

**From:** J. Martin

**Sent:** Tuesday, October 31, 2017 12:43 PM

**To:** 'Silke.Bradford@ousd.org' <Silke.Bradford@ousd.org>

**Cc:** 'jody.london@ousd.org' <jody.london@ousd.org>; [j.amsterdam@amsterdampartners.com](mailto:j.amsterdam@amsterdampartners.com)

**Subject:** Bay Area Technology Charter School

Ms. Bradford,

Jody London, of your school board, suggested I contact you with information relevant to Bay Area Technical Charter School. My name is John Martin, and I am an attorney with the law firm Amsterdam & Partners LLP. My firm represents the Republic of Turkey, including regarding an investigation of an exiled imam named Fetullah Gulen, who resides in Pennsylvania and surreptitiously oversees a nationwide network of charter schools. Our firm has spent several months researching and gathering information about these schools from public sources and former employees, parents and students.

We believe that Bay Area Technology Charter School is part of this network. These schools and their operators, including Willow Education, work under a shroud of secrecy and seemingly under the direction of a handful of Turkish religious leaders. Many of these schools and their operators share a history of financial mismanagement, suspected fraud, apparent self-dealing, discrimination, and unusual immigration/visa practices.

We have compiled our findings on [www.empireofdeceit.com](http://www.empireofdeceit.com) and encourage you to review this information there. Particularly, we suggest that you use the interactive map to review the state chapter for California. I also encourage you to view on the website certain portions of Mark Hall's documentary, Killing Ed. Mr. Hall, independently from Amsterdam & Partners, has been actively researching and filming these same issues since 2011. Last, I encourage you to review the other materials I've attached above from an independent researcher that are specific to Bay Area Technology Charter School.

We welcome any questions and thank you for your attention to these issues.

Sincerely,

John Martin

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Winner of The American Lawyer Global Pro Bono Dispute Of The Year (2013) for Tadonki v. General Secretary of the United Nations. <http://bit.ly/1dEjWfY>

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## BOARD MEMBER HISTORY

- WILLOW EDUCATION FOUNDATION (EIN 061708283)
- MAGNOLIA PUBLIC SCHOOLS (EIN 954649884)
- ACCORD INSTITUTE OF EDUCATION RESEARCH (EIN 260658913)

	WILLOW EDUCATION FOUNDATION dba Bay Area Technology School	MAGNOLIA PUBLIC SCHOOLS AKA Magnolia Educational and Research Foundation AKA Dialog Cultural, Scientific & Educational Foundation	ACCORD INSTITUTE OF EDUCATION RESEARCH
2013	Mehmet Sen, president Ayhan Mutlu, vice president Sefa Isik, treasurer Deniz Dogruer, director Hayri Hatipoglu, principal  Per website 3/2/2013  Included in 2013 renewal application but NOT listed on website: Zeynep (Ozkan) Araci	Gilbert C. Hentschke Saken Sherkhanov Bayram Yenikaya Mustafa N. Kaynak Umit Yapanel Francisco Huidobro Noel Russel-Unterburger (sic, Russell)  Per website 3/2/2013	Ertan Salik Suat Utku Ay Baris Cagdaser
2012	unknown	Metin Oguzmert, chairman Saken Sherkhanov, vice chair Mustafa Kaynak, member Ting Sun, member Bayram Yenikaya, member Gilbert Hentschke, member Pauline Galeano, member  <a href="http://www.treasurer.ca.gov/csfa/staff/2012/20120314/6.pdf">http://www.treasurer.ca.gov/csfa/staff/2012/20120314/6.pdf</a>	Ertan Salik Suat Utku Ay Carol Barkley Hasan Deniz  Per website 2/18/2012
2011	unknown	Metin Oguzmert Saken Sherkhanov Mustafa Kaynak Ting Sun Bayram Yenikaya Gilbert Hentschke Pauline Galeano  Per Charter School Facilities report, June 2011,	Ertan Salik Suat Utku Ay Carol Barkley Ali Korkmaz Hasan Deniz  Per website 11/18/2011
2010	Mehmet Sen, president Ayhan Mutlu, vice president Sefa Isik, treasurer Baris Cagdaser, secretary Deniz Dogruer, director Aaliyah Jones, parent  Ercan Aydogdu, principal	Suleyman Bahceci, CEO @ \$120,108 Metin Oguzmert, president Saken Sherkhanov, vice president Mustafa Kaynak, member Ting Lan Sun, member Bayram Yenikaya, member Pauline Galeano, member Mekan Muhammedov, CFO @ \$54,416	Matt Avsaroglu, principal officer  Ertan Salik, chairman Hasan Deniz, director Carol Barkley, director Suat Utku Ay, director  Form 990 (2010)

