see you here.

Constable Don Crozier: Thank you.

Chair: I understand that today you're going to be presenting us the same kind of presentation as you give to parents. Is that correct?

Constable Don Crozier: That's correct.

Chair: All right. We look forward to listening and looking and learning today with you, sir. So the floor is now yours.

Constable Don Crozier: Thank you. Just by way of introduction, my background, I grew up in Wilmot Valley area just outside of Summerside. I lived there until I joined

the RCMP in 1973 and then I went to training in Regina. I've been stationed in Ottawa, various places in Nova Scotia, and I've been fortunate enough to come back home for about the last 20 years.

I'm currently with the commercial crime section of the RCMP and my main mandate is to investigate frauds and scams. But part of that, I also do Internet related crimes. Those could be crimes whether someone is using the computer - or I should say computer crimes - whether someone is using the computer to commit the crime or whether somebody may be trying to hack into your computer. As part of that, Constable Dominique Landry - I don't know if any of you recall her - started doing some Internet safety talks into the schools. When she got transferred I inherited that job, so part of what I do is go in and talk to the students at various schools, mostly at the elementary level - or the intermediate level, sorry, grades five to eight - and then I also do talks to the parents.

What I hope to show you this morning is the talk I do to parents. I have a video about six minutes long. I just got this. It was on *Dateline* on the 27th of January 2006, and it's dealing with a website, myspace.com, where most of the kids are going now. So we're going to have a look at that if I get this up and running. Then I have a power point presentation I would like to show you.

[A video was shown]

Chair: Yes, Constable Crozier, I do recall having seen the entire *Dateline* program. I think that follow-up as well was awfully revealing about the predators on the Internet contacting these young kids through myspace.com.

I want to mention here as well, and it is in our resolution, Motion No. 14, that back in June of 2005 the RCMP and the province were joining forces, asking Island parents to

ensure the contents of their children's personal web sites are appropriate. So this is not new but certainly bears repeating.

Back to you, Constable Crozier.

Constable Don Crozier: Unfortunately many parents are not as tech savvy as their children are or not as tech savvy as the lady on the video, and we're going to talk about that in just a moment if I get through my presentation. One of the major issues, I think, is the involvement of parents. How do you wake parents up to the dangers that are out there?

Anyway, I entitle my slide presentation "The Good, the Bad and the Ugly," and we're not going to talk too much about the good, because that's why we have the Internet, the instant communication, the instant access to be able to send messages, to find material, do research. And that's one of the reasons we have. But it's the bad and the ugly that I think a lot of parents don't stop to think about. Perhaps even some students don't stop to think about. My objective today is just to highlight some of the risks that accompany the internet usage, how you can minimize those risks, how to recover from falling victim, and how to become more aware of what our children are using the internet for.

I think we have to start with the volume of the Internet. We tend to think, or at least I think people tend to think, in the immediate community that they're in. You know, PEI is a pretty safe community and thank the Lord for that. But when we get on the Internet, whether parents don't stop to think it's not a TV, it's an interactive device. These are some statistics from July 2003 where we have about 939 million people connected to the Internet. September I went back to the same website. We're now up to about 958 million people, and at December 31st of this year it's over a billion people that are connected to the Internet worldwide.

I think it's interesting to look at where the growth is coming from, and a lot of its coming from what we would term third-world countries. We look at Africa. It's got a 403% growth. Middle East, 457%. We have to stop and think that it's possible for someone in another country in the world, once you plug into that worldwide web or hook up to the Internet, to have contact with you in your living room, or unfortunately in some cases, in the child's bedroom where parents like to put the computers.

We have to stop and think that some of these cultures don't have the same social values that we have. I'm not saying ours are better than theirs, but in some cases they have child labour that we have to deal with. They can't afford to raise their children so they sell them to places that use them for brothels, you know, little kids. That people go to these countries because they can have sex with children. These are some of the things that can come right into our living room.

As police officers we're playing a catch-up game. The Internet is global in nature. We're restricted by the laws within our country, within our borders. It's causing major problems and we'll talk just a little bit more about that. The first thing you have to think of when you go on the Internet is defence. I threw a picture of a goalie on here because you think hockey, you usually think if you've got a good goalie you've got pretty good defence. You need to have an up-to-date anti-virus program on your computer, whether you use MacAffey or McAfee or Norton's. You need a firewall on your computer. People sometimes don't stop to think these are defensive mechanisms you need to put on before you even connect to the Internet. Basically all a firewall does is act as a gatekeeper. You put a security guard on this door, then it controls traffic in and out. It controls traffic in and out of the ports on the back of your computer. Nowadays you need an up to date anti-

spyware program on your computer. There's all kinds of people out there are trying to implant devices on your computer, and I have a couple slides on that.

But I want to back up just a minute, and this is sort of my personal things coming through and not necessarily the RCMP's. But children and media violence, you know, there's been a number of studies done on this. According to some of these studies children spend up to six and a half hours a day with media, whether it's the Internet, TV, listening to the radio, what they're doing in school. By the time a child is 18 years of age they'll have witnessed on television, with average viewing, about 200,000 acts of violence. Probably seen 40,000 murders committed on the screen in front of them, whether it's on the computer or on the TV. The studies have shown that the children become desensitized to what they're seeing. It doesn't become real to them. Sometimes they carry out what they're seeing on the TV in real life without actually thinking of all the consequences.

These are just studies. There's a whole bunch of studies. I have a list here if anyone wants to go to these web sites and are interested in that. You can research them. But what are our children using the Internet for? This is one example that came out of the newspaper back in November of last year, where two teenage girls and one of their boyfriends chatted on MSN and they planned a murder. The two girls killed their mother. She was a druggie. They gave her pills and drowned her in a bathtub. Then they left her, went over to a friend's place and had a party, and then they came back and in shock and horror called 911.

They got away with this for a year because it was originally deemed to be accidental, and it wasn't until one of them told another friend who told the police that they found out what happened. They went back in and did a forensic search in their computer and

they found all these chat logs where they discussed how they were going to murder, what stage the mom was at, and how many pills they had given her. That's just one example.

The hate directory. You can go out on the Internet and you can find the hate directory, and there's a web site you can go to which will list all of the hate directories that are out there on the computer. Just a click of the mouse, your child could be into those sites. You know, the Ku Klux Klan and other white supremacist groups.

Gambling online, another major problem, and there's all kinds of web sites out there where your children can go in and they can gamble online. If you want to know how to do, something go to a search engine and type in: How to become a hacker. There are all kind of web sites will teach your child how to become a hacker. How to make a bomb web sites. How to kill a police officer. There are sites out there that will tell you how to do it. How to do identify theft. How to talk like a teenager. How do these sexual predators convince 13 and 14 year-olds that they're another 13 and 14-year old? Well, there are web sites out there that'll teach them how to do it.

Another major problem is webcams. Parents that have computers in their child's bedroom with a webcam on it, I shudder to think. There are all kinds of horror stories where people have convinced the children that your body is natural, it's normal to take your clothes off, and they've talked the children into stripping in front of these webcams. Then once they've done that, they now threaten the child: If you don't do what I say, I'm going to put this up on the web. Sometimes they will put it up on the web anyway. But they threaten the child, they coerce the child into doing things for them.

Our children grow up with computers nowadays. I have a three-year old

granddaughter and she's already on the computer. They go to school, they're into it. But sometimes the parental generation is like the deer in the headlight. They don't understand the technology behind it and they look at the computer with fear and trepidation. They've got it because their child said they need it for their education. So they go out and they buy it for them without understanding the full implications. You don't need to be a techie to know something about the computer. You don't need to know what RAMS and megabytes are and gigabytes and all that type of thing. I threw this out here. I tell parents this. It gets a little laugh. I say they can put all kinds of fancy terminology on a common device we have in our house. That doesn't mean you don't know how to use it.

Letting the children use the Internet unattended is equivalent to dropping them off in Central Park. I try to drive this point home to the parents, that you must supervise your children. You wouldn't just drop your child in Central Park. You'd stay with them. I mean, we take time to teach our children how to ride a bike safely, how to cross the street safely, when they get old enough how to drive a car safely, but yet the Internet seems to be a different story. If you have younger children, don't be overwhelmed by what they know. Show your interest in what they know. They'll come home from school and they'll show you, if you have younger children. Don't become overprotective. But you must monitor their activities. You need to discuss safety issues with them. Take a computer course. There are all kinds of community schools out there which will teach you the basics of a computer.

I'll just quickly tell Tommy, Kevin and Justin's story. I've changed the names. I have a number of real incidents. They're true. I've changed the names because some of them are local here and I don't want them identified. Tommy was on these sites, how to hack into computers. Kevin and Justin

were over at Tommy's place after school one day. Tommy hacked into this computer. He didn't know whose it was but it turned out it was a person in California. What he didn't know was that there was a senior citizen in that house hooked up to a life support system run by the computer, and when he shut the computer down the senior citizen died. These three boys ended up being charged with manslaughter. That's a story I read in the paper and I'm assuming, because it was in the paper, it is a true story. But that's how quick your child could be in trouble online.

We teach our children: Don't talk to strangers. I'll tell you Elaine's story. She was an adult. She was into one of these chat rooms. It was actually supposedly a Christian chat room where you should think that you'd be safe. She was chatting to this guy, chatted for about five months. He told her the story he was from the northern United States, that he was working in Nigeria on a major project, and he sent her flowers, sent her chocolates, and they were talking about getting together when he got back. But he told her he was having trouble cashing his pay cheque over in Nigeria and he wondered if he could send the pay cheque to her and then she could just put it in her account and when he needed a few hundred dollars she could just wire it over by Western Union. So he sent her a cheque. She put it in her account, sent him \$300, \$400, \$500, \$1,000, whatever. Of course, the cheque was a fake and that's just one of the frauds and scams that are out there.

