

COURT FILE NUMBER **QBG-SA-00766-2022**

COURT OF KING'S BENCH FOR SASKATCHEWAN

JUDICIAL CENTRE **SASKATOON**

PLAINTIFFS **CAITLIN ERICKSON, JENNIFER SOUCY  
(BEAUDRY) and STEFANIE HUTCHINSON**

DEFFENDANTS **KEITH JOHNSON, JOHN OLUBOBOKUN, KEN  
SCHULTZ, NATHAN RYSAVY, DUFF FRIESEN,  
LYNETTE WEILER, JOEL HALL, LOU  
BRUNELLE, JAMES RANDALL, KEVIN  
MACMILLAN, DAWN BEAUDRY, NATHAN  
SCHULTZ, AARON BENNEWEIS, DARCY  
SCHUSTER, RANDY DONAUER, JOHN  
THURINGER, MILE TWO CHURCH INC., THE  
GOVERNMENT OF SASKATCHEWAN, JOHN  
DOES and JANE DOES**

**AFFIDAVIT**

AFFIDAVIT OF COY CHANDLER NOLIN, SWORN/AFFIRMED MARCH 18<sup>TH</sup>, 2025.

I, COY CHANDLER NOLIN, of the City of Estevan, Saskatchewan, MAKE OATH AND SAY:

1. I was born on July 28, 1987. My parents are Cory Nolin and Carilyn Nolin. I have two brothers, Cody, born September 23, 1988, and Cole, born August 19, 1990 and a sister, Candice, born September 8, 1992.
2. My family lived in Lloydminster, Saskatchewan until August 1994, when we moved to Saskatoon.
3. I attended kindergarten and grade one in Lloydminster at Winston Churchill School from 1992-93 (kindergarten) and 1993-94 (grade one).
4. In 1994 my family moved to Saskatoon. I attended Lester B. Pearson Elementary School in Saskatoon from grades two to four, leaving this school at the end of the 1996/1997 school year.

5. I was a well adjusted, good, happy student at Lester B. Pearson Elementary School. Attached hereto as **Exhibit "A"** is a true copy of my "Progress Report" for grade two (1994/95). In my teacher's comments Mrs. Dunn stated, in part:

"He has a fine sense of humour, and he has often "lifted" us all with his infectious giggle!"

"Coy's own stories are original and well worded."

"Coy's journals and Bare Book are delightful to read and his creative drawings are appropriate!"

"Coy has understood all major concepts in mathematics and has completed his Math Quest workbook"...He can solve problems quite well."

"Coy, you are a very bright student with lots of creativity and talent. Remember to think first about appropriate behaviours, before choosing your actions. You have many fine gifts to share."

"Coy has a love for fun and learning. He has made some good friends in our class. He has shown that he is also a very capable student."

"Coy is very expressive orally. He contributes well to class discussions, and has a flair for the dramatic! Coy has a very good vocabulary."

6. In grade three (1995/96) at Lester B. Pearson Elementary School my teacher was Mrs. M. Park. Attached hereto as **Exhibit "B"** is a true copy of my Progress Report from grade three. My teacher's comments include the following:

"Coy – you show originality and creativity. I enjoy having you in my class."

"-a very caring student

-very strong comprehension and vocabulary skills

-excellent oral reader

-well-established math facts"

"Coy: you are a very capable student. I enjoy your creative and logical thinking!"

7. In grade three at Lester B. Pearson Elementary School, I participated in two “Just Say No” programs about drugs. Attached hereto as **Exhibit “C”** is a true copy of my Student Leadership Certificate in regard to this program.

**The Culture of CCA and the Church: “The Legacy Way”**

8. Our family began attending Saskatoon Christian Centre (now Mile Two Church) (the “**Church**”) around 1995 because my cousins went there, and my mother knew the pastor Keith Johnson, from years earlier when she grew up in Lloydminster. My brothers and I were enrolled in Christian Centre Academy (since renamed Legacy Christian Academy, and now Valour Christian Academy) (“**CCA**”). I started grade five at CCA in 1997. My brother, Cody, started in grade four and my brother, Cole, started in grade one.
9. I recall that when we started school at CCA, my mother was required to attend some classes and had to complete a Child Training Seminar Manual (the “**Manual**”), a copy of which is attached as Exhibit “F” to the Affidavit of Caitlin Sheridene Erickson, sworn March 13<sup>th</sup>, 2025 (“**Caitlin’s Affidavit**”).
10. There were many rules and expectations that the students at CCA were required to follow. The starting point is the Manual that all school staff and the parents of children attending CCA and the Church were required to be trained in accordance with. Included in the Manual are the following directions:
  - (a) “If you desire for your child to become obedient and willing to accept God’s standards as his own, you will have to utilize the process that God designed to obtain those results.”;
  - (b) “Susanna Wesley said she disciplined each of her children until their will was broken. The liberal humanists of our day would go into immediate shock at such a statement. But in Ps. 143:10, the psalmist prayed for God to teach him to do His will. Jesus said, “I came not to do my will, but to do the will of my Father.””;
  - (c) “A baby cries. Mommy rushes over to the crib and coos: “What’s the matter with Little Precious? Mommy doesn’t want Little Precious to cry.” So mommy holds Little Precious, and Little Precious stops crying. Shortly, mommy realizes that she’s

got work to do, so she puts Little Precious down. The minute she does, what happens? Right! Little Precious starts crying again.

The question is: is there anything the matter with Little Precious? The answer is: Nothing but wanting mommy to cater to its senses. The sad thing is, many mommies do just that: cater to the senses of their infants. Without realizing it, parents thus teach their babies to be controlled by their senses, while at the same time failing to develop self-control in their children.”;

- (d) “When I was a child, I often wanted to run through the house, jump on the furniture, yell at my parents, and be ill-mannered at the table. But my dad hadn’t been trained in the handling of hyper-active children. At such times, how I would have loved some medication! But dad didn’t know he was supposed to give me medication! Instead, he gave me a spanking. I wasn’t nearly as hyper-active after he got through with me.

We apply the same standards of response to hyper-active children in our Christian school, and the problem isn’t a problem for long.”;

- (e) “Because of this, God has commanded parents to discipline their children – spank them, counsel them, teach them the awfulness of sin and the results of doing wrong.”;
- (f) “2. Sometimes spankings will leave marks on the child.

If some liberal were to hear this, they’d immediately charge us with advocating child-beating. Child beating is when an enraged parent who doesn’t love his child begins to beat up on him/her. Is that what I am advocating? Is that what the Bible tells us to do?

What is the purpose in spanking our children? Primarily, it is to teach them that sin is wrong, that sin is always punished, and that sin always hurts them more than anyone else.

Therefore, if we're going to make a believer out of them, we're going to need to ensure that the punishment is severe enough to make a lasting impression. Occasionally, proper discipline may leave welts.”;

(g) “An undisciplined child is unteachable, repulsive, rebellious, and foolish. If we didn't have discipline in our Academy, we couldn't control our students at all.”;

(h) “5. Spanking should be a ritual

A ritual is any practice regularly repeated in a set, precise manner.”;

(i) “Have him bend over and apply the paddle firmly. Don't permit any wiggling around or jumping around. Don't allow any pre-discipline howling and sniveling. Don't let his crying and begging diminish the degree or severity of punishment.”; and

(j) “As the head of the household, it is the father's responsibility to see to it that the mode and method and rules of discipline are carried out as agreed upon. Never keep secrets from one another. Be sure not to gripe at and verbally harass your children. Mothers particularly need to guard against this.”

11. Everyone attending the Church and CCA were constantly reminded of these policies and rules in sermons delivered at the Church by the Pastor, Keith Johnson (“**K. Johnson**”), and by the staff at the Church and CCA. In addition, every student that was enrolled in CCA was required to complete a Student Application Package. Attached hereto as **Exhibit “D”** is a true copy of the Student Application Package completed by my mother and I in January/February, 1997, which package includes the following documents:

- (a) Student Application Form;
- (b) Parent Commitment Form;
- (c) Parental Statement of Cooperation;
- (d) Medical History; and
- (e) Scriptural Discipline Form;

12. In the classroom we needed to be silent, remain facing forward in our chairs at all times, face towards the wall, not talk to other students and always follow the rules. There was a code of conduct that hung on the wall at CCA. The ACE program booklets that we used as students consistently reinforced the rules.
13. In the classroom we were physically isolated in cubicles that did not allow for any interactions with other students. Attached as Exhibit "I" to Caitlin's Affidavit are photos of the setup of the Classrooms at CCA taken from various yearbooks.
14. It was made clear to the students through the ACE program booklets, through the staff at CCA, and through examples provided at the Church, that not following the rules could, and likely would, result in a demerit (paper slip) and/or a physical paddling with a large wooden paddle. Demerits were handed out for any number of reasons, including, but not limited to the following:
  - a) According to the 1982 CCA Policy Handbook a copy of which is attached as Exhibit "J" to Caitlin's Affidavit:
    - a. Turning around in office;
    - b. Left pen out at Scoring Table;
    - c. Disturbance in Music;
    - d. Not working in office;
    - e. Flag violation;
    - f. Vocabulary not said;
    - g. Running;
    - h. Attitude or Disobedience;
    - i. Goals set improperly;
    - j. Failed check up;
    - k. Disturbance in Chapel;

- l. Score Key Violation;
  - m. Messy Office;
  - n. Out of Seat;
  - o. P.E. Dress Code;
  - p. HW, OOPS, DET. Slips & BR., ENV. Not signed or returned;
  - q. Restroom;
  - r. Disturbance in Learning Centre;
  - s. Tardy – 3 Demerits;
  - t. Left chair out;
  - u. Talking without permission;
  - v. Reading without permission;
  - w. Unfinished PACEs;
  - x. Not abiding by the dress code (P.E., Learning Centre or hair)
- b) According to the 2006 CCA Policy Handbook a copy of which is attached as Exhibit “K” to Caitlin’s Affidavit:
- a. Wasting Time
    - i. Turning around in office
    - ii. Not working (includes turning around in office, daydreaming, playing in office, doodling, etc.)
    - iii. Late in the morning, or late from breaks
  - b. Disorderly
    - i. This category will be handled with other methods, such as: messy office – scrub during break, cube – practice putting up and down ten times, etc.

- c. Irresponsible
  - i. Forgotten envelope or PACE
  - ii. Not listening to or following specific instructions
  - iii. Completed PACE or PACE Test not turned in to teacher for scoring
  - iv. Minor uniform infractions, including gym clothes not at school
- d. Unproductive
  - i. Goals not set or crossed off properly
  - ii. Not following the “Order of the day” (set goals, PACE tests, Self-Tests, homework, today’s goals)
  - iii. Incomplete goals (homework not done, vocabulary not completed)
  - iv. Not following procedures (check-up, or self-test not initialed, no mark on check-up)
- e. Doing your own thing
  - i. Chewing gum
  - ii. Off limits (touching teacher’s desk, out of seat without permission, leaving class without permission)
  - iii. Improper conversation (about movies or other inappropriate topic)
  - iv. Talking without permission
  - v. Poor self control (includes wrestling, teasing, crying, yelling, and other classroom disturbances)
- f. Careless
  - i. Going too fast in hallways
  - ii. Careless scoring (includes not seeing a mistake, forgetting to circle the page number, or circle an X)



iii. Careless work

g. Supervision

i. Covers all infractions taking place on break, lunch, before and after school.

15. Corporal punishment was deeply embedded in the culture of CCA and at the core of how the staff were expected to keep their students in line. Corporal punishment was referred to as “scriptural discipline”. The core philosophy at CCA was to ‘break the child’s will’. Whether it was academic performance falling short of their expectations, displaying signs of a learning disability, identifying as a member of the LGBTQ2SA+ community (or being perceived as such), or repeatedly violating minor rules, I commonly observed the response from the CCA staff being physical discipline administered with a paddle by male staff members.