(2010, ctd.)	Necati Sarisahin, business manager Mekan Muhammedov, signed form  Form 990 (2010)	Form 990 (2010)	
2009	Baris Cagdaser, president Sefa Isik, vice president Mehmet Sen, vice president Suleyman Bahceci, treasurer Ayhan Mutlu, secretary Sharon Davis board member  Metin Demir, principal Ercan Aydogdu, principal Necati Sarisahin, business manager  Form 990 (2009)	Metin Oguzmert, president Saken Sherkanov, vice president Nicole Ataizi, board member Bayam Yenikaya, board member Duygu Ustun, board member Pauline Galeano, board member Sulyman Bahceci, CEO, \$120,000 Mekan Muhammedov, Finance Director, \$48,000  Form 990 (2009)	Hakan Kaya, Kaya Tax and Bookkeeping Service  Ertan Salik, director Suleyman Bahceci, director Murat Akbas, Pres & CEO Yasin Cetindilin, AMSP Coord Osman Sen, IT Manager  Form 990 (2009)
2008	Incomplete	Nicole Ataizi, Board member Metin Oguzmert, President Saken Sherkanov, Vice President Mustafa Keskin, Treasurer  Form 990 (2008)	Paid preparer: David S. Shashoua, Kaya Tax and Bookkeeping Service <a href="http://www.kayatax.com/">http://www.kayatax.com/</a>  Ertan Salik, director Suleyman Bahceci, director Faruk Taban, director Murat Arbas, president and CEO \$56,342 Yasin Cetindilin, AMSP Coord \$57,761 Osman Sen, IT manager \$50,897  Form 990 (2008)
2007	Baris Cagdaser, president Mehmet Sen, vice president Sefa Isik, vice president Ayhan Mutlu, secretary Suleyman Bahceci, treasurer Stephanie Ali, board member Regina McFarlane, board member  Valarie Pugh, member/teacher \$44,000 + \$4,547  Form 990 (2007)	Metin Oguzmert, President Nuh Gedik, Vice President Yavuz Bayam, Secretary Mustafa Keskin, Treasurer Nicole Ataizi, Board member Ali Emre Uyar, Board Member  Compensation of Five Highest Paid Employees Joseph Humali CEO = \$96,000 Irfan Polat Principal = \$80,000 Irfan Erol [AKA Ahmet Irfan Erol] CFO = \$62,421  Form 990 (2007)	Ertan Salik, director Suleymn Bahceci, director Faruk Taban, director Murat Arbas, president and CEO \$51,996 Yasin Cetindilin, AMSP Coord \$39,996 Osman Sen, IT manager \$48,000  Form 990 (2007)
2006	Suleyman Bahceci, president Mark Donnelly, vice president Mehmet Sen, vice president Baris Cagdaser, treasurer Sefa Isik, secretary Stephanie Ali, board member Irfan Polat, member/teacher	Ertan Salik, President Nuh Gedik, Secretary Ali Emre Uyar, Treasurer Nichole Ataizi, Board member Metin Oguzmert, Board member  Form 990 (2006)	N/A

(2006, ctd.)	Regina McFarlane, board member  Form 990 (2006)		
2005	Suleyman Bahceci, president Melikhan Tanyeri, vice president Baris Cagdaser, treasurer Sefa Isik, secretary Mark Donnelly vice president Marlyn [no last name given]  Form 990 (2005)	NOT AVAILABLE ONLINE	N/A
2004	Suleyman Bahceci, president Melikhan Tanyeri, vice president Baris Cagdaser, treasurer Sefa Isik, secretary Mark Donnelly, vice president  Form 990 (2004)	Joseph Humali [sic], Director, compensation = \$68,333 Ertan Salik, President Suat Ay, Treasurer Dean Sumer, Director Patricia Lane, Director, compensation = \$31,364 Sylvia Ayala, Director  Form 990 (2004)	N/A
2003	Suleyman Bahceci, president Melikhan Tanyeri, vice president Baris Cagdaser, treasurer Sefa Isik, secretary Mark Donnelly, member  Form 990 (2003)	Remzi Oten, President Ertan Salik, Vice President Greg Sotzing, Director Buket Aktas, Director Ali Emre Uyar, Director Yusef Ateskan, Director  Books in care of Sean H. Senturk  Form 990 (2003)	N/A
	N/A	Remzi Oten, President Ertan Salik, Vice President Greg Sotzing, Director Buket Aktas, Director Ali Emre Uyar, Director Yusef Ateskan, Director  Books in care of Sean H. Senturk Joseph Humali, Exe. Director \$60,000  Form 990 (2002)	N/A