We talked about Don and Dave's story, two grade 7 students from a school here on Prince Edward Island. In the Internet in a chat room one night they were talking to Levi and they were giving Levi a very hard time. Didn't have a clue who Levi was, and he was trying to find out information on them, but they were following good Internet safety rules. They weren't telling anything. Levi leaves the chat room. About three

minutes later Amanda_13 joins the chat group. Within five minutes Don and Dave had told her their names, what school they went to, where they lived, the name of their home room teacher. Well, Amanda_13 was also Levi. That's how quickly they got sucked in by thinking because of the name that they were talking to another 13-year old. Fortunately Levi was an adult with children of his own, he was not one of these sexual predators, and he got a hold of the teacher and the Department of Education and reported on these boys.

Then Sharon's story. Again, I've got adult stories here, but I could give you the same basic stories with students. Sharon and her husband had split up and it was kind of a nasty separation. She was going overseas. They had two teenage boys. She wanted to chat with the boys when she was overseas so she set up a Hotmail account. In the Hotmail account you put in a profile of yourself. You put in a secret password question so you can remember your password. Hers was: What's my favourite pass time? Well, her husband would easily know that. It was reading. That was her password. She left for overseas.

He went into her Hotmail account, guessed her password, changed it, went into her profile page, and put in some very explicit pornographic pictures, put in her real name, her real address, her real phone number, and you can imagine all the hits she was getting from the sexual perverts that are out there on the Internet. Those are just samples of stories.

I think we all know what a chat room is. I grew up with a chat room and it was called a telephone. It was a party line. I think probably some of you did. You get on the phone, you had all your neighbours there. You had a great conversation. But on the Internet it's a place where people with similar interests can go and discuss. But as parents we look at - even if your child will show you the chat room, you're looking at it

and it's all Greek to you. They have all these abbreviations and you kind of shake your head: What are they talking about? The thing as a parent, what you should be concerned is over here on the right side: Who's in their contact list, their favourite list? They got all these sweet names that, you know, sweeties and gizmo and bebabe and lifsander and longhorn. They have all these names, and some people will have 200 or 300 names in their favourite contact list.

As a parent you should be limiting how many contacts your child has there because this is how the sexual predators get in. They get into these chat rooms, they may just sit there and monitor what's going on until they've picked their target. I imagine if you asked your child, if they had 300 names in, they wouldn't know who half of them actually were. So that's one of the dangers of chat rooms.

But there are places you can go as a parent. Steve Crossman's website. If you want to learn what all these abbreviations are, what the kids are using, as a parent go in and study these, take time to learn them. These chat rooms are where these sexual predators like to hang out, and they know how to talk like a 12 and a 13-year old. They know what their favourite TV programs are, what their latest music is, fashion, because they can go to web sites and find that out. They'll take months to get to know you. They're not in a rush.

I'm going to throw out another thing here. What is your child's name on line? Is it a suggestive name, you know. Sweet sexy, banana baby, or I'm too hot for you, or something that's got a sexual connotation. You should be looking at that. Who are they actually talking to? On the Internet, anybody can be anybody they want to be, and your child has to be aware of that. Because they say they're a 12-year old, 13-year old or they're doing something, that may not be who they actually are.

This is an example I've taken off - and I don't mean to embarrass the Department of Education, and I'm not trying to do that, but in working with Lana, who will be presenting here to you in a few moments, she has a presentation very much similar to this. I'm not going to steal any thunder, what she's going to do, but I took this off a chat room out at Englewood. I'm not here to embarrass Englewood School, because the Department of Education, in working with them, we've eliminated an awful lot of this. But there was a lot of stuff put out there on the school web sites that was of concern to me. Now, this child, if he said in a chat room: My name is Chad, I live in Canada, I go to Englewood School, I've got a pen pal in Japan, you know, the current time, how easy is it for a predator out there to track him down?

Just a quick sample. I go to Time Zones Canada, I type in the time. I could, right off the bat, if I was somewhere in the world, I knew he lived in Canada, if it was 5:00 p.m., I could figure out where he lived, in the time zone. Then I'd go query Englewood School. All the schools now have their own web sites. Then I'd go browse around the school. What can I find out? He told me he had a Japanese pen pal. Well, there's Japanese key pen pal. Oh, there's Chad. I'll go look. There's a letter to Chad from his pen pal where I've got his first and his last name. I go to Canada 411, type in Jeffreys, Prince Edward Island, and there's all the Jeffreys in Prince Edward Island. If I had a map of PEI, I could eliminate most of those to get close to the school. I could click on a map right to his house. It's that simple for predators to track kids down or track somebody down.

The other option to chat rooms is instant messaging, which they're much the same, but you have a lot more control in instant messaging over who's in your group. I recommend this to kids as opposed to going to a straight chat room. Regardless of whether you're using instant messaging or

chat rooms, do not give out your personal information, give yourself an alias, don't respond to abusive postings, and think about what you're writing.

I know you're here today as a committee to talk about cyber-bullying, and it is becoming a major problem out there on the Internet. It's communication via the Internet, e-mails, chat rooms, whatever it is, and being abusive to other people. It's teasing, spreading rumours on line, threatening to harm or kill, posting insulting messages, defamation of character. A lot of the kids are going to this website. I call it Piczo. I don't know how it's actually pronounced: P-I-C-Z-O. Because you can go in there and you can very easily create a web site.

Now this is a true case that came into me just before Christmas. It was a Piczo site, www.thrashkim - and her last name - .com. What the kids did was they put a picture of Kim in there and then they invited friends to go in there or people to go in there and to post insulting comments. I've got three or four pages of comments that the mom faxed over to me. I've blanked out the names and hopefully you won't recognize them, but there are about 15 pages of thrashing Kim.

Dr. McKenna: Is this a local -

Constable Don Crozier: This is a local story, yes. Some of the language in here is not good and I'm not going to read it out, but you can read for yourself. But this is what the kids are doing. This is a mild form of what goes on out there. This is just some of the stuff that's up there, and there's about 15 pages of this.

What happens is the kids are doing this at home. The next day the Department of Education has to deal with these issues. It comes back into the school. We teach the children that cyber-bullying can be a criminal act. Under the Criminal Code of Canada it is a crime to communicate

repeatedly with someone if your communication causes them to fear for their own safety or the safety of others. It could also be a defamatory libel, depending on how serious the comments are.

There are places where you can go on the Internet to learn how to keep safe while chatting on line, what to do if you are being the victim of a bully. We teach this to the children, and I'm sure the Department of Education teaches them, you know. Keep a record of what's being said. Tell an adult about it. But don't respond to the abusive postings. Once you respond the bully knows that he's got your goat and they're going to continue bullying. But if you simply delete the message and don't respond to them, they'll go away. Nine times out of 10 they'll go away.

We all know what e-mail is but there's a lot of dangers with e-mail and the attachments that come with them, especially those with the .exe extension. They're executable files that can go in and affect your computer.

We've talked about web pages. This is a student's web page from a school here on Prince Edward Island, and again it's a Piczo site. This is what this student put in her web page. She put down here under list of friends, she put the first and last name of all her friends. I've blanked them out. She had her own picture in there. The first one here is Laura. If you went to Laura's website, Laura was safety conscious and only put her first name in, didn't put anything else in. But because Jocelyn has linked her website to all these other people, and put their first and last names in, it's not hard to guess what Laura's first and last name is. Then you can easily track them.

Over here about Moira, I've changed this information, but she put in her name, her age, all this information, what her birthday is, where she lived, grade 8, what school she went to, her mom and dad, her brother and

sister, favourite hobbies. The scary part about this is that her mom had looked at this web site - and I'm just going back to the previous - you can create really graphic web sites where you've got characters moving all over the screen and all kinds of colours and you can put pictures in, and it can look nice. But sometimes the parents look at that and they get impressed by what the graphics are doing as opposed to looking to the content. Her mom had looked at this website, thought it was a great website, until I knocked on her door, and then she was in tears for the next couple of hours thinking of what could have happened because of what her daughter had revealed about herself on the Internet.

Again, there's no restrictions on marketing products on the Internet. Inaccurate, misleading, untrue information. A lot of these are deceptive schemes trying to get your personal information. You know, the free games, the free videos. Click here, you know? Win 500 bonus points for hitting the monkey or something like this. Then you'll get to another page where they're wanting personal details.

All kinds of games with excessive violence, and then homepage kidnapping or what's commonly termed on the internet as phishing. Internet scammers trying to lure you to get your personal information. You might get an e-mail, something similar to this. Probably all of you have gotten them. All of the major financial institutions and major businesses have been the victim of phishing. E-mails are going out, spammed out, and they want you to click on this hyperlink down here. If you clicked on it - it won't work in a slide presentation - it will take you into another website where it looks like TCFs in this case - TCF bank - and they're wanting you to complete, fill in details, give your personal information.

This is from a newspaper of February 27th of this year. It was an article out of Brazil, and

I've only copied just a couple of lines out of it, but cyber thieves are copying your passwords as you type. It's to deal with keyloggers. Apparently phishing has now become a little bit too much work for them, so now they're going into this keylogging. This particular fraud ring stole about \$4.7 million from 200 different accounts at six different banks. What they're doing, they have a program - and don't ask me how it works - that monitors web access - like if you have a bank account - and then it kicks in. If they can get it implanted on your computer - and that's what we're talking about, these unsolicited emails with attachments - if you click on them and open them nothing may happen that you're aware of, but at the same time there could be a computer program that's been installed on your computer.

Credit card scams are another problem. There are computer programs out there that will generate random credit card numbers, and then what they'll do is they'll take those numbers and they'll go make some soft purchases, purchase flowers or something small, to see which are the good ones. Once they've established a good one they'll go crazy and they'll spend it up to its max. There's not much that you can do about that other than to scrutinize your credit card bills and to make sure you destroy all of your old cards or your old bills and that. Don't just throw them out in the garbage. Dumpster diving is another favourite past time.

Porn dollars. On the back of your computer when you hook up to the Internet you hook up through a modem. There are web sites out there that have programs in them that if you visit their web site it'll disconnect your modem, it'll automatically reconnect to their modem, and you'll get a long distance phone bill, probably over to Russia or somewhere. A lot of children in these download sites, where they get the free music, have been victimized by this.