16. Although it was commonly males who administered corporal punishment, I recall female staff administering paddles on children ages 1 to 5 in the church nursery. I volunteered in the nursery and was assigned to the room with children that were three years old. I recall observing female staff administering the corporal punishment on several of these young children.

17. The process of the corporal punishment was described in the 1982 CCA Policy Handbook, which is attached as Exhibit “J” to Caitlin’s Affidavit, in the following terms:

(a) Corporal Correction may be needed at times to bring about changes in attitudes and behaviour. It may be used for the following types of violations: Expletive or abusive language, fighting, cheating, disobedience, defiance or other serious offences. The procedure we follow is:

(i) The offense is clearly discussed with the student.

(ii) A staff member will discuss Scriptural applications and will pray with the student.

(iii) A reasonable number of firm strokes (no more than 5) will be administered by a staff member using a simple, flat paddle.

- (iv) A staff witness of the same sex as the student will be present.
  - (v) The student will not be physically restrained. (if the student refuses to submit to paddling, the parent will be asked to come to the Academy to administer the spanking. If it is believed to be in the best interest of the Academy, the student will be withdrawn from the Academy.)
  - (vi) After administering the strokes, the staff member will pray with the student, assuring him or her of their love.
  - (vii) A written record will be made of the date, offense, number of strokes, and name of correcting staff member and witness. You will be notified of the disciplinary action.
18. I frequently witnessed students being punished, not only by corporal punishment, but also by being forced to do intense physical activity for extended periods of time, such as being required to run lines (which was the act of running back and forth touching lines on the floor), do wall sits with medicine balls (which was the act of placing your back against the wall in a sitting position without a chair while holding a heavy medicine ball), and/or do “boards”. “Boards” required a student to push a towel-covered 2x4 piece of wood back and forth across the gym floor until the student was physically exhausted and/or ill.
19. Joel Hall (“**J. Hall**”) was a staff member at CCA who resorted to being physically cruel to students in the manners described in the preceding paragraph. When I observed him administering this punishment to other students in the gym, he never appeared sympathetic towards the students, even when the students became physically exhausted or ill. On more than one occasion, I witnessed him laughing when students were puking and physically ill from doing boards or lines as a punishment. I recall J. Hall yelling at a group of boys saying, “you’re going to run until you puke”. I recall seeing certain students frequently being punished in the gym because of perceived underperformance in their academics.
20. My brother, Cody, has provided me with his cumulative file from CCA. Included in Cody’s cumulative file is a communication between J. Hall and Shian Klassen setting out discipline that was handed out to Cody while attending CCA. Attached hereto as **Exhibit “E”** is a true copy of this communication.

21. As a student at CCA, it was common for students, including myself, to overhear instances of other children being subjected to physical discipline administered by the Principal or school Director on the school premises. When students, myself included, were walking up and down the stairs at CCA, we would hear crying, screaming, and the sound of a wooden object hitting skin. This was particularly prevalent for students in Level 5 who were situated in Nathan Rysavy's ("N. Rysavy") classroom, as it was in close proximity to the offices of the Director and Principal.
22. In addition to a student receiving the physical punishment, the act of hearing and/or seeing other students being punished instilled me with fear and intimidation. Hearing and/or seeing others being punished acted as a frequent reminder of the harm I would suffer if I did not strictly comply with their rules and expectations. This was extremely anxiety inducing as the rules and expectations were extensive and compliance with those rules and expectations was required not only at CCA and the Church but also in our private lives outside of CCA and the Church. This caused me to constantly be petrified of making simple mistakes. I have talked to other former students who have expressed to me, and I verily believe it to be true, that they suffered similar fear and anxiety for the same reasons.
23. I and other students of CCA were evaluated on all aspects of our lives, not just at CCA and the Church, but also at home and in our social lives, at all times. Attached hereto as **Exhibit "F"** are various pages from my cumulative file which set out that we were not only graded on our academic performance at CCA but on our social life, home life, family life, relationships, etc. These documents are in accordance with the fact that CCA and the Church monitored and controlled every aspect of our daily lives whether related to our activities at CCA or the Church.
24. An example of the monitoring and control of our personal lives by CCA and the Church is that while I lived on Turtle Crescent and Caitlin Erickson ("**Caitlin**") was my neighbour, she and I would regularly walk together, along with our other siblings. Several of our neighbours were members of the Church and they regularly reported Caitlin and I to the principal and director of CCA for walking together.
25. In addition to severe physical abuse, the staff at CCA and the Church manipulated students psychologically by using tactics such as scapegoating and aggressive interrogations.

26. I witnessed scapegoating on numerous occasions, which was often perpetuated by the staff members of CCA and/or elders at the Church. I remember staff members falsely attributing blame or the spreading of information to an innocent student, with the intention of diverting attention from the actual perpetrator or avoiding personal responsibility. As a student, this scapegoating felt to me like a form of psychological warfare as I often saw it employed by the staff at CCA and the Church as a means to manipulate students' relationships, create divisions in the student body, and/or assert their authority. I observed staff members wrongly implicating students by shifting blame, sowing discord or instilling fear, which ultimately eroded the trust amongst the student body, thus impacting the well-being of students within the school environment. This constant scapegoating led to a toxic and seriously distrustful atmosphere amongst the students themselves, and between the students and staff. As a student, it felt as though we were under a constant threat of being exposed for "sins" or "disobedience", regardless of whether we actually behaved in the way we were being accused of.
27. The above are but a few examples of the culture of CCA and of the Church. CCA and the Church controlled every aspect of our lives, inside and outside of the premises. It dictated to us who we could associate with outside the premises and the manner in which parents had to treat and discipline their children at home. It was preached that sickness was akin to sin, and it was a failure of your own faith if you could not overcome sickness without medical intervention. It was not uncommon for individuals to be called up or mentioned during services at the Church to be prayed over for their ailments, or perceived ailments (hereinafter referred to as "**faith healing**").
28. I observed numerous instances where my peers were taken to the office on multiple occasions and subjected to physical discipline. Sometimes, it occurred several times a week. I was aware of this discipline because some of my peers explicitly recounted the experience to me on occasion, and I verily believe such accounts to be true.

### **Personal Instances of Abuse**

29. Throughout my attendance at CCA, I noticed that the consequences for perceived inappropriate behavior varied from one student to another. For example, one student would

get paddled for something another student would only receive a demerit for. Attached hereto as **Exhibit "G"** are copies of some of the demerits I received while attending CCA.

30. When I was 11 years old, I told some jokes that were deemed "inappropriate". As a result, I was taken to the principal Duff Friesen's ("**D. Friesen**") office. D. Friesen bent me over a chair, and I was struck hard three times on my buttocks with a large wooden paddle. N. Rysavy was present when this occurred. I was left with bruising and welts from how hard I was hit.
31. I was also paddled other times for things like not completing my homework, not memorizing the weekly scripture verse, and talking back to my teacher. It was a regular thing for me to get paddled. It happened so many times that I cannot remember every specific instance.
32. I recall frequently getting reprimanded by the staff at CCA and/or the Church over my appearance, and particularly the look of my hair. CCA's dress code policy demanded that boy's hair be tapered at the sides and back of the head, be cut above the collar of their shirt, and be no longer than 1 inch above the eyebrow in the front. Boys were not allowed to perm or color their hair in any way, nor use gel to spike it up. My hair was very coarse and thick, and so my hair would naturally stick up and look "spikey" when I cut it short. The leadership and staff at CCA and the Church labelled me as being rebellious due to my "spikey" hair, and I would get reprimanded for the same. I would get in trouble if my hair was too long, but then I would get in trouble and be labelled as rebellious for the way it looked when I cut it in accordance with the dress code policy. My mother advised me, and I verily believe it to be true that, she received many calls from D. Friesen and Lou Brunelle about my hair and the way it naturally stood up. I recall being paddled because of my hair.
33. In the summer of 2003, I was a junior counsellor and canoe instructor at the Church's "Kid's Camp" held at Living Waters Camp. The camp was rented by the Church for a week. The campers were aged 6-11. I had just turned 16 that July.
34. A few days into the camp, two workers of the same age started "hitting it off". This was considered inappropriate by CCA because the two individuals were spending too much time together given they were of the opposite sex. A few counsellors, including myself,

were making jokes about the two dating. This turned out to be a big problem for the Church and CCA.

35. Randy Donauer (“**R. Donauer**”) questioned several of the counsellors, including myself and some adult staff. One of the individuals rumored to be dating was paddled by R. Donauer. I could hear him being disciplined, and when he left the room he was being paddled in, I could see tears in his eyes. R. Donauer’s brother, Blaine Donauer, was in charge of running the camp, and R. Donauer was always there while the camp was operating. R. Donauer acted as a representative of the Church during this time.
36. I was then brought into the room with R. Donauer. It was now my turn. R. Donauer proceeded to tell me that gossip was a sin, and that spreading rumours was evil. He then told me I was going to be disciplined. I had to bend over a couch, and I was struck three times on the buttocks. I cried. R. Donauer waited until I stopped crying, hugged me and we then prayed together.
37. The 2003/04 school year was John Olubobokun’s (“**J. Olubobokun**”) first full year as Director of CCA. Ken Schultz (“**K. Schultz**”) was the previous Director. The Director of the school brought everyone into the Church auditorium, also called the worship centre, and gave a speech about how he was changing things in the school. He made a statement, “if you act like a 10-year-old, I will treat you like a 10-year-old and I will spank you”. I asked, “if the staff acts like 10-year-olds if he would spank them too?” After the assembly, I was immediately taken to his office and spanked by J. Olubobokun. Garrett Johnson was there as a witness. J. Olubobokun had terrible aim and missed hitting me on my buttocks and struck the back of my thighs. I was left with black, blue and purple bruising. He told me after this beating that he was going to keep his eyes on me and my family.
38. My younger brother, Cody, had been expelled and excommunicated from the Church and CCA at the end of the previous school year (2002/03). He was kicked out of CCA because they had been constantly spanking him for “cheating” on his schoolwork when he scored his own work. I am advised by my brother, and verily believe it to be true that, he refused to cry, and they couldn’t get a reaction out of him. They figured out he had been putting padding in his pants and made him pull his pants down in the office. He refused the last time they tried. He told them to “fuck off”.

39. Before the Christmas break in 2003, I had told a native joke, and other students were telling “crude” jokes. J. Olubobokun asked everyone who was saying what jokes, and nobody was admitting or telling him who was saying what jokes. Over the Christmas break, J. Olubobokun deemed I was the “ringleader”. Attached hereto as **Exhibit “H”** is a true copy of the letter from J. Olubobokun that was sent to my mom on January 19, 2004. When we returned to school after Christmas break, J. Olubobokun brought me into the office and said he knew it was me who told the joke and said I was going to be disciplined for it, but did not spank me that day. I lived in fear of the day he was going to paddle me.
40. I became very physically ill near the end of that week and ended up in the hospital. I was experiencing severe stomach pains, and I had been throwing up for approximately two weeks which caused me to be severely dehydrated. J. Olubobokun came to the hospital to visit me, as did some other students. J. Olubobokun began to preach at me, and it turned into a church service. I was on pain meds and very sick. I stopped him and told him to leave. He did not leave and asked me what I just said to him. I repeated myself again and told him if he didn’t leave I would get a nurse to remove him. He left, but I knew I was a dead man.
41. I believe that the sickness that I experienced was caused by the constant fear and anxiety that I had to endure when I attended CCA and/or the Church. I believe my sickness was a physiological response to the daily stressors I was exposed to when I attended CCA and/or the Church.
42. A week or two later I was out of the hospital and recovering at home. I was not allowed to return to school. This is when the letter mentioned at paragraph 39 herein, and attached as Exhibit “H”, was sent to my mom. When I returned to school after my suspension, I was advised by my mother, and verily believe it to be true, that J. Olubobokun had a meeting with my mom and grandparents, and stated I would be getting spanked three times for telling the jokes and three times for telling J. Olubobokun to leave my hospital room. This was the first week of February. J. Olubobokun did the spanking and Garrett Johnson was the witness.
43. In 2003/04 during my grade 11 year, Chris Kotelmach (“Chris”), a grade 12 student, was bullying my friend, Jordan. I told Chris to stop bullying my friend or I would make him

stop and it would not be very pretty. Less than an hour later I was paddled by J. Olubobokun in his office for threatening another student. Garrett Johnson was the witness. I was assigned a “counsellor” by the Church, Ian Kripps, for extra lessons of Bible study and “manly godly help”. I was also expelled from CCA for threatening Chris.