<p><b>Bay Area Technology School petition for charter renewal</b></p> <p>Presented to OUSD BOE, January 8, 2013</p> <p>624-page document</p>		
<p>Recognizing that educational success is realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, BayTech also works with staff, families, and the community to provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically.</p> <p>(p. 22 of 624)</p>	<p>Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony. The purpose of BayTech is to create a partnership that will provide our youth with the support necessary to reach their highest potential intellectually, socially, emotionally, and physically.</p> <p>p. 427 of 536 in</p> <p><b>CHARTER RENEWAL PETITION PRESENTED TO OAKLAND UNIFIED SCHOOL DISTRICT Bay Area Technology School, Oakland (BayTech-Oakland) 25 April 2007 Suleyman Bahceci, Ph.D. President Willow Education 2355 Holland Street San Mateo, CA 94403 (510) 821-0730 sbahceci@willoweducation.org</b></p>	
	<p>CALIFORNIA</p> <p>Magnolia Schools chain (multiple locations) Example:</p>	

	<p>Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, the purpose of MSA-7 is to create a partnership between staff, families, and the community to provide our youth with the support necessary to reach their highest potential intellectually, socially, emotionally, and physically.</p> <p><a href="http://laschoolboard.org/sites/default/files/MSA-7-Final-Charter-Petition-Amendment-4_%2018_2012.pdf">http://laschoolboard.org/sites/default/files/MSA-7-Final-Charter-Petition-Amendment-4_%2018_2012.pdf</a></p>	
	<p>OHIO:</p> <p>Concept Schools chain in Ohio</p> <p>Horizon Science Academy schools (multiple locations)</p> <p>Example: HSA – Cleveland Middle School</p> <p>Recognizing that educational success will be realized only when the essential underlying triad of student, teacher, and parent/guardian is in harmony, the mission of the Horizon Science Academy – Cleveland Middle School is to create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically.</p> <p>From 2011 report @  <a href="ftp://ftp.ode.state.oh.us/geodoc/CommunitySchoolReports2011/LucasCountyESC_SP_Report_FY11.pdf">ftp://ftp.ode.state.oh.us/geodoc/CommunitySchoolReports2011/LucasCountyESC_SP_Report_FY11.pdf</a></p> <p>And</p>	
	<p>TEXAS:</p> <p>School of Science &amp; Technology Corpus Christi</p> <p>Recognizing that educational success shall be realized only when the essential underlying triad of s student-teacher-parent/guardian is in harmony, the mission of the SST is to create a partnership among this</p>	

	<p>triad that shall provide our youth with the support necessary to reach their highest potential - intellectually, socially, emotionally and physically.</p> <p>Accessed @ <a href="http://www.sstcc.org/default.asp?rightframe=AboutUS/mission.htm">http://www.sstcc.org/default.asp?rightframe=AboutUS/mission.htm</a> on 2/26/2013</p>	
	<p><b>WISCONSIN:</b>  <b>Wisconsin Career Academy</b>          Recognizing that educational success will be realized only when the essential underlying triad of student – teacher – parent/guardian is in harmony, the mission of the Wisconsin Career Academy is to create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally and physically.          Accessed @ <a href="http://www.wiscca.org/?page_id=287">http://www.wiscca.org/?page_id=287</a> on 2/26/2013</p>	
	<p><b>INDIANA:</b>  <b>Indiana Science Academy</b>          Recognizing that educational success will be realized only when the essential underlying triad of student-parent-teacher is in harmony, ISA will strive to create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential  <input type="checkbox"/> intellectually, socially, emotionally and physically.  <a href="http://www.indy.gov/OEI/Schools/Applicants/2001/Documents/indiana_science_academy.pdf">http://www.indy.gov/OEI/Schools/Applicants/2001/Documents/indiana_science_academy.pdf</a>          Charter school proposal submitted by Crossroads Educational Services, dated October 8, 2001          Never approved</p>	<p>Crossroads Educational Services founded by          Vedat Akgun          Turkay Faki          Osman Arslan</p> <p>Founding group of ISA:          Vedak Akgun          Turgay Faki          Kevin Miller          Ali Korkmaz          Travis Ryan          Osman Arslan</p>
	<b>TAIWAN</b>	<p>Message from Mr. Yakup Ustaomer, the</p>