I threw this up. You may want to do this. Some parents think this way after. How do we fight back? Well, Bill C-38 passed in 2003, *Personal Information Protection Act*. If somebody wants your personal information and they're going to take it, they have to ask for it, permission. They've got to tell you why they want it, who'll be seeing it and how are they going to safeguard it. So I threw up Ebay's website here. If you look at their website you'll see a privacy policy, and this is supposed to be there for every web site that's going to ask for your personal information. Go in and read it. What does the privacy policy say? There could be four or five pages of it.

Some common sense practices, net etiquette. Basically, follow the golden rule. You do unto others as you'd have them do unto you. If you're nice on the Internet, chances are they'll be nice back to you. You have to establish that atmosphere of trust. If something happens when your child is surfing the Internet, can they come you without you blowing your cool, you know, as a parent? A porn picture pops up. If you don't have that atmosphere of trust with your child, they may just delete it and then you come along later and you're checking the history or something on the Internet and you see this pornography picture, and then you go ape on your child, well, you don't have that atmosphere of trust. They should be able to come to you and say: Look, I don't know what happened. I was looking, this school project, and up popped this picture. Because it'll happen.

You need policies and rules in place. Can your child be on the Internet, MSN chat, when you're not home after school? The most important one is get the computer out of the bedroom. Put it in a central area where you can see what is going on when your child is on the Internet and you walk by. If they start closing down screens, be mighty suspicious. Limit the chat rooms. Again, password protection. I told you the

story - I can't remember what name I used now, I think it was Sharon. But the same thing is happening to students. They don't realize the importance of keeping their password secret. Half their class may know their password.

Practice what you preach. Your child knows how to go in and check the Internet history probably easier than you do, what web sites you visited. You can't have one rule for yourself and another rule for your child. What search engine are you using? Most of the search engines have a safety feature on it. If you look at Google, for example, and the same is true on other ones, under preferences you can go in here and you can set safe search filters. If you don't want any of these explicit things you can set that. You should be the administrator on your computer at home. When you set something your child should not be able to go back and take it off. You save these preferences.

How do you check the history? If you're using Netscape Communicator, well, you go up to Communicator, you'll get a drop down - click on Tools and you'll see History. This will tell you where someone has been on your computer and if your child has been in the bedroom on their computer for the last two or three hours, and you say: I'm going to check the history, and you see that everything in here is for the last 10 minutes or the last 15 minutes, you know they've deleted the history and they've just gone and clicked on web sites to put something in there to try and deceive you.

If you have Microsoft Internet Explorer, there's a back arrow up here. The same thing if you're using Firefox. I think it's a go button and you get a drop down screen. You can see where somebody was three weeks, two weeks ago, today on your computer. Under Tools, click under Internet Options, and you can go in and set how long you want to keep the history and the security features you can set.

This is not a course on how to do our computer, but these features are there and I want the parents to be aware of them. MSN Chat, you know, you can block spam or you can try to. There are parental controls that you can put on in MSN Chat. You need to go in and search around and find where these things are.

All kinds of web sites with good Internet safety tips. I have a handout here with all these web sites listed if anyone wants it. There are all kinds. Be Web Aware is an excellent website that Aliant put out. All kinds of internet safety. Netsmart.org, some real nice little videos in here. If you have highspeed Internet, click on these and you can see some real life stories about the dangers. The frauds and scams, crimes of persuasions. There are all kinds of web sites out there which will keep you updated on what the latest frauds and scams are. Basically, if it looks too good to be true, it probably is.

I've gone through that faster than I thought I would, but I'm finished.

Chair: Constable Crozier, I thank you very much for a very enlightening presentation here today and it kept our attention throughout, and I think we all learned something here.

I would like to, if possible, allow our members some questions and I'll be taking a list here. We'll begin with Richard.

Mr. R. Brown: Thank you, Mr. Chairman.

Constable, it's quite obvious from your presentation that you are very concerned. I could see it in your face and I could see you getting madder as you went through some of the sites. I appreciate that, because we need people that get mad at this stuff and I can see in your appearance that you don't like it. Neither do I, and I don't think neither do a lot of other people. I think your thing of

dropping the child off at Central Park, I guess we could bring it closer to home and just say pick the worse place in town and you could drop your kid off there, and would you like your kid to be in there? A lot of parents wouldn't. I think parents have to realize that.

I am a web person, I know how easy it is to access this crap. I know how easy it is for people to manipulate the web for their own advantage. I've, you know, reviewed some of this stuff and it is the worst and vile, most disgusting stuff you can see. It upsets me that some people would use this, you know, for that. But hey, there's sick people in this world and they're sicker and sicker, and we can't imagine how sick some of these people are.

My thing is, on the age of consent, what is your opinion on that? You know, our age of consent now is 16, I think. Should we drop it? Should that be a part of this Committee's discussion? These predators that go on - we heard about the young girl in Moncton who - the guy came up from the United States, got her on the chat line, and using her. Would that help? What laws would help?

We look at Google and we look at MSN and these guys are out there in the United States, telling the people of the United States it's freedom of information, it's freedom of this, but then they go to China and they say: Look - the China government - we'll allow you to see what's happening in these sites. We in this country would probably say that's terrible that Communist country is doing that. But maybe they're doing it for another reason also, to go after these predators.

What kind of laws are there in place that you people need to go after these guys? Is there an international task force on these child porn sites? That's a disgusting thing, in my personal thing. Is there commitment by our governments, federal, provincial,

internationally, to go after these things? Do we have something in place that says: Look, this is affecting the people, our children, this is luring people in? What kind of recommendation should come out of here that says, although we may be a small province and we may be a small place, maybe we can influence our federal government to say: Look, put a task force together, put something together, go after these sites. If they're in China or Japan or wherever they are in Third World countries, or even if they're in our own country, go for them.

I know I'm talking a little long but I want to commend you. I see you doing some raids, even in our own place, in our own community, where we think our community is so good, our Island way of life. It isn't. Is there enough out there for you guys to do your job in that area? And the age of consent? Again, I want to appreciate you for your commitment today because I can see it in you.

Constable Don Crozier: I guess if I had a wish list of what we could have, you know, there are several areas that we'd like to see improvements in.

The difficulty of the global nature of the Internet makes it very hard. A webmaster can be located in England. The site can be hosted in India. The crime can be committed here on PEI, and the victim is here. But these are issues that are so global in nature that I don't know if we can deal with it just here at a local level.

The access to Internet service providers, requirement for them to maintain logs - I mean, I'm not going to pick on any particular Internet service provider - but some of them don't keep their log records longer than 24 hours. Some, it's two weeks. Some others, they keep them for a lengthy period of time. Quite often these web sites are up and gone before we even get the

complaint. Like the one I told you about, Kim, I mean that was up and down before we even got the complaint. To try and recover that information - the Piczo site is down in the States.

You talked about the age of consent. I really don't have a comment on what changing that would do. My main message here this morning is parents have to be more aware and have to be more involved. I mean, I go out to the Home and School meetings and those are those are the parents that are involved in their daughters and sons' education. I get invited to speak and they put out messages, and you might get eight people there.

We're fortunate that we haven't had a major incident here of Internet luring or abduction. We've come close a couple of times. But it's happening in other Maritime provinces. Then the other thing, resource-wise, we really have nobody that's full-time doing Internet safety or Internet related issues.

Mr. R. Brown: In the national RCMP?

Constable Don Crozier: Yes, here on PEI, yes.

Mr. R. Brown: But nationally, do you?

Constable Don Crozier: Nationally we do, yes. We have original unit for the pure tech crime end of it, but these issues that we're talking about and dealing with, they could be a full-time job.

Mr. R. Brown: Yes, but it's a full-time job protecting our children.

Constable Don Crozier: Yes.

Chair: Minister MacFadyen.

Mr. MacFadyen: I just wondered, you said that you're out visiting the schools and talking to them in regards to safety, grade 5

to grade 8. To what degree are you meeting with the schools and what's the impact that your discussions at the schools are having on kids?

Constable Don Crozier: I haven't met with - my talks are to the Home and School groups or to the students. The schools themselves, are you talking the principals or the Department of Education?

Mr. MacFadyen: I'm saying the kids, when you said that you speak to grades 5 to 8, is that just to the teachers?

Constable Don Crozier: No, the students.

Mr. MacFadyen: Students. So what's their reaction? I'm amazed at the information that a person can access by going to the various web sites. I use the computer and I thought I was pretty knowledgeable on it, but when I see this I'm just dumbfounded. I'm saying: Oh my God, what are - like, I have kids that come in to visit me. I just say: Thank God my kids are older and they're grown up.

We have values in our home, but we have kids that come in that are nieces and nephews that go on the computer and we don't watch what they're doing on the computer. They want to come in and they want to play a game. The difficulty that I have is that, as a parent, when I see this information I'm appalled at what information is available to people and what access people can get to it.

My question is: What's the reaction of people when you show them all this information that is available, and how do we, as legislators, get the information to parents to make the parents be more aware of what the concerns are?

Constable Don Crozier: Good question. I mean, I'm trying to do that.

Mr. MacFadyen: No, and I commend you.

I think more people that are delivering services and making laws should see what you presented to us here today. To me, it really makes me sit back and take notice of what is out there. You hear so many people saying: I met this person on the Internet. They have no idea what they're about. I have neighbours that I hear them saying: I was talking to this person on the Internet. You can go all over the world and the person that you're talking to is voiceless and there's no vision. You don't who they are. As you say, you could have a 40- year old that says: I'm a 12-year old. It all depends. I think more people have to see this information that you presented to us here today.

Constable Don Crozier: I give my talks to the students and give them an opportunity for questions, and they seem to be receptive. But then I leave. I've actually heard from Marian that she's gotten favourable reports from the teachers. Now, as to what discussion the teachers have with the students after I'm done, I'm not aware, and maybe Lana could talk to that.

Lana and I go into schools together, and if there's more than one group, like, she'll talk to them or do an online demo of what I'm talking about, and then we'll switch classes. But I don't really get an opportunity for the students to tell me what they think.

Chair: David McKenna.