44. While I was being homeschooled and getting “counselling”, I was called into J. Olubobokun’s office before a church service. J. Olubobokun and Ian Krips were there. J. Olubobokun said he heard some information from another student and wanted to know and hear its validity from me. I didn’t know what he wanted to hear, and I didn’t say much. J. Olubobokun told me he knew me and another male student were having sexual intercourse.
45. J. Olubobokun said he believed it was only part of the truth, and I was terrified, as I didn’t know what he knew. He liked to use this “cup only so full, you need to fill it” visual metaphor. Eventually I told him about a student who outed me and other male students I was having consensual sexual relationships with.
46. I was instructed by J. Olubobokun that I was forbidden to step foot in CCA or the Church ever again, and if I tried to contact any friends or students from there, they would contact the police.
47. I fled from the Church and called my aunt and uncle that have nothing to do with CCA or the Church. I told them what happened, and they came to pick me up. I stayed with them for a couple days in Warman.
48. J. Olubobokun contacted me at my aunt and uncle’s house and told me to meet him at my mom’s house. I went back to my mom’s house where J. Olubobokun, his wife, Simbo, Garrett Johnson and his wife, Avril, were waiting for me. My mom was also there. J. Olubobokun asked me if I wanted help to not go to hell for my abomination (being gay). I said yes – I was a scared teenager and my whole world was crumbling around me. He spanked me with a paddle and they then all began speaking in tongues and praying over me, commanding the gay demons to leave me. After what seemed like an hour of this, they had cast the gay demons out of me and completed the exorcism. J. Olubobokun spanked me again to the point I could barely walk. They said they would be in contact about the next steps.



49. I am advised by my mother and verily believe it to be true that, two days later, J. Olubobokun called my mom and I stating as a fact, that I was moving to Edmonton to a church there that could help me with my “problem”. They referred to this as conversion therapy. My mom had finally had enough and removed my remaining siblings from CCA and the Church, and we never looked back.
50. The lasting effects of the indoctrination and abuse from K. Johnson and the elders, especially K. Schultz and J. Olubobokun, include overwhelming shame and guilt for being gay, nightmares and PTSD.

### **The ”ACE” Program**

51. Aside from the mental, physical and psychological abuse I suffered at CCA and the Church, the education program itself at CCA was deficient and problematic in several ways.
52. The curriculum used at CCA was the Accelerated Christian Education Program (“ACE”). ACE is a complete, self-instructional curriculum, that integrates “Bible truths” and character values throughout all subjects and grade levels. Biblical principles and concepts are interwoven into all aspects of the program. Science is taught from the biblical perspective of creation. The curriculum consists mainly of PACEs (Packets of ACE), workbooks typically are around 40 pages in length, each of which takes a student approximately 2 weeks to complete. Students complete these workbooks at desks enclosed on 3 sides, known as “offices”. Attached as Exhibit “W” to Caitlin’s Affidavit is an article on the Accelerated Christian Education Program, from Routledge Taylor and Francis Group, published in the Journal of Curriculum Studies 2018.

### **The Effects of the Abuse**

53. When I started to get spanked for things like telling jokes, not memorizing a scripture verse or not doing my homework, I learned really fast that I needed to conform and comply. I also started to learn that men were not to be trusted, they only caused pain and that I was never going to be good enough or godly enough for their standards. Being in a single parent home with only a mother, the Church and CCA felt the need to push men into my life so as to get the “father figure” I “needed” as they taught that men are apparently the head of the house and that’s what God wants.

54. I had men from the Church and CCA constantly trying to mentor me and push themselves into my life, “because they cared” or because “god put me on their heart”. It was unasked for and unwanted. In particular, I recall Blaine Donauer, Ian Kripps, Shian Klassen, James Fenez, and Garrett Johnson trying to “mentor” me in such a way.
55. Over the course of many years, I soon came to a place where I was willing to do anything to make leadership and “God” happy. I was terrified that if I did anything even remotely wrong, I was going to burn in hell or cause shame and dishonor to my family and to myself.
56. I lived in fear very early on, and that fear just kept building the entire time I was there. I would never be a good enough “man of god” and I wasn’t deserving of his love. I was too outspoken despite me actively trying to shut up. I couldn’t fully conform and comply no matter how hard I tried. And believe me, I tried. I would pray and cry and pray some more to just become an ideal Christian. I obeyed, I cut my hair ridiculously short despite my hair naturally sticking straight up and causing me to be labeled as “rebellious”. I would be forced to hold my bladder in for hours and hours until I would start going in my pants because I couldn’t hold it any longer. I was made to feel ‘less than’ because I didn’t have a dad that lived with me. I wasn’t good enough, no matter how hard I tried and how much I prayed.
57. This carried over into my adult life and is still something I deal with to this day. I struggle with self-confidence and self-worth as it’s always in the back of my mind that I am not doing enough, or I am not good enough. I can’t stop to pause for a break or too much “me time” as I might get stuck or worse, start going backwards. It doesn’t matter what I do, it’s not good enough, I’m not good enough.
58. I can’t honestly think of what I possibly could have said or done that warranted the amount of beatings I received or psychological and mental torture I was put through at the Church and CCA.
59. J. Olubobokun took the abuse to another level though. Things were already terrible, but they somehow got even more horrifying when he came into power. His aim was genuinely abysmal, and the bruises and welts I was accustomed to being on my buttocks were

suddenly also on my lower back as well as the backs of my thighs. He hit even harder than other staff. I was accustomed to pain by this point, but he made sure I felt it more.

60. Because my brother, Cody, had been excommunicated there was a target on my family's back, my back. The already "feeling less than because we were in a single parent home" was pushed even harder. I was an outcast, "rebellious" and was often left alone/avoided by other classmates and even close friends towards the end of my tenure at this terrible place because they didn't want to risk getting into trouble by associating with me. I was made to feel alone, worthless. If it wasn't for my best friend, Caitlin, I truly would have been completely isolated.
61. To this day, I am good with small talk and very personable but always keep people at arm's length. I don't trust anyone enough to let them in fully, and to see the real damage. I'm scared they will hurt me or that they will not like what they see if I'm vulnerable. This goes back to my sense of worthlessness that I struggle with every day.
62. I experience intense nightmares, to varying degrees, and have even wet the bed while in a nightmare. I have flashback protocols by my bed that I have basically memorized that I can use to bring myself back into the present moment and away from reliving my trauma.
63. In 2018/19 I was admitted to the hospital after drinking too much and expressing suicidal ideations. I was assessed by my family doctor and a psychiatrist. I was diagnosed with severe depression, bipolar 2 disorder and an anxiety disorder.
64. I started to go to counselling in late 2022 and into early 2023. My counsellor and I were going to start working on my "overwhelming shame" and relationship issues with my then partner.
65. In March 2023 to June 2023, I attended treatment for substance use disorder at St. Joseph Addiction Recovery and Treatment Centre with Camryn Brown as my main counsellor as well as input from the whole clinic team. While there, I attended a Cognitive Processing Therapy group for trauma from April 23 to June 25, 2023.
66. Finally, after almost two years of having to push and be my own advocate, I am getting a comprehensive psychological assessment done by Dr. Samantha Horswill on March 17<sup>th</sup>,

2025. My PCL-5 scores (for PTSD) are still very high, so I've been referred to her by my psychologist.

67. Because of the self-taught system at CCA, I struggled with learning from a teacher actually teaching a class as opposed to teaching myself with a textbook and corresponding workbook. I needed tutoring and extra help to try and transition into a more regular teaching style. I also went to a Catholic High School after I was expelled from CCA and asked questions in the Christian Ethics class that was mandatory. This ended up with me doing extra community service to get mercy passed. The extra help and tutoring also was needed when I returned to university a few years later.
68. Workwise I have lost several jobs due to my addictions and have also needed to go on a medical leave from work to try get some help.
69. While attending CCA and the Church I lived in an environment dominated by fear, and uncertainty of potential adverse events taking place, such as physical abuse in the form of Scriptural Discipline.
70. I had and continue to have a fear and distrust of authority, relationship problems, and negative expectations about myself and others.
71. My time at CCA and the Church has severely negatively impacted my faith and belief in religion.
72. I had and continue to have overwhelming feelings of shame, guilt, self-blame, humiliation, and loss of credibility.
73. I have had diminished educational and vocational outcomes.
74. I had and continue to have a distrust of religious institutions, mental health problems, interpersonal and relationship problems, health problems, a distorted view of self, and a disconnect from social/cultural norms.
75. I did not appreciate or understand the nature of the abuse I suffered because of my age and vulnerability in having my educational/spiritual leaders define what is normal behavior with children. CCA and the Church defined my reality, and I had no ability to challenge the abuse. What was "right" or "wrong" was defined for me, and for the longest time I did

not see that what was happening to me was abusive. I felt it was my fault. I was not worthy. I was forced to comply with trusted adults, teachers, and religious leaders with unquestioning obedience.

76. CCA and the Church provided for my and my family's entire emotional, spiritual, physical, and social needs. I, and my family, were in a totally dependent role for all our needs, in a closed society cut off from the general society.
77. My family and I were in an environment that used fear, coercion, and spiritual manipulation to control our entire lives from birth to adulthood, restricting our ability to interact with the wider world.
78. Accusations of sinfulness, and threats of eternal damnation and hellish punishments were important means of controlling me, my family, and those attending the Church and CCA.
79. It has always been, and continues to be, an issue for me to relive and unpack these experiences. When this proposed class action was first being discussed, I intended to be a proposed representative plaintiff and I had begun working with class counsel in that capacity. It became apparent that the weight of bringing up my past trauma was too much for me to cope with at the time. My mental health was suffering tremendously as I had unresolved and overwhelming trauma that was resurfacing, and I was struggling with my substance use disorder. At the same time, I was having to deal with false allegations being spread around about me by Connor Weiler, the son of one of the named defendants in this proposed class action, Lynette Weiler, which led to me attend the Saskatoon Police Service to file a complaint against him. I felt that I needed to step away from being a proposed representative plaintiff to focus on my health and wellbeing. I felt that I was more of a hindrance and that I was getting in the way. This has since caused me to feel a lot of guilt and shame as I feel as though I let Caitlin and the other people who came forward down because I wasn't "strong enough", which reaffirmed the instilled negative belief that I am not good enough, or not doing enough.
80. Despite everything that has happened, I attended treatment and successfully completed that program. I lived in a sober living facility and completed all of the treatment norms and now live on my own. I even work for the facility that helped me help myself. I have maintained


my sobriety since 2023, and I see mental health professionals on a consistent basis. I have also been accepted to the University of Regina's social work program and start in the fall of 2025. I am consistently working on myself and have made great strides in improving my physical and mental health.

81. I make this Affidavit in support of the motion to certify this action as a class proceeding and for no improper purpose.

SWORN/AFFIRMED BEFORE ME at, in )  
the Province of Saskatchewan, this 18th day )  
of March, 2025. )

  
\_\_\_\_\_  
Commissioner for Oaths for Saskatchewan

My Commission expires:  
OR Being a Solicitor

  
\_\_\_\_\_  
COY CHANDLER NOLIN

This document was prepared by:

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File number: 21,835.1

THIS IS EXHIBIT "A" REFERRED TO IN  
THE AFFIDAVIT OF COY CHANDLER  
NOLIN SWORN THIS 18 DAY OF  
MARCH, 2025.



\_\_\_\_\_  
A COMMISSIONER FOR OATHS IN AND  
FOR THE PROVINCE OF SASKATCHEWAN  
MY COMMISSION EXPIRES: \_\_\_\_\_  
-BEING A SOLICITOR-

PROGRESS REPORT 1 - 5

COY NOLIN

GRADE: 2

TEACHER: MRS. D. MANN

SCHOOL YEAR: 94/95

LESTER B. PEARSON ELEMENTARY SCHOOL

REPORTING TERM      TERM I      TERM II      TERM III

ATTENDANCE	S	O	N	D	J	F	M	A	M	J
Days Present	23.5	23.5	17	14	19.5	18	20	14	20.5	18.5
Days Possible	23.5	19	18	14	19.5	18	20	14	21	18.5

REPORTING INDICATORS

SOCIAL, PERSONAL GROWTH AND EFFORT	PROGRESS IN CORE CURRICULUM	PROGRAM
<b>C</b> Consistently <b>U</b> Usually <b>O</b> Occasionally <b>S</b> Seldom	<b>1</b> Highly Developed <b>2</b> Well Developed <b>3</b> Developing as Expected <b>4</b> Further Development Required <b>NA</b> Not Applicable	<b>R</b> Regular <b>E</b> Regular with Enrichment <b>M</b> Regular with Modification

SOCIAL AND PERSONAL GROWTH

	Term I	Term II	Term III
Accepts responsibility	U	U	U
Respects rights/property of others	U	U	U
Attends to tasks	U	U	U
Displays courtesy to others	U	U	U
Follows directions	U	C	C
Practises self control	U	* U Improved	U
Demonstrates interest in learning	C	C	C
Demonstrates independence	C	C	C
Displays a positive attitude	C	C	C
Completes assignments	C	C	C

- good progress

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**SASKATOON BOARD OF EDUCATION  
PROGRESS REPORT 1-5**

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**PROGRESS IN CORE CURRICULUM**

**ACADEMIC ACHIEVEMENT**

Items not marked are not applicable at this time.

		Term I	Term II	Term III			Term I	Term II	Term III					
<b>LANGUAGE ARTS</b>	<b>PROGRAM</b>				<b>HEALTH</b>		R	R	R					
<i>see insert</i>					Understands and uses skills of:									
					Listening					Demonstrates development in:				
					Speaking					Interpreting information				
					Writing					Applying concepts				
					Spelling									
					Handwriting					<b>DISPLAYS EFFORT</b>				
					Word attack									
					Reading: vocabulary					<b>ARTS EDUCATION</b>				
					Reading: comprehension					Demonstrates development in:				
					Reading: oral fluency					Art skills				
					<i>Drama</i>									
<b>DISPLAYS EFFORT</b>					<b>DISPLAYS EFFORT</b>									
<b>MATHEMATICS</b>	<b>PROGRAM</b>	R	R	R	Music skills									
Understands and uses skills of:														
Numeration														
Basic facts					<b>DISPLAYS EFFORT</b>									
Computation														
Problem solving					<b>PHYSICAL EDUCATION</b>									
Graphing					Demonstrates development in:									
Measuring					Motor skills									
Geometry					Manipulative skills									
Calculators					Gymnastics skills									
					Dance skills									
<b>DISPLAYS EFFORT</b>					Applying rules, techniques and concepts									
					Fitness									
					<b>DISPLAYS EFFORT</b>									
<b>SOCIAL STUDIES</b>	<b>PROGRAM</b>	R	R	R	<b>FRENCH</b>									
Demonstrates skills in:					Understands and uses skills of:									
Locating information					Listening									
Interpreting information					Speaking									
Presenting information					Reading									
					Writing									
<b>DISPLAYS EFFORT</b>														
<b>SCIENCE</b>	<b>PROGRAM</b>	R	R	R	<b>DISPLAYS EFFORT</b>									
Demonstrates skills in:														
Classifying														
Measuring														
Observing														
Presenting information														
<b>DISPLAYS EFFORT</b>														

PROGRESS REPORT 1-5

COMMENTS

THIRD REPORTING TERM:

- ✓ Coy has enjoyed the themes in language arts, and the literature studies we have done this term. He has a fine sense of humour, and he has often "lifted" us all with his infectious giggle!
- ✓ In language arts, Coy completed reading grade two level materials and thoroughly enjoyed reading *Arthur's Dad* by Kirielle Anfosse. (In fact, he "read-ahead" in class because he was hooked by the story!) Coy's own stories are original and well worded. (We are working hard on appropriate punctuation.) Coy's journal and Base Book are delightful to read, and his creative drawings are appropriate! Coy seems to prefer reading novels to shorter stories, as he likes more intricate plots.
- ✓ Coy has understood all major concepts in mathematics and has completed his Math Quest workbook. He understands and can apply carrying and borrowing to word problems. He can solve problems quite well.

Coy, You are a very bright student with lots of creativity and talent. Remember to think first about appropriate behaviours, before choosing your actions. You have many

GRADE PLACEMENT

for September, 19 95

fine gifts to share!  
Your child will be placed in GRADE 3

Best wishes:  
Mrs. Mann

The Language Arts Program will be

Starting at Grade level

OR

The Mathematics Program will be

Starting at Grade level

OR

\* with enrichment as deemed appropriate

*H. Sander*

ADMINISTRATOR'S SIGNATURE

*Mrs. Mann*

TEACHER'S SIGNATURE

SASKATOON BOARD OF EDUCATION  
 Language Arts Progress Report  
 199 4 - 95

Grade Two

Cory Robin

(child's name)

Term:		
I	II	III
R	*R/E	E
2	2	2
2	2	2
2	1	1
2	2	2
2	2	2
2	2	2
3	2	2
2	1	1
3	2	2
2	2	2
2	1-2	2
2	2	2
3	2	2
3	2-3	3
2	2	2
C	C	C

Language Arts	PROGRAM
Distinguishes similarities and differences in words, letters and sounds	
Uses rhythms, rhymes and patterns of language in oral activities	
Expresses ideas and feelings orally in sentences for different purposes and audiences	
Follows oral directions	
Understands and responds to ideas, events and information through listening	
Is establishing a personal sight word vocabulary	
Uses picture, phonetic, prediction, punctuation, structure and context cues to read for meaning (decoding skills)	
Tells and retells a story or event using own vocabulary	
Selects, reads and understands books and a variety of other printed material	
Reads orally with expression	
Expresses ideas through the arts and the printed word	
Demonstrates growth in punctuation and spelling	
Prints legibly	
Participates in the writing process (generating ideas, drafting, revising and editing, publishing)	
Uses media and technology to share and enjoy stories, information and ideas (computers and audio visual resources)	

**DISPLAYS EFFORT**

Term 1: Cory has shown a solid effort in the area of language arts. The reads everything he sees! Improvement is certainly evident! I am certain Cory can have a very successful term 2 if his good efforts continue. Please see the comment sheet.

Term 2: Cory has done some excellent work in his language arts this term. I am happy with the growth I see.

Term 3: Cory excelled in language arts this term. JM

-very expressive and dramatic

\*enjoyed the new study

\* Cory started the term in a regular program. He is now working in an Enriched language arts program.

LESTER B. PEARSON SCHOOL

Report Card Insert  
Term 2, 1994 - 1995  
Ms. D. Mann, Grade II

Coy Nolin:

Coy is an energetic and fun-loving fellow. There are occasions when he can become "carried away", but usually all that is needed is a reminder. Coy has often come to me to say "How is my self-control today?" I am pleased that he is aware of the need to be responsible for himself.

Coy enjoys active learning. He did a fine job in our class play as the magician. It took lots of rehearsal to get the timing down. He took on his part with lots of fanfare! It was really funny and extremely well done!

Language Arts:

Coy has received an enriched language arts program this term. He reads our stories and enjoys the themes of our units, but Coy has a love for information books, and he often reads library books "just to find out"! Coy has a hearty laugh and an infectious giggle which we often hear when he's writing a story. His ideas are first-rate!

Coy will enjoy the upcoming novel study in term three.

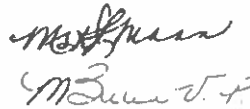
Coy does an excellent job of weekly spelling lists. He uses many correct spellings in his journal. We have currently been working on skills such as capitalisation, punctuation, and using a variety of sentences to make our stories more interesting.

Coy's oral language gift was put to good use in our play. Who knows how he'll use it in the future... Maybe he'll be a famous actor- or broadcaster!?

Mathematics:

Coy's math work is neat and usually accurate. He finishes most jobs in class time. He has worked hard on math facts, and he can make mental calculations quickly. Coy has enjoyed the problem-solving component in mathematics. We have recently completed units dealing with measurement, geometric shapes, and patterns. We will continue to focus on mastering math facts. The upcoming term involves learning about place value up to hundreds. Coy is ready for the challenge.

You have had a successful second term, Coy. Keep on making wise decisions regarding your actions! You have many gifts- use them the best ways you can!



---

LESTER B. PEARSON SCHOOL  
Report Card Insert  
Term 1, 1994 - 1995  
Ms. D. Mann, Grade II

---

Coy Nolin:

Coy has a love for fun and learning. He has made some good friends in our class. He has shown that he is also a very capable student. I have been impressed by his growing independence. Coy is a naturally animated child- a gift which is put to use in drama!

There have been occasions when Coy has acted impulsively on the playground. Coy and I have worked together to work out a plan to help him choose his future actions wisely. Coy is responding very well.

I am pleased that Coy has felt he can talk to me about matters which may be bothering him. We have established a trust relationship and I have tried to keep the classroom a safe, happy, inviting place.

Language Arts:

Coy is making very good progress in a regular program. He reads fluently at grade level, and his overall comprehension is good. Coy uses a variety of word attack strategies when tackling new words in reading.

Coy is very expressive orally. He contributes well to class discussions, and has a flair for the dramatic! Coy has a very good vocabulary.

I have been pleased with Coy's attempts to write. He is using words he has learned from our spelling lists, and he is not afraid to sound-spell if he needs to.

Coy is a very capable listener when he is settled. Coy often needs time to settle into a listening mode after active learning.

Mathematics:

Coy works confidently in his math workbook. He has a very good understanding of all the major concepts we have covered! Keep on giving your best, Coy!

I look forward to our interview time!

*J. Sander*

*Ms. D. Mann*

THIS IS EXHIBIT "**B**" REFERRED TO IN  
THE AFFIDAVIT OF COY CHANDLER  
NOLIN SWORN THIS 18 DAY OF  
MARCH, 2025.