Dr. McKenna: Yes, I find this presentation very, very - I guess pretty depressing, number one. I got three teenage daughters and they're on the computer every evening, fighting on the computer to get time because one's on too long compared to the other one, and then kicking me off because they think I'm taking their time.

I must admit, I don't know all the time what they're doing on the computer. I know they're on MSN and the thing pops up all

the time when I'm on it too. But you indicated there are things I can do on the computer to know exactly what they've been doing. I don't know those things. Maybe I should. I know Richard has a bit more computer savvy ability. He knows those things a bit more than I do.

I think maybe that's something, maybe education, school board or somebody, can do, is take them home to the parents: This is what you should do to watch what your children are doing on the computer. I don't know who should be doing that, but I never saw anything like that before.

Some of the little hints you gave up there, I just started to take some notes down. But there's got to be a mechanism that we get that to all the parents of kids that are going to school. I don't think it's out there the way we want to have it out there. I commend the Home and School. They're making a good effort to do that, and I commend you, what you're doing. But I don't think we got - as Elmer puts it - know this all was happening. I know it's happening, but I assume my kids aren't doing it, but I don't know exactly what they're on all the time and I can't tell. I haven't got time, but I will make time.

Constable Don Crozier: You saw on the video the lady that she gets a message of what web sites have been visited. That's a software program that you can buy, put on your computer. So that if you're really wanting to know where your child has been, there are software programs out there you can buy that will tell you that. There are software programs that will e-mail you at work. If your child has gone to an inappropriate site, give you a message that somebody has just gone to this site. Those are things that parents have to decide if they want to go out and put the money on.

Dr. McKenna: What's that program called?

Constable Don Crozier: I'll have to talk to

you after about it.

Dr. McKenna: I think I'd like to get that, because, I mean, those are things that a parent should know and I think that's important to have that out there for parents. I don't know how you do it.

Constable Don Crozier: You just take any search engine and query Internet safety and put software programs in. There are all kinds of them.

Chair: Committee members, we do have two other presentations we're going to get to this morning, but I believe, Mr. MacDonald, you have a question for Constable Crozier.

Mr. MacDonald: I'll just be very brief then, Constable. I commend you for doing what you're doing and hope that you'll be able to continue to do that with the RCMP.

I have to admit that I am computer illiterate. My children are grown up but my grandchildren do come and they hardly talk to you any more. They just go right into the computer. Just: Hello, how are you?, and they're gone through the room. So I guess I'll have to be a little more aware of what's going on too and drop into that room every once in a while and check it out. Not that I'd be able to do anything when I get there.

Chair: Well, Constable - I'm sorry.

Mr. MacDonald: Is that not the problem with our day and age? The next generation of children who are growing up will know all about the computer, but the parents of today are not as well educated as they. But they will be when they grow up themselves. But it's to get through that time.

I'm always amazed that the world has not done something about the computers. Why have we allowed the computers to become so big as it is, and unsupervised? There are not many things happening in the world

without government being involved. They're not involved here anywhere at all and maybe that's one of the things that governments got to do. We as a small province probably can't do a lot, but we can do something, and I hope this Committee will be able to make some recommendations on that.

I thank you, sir, and good luck to you, and continue your good work.

Chair: Minister MacFadyen.

Mr. MacFadyen: I just wonder, Constable Crozier, would you be available to come in to present to government in regards to this presentation that you showed here this morning?

Constable Don Crozier: Any time you want.

Mr. MacFadyen: If you could arrange it. Do you have a calling card you could leave with us? Thank you very much.

Chair: Thank you very much, Constable Crozier. We appreciate your presentation today. Obviously you've rung a few alarm bells around here today. No question about that. We're going to give you a little time there. Are you going to dismantle all that equipment now?

Constable Don Crozier: No, I'm going to stay.

Chair: All right, great.

So I'd like to call to the table now our next presenter representing Prince Edward Island Home and School Federation, Ms. Shirley Jay.

Clerk of Committees: I think she's got Martha Ellis with her.

Chair: And Martha Ellis is accompanying her as well.

Clerk of Committees: And there may be more people, I'm not sure.

Chair: And they may have some others to introduce to us as well.

Clerk of Committees: Just about three minutes until - you can just recess.

Chair: We're going to recess.

[There was a brief recess]

Chair: All right, after a short little recess, if I could have the attention of Committee members.

We're going to continue our presentations today. I do want to mention that we have two presentations to get through. We also have a debate we're going to have on a motion that was deferred from January 12th, and then we have an in camera portion of our meeting today, too. All of this against the clock of a 1:00 meeting in this room as well by the Rules and Privileges Committee today. So it's a busy time.

So without further ado, I want to turn things over to representatives of Home and School Association, and I see Martha Ellis here today along with Shirley Jay. So we'll turn it over to you.

Martha Ellis: Thank you, Wayne.

Dr. McKenna: I saw your name in the paper today in the death notices.

Martha Ellis: I know, my brother actually called me this morning to say: Are you dead? There's a Martha Ellis dead this morning. I said: No, I'm still with you.

Mr. MacFadyen: That lady was a little older.

Martha Ellis: I hope. I hope.

Chair: And Martha, you'll introduce everyone around the table.

Mr. R. Brown: I'm going to introduce -

Some Hon. Members: (Indistinct).

Chair: Okay. Attention, please.

Martha Ellis: I'd also like to introduce, if I could, Mr. Chairman, my two other members of my executive that joined us today. Francis Hendricken, he's from down east. What's the place you hail from, Francis?

Francis Hendricken: Pisquid.

Martha Ellis: Pisquid. Oh, dear.

Mr. R. Brown: Even I know that, and I'm a city boy.

Martha Ellis: And Wendy MacDonald from Charlottetown, Prince Street. We are going to give you an address today and ours is simply going to be on your heading and that's cyber-bullying.

Our heading is: Parents Need to be Aware that Bullying has Gone Hi-Tech.

The Prince Edward Island Home and School Federation thanks you for inviting us or allowing us to come in to give you some concerns and ideas that we have on the issue of cyber-bullying.

Most of us are aware of bullying at school. We likely have talked with our children about who was being bullied, offered advice or intervened if your child was being bullied, or dealt with complaints that your child may even be a bully. This type of bullying, as damaging as the experience can be, is for the most part restricted to the school property or within its vicinity. But cyber-bullying extends to the world, can be even more dangerous and damaging and

cannot be erased.

The saying that sticks and stones may break my bones but words can never hurt me has never be comforting to those who've experienced bullying. At Home and School we're very proud of the work we've done with lead Tami Martell, a former board member, who a decade ago built awareness of this very important issue.

The PEI Home and School has placed priority over the years on helping to make our schools and communities safe and accepting places for our children. For example, last spring we coordinated three Diversity Youth Forums across Prince Edward Island which involved almost 2,000 grade 8 students and their teachers in a day of discussion and presentations on diversity and openness. In the year 2000 we sponsored Rev. Dale Lang to come to PEI to speak about the events that led to the tragic death of his son in Taber, Alberta in 1999 at the hands of another student.

Our organization has sponsored speakers on Internet safety at our provincial, local and regional levels. Projects have developed a teen violence video called LEAVE or "Let's End Adolescence Violence Everywhere," and two video scripts that we've given to every school in PEI called "The Party Girl" and the "Egg Boy" on Internet safety/bullying, alcohol and drug use for grades 9 to 12, and we've brought a copy of that today. Basically we gave it to all schools and some of them are very much using it in their language.

The expansion of communication channels including weblogs, chat rooms, e-mailing, text messaging, hate web sites and the continuing growth in the number of Island families with home access to Internet is exposing more and more of our children to greater risks of being bullied in more ways.

First of all, what is cyber-bullying?

Cyber-bullying is being cruel to another person by sending or posting hurtful materials using the Internet or a cell phone. It includes:

Flaming - using angry or vulgar language in electronic communications such as emails, cell phone and pager text messages;

Misusing a cell phone to take embarrassing photos and emailing it to others;

Cyber-stalking - repeatedly sending threatening messages to a target which causes them to feel afraid for their safety;

Harassment - sending insulting and rude messages repeatedly to someone;

Denigration - sending or posting cruel gossip or rumours about a person to damage their reputation;

Impersonation - breaking into someone's e-mail account, posing as that person, and sending damaging messages about a person that will get them into trouble or danger, or damaging the person's reputation or friendships;

Outing or trickery - revealing someone's secrets or embarrassing information online or tricking someone into revealing secrets which are then distributed online;

Exclusion - excluding someone from an online group, like blocking them from a chat group.

Who are our cyber-bullies? Usually it's someone the target knows. It can, however, be:

an online stranger that the target has been communicating with in chat rooms or a visitor to the person's weblog;

bullies at school and they continue to bully the victim online;

sometime the person who is being victimized by a bully at school will retaliate against the bully online. For example, those who bullies consider the geeks may find themselves on the receiving end of computer wizardry where, for example, their e-mail will be broken into, routed to the online bully's email, edited in a damaging way and sent on as a normal e-mail. It is certainly less damaging than the revenge that we witnessed in Columbine, Taber, but is no more justifiable;

a jilted partner in a relationship, breakup, can resort to online vengeance.

cyber-bullies can be those who express hatred towards others because of differences such as race, religion, appearance or sexual orientation;

some cyber-bullies find it entertaining to hurt other people;

cyber-bullies, particular in the throes of revenge or aggression, may not fully realize that what they place on the Internet can be potentially accessed by or forwarded to anywhere in the world. They also may not realize what others, who are even more devious - for example, a sexual predator - can do with personal information or photos.

Children who engage in what they may think is a practical joke can find themselves in very deep Internet waters and there is no turning back. Once the information is out there it cannot be retrieved or erased. Their practical joking can become outright cyber-bullying and the target's reputation can be damaged.

Cyber-bullies can be lurking on the Internet and may not even know their target. They can also engage the involvement of others online whom the target does not know. It can be considered pure entertainment for these people. What can make it worse is victims often do not want to report

cyber-bullying to their parents because they are traumatized by it and they do not want to take the chance of losing their Internet and cell phone privileges from their parents.