\_\_\_\_\_  
A COMMISSIONER FOR OATHS IN AND  
FOR THE PROVINCE OF SASKATCHEWAN  
MY COMMISSION EXPIRES: \_\_\_\_\_  
-BEING A SOLICITOR-

SASKATOON BOARD OF EDUCATION

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PROGRESS REPORT 1 - 5

Page 1 of 4

COY NOLIN

GRADE: 3

TEACHER: MRS. M. PARK

SCHOOL YEAR: 95/96

LESTER B. PEARSON ELEMENTARY SCHOOL

REPORTING  
TERM

TERM  
I

TERM  
II

TERM  
III



ATTENDANCE	S	O	N	D	J	F	M	A	M	J
Days Present	25	19.5	18	17	16	17	20	16	21	
Days Possible	25	20	18	16	17	17	20	16	21	

REPORTING INDICATORS

SOCIAL, PERSONAL GROWTH AND EFFORT	PROGRESS IN CORE CURRICULUM	PROGRAM
<b>C</b> Consistently <b>U</b> Usually <b>O</b> Occasionally <b>S</b> Seldom	<b>1</b> Highly Developed <b>2</b> Well Developed <b>3</b> Developing as Expected <b>4</b> Further Development Required <b>NA</b> Not Applicable	<b>R</b> Regular <b>E</b> Regular with Enrichment <b>M</b> Regular with Modification

SOCIAL AND PERSONAL GROWTH

	Term I	Term II	Term III
Accepts responsibility	U	U	U
Respects rights/property of others	U	U	U
Attends to tasks	U	O-U	U
Displays courtesy to others	U	O-U	U
Follows directions	U	U	U
Practises self control	U	O-U	U
Demonstrates interest in learning	C	C	C
Demonstrates independence	U	U	U
Displays a positive attitude	C	C	C
Completes assignments	U	U	C

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## PROGRESS REPORT K-8

STUDENT Coy Nolin GRADE 3 SCHOOL YEAR 95-96

REPORTING TERM:

I	II
<input checked="" type="checkbox"/>	<input type="checkbox"/>

## COMMENTS

Strengths:

- good understanding of math facts at this time
- does a fine job when he reads orally
- can write creatively with a good opening and closing sentence.

Areas to work on:

- learn to recognize and practice when it is appropriate to "Chat" with friends.

Coy - You show originality and creativity. I enjoy having you in my class.

French: Coy, please try to concentrate more on doing your work, and less on visiting with your neighbours.

H. Javel

ADMINISTRATOR'S SIGNATURE

M. Park

TEACHER'S SIGNATURE



**LESTER B. PEARSON SCHOOL**  
**SECOND TERM REPORT**  
**March 15, 1996**

**Coy Nolin**

**Strengths:**

- **a very caring student**
- **very strong comprehension and vocabulary skills**
- **excellent oral reader**
- **well- established math facts**
- **your write-me-a-story, had a good beginning, but you need to organize and have a logical arrangement for your ideas**

**Areas to continue working on:**

- **practice self-control by moving quietly from one task to another**
- **remember not to disturb the class with your loud talking**

**Coy: You are a very capable student. I enjoy your creative and logical thinking!**

---

**ADMINISTRATOR**

---

**TEACHER**

SASKATOON BOARD OF EDUCATION  
 Language Arts Progress Report  
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Grade Three

Cory Nolin (child's name)

Language Arts PROGRAM	Term:		
	I	II	III
	R	R	R
Distinguishes similarities and differences in words, letters and sounds	2	2	2
Uses rhythms, rhymes and patterns of language in oral activities	2	2	2
Expresses feelings, ideas, events and information for different purposes and audiences	2	2	2
Understands and responds to ideas, events and information through listening	2	2	2
Has established a personal sight word vocabulary	2	2	2
Uses picture, phonetic, prediction, punctuation, structure and context cues to read for meaning (decoding skills)	2	2	2
Tells and retells a story or event using own vocabulary	2	2	2
Reads and responds with understanding	2	2	2
Reads silently	2	2	2
Reads orally with expression	2	2	2
Locates, selects and uses materials for a variety of purposes	2	2	2
Expresses ideas through the arts and the printed word	2	3	3
Handwrites legibly	3	3	3
Demonstrates growth in punctuation	3	3	3
Demonstrates growth in spelling	3	3	3
Participates in the writing process (generating ideas, drafting, revising and editing, publishing)	NA	3	3
Uses media and technology to share and enjoy stories, information and ideas (computers and audio visual resources)	NA	NA	NA
DISPLAYS EFFORT	C	C	C

**SASKATOON BOARD OF EDUCATION  
PROGRESS REPORT 1-5**

**PROGRESS IN CORE CURRICULUM**

**ACADEMIC ACHIEVEMENT**

Items not marked are not applicable at this time.

	Term I	Term II	Term III
<b>LANGUAGE ARTS PROGRAM</b>			
Understands and uses skills of:			
Listening			
Speaking			
Writing			
Spelling			
Handwriting			
Word attack			
Reading: vocabulary			
Reading: comprehension			
Reading: oral fluency			
DISPLAYS EFFORT			
<b>MATHEMATICS PROGRAM</b>	R	R	R
Understands and uses skills of:			
Numeration	2	2	2
Basic facts	2	2	2
Computation	2	2	2
Problem solving	3	2	2
Graphing	NA	3	3
Measuring	NA	NA	NA
Geometry	NA	NA	NA
Calculators	NA	3	3
DISPLAYS EFFORT	C	C	C
<b>SOCIAL STUDIES PROGRAM</b>	R	R	R
Demonstrates skills in:			
Locating information	NA	NA	3
Interpreting information	3-	3	3
Presenting information	NA	NA	3
DISPLAYS EFFORT	U	U	U
<b>SCIENCE PROGRAM</b>	R	R	R
Demonstrates skills in:			
Classifying	NA	NA	3
Measuring	NA	NA	3
Observing	NA	NA	3
Presenting information	NA	NA	3
<i>Understanding Concepts</i>	2	3	2
DISPLAYS EFFORT	U	U	U

	Term I	Term II	Term III
<b>HEALTH</b>			
Demonstrates development in:			
Interpreting information	3	3	3
Applying concepts			
DISPLAYS EFFORT	U	U	U
<b>ARTS EDUCATION</b>			
Demonstrates development in:			
Art skills	3	3	3
DISPLAYS EFFORT	U	U	U
Music skills	3	3	3
DISPLAYS EFFORT	U	U	U
<i>Mrs. Holmes</i> DISPLAYS EFFORT	U	U	U
<b>PHYSICAL EDUCATION</b>			
Demonstrates development in:			
Motor skills	3	3	3
Manipulative skills	3	3	3
Gymnastics skills	3	3	3
Dance skills	NA	3	3
Applying rules, techniques and concepts	3	3	3
Fitness	3	3	3
DISPLAYS EFFORT	U	U	U
<b>FRENCH</b>			
Understands and uses skills of:			
Listening	3	3	3
Speaking	3	3	3
Reading			
Writing			
DISPLAYS EFFORT	U	C	C
<i>Mrs. Butler</i> DISPLAYS EFFORT	U	C	C

PROGRESS REPORT 1-5

COMMENTS

THIRD REPORTING TERM:

Coy is a cooperative and alert student who completes his work quickly and accurately. Learn to speak out loud only when it is your turn Coy.

You are a very helpful and energetic student Coy. Have a good summer.

GRADE PLACEMENT

for September, 1996

Your child will be placed in GRADE 4

The Language Arts Program will be

Starting at Grade level

OR

\_\_\_\_\_

The Mathematics Program will be

Starting at Grade level

OR

\_\_\_\_\_

H. Lander  
ADMINISTRATOR'S SIGNATURE

M. Park  
TEACHER'S SIGNATURE

THIS IS EXHIBIT "C" REFERRED TO IN  
THE AFFIDAVIT OF COY CHANDLER  
NOLIN SWORN THIS 18 DAY OF  
MARCH, 2025.



\_\_\_\_\_  
A COMMISSIONER FOR OATHS IN AND  
FOR THE PROVINCE OF SASKATCHEWAN  
MY COMMISSION EXPIRES: \_\_\_\_\_  
-BEING A SOLICITOR-

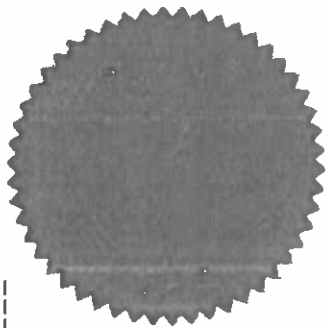
# Student Leadership Certificate

this Certificate is presented to

Coy Adlin

for having participated in the following Lester B. Pearson activities

Kindergarten Helper	-----	Toastmasters'	-----
Student Receptionist	-----	Teacher Helper	-----
Volleyball	-----	School Patrol	-----
Basketball	-----	Just Say No	-----
Cross Country	-----	Red Cross	-----
Student Librarian Helper	-----	Club Pride	-----
The Club	-----		
Choir	-----		
Band	-----		
Aquarium Helper	-----		
Indoor Track	-----		
Milk Committee	-----		
Zone Track Meet	-----		



Dated this 24th day of June, 1997

M. Park  
Teacher

THIS IS EXHIBIT "D" REFERRED TO IN  
THE AFFIDAVIT OF COY CHANDLER  
NOLIN SWORN THIS 18 DAY OF  
MARCH, 2025.



\_\_\_\_\_  
A COMMISSIONER FOR OATHS IN AND  
FOR THE PROVINCE OF SASKATCHEWAN  
MY COMMISSION EXPIRES: \_\_\_\_\_  
-BEING A SOLICITOR-

**CHRISTIAN  
CENTRE  
ACADEMY  
APPLICATION  
PACKAGE**



# CHRISTIAN CENTRE ACADEMY

## Student Application Form

Date of Application JAN. 28/97

Grade Enrolling 5

Date Enrolled \_\_\_\_\_

Student Application 1997 - 1998

Name NOLIN CORY CHANDLER  
last first middle

Address 209 LLOYD CR. S'toon SK S7L 449  
street city province postal code

Home Phone 384-9020 Birth Date 07/28/87 Age 9  
month day year

Emergency Phone Numbers 382-4024 \_\_\_\_\_

School Last Attended LESTER B. PEARSON  
name address

Name of Father CORRY NOLIN

Address 302B-20ST W Phone at Work \_\_\_\_\_

Address At Work \_\_\_\_\_ Occupation \_\_\_\_\_

Name of Mother CARILYN NOLIN

Address 209 LLOYD CR. Phone at Work 384-1212

Address at Work 301 Confederation Dr Occupation Clerk/Cashier

Does family attend Church? YES Name of Church SCC

Pastor KEITH JOHNSON Phone \_\_\_\_\_

Address \_\_\_\_\_

Marital status of parents: Married ( ) Separated ( )  
Divorced (✓) Spouse Deceased ( )  
Remarried ( ) Other ( )

# STUDENT STATEMENT OF COOPERATION

ALL APPLICANTS GRADES 5 AND ABOVE FILL OUT IN OWN HANDWRITING!

a. Is it your personal desire to attend Christian Centre Academy? Yes i would.

b. Have you had any difficulty with students or teachers in a previous school? No i haven't  
Explain: \_\_\_\_\_

c. Are you willing to abide by the rules of the school as stated in the C.C.A. Handbook, including discipline, dress, and all other matters? Yes I'm willing

d. Have you ever been in trouble with the police? No  
Are you now, or have you ever been on probation? No  
Explain \_\_\_\_\_

e. Have you ever been on, or used drugs other than those that were prescribed for you by a physician? No  
Explain \_\_\_\_\_

f. Have you ever smoked? No Are you now using tobacco in any form? No Explain: \_\_\_\_\_

g. I, the undersigned, as a student who has the privilege of attending this school hereby agree to give my wholehearted cooperation, and refrain from the following:

1. Violence and damage against the physical property of the institution.
2. Smoking, drinking, gambling and use of drugs.
3. Improper boy-girl relationships.
4. Fighting, stealing.
5. Profanity and filthy language.
6. Critical and uncooperative attitude.
7. Any infraction of the provincial or federal penal code.

h. I further understand that the privilege of attending Christian Centre Academy can be removed at any time the above are violated, or any time, in the opinion of the administration, that my continued presence is not in the best interest of the school.

SCHOOL DRESS CODE - see handbook

## PARENTAL STATEMENT OF COOPERATION

1. It is understood that my child's attendance at Christian Centre Academy is a privilege and not a right; and that if, at any time, in the opinion of the administration, his or her conduct, academic progress, or cooperation with the school's requirements, the school reserves the right to terminate my child's enrollment.

2. I give permission for my child to take part in all school activities, including sports programs and school-sponsored trips away from the school premises. I absolve the school from all liability in the event my child is injured at school or during any school activity.

3. I agree with the school's efforts to train my child in the Bible and in the Christian faith and will encourage my child in this and in all other phases of the curriculum.

4. I pledge to support the school in its efforts to administer discipline to my child in accordance with the standards of discipline the school sets for itself.


5. Students asking to leave school, or moving out of the area, or because of sickness are unable to attend school, will receive a refund on all unused tuition minus the month currently enrolled. It is understood, however, that all other students leaving school for any other reason will receive no refund on tuition, fees, or expenses of any kind. Registration fees in all cases are non-refundable.

6. I further promise to pay promptly all fees and charges, understanding that no report cards or records will be given or released if the school account is delinquent. No one will be allowed to graduate from C.C.A. until all financial obligations are paid in full.

7. I pledge to participate and attend the Parent Orientation and Parent Association meetings to help promote a good understanding between parents and faculty.

I have read the Parental Statement of Cooperation and I understand the school dress code. I hereby agree to abide by them and I, to the best of my ability, affirm that all questions answered above are accurate, honest, and without deception.

\_\_\_\_\_  
Signature of Father

  
\_\_\_\_\_  
Signature of Mother

\_\_\_\_\_  
Signature of Student  
(Grade 5 or above)

# SCRIPTURAL DISCIPLINE FORM

Dear Parents,  
Christian Centre Academy is honored that you have asked our staff to assist you in training your child for Christian leadership. Our total program is designed to develop the spiritual and academic qualities that characterize your child. We appreciate your confidence in our program. To carry out your wishes for total character development, we believe it is necessary to follow Scriptural admonition and procedures. When warranted, Bible discipline will be exercised under the following guidelines:

1. The offense will be clearly discussed with your child.
2. A staff member will discuss Scriptural applications and will pray with your child.
3. A reasonable number of firm strokes, no more than five, will be administered by a staff member using a simple, flat paddle.
4. A staff witness of the same sex as your child will be present.
5. Your child will not be physically restrained. (If he or she refuses to submit to the paddle, you will be asked to come to the school to administer the spanking. If it is believed to be in the best interest of the school, the child will be withdrawn from the school.)
6. After administering of the strokes, the staff member will pray with your child, assuring him (or her) of their love.
7. A written record will be made of the date, offense, number of strokes, and name of correcting staff member and witness. You will be notified of the disciplinary action.

I, CARILYN NOLIN

Name of father and mother

have read the above and agree to support the school in its policy of Bible discipline without reservation and personally pledge my support to this Scriptural approach to discipline.

\_\_\_\_\_  
Date  
Feb 10/97  
Date

\_\_\_\_\_  
Signature of father  
Carilyn Nolin  
Signature of mother

## MEDICAL HISTORY

IT IS MANDATORY that pupils who show symptoms of communicable disease be excluded from classes until readmission is acceptable to School authorities. Your cooperation will be greatly appreciated. Thank you!

Pupil's Name COY NOLIN Birth Date 07/28/87 Sex M  
 Father's Occupation \_\_\_\_\_ Mother's Occupation \_\_\_\_\_  
 Father's Health EXCELLENT If dead, cause \_\_\_\_\_  
 Mother's Health GOOD If dead, cause \_\_\_\_\_

PAST DISEASED - (If your child has had any of the following, state age when he had them.)

Mumps _____	Diphtheria _____	Polio _____
Measles _____	Scarlet Fever _____	Convulsions _____
Whooping Cough _____	Rheumatic Fever _____	Heart Disease _____
Asthma _____	Chicken Pox <u>5yrs.</u>	Diabetes _____
Hay Fever _____	Pneumonia _____	Discharging Ears _____

RECENT DISABILITIES - (Please check any one of the following noted recently.)

4 of more colds yearly _____	Allergy _____	Tires easily _____
Frequent leg pains _____	Ringworm _____	Frequent sties _____
Hearing difficulty _____	Dizziness _____	Nose bleeding _____
Frequent sore throat _____	Growing pains _____	Dental defects <input checked="" type="checkbox"/>
Frequent urination _____	Poor vision _____	Abdominal pains _____
Breath shortness _____	Hernia (rupture) _____	Persistent cough <input checked="" type="checkbox"/>
Speech difficulty _____	Crippling conditions _____	Fainting spells _____

IMMUNIZATION RECORD - (Please give the date of each)

Smallpox - Scar? _____	Whooping cough <u>JULY 30/91</u>	Tetanus <u>JULY 30/91</u>
Schick Negative _____	Diphtheria <u>JULY 30/91</u>	Typhoid _____
Measles <u>MARCH 23/89</u>	Polio <u>JULY 30/91</u>	*

Does your child have a disability due to disease or accident? \_\_\_\_\_  
 Has your child had a skin test for tuberculosis? NO  
 Date Administered \_\_\_\_\_  
 Has he been associated with a tubercular patient? NO When? \_\_\_\_\_

PERSONAL RECORD - Please answer all of the following

Is he/she shy? NO Over active? NO Bite fingernails? YES  
 Have excessive fears? NO Have temper tantrums? \_\_\_\_\_ Suck thumb? NO  
 Play well with others? YES Eat breakfast? YES Like school? YES  
 When is his regular bedtime? 8PM When is his/her rising time? 7:00 AM

DATE Jan. 30/97 SIGNATURE OF PARENT Coy Nolin

**REMINDER:** No pupil will be excused from P.E. without a written permit from a physician.

\* Use for listing inoculation series.

## PARENT COMMITMENT FORM

The private Christian school is only as successful as the families that make up the school. At Christian Centre Academy, we have often stated that the individual student's success depends upon the school becoming an extension of the home. For this to happen, there must obviously be open lines of communication between the home and school, and both sides must avail themselves of any opportunities to interact.

Perhaps the most important such opportunity is the monthly parent-school meeting, called the Eagles' Association meeting, held the first Tuesday of each month at 7:30 p.m. This is a time when school events are announced, pertinent policy changes or clarifications are explained, developments in Christian education are noted, and information on our own school's involvement in such things as tax issues and post-secondary issues is shared. As well, the Eagles' Association executive explains its goals, projects, and concerns month-by-month. They also enlist the help of the parents for the various projects they carry out throughout the year, without which our school cannot carry on a quality program. This is also an important time of fellowship among parents and staff.

Experience has shown us that those families who make the effort to be a part of every parent function are the families whose children always reap the maximum benefits from our program. It is imperative that each parent makes the maximum effort possible to attend each Eagles' Association meeting. Our school depends on this commitment, because we truly are an extension of each home, but only to the degree that each family will allow us to be. Please read carefully the following statement and sign below.

"We have read the above information and recognize that our participation is important to the success of the Academy. We are interested in the events that effect our children's lives and desire to be kept informed and stay involved in any way we can. We understand that the level of our involvement will directly effect the level of our children's success in this program. We therefore agree to make every effort humanly possible to have our family represented by at least one parent every Eagles' meeting."

\_\_\_\_\_  
Signature of Father

  
\_\_\_\_\_  
Signature of Mother

\_\_\_\_\_  
Date

Feb. 10/97  
\_\_\_\_\_  
Date

THIS IS EXHIBIT "E" REFERRED TO IN  
THE AFFIDAVIT OF COY CHANDLER  
NOLIN SWORN THIS 18 DAY OF  
MARCH, 2025.



\_\_\_\_\_  
A COMMISSIONER FOR OATHS IN AND  
FOR THE PROVINCE OF SASKATCHEWAN  
MY COMMISSION EXPIRES: \_\_\_\_\_  
-BEING A SOLICITOR-

## Mr. Gaertner

---

To: Mr. Klassen  
Subject: Cody (one month summary)

Here is a quick summary of the past month with Cody ("goals done" or "goals not done" is for the previous days work):

Cody had fallen 3 weeks behind in his PACE work so on Feb. 21 we agreed that he would be required to complete 20 pages of work per day or he would be given a workout consisting of towels, duck walk, push ups, sit ups, and any other physical activity we saw fit to implement.

**Monday Feb. 24.** Cody wasn't done his work. He had his head on his desk and was speaking very groggy and slowly. We talked in the hallway & he said he had puked that morning and had a incredible headache so he couldn't think or concentrate. I said that was fine & that we would go down to Mr. Klassen's office and after Cody convinced him that he was too sick to work he could go on home...or, Cody could just stay and work. Cody decided he'd be OK. We went for a workout and by noon he was playing chess.

**Tuesday Feb. 25.** Cody did not come to school. Mrs. Nolin called saying he was sick.

**Wednesday Feb. 26.** Cody was not done his work from Monday. I told him from now on he was required to do 20 pages/day even when he is sick. I told him to meet me downstairs for a workout for not finishing Monday's work. When he arrived:

Cody: "I won't be doing a workout today"

Me: "Is that right? Why is that?"

Cody: "I already puked this morning and I'm not going to puke again because of this!"

Me: "I don't know about you puking this morning but I know that you are going to do a workout and if you puke you puke."

Cody (while walking away mutters under his breath)

Me: "What was that?"

Cody: "I said, 'this sucks'."

Me: "Why are you doing this workout?"

Cody: "because I didn't finish my work?"

Me: "Anything I did?"

Cody: "No."

Me: "Then don't mutter to me."

Cody: "Yes sir"

Me: "Now start your towels."

Cody: "Yes sir."

Cody did an extra set of towel for his comment and afterwards he apologized for his comment and attitude and said it would not happen again.

**Thursday Feb. 27.** Cody forgot his PACEs at home. He did a workout and ran home to get them at break.

**Friday Feb. 28.** Cody did not complete his work. He did a workout.

**Monday March 3.** Cody did not complete his work. He did a workout

**Tuesday March 4.** Cody has finished his 20 pages (and 2 extra).

Since the 'incident' on Thursday his attitude has improved tremendously and while significant progress has been seen we will be sure to work on his consistency.

**Wednesday, March 5.** Cody was late and did not have his goals done. He said he was up all night because his mom let him go to Pharmasave and buy candy. Cody ate a bag of chips and four chocolate bars. When he got to school he said he puked and he called his mom who said he could go home and sleep. He will do his workout tomorrow (2 if he doesn't do 20 pages at home today)

**Thursday, March 6.** Goals not done. 2 Workouts. Good attitude.



**Friday, March 7.** Goals not done - avoiding Math. Did 11 sets of stairs. Good attitude.

**Monday, March 10.** Goals done.

**Tuesday.** Goals done

**Wednesday.** Goals not done. Did a workout. Left 2 PACEs at home. He had to run home and get them during aft. break. Took him 15 minutes longer because he couldn't find them (they were outside) - did another workout. Told Cody that if workouts are not enough motivation we will progress to missing gym, breaks, etc., or paddles, or a combination.

**Thursday & Friday.** Sick (legitimate).

**Monday, March 17.** Not done Wednesday's goals - workout...I discussed Cody's past three weeks of performance and asked him if he even wanted to be at school. He said that, given the choice, he would not come anymore. I clarified with Cody that lack of progress is what caused Dan W. to be released from School indefinitely and if he continued with his same choices that he could expect a similar outcome.

**Tuesday.** Goals done.

**Wednesday.** Goals not done - Only 3/20 pages were done. "I took the night off and planned to do work in the morning then my alarm did not go off." Cody has said before he prefers to leave his work until the morning. His evening yesterday: "played with cousins, nintendo, tv, supper, trip to Pharmasave, & grocery shopping with mom." Did a hard workout...they will continue to get harder.