Who is vulnerable to cyber-bullying? Potentially anyone can be vulnerable to cyber-bullying but the most likely victims are: one, those who are already a target of bullying at school; two, those who are bullies in school and generate enemies who take revenge; three, those who have difficulty making real friends - they open up more with those online connections and mistake the Internet for a safe place; and four, those who reveal personal information online either in chat rooms, chats, or in weblogs. Young people often disclose personal contact information and other sensitive information in profiles, web pages, weblogs and in other communications. They seem to be unaware of the public and permanent nature of disclosing personal information.

Because the internet is accessed in the privacy of their homes, young people can mistakenly feel invisible on the internet and have a false feeling of "you can't see me." They can be deluded to feel free and uninhibited.

Cyber-bullying is very intrusive. A home should be a safe place for a child. It can make a child feel stalked because they are being contacted within their personal space and cause them to be afraid to go outside. Parents can mistakenly feel that their child is safe at home in front of the computer. At one time the television was considered to be the electronic babysitter, but the interactivity of the Internet potentially makes cyberspace a dangerous babysitter.

What are some red flag signs of bullying? One, your child is not willing to talk about his or her online activities; two, your child is often using their computer late at night; three, your child spends many hours on the

computer; four, their grades start to decline; five, there's evidence that your child is covering their online tracks; six, you have received a report of inappropriate behaviour; and seven, your child appears upset after using the Internet.

What can parents do to educate the children on cyber-bullying? Talk to your children about the importance of treating others with kindness and respect. Make it clear what the consequences will be if your child undertakes cyber-bullying. Mention that extreme cyber-bullying can lead to criminal charges. Educate your child on what cyber-bullying is, as they may not be fully aware of it. If they are being bullied and involved in cyber-bullying, explain that taking vengeance like this is not solving the problem and that it could make the situation even worse. Speak with a counsellor about how to bully-proof your child. Maintain good communication with your child and let them know that you trust and support them. If someone is aware that cyber-bullying is taking place, they should report it to a trusted adult or counsellor.

How to protect a child: A Parent's Story. We're going to tell you a story about a parent that we know quite well that's having some trouble with cyber-bullying in their household and the extremes they had to go to to protect their child. Part of the beauty of raising a child on Prince Edward Island is the protection and closeness of small communities where we know each other. But even here on PEI parents need to be very aware of the larger Internet community, the ramifications and consequences of unsupervised Internet use in your home and ultimately the well-being and safety of your children.

Here is a story from an Island parent whose child is presently experiencing cyber-bullying. Out of respect for their privacy they will not be identified. However, the story is similar to that of many

parents who are experiencing this type of bullying in their homes. They speak firsthand about the strategies they've had to put in place to protect their children and what they'd recommend to other parents.

The parent says:

We have to watch our daughter almost 24 hours a day because she has become so devastated about being bullied at school and being cyber-bullied. Our daughter has had embarrassing pictures taken of her in the school locker room and posted on web sites, e-mailed and spread physically around the school. She has received mean messages and threats through MSN and e-mail. As parents, we have had to take excessive measures to protect our daughter, as well as our two sons, while at the same time allowing them to use the computers, the Internet and MSN. We keep a very close eye on their computer use.

Parents need to be educated to monitor computer use. Here's a list of what we do to protect our children:

one, let your children know that you will be monitoring their computer use by looking at their Internet activity files. This is a condition of the privilege of using the computer in our house. It's important to explain that you are doing this not because you do not trust them, but because you want to protect them from cyber-bullies, sexual predators, identity thieves and computer security and virus threats;

two, educate your children on the dangers of using the Internet to divulge personal information to others, especially if they do not personally know the individual they are communicating with. This information includes passwords, your PIN numbers, your birth dates, your addresses, your phone numbers, your full names and personal pictures;

Three, educate your children on the downloading of software. Downloading software can often include data miners which can send personal information about the user to identify thieves;

four, if your child uses Hotmail for their e-mail, set it up so they can only receive e-mails from people on their contact list. This option is under the filter settings on all computers;

five, require that your child tells you their user name and password for all MSN and email accounts;

six, turn on message logging for MSN accounts which will save the entire conversations they have online. Let your child know that this log must be left on and that you will be checking it;

seven, make sure that the web browser - which could be Internet Explorer, Firefox or Netscape - has its settings set to keep a history of the web pages your child is visiting. Check these periodically so you know where your child has browsed. View the browser's temporary files looking for suspicious cookies or files;

eight, go through the child's computer files looking for signs they have received menacing emails and messages;

nine, if you have reason to be concerned, install a router or software with parental controls. This allows you to lock your child out of adult sites and restrict the time of day the Internet can be used in your home. Some parental controls keep a log of Internet activity as well which your child cannot override unless he or she knows the password. Net Nanny is the best known software for parental control. Linksys makes a parental control router for about \$120 and then you must then subscribe to their service, which costs about \$40 per year. These parental control routers are the best

solution if you have multiple computers and are concerned that your child may hack back into software type controls;

ten, search the internet using Google, Yahoo or other popular search engines for instances of our child's name, username or other key word that might help you locate harassing sites about your child. Another way to find these sites is to look at your child's contact list on MSN or other chat lines. Often the contact list includes the contact's website. Check out some of them to see if they are web sites that you feel are harassing. Pay attention to contacts that your child has blocked;

eleven, it is best to not allow our child to access the Internet from his or her room. Rather, the computer should be in a room that you are frequently in. Be concerned if your child is in the habit of switching screens as you walk by your computer. If you are going to allow computers in their room, then you should have the ability to monitor and block Internet access at the first sign of problems. Parents who allow computers in the child's room should have a high degree of computer expertise so they can supervise Internet activity;

twelve, talk to your child about the experiences they have had on the Internet to make sure there is nothing sinister going on.

These are strategies that this family put in place to protect their children and they've worked very well for them because they've had a very rough couple of years.

Other advice to parents: be upfront to with your child that you will be periodically be investigating their files and Internet history; tell your child that you may review their private conversations if you have reason to believe there is unsafe or irresponsible behaviour; watch for secretive behaviour such as empty history file or attempts to hide online communications.

If you have serious concerns, install key-stroke software that will record all of your child's online communications. Your child should be aware that you are doing this and what actions would lead to you checking their conversations.

There are a number of excellent web sites that can educate parents and teachers about cyber-bullying. They include the two here, www.cyberbullying.org and www.cyberbullying.ca.

As communications technology develops, it's so important for parents to be aware of the technology and the dangers that it poses for our children. It is very important to keep a good communication with your child so they will well understand the full consequences of the technology they are using.

And the final part here is what we think needs to be done.

As we have outlined, cyber-bullying is an increasingly important concern in our society. It is not just more of the same kind of bullying that we knew as children ourselves. It is a new kind of bullying, more diverse, often more harmful, more invasive and more lasting than traditional bullying.

Also, unlike traditional bullying, it reaches into the home, and this places a new level of responsibility on parents to protect their children. In fact, parents are the only people who can protect the children against being cyber-bullied in their homes. Some parents may hesitate to use the strategies that we have suggested because they may seem like invasions of their child's privacy. It is vital for parents to accept that they have the responsibility to protect their children against cyber-bullying and that this gives them the right to monitor their child's online activities and communications.

In addition, many parents may need to

develop the computer knowledge and skills to carry out the strategies we have described. It is vital to find ways to support and carry out expanded parent education sessions on computer training to cyber-proof their homes and their families.

We urge the committee to recommend development of a strategy for family education in this very important area. The PEI Home and School Federation would be pleased to partner with the education system, the health system, the Community Access Program system, the justice system and parent and youth groups in this initiative.

Many employers, like the provincial government, offer different options to employees. Perhaps the provincial government should promote the options it has available to its employees. For instance, deferred salary, leave of absence, temporary reduction in hours, and job sharing. This would allow parents to spend more time with their children.

Even more importantly, the schools in partnership with parents and communities, play a vital role in promoting acceptance, respect and tolerance. Initiatives like Peaceful Schools, the school district policies such as Caring and Respectful Places to Learn and a host of school-based anti-bullying programs are making a difference by tackling the root causes of cyber-bullying.

We also ask that the Committee recommend that issues related to bullying and to promotion of acceptance and tolerance be given high priority by the Department of Education in its school improvement planning processes, and that the development of school improvement indicators take account of the study findings on the importance of sustained, long-term measures to promote acceptance and to reduce aggression and bullying.

In closing we thank you for this opportunity to present our concerns and suggestions and wish you well in your deliberations.

Thank you.

Chair: Martha, I thank you very much, and your colleagues from Home and School. I just got a couple of questions, if I may just begin.

You mentioned that Island example of that young lady and even pictures of her being passed around in the school corridor. I'm assuming that some of this cyber-bullying did take place, maybe it was happening, initiated on the school property or during school hours. If this young student and her family and, presumably, the person she confided in - maybe a teacher or a counsellor - was aware and became aware of what was going on, and she knew who was involved behind this - everyone would have a fairly good idea because you say the bully and the victim are often known to one another - who's responsible then to police and to punish in a situation like that, if it is within the school context of pictures being passed around in a school corridor? What are the consequences for the bullies there and who imposes, polices and punishes?

Martha Ellis: I'm not sure if I can answer all of that. First of all, this particular family, it's more than one person. Lots of times children may be a little different and when they're in the education system and sometimes they're picked on. But in this particular instance it was a number of people that got great joy. Once you get rolling, some pictures of someone, say, it can be a lot of sad fun for some other students to watch and observe.

Whose responsibility? I don't think you can name whose responsibility it is. I think parents have to be involved and we have to take some responsibility for what - don't be so surprised to say: My child would never

do that.

Chair: Do we know in this instance if indeed the counsellor or the principal would have called in the parents of the students that were fingered for having been involved in this bullying?

Martha Ellis: Yes, they were.

Chair: Were there any consequences paid here?

Martha Ellis: Well, let's just say it hasn't stopped.

Chair: It hasn't stopped?

Martha Ellis: Once you notify - sometimes once you tell other people - you know, we encourage our kids: Tell us things and we'll take care of the world for us. We do that as parents, you know. Sometimes when you do, sometimes it's just as good to just take it because you become - so all that stuff was done, Wayne, and I don't know whether - it's been just hell for the family because - I just don't want to tell too many details about it.

Chair: But I'm not asking for details. I'm saying in a school context, shouldn't there be some kind of consequences here if these acts are being committed, maybe with school property on school computers, on school property during school hours? Why shouldn't there be some kind of a suspension of these students from school or some kind of corrective action must be taken before they're returned to the classroom?

Francis Hendricken: So what good is - if you take the bully and say: Okay, look, we're kicking you out of school for three weeks or whatever, he is just going to be aggravated when he comes back, right? So what you have to do is educate the kids in there and say: Look, this is what we've got going on. You bring the kids together and

say: Look, how are we going to fix this? You have to bring the kids together to educate them and have a program set in place to do it.

You just can't kick them out, because he's going to come back and he's - probably the environment that he is at home is in the same thing. He's being treated the same way at home. So you have to educate him somehow to bring him back in, saying: This is how we're going to do it here.

Chair: You don't think he'd come back a bit remorseful?

Francis Hendricken: I don't think so. If not, he might come back in revenge. The victim that he's at - and heaven forbid, it hasn't happened here yet - but the victim might turn around and say: Look, I might end up taking my life here and I'll end up - I'll take him with me. And there'd be a shooting or something happen type of thing.

So that's not the route. We need some kind of a program put in place in the schools and either give the teachers a little more authority or something to deal with this thing, or educate them and say: Okay, this is what we have to do in this situation. By throwing him out, I don't think so. He's getting no counseling. He's going nowhere. The only place he's going is probably on the streets. There's nothing out there for that child to do.

Martha Ellis: I hate to put more pressure on what we expect teachers to do because they're already handling - you know, when I went to school, Wayne, which is not that long ago, but teachers did not have -

Mr. R. Brown: No. It was a single room, though.

Martha Ellis: Thanks, Richard.

Chair: You were saying.

Martha Ellis: Like as I was saying, teachers did not have to handle all the issues they have to handle in the classroom today. I think it's very much a parent issue. I think we all brush our hands and say: It's a societal issue. It's all these things.

We parents have to do a better job. I don't know how - and when Don Crozier said that, you know, Home and School. We do find with Home and School a lot of times, we get the cream of the crop of the parents. The parents that truly need us, we don't see them out. Believe me, that's something we've struggled with for years as well. How do we get the parents out that need the Home and School to become more involved? Because every statistic shows that parents that are involved in school, the kids do better and whatever. Parents have to take action in their own homes.

This worry about whether it's an invasion of privacy of our children, they're our children, it's our responsibility, Wayne. I think we forget that now and again and blame society. I do not want to put any more weight on the teachers because they are handling enough out there.

Chair: I'd like to - David McKenna - and I'll take a list here.

Dr. McKenna: Just a few quick comments. First of all, I want to thank you for the presentation. It was well done. The Clerk of Committees sent out a letter to all the school principals just wondering what the extent of cyber-bullying was in the schools, and I was astounded that they didn't seem to think it was a big problem.

Mr. MacFadyen: Especially some of the high schools.

Dr. McKenna: Some of the high schools and junior highs. I thought it would have been much more a bigger problem than they led us to believe in the survey we got back.

So I'm surprised at that. I don't know what your experiences are from the Home and School side, if you hear that's a problem out there or not. But according to the principals that responded - there was quite a few that responded - it wasn't to them a major issue. They know it's out there a little bit but not a big issue in their own individual schools. So whether it's all happening at home I don't know, but it surprised me when I read the responses there. Any comment on that?

Martha Ellis: I think it's happening very much in schools and I think it's happening very much at home. I think cyber-bullying - I mean, ask a child that goes to school, I guess. Those are the ones you've got to ask. I think it's kept under cover a lot of the time, David. I'm not so sure that students tell their principals everything that's going on either. So I think the answer to your question is: We don't know how much is going on out there. We just hear stories.

Dr. McKenna: Just one final question. You recommended that we should come up with some type of a family strategy for cyber-bullying. What do you mean by that exactly? Is that the government's responsibility? The Department of Education's responsibility? Or work with Home and School? How do you envision that should take place, I guess?

Martha Ellis: One of the things I'm doing as Home and School president, Shirley and I, we're visiting every school on Prince Edward Island. We're really enjoying that. One of the things that we find is a lot of the departments don't work close together. It's not an education responsibility or justice. Everybody is so darn scared to work together because they might lose funding for this or funding for that.

I think government has got to tell their employees to work together on this issue, that justice has to talk to health, health has to talk to social services, social services has

to talk to education.

That's the one thing that I'm finding, I'm hearing out there, is that if everybody worked together more, things would work along a lot better, Dave.

Dr. McKenna: Thank you.

Chair: Minister MacFadyen and then Richard Brown.

Mr. MacFadyen: I was just wondering - first of all, thank you very much for the presentation. I just wonder, like, cyber-bullying has to do with the transfer of electronic information. I'm wondering from the Home and School's perspective what your position is in regards to the age of technology where cell phones are available in schools and people can text message people information that can be hurtful. Should cell phones be banned in schools?

Martha Ellis: Try to run that by some parents. Because I'd love to see high schools not allow kids to bring cars to school too, because they're causing all kinds of grief in parking lots, you know.

But I mean, Elmer, I guess, I don't why kids at 16 are using cell phones. I can see mom and dad loaning them theirs on the weekend if they're going to a movie, but there's a lot of cell phones in the schools today and we all say we're short of money in this province. Boy, they're abundant out there. I don't allow it, but I'm considered to be the worst parent in PEI by my kids.

But anyway, I mean, I just cannot believe that someone takes their cell phone to the locker room and takes pictures of people undressing. That is disgraceful. I think those kids - if it's needed because they got a sick mother or a sick something, yes, but for just general run (Indistinct) maybe they should be left in the office for the day.

Wendy MacDonald: Certainly, in our last round of Meet the Teacher at Colonel Gray, we heard that it's really just this past few months, I believe, that it seems to be just proliferating. There are kids sitting in class text messaging kids in other classes and it's just ludicrous. So absolutely, there should be a ban on cell phones in classrooms. I don't know how far you could go to actually have them like not brought into the school.

Chair: Richard Brown.

Mr. R. Brown: Thank you very much for your presentation. I sort of agree with David, you know, the principals - I was disappointed in the principals coming back and basically saying there's not a problem. I look at it like an iceberg. If only a small portion of the problem shows and there's a big one underlying - even if there's a small portion, there's still a big bottom.

My question is - and I appreciated your candor here today, and that's what's needed in this situation. Because cyber-bullying and bullying in general is a problem and should be addressed. Because it disturbs me when I read in the paper up in Summerside there where the young fellow took the knife to school. You know, if we didn't have a gun ban, that could be a gun. That's an indication that there's a problem here. For us to say there isn't - my thing is a few years ago we had a committee on bullying in general, and the committee's recommendation was to have a full-time bullying coordinator.

So does your association support that, that we should have a full-time bullying coordinator on Prince Edward Island that just works in that area and works with the police and getting this information out to people on cyber-bullying and bullying in general?

Martha Ellis: I don't know if we have. I don't know whether that's what's needed or

not, Richard. I think we have to tell parents to be more aware and know what's going on. I've got four teenagers in my house and I've got a seven-year old, and I tell you, I watch them all the time and I click the thing off. I think you have to watch. You have to encourage parents and people that you are the superior in the house, that you have to make decisions that are best for your children, and stop trying to be your child's best friend.

Mr. R. Brown: But I agree with Mr. Hendricken here. I've been brought up in downtown Charlottetown, and you know -

Martha Ellis: A great place to be brought up, Richard.

Mr. R. Brown: It was, and it is. It's getting better every year I represent the area.

Martha Ellis: That's not what I meant.

Mr. R. Brown: But you know, my brother tells me stories - he's a teacher - and he says some kids, he tries to do some things there and the parents are worse than the kids when they come to school. Like, every parent is not a perfect parent. Let's face it. We can sit here and say: It's the parent. But what if my child, who has perfect parents - question mark - have to deal with children that don't have perfect parents?

Like you said, it's the home environment. My child or other children have to contend with that. Like, have to go to a school. Lots of bad parents. I've called other parents too and they just say: beep, beep, beep, beep, beep. That's my responsibility and you just beep, beep, beep, beep, beep out of it.

Like Martha, I appreciate your presentation, I know where you're coming from, but there are other areas - there are just not perfect people everywhere. If our children are exposed to that in a school environment - sure, we can be perfect parents, but when

they get to school - and that's why I get mad because the PEI TF should be here. They should have made a presentation, Mr. Chairman.

I've been in this Legislature for a long time. I don't think I've seen them here yet on any issue. I know I'll get beep, beep, beep for that, but anyway.

But Martha, that's why I bring up my point about the provincial coordinator. You know, your comment is parents will do the job. Well, I can do my job, you can do your job, but it's going to take some intervention by someone else to do the job in that area, and it's our -

Martha Ellis: I agree 100%. I mean, I know I raised half my street because that's the kind of open-door policy I have, and then I feel it's my responsibility as a citizen. Some parents just don't have the capability level to raise the children to tell them the difference between right and wrong.

We got to all learn to say no to our children, that, you know, this is not right. I do switch that computer. Another thing I do, Richard, I turn it off the first of June and it's not back on until October.

Mr. R. Brown: That's a good idea.

Martha Ellis: I disconnect it from my house. Boy, am I popular. I just said: Only boring people spend all this time talking on the computer. The phone is there if you need to contact a friend.

So I'm hoping 10 years from now my kids will appreciate me more. I think we need more parents to speak and tell them what they - and help them out. I think parents need some help.

Mr. R. Brown: I appreciate that. I know you quite well and I know you -

Martha Ellis: You know, my reputation is perfect.

Mr. R. Brown: I know you can debate issues and you don't get mad at people over debating issues, and I knew I could bring that up.

Chair: If I could allow Wendy - do you want to say something?