We checked Cody's last English PACE and found 34 scoring violations.

**Thursday, March 20.** Yesterday & last night Cody did about 3 pages of work. Last night he watched tv, read Far Sides, & ate supper. He did not go to Church because his mom was not feeling well and so he had to clean the kitchen. He did a long & hard workout (about 40 minutes). Afterward I asked him if we were getting anywhere, if his actions are going to change at all - after about 2 minutes of silence I said, "It seems like your answer is 'no' but you know you are supposed to answer 'yes', right?" He said that was right. I talked to him about correction & discipline saving his soul from hell...he said he believed me but he didn't think that it was really applicable to him right now.

I told him that he will curse the day he decided to go his own way and not receive correction & I hoped he would go out and get the type of job a 14 year old with no education gets and that would help clear up his thinking. I said he'll learn the same lesson if his mom waits until he is 18 or 19 before she exposes him to real life but it will be a harder lesson then and so much time will have been wasted. In the end I asked him if he was ok going down the same road as Dan & he said he was fine with that.

I think we are done with the workouts unless someone tells us differently.

**Friday** Cody took a discretionary day and did not come to school

Mr. Hall

THIS IS EXHIBIT **F** REFERRED TO IN  
THE AFFIDAVIT OF COY CHANDLER  
NOLIN SWORN THIS 18 DAY OF  
MARCH, 2025.



\_\_\_\_\_  
A COMMISSIONER FOR OATHS IN AND  
FOR THE PROVINCE OF SASKATCHEWAN  
MY COMMISSION EXPIRES: \_\_\_\_\_  
-BEING A SOLICITOR-

# TDS Development Guidelines-Final Grade

Name: Coy Nolan

Date: Nov. 4/02

**Grading Grid:**

- 0-3 Unacceptable
- 4-5 Needs Significant Improvement
- 6-7 Acceptable
- 8-10 Excellent

**1. Spiritual Growth (spiritual passion)**

- active and meaningful praise and worship
- Word Level
- Prayer life

5  
4  
4

**2. Social Life**

- positive, Godly influence
- appropriate, modest dress
- healthy peer pressure

5  
9  
5

**3. Academic**

- QPC up-to-date
- good work habits
- graduation projections on target

7  
8  
9

**4. Personal development**

- respect for authority
- response to correction and discipline
- teachability

8  
8  
7

**5. Gifting development**

- appropriate participation in athletics/music/drama
- overall schedule
- serving in other departments

4  
9  
9

**6. Family Life**

- relationship with parents
- effect of student's schedule on home life
- home routines

4  
9  
9

Academy Staff Member: \_\_\_\_\_



Youth Staff Member: \_\_\_\_\_



## TDS - TEAM GOAL SHEET

Date: Nov. 1st/01

Name of Student: Coy Nolin

Team members: Mr. PAERTNER, Mr. JOHNSON,  
Mrs. Nolin

### 1. Specific Development Goals:

- ① Having a personal devotion + prayer life. - control thoughts.
- ② More consistent, focused in praise + worship. PEER pressure is a factor.
- ③ Target to Achieve bullseye. Push through the pain.
- ④ To get along better with my siblings @ home. controlling your emotions

Nov. 4/02 related 2 number 1 - have devotion three times a week for twenty<sup>24</sup> minutes.

### 2. Specific Character Goals, and how we will measure each to determine success:

- ① Controlling thoughts ~~and emotions~~ - bullseye, consistency in praise + worship
- ② Controlling emotions - relationship with family.

### 3. Proposed changes to the student's schedule:

NA

# TDS

## Development Guidelines – Final Grade

*Coy Nolin*

**GRADE: 1-10 PER  
SUB-CATEGORY, TOTAL OF 30  
FOR EACH DEVELOPMENT AREA**

**1. Spiritual growth (spiritual passion)**

- active and meaningful praise & worship
- Word level
- prayer life

	<u>5</u>
	<u>4</u>
	<u>4</u>
<b>Total</b>	<u>13</u>

**2. Social life**

- positive, Godly influence
- appropriate, modest dress
- healthy peer relationships

	<u>5</u>
	<u>9</u>
	<u>6</u>
<b>Total</b>	<u>20</u>

**3. Academic**

- QPC up-to-date
- good work habits
- graduation projections on target

	<u>6</u>
	<u>6</u>
	<u>10</u>
<b>Total</b>	<u>22</u>

**4. Personal development**

- respect for authority
- response to correction and discipline
- teachability

	<u>7</u>
	<u>7</u>
	<u>6</u>
<b>Total</b>	<u>20</u>

**5. Gifting development**

- appropriate participation in athletics/music/drama
- overall schedule
- serving in other departments

	<u>8</u>
	<u>8</u>
	<u>8</u>
<b>Total</b>	<u>24</u>

**6. Family life**

- relationship with parents
- effect of student's schedule on home life
- home routines

	<u>7</u>
	<u>8</u>
	<u>8</u>
<b>Total</b>	<u>23</u>

Academy staff member: *[Signature]*

Youth staff member: *[Signature]*

Coy

Nov. 4/02

# Development Guidelines Score Sheet

## PARENTS

Coy Nolin

GRADE: 1-10 PER  
SUB-CATEGORY, TOTAL OF 30  
FOR EACH DEVELOPMENT AREA

### 1. Spiritual growth (spiritual passion)

- active and meaningful praise & worship
- Word level
- prayer life

	4-5
	<u>4-5</u>
	4-5
<b>Total</b>	<u>12-15</u>

### 2. Social life

- positive, Godly influence
- appropriate, modest dress
- healthy peer relationships

	8
	<u>10</u>
	8
<b>Total</b>	<u>26</u>

### 3. Academic

- QPC up-to-date
- good work habits
- graduation projections on target

	8
	<u>9</u>
	10
<b>Total</b>	<u>27</u>

### 4. Personal development

- respect for authority
- response to correction and discipline
- teachability

	9
	<u>9</u>
	9
<b>Total</b>	<u>27</u>

### 5. Gifting development

- appropriate participation in athletics/music/drama
- overall schedule
- serving in other departments

	10
	<u>10</u>
	10
<b>Total</b>	<u>30</u>

### 6. Family life

- relationship with parents
- effect of student's schedule on home life
- home routines

	9
	<u>9</u>
	9
<b>Total</b>	<u>27</u>

Coy

Nov. 4/02

# DEVELOPMENT GUIDELINES SCORE SHEET STUDENT

Coy Dolin

GRADE: 1-10 PER  
SUB-CATEGORY, TOTAL OF 30  
FOR EACH DEVELOPMENT AREA

## 1. Spiritual growth (spiritual passion)

- active and meaningful praise & worship
- Word level
- prayer life

	9
	<u>5</u>
	<u>3</u>
<b>Total</b>	<u>17</u>

## 2. Social life

- positive, Godly influence
- appropriate, modest dress
- healthy peer relationships

	6
	<u>10</u>
	<u>8</u>
<b>Total</b>	<u>24</u>

## 3. Academic

- QPC up-to-date
- good work habits
- graduation projections on target

	7
	<u>8</u>
	<u>9</u>
<b>Total</b>	<u>24</u>

## 4. Personal development

- respect for authority
- response to correction and discipline
- teachability

	10
	<u>9</u>
	<u>9</u>
<b>Total</b>	<u>28</u>

## 5. Gifting development

- appropriate participation in athletics/music/drama
- overall schedule
- serving in other departments

	10
	<u>9</u>
	<u>10</u>
<b>Total</b>	<u>29</u>

## 6. Family life

- relationship with parents
- effect of student's schedule on home life
- home routines

	10
	<u>9</u>
	<u>9</u>
<b>Total</b>	<u>28</u>

## TDS - TEAM GOAL SHEET

Date: Oct 21/03

Name of Student: Coy Nolan

Team members: Myff Friesen  
Garrett Johnson

### 1. Specific Development Goals:

- Commitment to daily devotions - meet with Mr. Johnson, to strategize and weekly accountability to Teen dept me.
- Show up regular for corporate prayer & have good attitude for Teen class.
- Pass on information important to the life of school & standing up for what is right.

### 2. Specific Character Goals, and how we will measure each to determine success:

- Be proactive in school work. DON'T PUT THINGS OFF.

### 3. Proposed changes to the student's schedule:



# TDS


## Development Guidelines-Final Grade

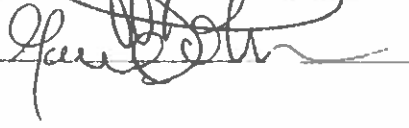
Name: Coy Holin

Date: Oct. 21/03

- Grading Grid:**  
 0-3 Unacceptable  
 4-5 Needs Significant Improvement  
 6-7 Acceptable  
 8-10 Excellent

<p><b>1. Spiritual Growth (spiritual passion)</b>          -active and meaningful praise and worship          -Word Level          -Prayer life</p>	<p>9 5 4</p>
<p><b>2. Social Life</b>          -positive, Godly influence          -appropriate, modest dress          -healthy peer pressure</p>	<p>5 9 5</p>
<p><b>3. Academic</b>          -QPC up-to-date          -good work habits          -graduation projections on target</p>	<p>6 6 7</p>
<p><b>4. Personal development</b>          -respect for authority          -response to correction and discipline          -teachability</p>	<p>6 6 6</p>
<p><b>5. Gifting development</b>          -appropriate participation in athletics/music/drama          -overall schedule          -serving in other departments</p>	<p>9 9 9</p>
<p><b>6. Family Life</b>          -relationship with parents          -effect of student's schedule on home life          -home routines</p>	<p>9 9 9</p>

Academy Staff Member: 

Youth Staff Member: 

# TDS Development Guidelines-Parent

Name: CAROLYN NOLAN - COY

Date: OCT. 21 03

**Grading Grid:**

- 0-3 Unacceptable
- 4-5 Needs Significant Improvement
- 6-7 Acceptable
- 8-10 Excellent

**1. Spiritual Growth (spiritual passion)**

- active and meaningful praise and worship
- Word Level
- Prayer life

7-8  
6-7  
6-7

**2. Social Life**

- positive, Godly influence
- appropriate, modest dress
- healthy peer pressure

7-8  
9  
8

**3. Academic**

- QPC up-to date
- good work habits
- graduation projections on target

7-8  
7  
9

**4. Personal development**

- respect for authority
- response to correction and discipline
- teachability

9  
9  
9

**5. Gifting development**

- appropriate participation in athletics/music/drama
- overall schedule
- serving in other departments

9  
9  
9

**6. Family Life**

- relationship with parents
- effect of student's schedule on home life
- home routines

9  
9  
9

Academy Staff Member: \_\_\_\_\_

Youth Staff Member: \_\_\_\_\_

# TDS

## Development Guidelines-Student

Name: Coyle North Date: \_\_\_\_\_

**Grading Grid:**

- 0-3 Unacceptable
- 4-5 Needs Significant Improvement
- 6-7 Acceptable
- 8-10 Excellent

**1. Spiritual Growth (spiritual passion)**

- active and meaningful praise and worship
- Word Level
- Prayer life

7  
5  
5

**2. Social Life**

- positive, Godly influence
- appropriate, modest dress
- healthy peer pressure

7  
10  
7

**3. Academic**

- QPC up-to-date
- good work habits
- graduation projections on target

1  
8  
10

**4. Personal development**

- respect for authority
- response to correction and discipline
- teachability

9  
9  
1

**5. Gifting development**

- appropriate participation in athletics/music/drama
- overall schedule
- serving in other departments

10  
9  
9

**6. Family Life**

- relationship with parents
- effect of student's schedule on home life
- home routines

10  
9  
10

Academy Staff Member: \_\_\_\_\_

Youth Staff Member: \_\_\_\_\_

# GOAL DEVELOPMENT WORKSHEET

(Refer to Development Guidelines Score Sheet)

## Development:

1. List your spiritual growth goals.
2. List your social life goals.
3. List your academic goals (please include the amount of credits you intend to graduate with, and any specific credits that deviate from or go beyond our normal 24 credit track) - graduate with 28 credits including - Chemistry 30  
- Math A30
4. List your personal development goals.  
- become a marine biologist
5. List your goals for "gifting development."
6. List your goals for family life.