Wendy MacDonald: Just a quick observation.

I think Richard and Martha have made some excellent points. There's only so much that one can do through parents, and I think the schools do have a role to play and it is about these anti-bullying programs that I think make a difference. We have research that's just come to us - an international study - that shows that programs that prevent violence and aggression are among the most successful of all school-based interventions.

I think the ones that we have are already making a difference at my own school where Philip teaches, up the street at Prince Street. We've got the most diverse school in the province with a lot of newcomers coming in and there is, I think, a climate of respect and tolerance in that school that the staff have worked very hard to create. It's pretty impressive how those children are behaved in assemblies and how they treat each other, for the most part.

What those programs should be and whether an anti-bullying coordinator is the best way to do that, I'm not sure, but I do believe very strongly that there's a need for the schools to play a role in creating an atmosphere of respect and tolerance and acceptance in PEI as we become more and more diverse as a society.

I guess bringing in now a quick personal experience of my own, my 16-year old is afraid to go to school next week because of

the threats that have appeared on the walls of Colonel Gray washrooms that people will die.

Mr. R. Brown: That's this week.

Wendy MacDonald: There are a number of children in the classes that are frightened and that are thinking of not going into school. I think it's just dreadful that our children should be in fear of going into the school. Really, the root of that is the same root of cyber-bullying, those kinds of issues, and I think that there are programs probably that could address those.

Mr. R. Brown: I also just -

Chair: I'm sorry, Richard - a brief question.

Mr. R. Brown: - one comment. Teachers are beginning to be frustrated too, I see it. Because teachers are saying: If we do something, we're the bad person. Maybe it's time for us to - I know, I'll be beep, beeped over that too - but anyway, to give more control back to the teachers, to support the teachers in their efforts.

When you hear about a teacher doing something it's: Oh, that terrible teacher, the whole teaching system is wrong. Maybe that's part of the problem, that we're not allowing teachers to take a little bit more control. I don't know. I'd appreciate it if the PEI TF would come here and say that or bring their comments to us.

Martha Ellis: Teachers are doing an awful lot in the schools, too.

Mr. R. Brown: Yeah, but I see - and I'm talking - I know teachers, but I see in their frustration that: If we do anything, we're to blame. Maybe they're backing off now and saying: Forget it. Society thinks if something happens, it's our fault. Anyway. Go ahead, sorry.

Chair: Yes, Minister MacFadyen, very briefly, please.

Mr. MacFadyen: I'm a strong believer, too, in what you're saying, Martha and Wendy, but I also believe that a lot of children have a lot of idle time on their hands. What they look for is something to do and they pick on the harmful issues to deal with one another because there's not enough time or enough direction or support for things for kids to get involved in. So the only thing they can do is to pick on another kid.

Chair: All right. Gentlemen, I thank you very much and I want to thank representatives of Home and School. I commend your presentation today. You have a copy of that? We appreciate that. We'll use that in our deliberations. Thank you so much.

Now as I mentioned, we do indeed have a full agenda today, so we're not going to recess here for anytime at all.

We're going to call Lana MacIsaac to the table. Lana is with Information Technology. She's a facilitator within the Department of Education. Lana, I welcome you to our Committee meetings. What kind of presentation do you have for us today?

Lana MacIsaac: Well, luckily for you, it's very brief.

Chair: Not that we don't want to hear from you and I know you have something to say.

Lana MacIsaac: But I knew that Don and Home and School would probably cover a lot of the issues, so I just thought I would come and present, from the Department of Education's point of view, some of the things that are in place in schools to educate students and teachers.

Chair: If I could just ask anyone to please attend to the table.

Mr. R. Brown: (Indistinct).

Chair: All right.

All right, Lana, go right ahead, please.

Lana MacIsaac: So, yeah, I just have - like I said, I'll be brief. I do a presentation similar to Don's - we've done it together and we've done it separately as well - to Home and School, and I've done some presentations to teachers and students as well.

Just what I want to focus on today is just talk a little bit about some of the things we have in place in our schools, I guess, that educate teachers and educate students around not just cyber-bullying. Most of what we have in place is just under the umbrella of Internet safety in general.

I know you heard from June Sanderson at your last meeting who is a colleague of mine, so some of what I might say, she may have addressed as well.

We have an acceptable use agreement, first of all, that is signed by all parents and students in our school and that's just general safety rules around the computer. It does address specifically, you know, that the computer is not to be used to harass anyone, I guess, in terms of cyber-bullying. So that is one thing - and that is signed every year by students and teachers.

We have recommended guidelines for school web pages. I know Don showed you some screen shots of Englewood where there were kids' names on the website and so on. Since that time we've put in place recommended guidelines for school web pages indicating what should and should not be on school web pages. The guidelines are there, they're in place, but it's still up to the school to enforce that and to actually practice those. So we don't recommend that names be on.

If schools want to post pictures of events and special events and happenings in the school or students' work, then they do need to get parental permission for that. I guess as a result of Freedom of Information and Privacy Protection Act. So as part of the guidelines there's a form that can go home that schools can get permission from parents whether they want to have their child's picture and/or information or examples of the work that they do on the school web page. So we have those in place.

We have filtering software on our school networks so actually students cannot access MSN in school. They can't access. MSN is blocked, so there'd be none of - a lot of the incidents of the MSN bullying and whatnot going on, that I believe is happening at home. But then it's being brought to school the next day. Because chances are if you're being cyber-bullied, you're probably also being bullied on the playground or in the hallway, between classes or whatever. It's not just one incident or the other. But they cannot access MSN at school. That is blocked and we have other sites - pornography and other different - we have categories of sites that are listed, and this is on the Internet for people to look out what we do block as far as Internet access goes in our schools.

We have licenses for three workshops that are available through the media awareness network. The province has purchased those Island-wide licenses and those are available to schools, and those are workshops that are geared towards parents and teachers on issues such as - there's one on Internet safety, there's one on online marketing to kids and privacy issues, and then there's another one on authenticating online information because that's another piece of what schools have to deal with.

One of the biggest areas, one of the first places kids go to get research, is the Internet, so a lot of our teacher librarians

across the province are working hard to ensure that kids are equipped with the necessary skills to tell between what's good information on the Internet and what's bad. So we have a workshop on that that schools have access to.

As far as our curriculum goes, we have outcomes around Internet safety in two curriculum areas. One is our communication and information technology curriculum documents. There's one of these for every grade level. Well, there will be one of these for every grade level. It's in the process of being introduced into schools so we have what comes in here specifically related to Internet safety.

Chair: May I just interject a quick question here? At what grade levels is this now current within the curriculum?

Lana MacIsaac: Within the curriculum it's 1, 4 and 7.

Chair: At the present time.

Lana MacIsaac: At the present time, yeah. Next year will be 2, 5 8, and then the year after that will be 3, 6, 9.

Dr. McKenna: What is it - it's the -

Lana MacIsaac: It's the communication and information technology curriculum, PEI curriculum. It basically introduces at each grade level what students should know as far as computers go as a whole, but it does have some specifics around Internet safety and whatnot in it as well.

The health curriculum - in terms of personal safety - is being revised right now so it's not actually current in schools. It's being developed and going to be implemented, but in it there's going to be - and this is one of the resources that will be implemented as part of the grade 3 health curriculum - it's How to Stay Safe at Home and On-Line, just

a little resource book. So there'll be some outcomes and it will be personal. It's part of the personal safety part of the health curriculum.

Chair: How soon will that be within the schools?

Lana MacIsaac: That is under development. It will probably be piloted, I believe, next year and then - so it's usually a year of pilot and a year of implementation.

Chair: At what level will that be introduced?

Lana MacIsaac: Right now what's going out are grades 1 to 3. That's what's under development. But I think health, there's a long-term plan for the health curriculum across all the grades to be revised, because it's quite outdated as it exists now.

Dr. McKenna: Is that really?

Lana MacIsaac: Yeah. It's a very small part of the pie in terms of time on task, but yeah, it is there. It's probably integrated a lot, too, in the other things that they are doing.

We also have a Care Kit which is, again, grades 1 to 3. Care stands for Challenge, Abuse through Respect Education. That's just been updated. It's been in our schools for awhile but it's just been recently updated. That's a program that's out there that often is delivered through the counsellor, by the counsellor or in a team teaching approach with the classroom teacher and the counsellor, so that is out there. The kid - part of it is done at grade 1, part of it is at grade 2 and part of it is at grade 3. Again, it does address a little bit about online safety. It's specifically a program to guard against sexual abuse, but it does have some online information in it.

Then we have this game as well. This is

actually a game that was put out by the RCMP or developed, I guess, in conjunction with the RCMP and a private company: Missing. It's a game. It's intended for grades 5 to 8, I believe and it's a game where kids play the role of a detective alongside of a RCMP officer in an effort to rescue a child who's been abducted over the Internet.

So it just goes through a lot of the practising the personal safety rules of not giving out personal information. This game - we don't have enough copies for every school to have, so we have it a central repository where schools can book it out, use it, because it only takes about a week, four or five hours, to go through the whole game. So the school can book it, use it and then send it back, and it's available for other schools.

That's about it, I think.

Chair: Questions from Committee members. I'll take a list.

While they're thinking that over, I do have one question for you. We heard the Home and School Association in response, I believe, to a question from Minister MacFadyen, I heard one of them say that they would support a ban on cell phones in schools.

Now I realize this is a piece of technology for which the Department of Education is not responsible, but things happening on school property and text messaging, some of it may be harassing to other students. Do we have - let me ask that question first of all - do we have a uniform policy regarding the possession and use of cell phones on school property?

Lana MacIsaac: No, we don't. I think that would be - if there was a policy on the books it would have to be a board policy, most likely. So no, none of the three boards currently have board-wise policies against

cell phones. Some teachers will make it a policy in their own classroom that they don't allow cell phones in their classroom, and when I was teaching I didn't allow it in my classroom. But as far as a provincial or a board policy, there's nothing on the books.