## Character:

1. As you consider these goals, please list two to three character strengths that you already have that will help you achieve these goals.

- determination

2. Please list two or three areas of character that would be the most important for you to grow in, so that you can accomplish your goals.

## Schedule Considerations:

1. Please list all the development areas you are involved in. (E.g. choir, basketball, nursery)

- Choir  
- Basketball  
- Nursery  
- Drama

2. Are you currently experiencing any schedule conflicts or concerns?

No

3. From the above list, please indicate any area that you feel is not important to your development at this time.

# TDS

## Development Guidelines – Final Grade

*Coy Nolin*

**GRADE: 1-10 PER  
SUB-CATEGORY, TOTAL OF 30  
FOR EACH DEVELOPMENT AREA**

**1. Spiritual growth (spiritual passion)**

- active and meaningful praise & worship
- Word level
- prayer life

	<u>5</u>
	<u>4</u>
	<u>4</u>
<b>Total</b>	<u>13</u>

**2. Social life**

- positive, Godly influence
- appropriate, modest dress
- healthy peer relationships

	<u>5</u>
	<u>9</u>
	<u>6</u>
<b>Total</b>	<u>20</u>

**3. Academic**

- QPC up-to-date
- good work habits
- graduation projections on target

	<u>6</u>
	<u>6</u>
	<u>10</u>
<b>Total</b>	<u>22</u>

**4. Personal development**

- respect for authority
- response to correction and discipline
- teachability

	<u>7</u>
	<u>7</u>
	<u>6</u>
<b>Total</b>	<u>20</u>

**5. Gifting development**

- appropriate participation in athletics/music/drama
- overall schedule
- serving in other departments

	<u>8</u>
	<u>8</u>
	<u>8</u>
<b>Total</b>	<u>24</u>

**6. Family life**

- relationship with parents
- effect of student's schedule on home life
- home routines

	<u>7</u>
	<u>8</u>
	<u>8</u>
<b>Total</b>	<u>23</u>

Academy staff member: *[Signature]*

Youth staff member: *[Signature]*

THIS IS EXHIBIT "G" REFERRED TO IN  
THE AFFIDAVIT OF COY CHANDLER  
NOLIN SWORN THIS 18 DAY OF  
MARCH, 2025.



\_\_\_\_\_  
A COMMISSIONER FOR OATHS IN AND  
FOR THE PROVINCE OF SASKATCHEWAN  
MY COMMISSION EXPIRES: \_\_\_\_\_  
-BEING A SOLICITOR-

NAME: Gay DATE: Dec-8

**Character**  
*doing right*  
is all that matters.

YOU HAVE JUST RECEIVED A CAUTION FOR:

Shipping class

Abandoned

CP John DS  
Parcel signature



NAME: Coy DATE: Dec. 9

YOU HAVE JUST RECEIVED A CAUTION FOR:

**Character**  
doing right  
is all that matters.

being late for detentions (2nd time).

Beaudry

John D.D.  
Parent signature

Carilyn, Please send us a note if Coy's voice lesson is going to cause him to be late regularly. Dawn

NAME: Key DATE: Jan 25

YOU HAVE JUST RECEIVED A CAUTION FOR:

**Character**  
doing right  
is all that matters.

*too many incidents in category #4 (length of service)  
discipline by 3 A208(2)  
incidents by 1133(2)*

*Bohrendy*

*[Handwritten Signature]*  
Parent signature

NAME: Levy DATE: Feb 10

**WARNING**  
YOU HAVE JUST RECEIVED A CAUTION FOR:

**Character**  
doing right  
is all that matters.

late for discussion

Abbaudry

W. Miller JR  
Parent signature

NAME: Ray DATE: Dec 5

YOU HAVE JUST RECEIVED A CAUTION FOR:

**Character**  
doing right  
is all that matters.

The many elements in category #1 (longitudinal)  
-incomplete assignments Model 0 (5).

Abraham

John DS.  
Parent signature

NAME: Key DATE: Nov 21

(WARNING)  
YOU HAVE JUST RECEIVED A CAUTION FOR:

**Character**  
doing right  
is all that matters.

being late for class

[Signature]  
Parent signature

NAME: Levy DATE: Nov. 27

YOU HAVE JUST RECEIVED A CAUTION FOR:

**Character**  
doing right  
is all that matters.

more than 4 demerits in category #4 (unproductive)

- March 20 D, incomplete goals: (4x)
  - February 11 7, incomplete goals
  - August 20 A " "
  - December 30 A " "
- Shaudry

[Signature]  
Parent signature

NAME: Levy DATE: Nov 3

YOU HAVE JUST RECEIVED A CAUTION FOR:

**Character**  
doing right  
is all that matters.

Inside the car 4 demands in category #1 (waiting times)  
-late @ 9:00 (4)  
-late @ 1st break

Spaulding

Adams  
Parent signature

NAME: Cay DATE: Nov. 24

YOU HAVE JUST RECEIVED A CAUTION FOR:

**Character**  
doing right  
is all that matters.

Too many elements in category #4 (unproductive)  
- incomplete goals in;  
mark (3) Eng (3) Mem (1) Reading

[Signature]  
Parent signature



NAME: Log DATE: April 28

YOU HAVE JUST RECEIVED A CAUTION FOR:

**Character**  
*doing right*  
is all that matters.

There aren't 4 demands in category #4  
- math goals incomplete (1x)  
- bio goals incomplete (1x)  
- goals met and progressing (1x)

C. J. Davis  
Parent signature

J

NAME: Lay

DATE: May 5

YOU HAVE JUST RECEIVED A CAUTION FOR:

**Character**  
doing right  
is all that matters.

3 demerits in category # 4.  
- most incomplete (2)  
- too incomplete (1)

Obaunday

[Signature]  
Parent signature

NAME: Loy DATE: Mar 14

**Character** YOU HAVE JUST RECEIVED A CAUTION FOR:

doing right  
is all that matters.

too many demerits in category #4  
- Biology incomplete (1)  
- English incomplete (2)  
- Chemistry not complete  
- goals not set  
- ender not up.

[Signature]  
Parent signature

NAME: Key DATE: Mar 3

**Character**  
doing right  
is all that matters.

YOU HAVE JUST RECEIVED A CAUTION FOR:

Too many demands. in a category #4 (unproductive).

- incomplete Biology grade (1)
- incomplete Math grade (1)
- incomplete Chem grade (2)
- incomplete Eng grade (1)
- no page #15 Sci (1)

Boaerdy

Boaerdy MB  
Parent signature

NAME: Levy DATE: Jan 6

**Character**

doing right  
is all that matters.

YOU HAVE JUST RECEIVED A CAUTION FOR:

Interfere w/ demands in category #4 (unproductive)

- goal violation: track (2)
- goal violation: class (2)
- goal violation: lang (2)

Abraamy

[Signature]  
Parent signature

NAME: Key

DATE: May 6/03

YOU HAVE JUST RECEIVED A CAUTION FOR:

**Character**  
doing right  
is all that matters.

4 demerits in seat & going #1  
- late @ 9:10 (3)  
- late @ noon (1)

Boaundry

[Signature]  
Parent signature

NAME: Key DATE: Jan 17

YOU HAVE JUST RECEIVED A CAUTION FOR:

**Character**  
doing right  
is all that matters.

There many elements in category 4 (unproductive)

- good regulation Chem (1)
- much good regulation (2)
- long good regulation (1)
- order of day (No).

  
Parent signature





NAME: Ray DATE: Nov 4

**Character**

doing right

is all that matters.

YOU HAVE JUST RECEIVED A CAUTION FOR:

more than 4 demerits in category #4

- good violation - King (3x)
- math violation - 2x
- sleepably good violation (1)
- Eng good violation (1)

Brandy

[Signature]  
Parent signature



NAME: Ray

DATE: Mar 17

YOU HAVE JUST RECEIVED A CAUTION FOR:

**Character**  
doing right  
is all that matters.

too many demands on category #1 (wasting time)

- lots @ 9:00 - (4x)
- lots @ 9:30 - (1x)

J

John M17  
Parent signature

NAME: Boy T. DATE: Mar 1 '02

**Character**  
doing right  
is all that matters.

**YOU HAVE JUST RECEIVED A CAUTION FOR:**

\* D. Hester Bible Mem. Rec.

ADP  
Parent signature

AS

NAME: Levy N.

DATE: Nov 15/01

**Character**  
doing right  
is all that matters.

YOU HAVE JUST RECEIVED A CAUTION FOR:

Not completing CPC

John N19  
Parent signature

[Signature]

THIS IS EXHIBIT "H" REFERRED TO IN  
THE AFFIDAVIT OF COY CHANDLER  
NOLIN SWORN THIS 18 DAY OF  
MARCH, 2025.



\_\_\_\_\_  
A COMMISSIONER FOR OATHS IN AND  
FOR THE PROVINCE OF SASKATCHEWAN  
MY COMMISSION EXPIRES: \_\_\_\_\_  
-BEING A SOLICITOR-

Monday, January 19, 2004

Carilyn Nolin,  
321 Turtle Crescent,  
Saskatoon, SK., S7K 4V7

Dear Carillynn,

As you are aware, I began investigating Coy's involvement in tasteless, crude, sexual, and/or racist jokes that were circulating in the academy prior to school being dismissed for the Christmas break. My investigation, which is now concluded, revealed that Coy was a ring leader and active perpetrator of such jokes. The Bible is quite clear about the inappropriateness of such foolish talking and coarse jesting among Christians (Eph 5.3,4). I had wanted to conclude this matter last week, but Coy was in the hospital. I am happy to see that he is better. Thank God for His faithfulness.

I am suspending Coy from school for 5 (five) school days effective today, Monday, January 19, 2004 through Friday, January 23, 2004. He is due back in school on Monday, January 26, 2004. During his suspension he is barred from school, all school related activities, including practices, areas of service in the church, and teen services or functions. It is his responsibility to communicate his suspension to the department head of the area in which he serves. He should, of course do his school work at home, continue coming to church and participate in whatever is going on in the main auditorium.

I judge that Coy is presently not well enough to receive scriptural discipline according to Proverbs 22.15, and 29.15. I will administer this when he returns to school, after which we will begin his re-integration into the life of Christian Centre Academy.

Please purchase and listen to a copy of my recent sermon "Mission Is Possible" from Dianne Davidson, the academy secretary. She has copies on hand. I will appreciate sitting down with you after you have listened to the tape. Please make an appointment with Dianne. This meeting must take place in order for Coy to return to school. If for some reason we are unable to meet, Coy will remain suspended from school until we have had our meeting.

If you have any questions, please write them down so that we can discuss them at our meeting.

In the meantime I trust that I can count on your cooperation to help Coy see his error, and ensure that repentance has taken place before he is reinstated.

I pray that God will continue to grace you as you work to rear Godly seed for Him. It is my firm belief that together we can make a difference for our King and His Kingdom.

Respectfully,

John Olubobokun, Ph.D.  
Academy Director

PS: In light of Coy's rebellion and gross disrespect to me in the hospital on Sunday, January 11, 2004, I am adding another five (5) days to Coy's suspension. He is not due back in school until Monday, February 2, 2004. All the aforementioned conditions apply. Thank you.