Chair: I know that we've even tried at the provincial Legislature to make sure that cell phones are off prior to people entering the Chamber, and unfortunately, from time to time, you'll hear rings going on. I know it's very disturbing to Mr. Speaker. I've been considering proposing some kind of a fine system for it but we haven't come to that yet.

Lana MacIsaac: No.

Chair: But I do wonder, you know, is it something that even personally - you having dealt with technology and spoken to teachers, having been a teacher yourself - do you feel that there's a need to perhaps put these aside for the day when they enter the school and when they're not - off to lunch, they can turn them on? After lunch, they come back, they turn them off.

Lana MacIsaac: I'll just speak personally. Yes, I do, I think there is a need. Personally, I think, I don't think - there's no reason a student should have a cell phone in the classroom with them. They're there to learn. They're there to do what's asked of them in the classroom. I don't really see the place, personally, for a cell phone, no. So I wish that there would be, yeah, a policy on the books.

Chair: Any other questions?

Dr. McKenna: (Indistinct).

Mr. R. Brown: A question -

Chair: Yes, David McKenna, then Richard Brown.

Dr. McKenna: Just a quick question on the - just to get information to the parents. If you're the IT facilitator with the department, do you think there could be a mechanism in place? I know, like my kids go to school - there are newsletters come from the schools. Something that the parents can get some information on, how they can make their house more secure for the kids on the computer, as far as what they can do. Because most parents don't know what to do. If it came out in the school newsletter or on the whatever, is it something that your department, your section, could do in health education to help us with that?

Lana MacIsaac: Yes, I'm sure. We have done that. Well, I've done that -

Dr. McKenna: I've never seen it.

Lana MacIsaac: - through, well, just through presentations. Like, if I do a presentation to a Home and School, I always give handouts on how to check the history in your computer and those types of things. So I've done it myself. But there hasn't been anything like a blanket distribution of - other than - well no, that's not true. I'm not sure what - we've passed out booklets such as this. A number of different things such as this have gone out to homes through the school.

So this one, I think, is actually yet to be distributed but it will be going out. It's going out to grade 5 students. The RCMP - there's Don - they did - was it grade 6 your promotional material was sent out? So we have had things like that. But they probably don't speak directly to the how-to's of checking the history and whatnot.

Dr. McKenna: Yeah, I think that would be nice.

Lana MacIsaac: Yeah, there's probably something we could do, yeah.

Chair: If there are no further questions?

I want to thank you very much, Lana, for joining us today.

Lana MacIsaac: You're welcome.

Chair: We appreciate your contribution to this Committee's work.

That completes our formal presentations on this particular issue of Motion 14 today.

Next on our agenda, we have a deferred debate on an ambulance services motion that was moved by Robert Ghiz on the 12th of January. Did you want to have - Richard, give Robert a holler and bring him down?

Mr. R. Brown: A quick thing before, if you don't mind.

Chair: Yes.

Mr. R. Brown: Mr. Chairman, I think you should send a letter to the PEI TF and request them to come here. I want to hear the teachers' side of this issue. A formal request to have them here because I -

Chair: Richard, all I can say is that the ad has been out in the papers -

Mr. R. Brown: I know, sir, I know.

Chair: - this has been discussed. It was reported on widely in the first meeting.

Mr. R. Brown: No, I agree.

Chair: You know, even at this late date, if the teachers wanted to -

Mr. R. Brown: Hopefully, they hear -

Chair: - make a presentation, we have members of the media here.

Mr. R. Brown: Hopefully they will.

Chair: You know, you say as a Committee member that their absence is felt here.

An Hon. Member: (Indistinct).

Mr. R. Brown: No, I agree.

Chair: Well, you know, I certainly don't want to compel them to come here in any way.

Mr. R. Brown: No, no, I agree.

Chair: I think it's entirely up to them.

Mr. R. Brown: Yeah.

Chair: They're most welcome to appear. They know that.

Mr. MacFadyen: Just to answer the other part of the question, on the services and options that are available through education that are within the school, at least we're assured that information is available that is reaching some of the kids and parents that want to access it. You can have all kinds of information but if they don't access it -

Chair: All right. Having said that, I appreciate that.

Mr. R. Brown: Thank you, Mr. Chairman, for the time.

Okay, well, we all know the motion.

Chair: Excuse me now, just a moment. We have a mover of this motion, it is the hon. Robert Ghiz, and it is customary to begin debate on the motion with the mover. That's why I'm saying: Where is the mover?

Mr. R. Brown: The mover's gone.

Chair: How can we begin parliamentary discussion on a motion when the mover is not even here? I don't see that as being quite according to the Rules.

Mr. R. Brown: As with the House Rules, I think that motions that are moved can be presented in the House. Is that not - I've seen it before.

Chair: But debate has to begin with the mover.

Mr. R. Brown: I've seen motions come in the House (Indistinct) Madam Clerk -

Chair: I've never seen a motion debated on the floor of the Legislature when the mover is not there to begin it.

Mr. R. Brown: Mr. Chairman, I'll refer to the Clerk of Committee's learned opinion -

Chair: Yes, indeed.

Mr. R. Brown: - and I will take the Clerk of Committee's learned advice. So, Madam Clerk.

Clerk of Committees: Thank you, Mr. Chairman.

As the Committee members know, this motion has been before us since the 12th of January and it would be my opinion that I would put out for consideration by this Committee that when the mover brought it forward, he did speak to it on that day. Then the Committee decided to defer further debate.

However, if it's the Committee's wish to defer it until the mover can speak to it, certainly the Committee has that option. We can leave it on the agenda.

Chair: It's my feeling we should not leave it on the agenda. If it is your feeling that the mover has spoken to this, which I thought -

Mr. R. Brown: Let's have a vote.

Chair: - it's a bit iffy, but I'll accept that, that he spoke to it formally. I think he talked

around it but I don't know if he addressed it specifically.

Mr. R. Brown: Oh no, Mr. Chairman, it was directly (Indistinct).

Chair: But I will accept that and certainly, I will entertain, then, debate. Yes, is there any further -

Mr. MacFadyen: I will make a motion that the issue in regards to the motion that's on the table is that - you know, we're quite aware of the issue. There's been lots of attention put on the media in regards to it. There is a process that's unfolding. I would say that we should remove the motion and say that it has been dealt with. There is a motion that's tabled in the Legislature that can be called again and can be dealt with.

Chair: I don't think we can do that. I think the motion's here on our order paper and we are going to -

Mr. R. Brown: He's getting like Ronnie in Public Accounts, making up the rules.

Clerk of Committees: If the Committee (Indistinct) -

Chair: Yes. Attention, please.

Clerk of Committees: If it's the Committee's decision that the motion simply be withdrawn, that can be done with unanimous consent. Otherwise, it can be debated.

Mr. R. Brown: You ain't getting it from me.

Chair: It's the opinion of the Chair, then, that accepting the view of the Clerk of Committees that indeed the mover did speak to this resolution, that let's begin debate on it.

Mr. R. Brown: Sure.

Chair: I think there are things to be said here.

Mr. R. Brown: Thank you, Mr. Chair.

Chair: So let's not shy away from it.

Mr. R. Brown: Thank you, Mr. Chair.

Chair: Since you were wanting to begin speaking to this, Mr. Brown -

Mr. R. Brown: Thank you very much.

Chair: - you most certainly can, and I, as Chair, will be taking down names of other speakers. But I would caution you, Mr. Brown, and others that our time is limited here today.

Mr. R. Brown: I will be short in my deliberations.

Chair: Thank you.

Mr. R. Brown: Brief. A couple of comments there. Ambulance service is an important component of the health care system. The changes that are being proposed by the government in a single system and, basically, bringing the emergency room to the ambulance, replacing emergency rooms with ambulance service, is a very concerning thing to a lot of people in the public.

This is a major change and the public really hasn't been consulted in this area as of to date. It has been a decision made by the government behind closed doors, and we've seen that decisions that are made in Cabinet - all of the documentation and information they put forward to make that decision - will not be made public. That's a shame, because the public should have the input into it.

We think, in the opposition, that public input will only make the system better. We do not believe that Cabinet has the knowledge and

the ability of everybody. Some of your best decisions and some of the best things that happen in the world have come from public consultations and from some of the people we least expect it to.

We have seen three events over the last number of years, Mr. Chairman, where the people of Prince Edward Island have lost substantial amount of monies with decisions that are made in secret: Dundarave Golf Course, for one; Polar Foods for another one; and we currently see one underway right now with the racino-casino. Where those decisions were made without public input, where those decisions were made behind closed doors, and now substantial losses are being occurred. Now we want to change it into a casino, we want to have gambling tables. What next?

That's why we think it's important to have some input on this very important change that is being proposed.

Thank you, Mr. Chairman.

Chair: Thank you, Mr. Brown.

Mr. McKenna.

Dr. McKenna: I just want to go back to the motion that was - I want to speak to the motion. You're saying you want this Committee to go to the public. I'm not sure if it's just mostly for the elimination of ambulance service or what you're actually looking at, or public consultations. But if we look at the motion of November 16th, you've asked that we look into the implementation of a GPS technology, a central dispatch system, and a need for greater levels of advanced care paramedic training. I think the government has been doing that over the last number of months, probably the last number of years, getting that process in place.

You looked at - the government should

review the ambulance services to consider other recommendations to Islanders. I think that's been ongoing for the last little while as well.

I think that, you know, really I'm not sure what we're going to gain by going out to the public to debate this motion any further. I think we are getting what we need. We need a better system. We need a system that's coordinated across the whole province. I think what the government is looking at is the right way to go. So I, for one, will not support this motion.

Chair: Further discussion on the motion?

Some Hon. Members: Question.

Chair: All right.

All those in favor of the motion, say 'aye.'

Mr. R. Brown: Aye!

Chair: Contrary, 'nay.'

Some Hon. Members: Nay!

Chair: Motion is defeated.

Now, I'd like a motion to go into camera, if that's okay.

Mr. MacFadyen: So moved.

Chair: So moved by Minister MacFadyen.

All those in favour, 'aye.'

Hon. Members: Aye!

Chair: Good. We're just going to briefly ask our guests to depart for a moment.

The Committee meeting went in camera