	<p><b>Kaohslung KIVAM Junior High School (tw)</b>  <a href="http://www.kivamjh.kh.edu.tw">http://www.kivamjh.kh.edu.tw</a>  KIVAM Junior High School's mission is to provide students, grades 7-9, with an education that is unique to their learning styles while ensuring high academic standards. At KIVAM, we recognize that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony. - See more at: <a href="http://www.shambles.net/pages/Countries/tw_edu/#sthash.W6nfVPxl.dpuf">http://www.shambles.net/pages/Countries/tw_edu/#sthash.W6nfVPxl.dpuf</a></p>	<p>representative of Board of Directors</p> <p>KIVAM Junior High School is a member of Turkish education chain which has more than 130 schools all around the world.</p> <p><a href="http://www.kivamschools.tw/">http://www.kivamschools.tw/</a></p>
	<p><b>MISSOURI</b></p> <p><b>Gateway Science Academy (managed by Concept Schools)</b></p> <p>Recognizing that educational success will be realized only when the essential underlying triad of student – teacher – parent/guardian is in harmony, the mission of the Gateway Science Academy of St. Louis [sic] is to create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally and physically.</p> <p><a href="http://www.gsastl.org/wp-content/uploads/2012/03/GSA-Annual-Report-2010-2011.pdf">http://www.gsastl.org/wp-content/uploads/2012/03/GSA-Annual-Report-2010-2011.pdf</a></p>	<p>Cengiz Karatas, principal</p>
	<p><b>PENNSYLVANIA</b></p> <p><b>City College Prep</b></p> <p>Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, the purpose of City College Prep is to create a partnership that will provide our youth with the support necessary to reach their highest potential intellectually, socially, emotionally, and physically.</p>	<p>Ph.D., Design, Concentrations in Industrial and Interaction Design, August 2011  Carnegie Mellon University, School of</p>

	<p>Draft document by 'kfo' (=Kursat Ozneç)</p> <p><a href="http://www.andrew.cmu.edu/user/kfo/collegeprep/i-goals.html">http://www.andrew.cmu.edu/user/kfo/collegeprep/i-goals.html</a></p> <p>never approved</p>	<p>Design, College of Fine Arts, Pittsburgh, US</p> <p>Master of Fine Arts, Visual Communication Design, July 2004 Sabanci University, Faculty of Arts and Social Sciences, Istanbul, Turkiye</p> <p>Bachelor of Industrial Product Design, June 2002 Middle East Technical University, Faculty of Architecture, Ankara, Turkiye</p>
	<p>NEVADA</p> <p>Coral Academy of Science</p> <p>PDF]</p> <p><b><u>Mission Statement - Coral Academy of Science, Las Vegas</u></b></p> <p><a href="http://www.coralacademylv.org/index.php?view=article...id...">www.coralacademylv.org/index.php?view=article...id...</a></p> <p>File Format: PDF/Adobe Acrobat - <a href="#">Quick View</a></p> <p><i>recognize that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony. We, as educators ...</i></p> <p>Unable to view page</p> <p>Severity: high</p>	

	An intrusion attempt by dhujrghjdfhj.fartit.com was blocked	
	<p>CALIFORNIA</p> <p>Momentum Middle School</p> <p>Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, the purpose of MMS is to create a partnership that will provide our youth with the support necessary to reach their highest potential intellectually, socially, emotionally, and physically.</p> <p><a href="http://www.superpages.com/bp/San-Diego-CA/Momentum-Middle-School-L0135294463.htm">http://www.superpages.com/bp/San-Diego-CA/Momentum-Middle-School-L0135294463.htm</a></p>	
	<p>ARIZONA</p> <p>Sonoran Schools, Inc. (Sonoran Science Academy chain)</p> <p><b>Open and transparent communication</b> between parents, teachers, administrators, and community leaders is a vital component of success in any excelling school. Recognizing that educational success will only be realized when the essential underlying triad of student-teacher-parent/guardian is in accord, Sonoran Schools works diligently to create partnerships that provide our students with the support necessary to reach their highest potential -intellectually, socially, emotionally, and physically.</p> <p><a href="http://www.sonoranacademy.org/district/AboutUs/OurFocusPhilosophy/tabid/61/Default.aspx">http://www.sonoranacademy.org/district/AboutUs/OurFocusPhilosophy/tabid/61/Default.aspx</a></p>	
	COLORADO	Principal: Mr. Varol Gurler

	<p><b>LOTUS SCHOOL FOR EXCELLENCE</b></p> <p><b><i>Mission Statement:</i></b></p> <p><i>Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, LOTUS SCHOOL FOR EXCELLENCE aims to prepare students to become responsible and educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, and globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to Another in this great country.</i></p> <p><a href="http://www.aps.k12.co.us/district-info/finances/APSBudgetReAdopt0708/CharterSchool/Lotus.htm">http://www.aps.k12.co.us/district-info/finances/APSBudgetReAdopt0708/CharterSchool/Lotus.htm</a></p>	
	<p>LOUISIANA</p> <p>Pelican Educational Foundation Schools</p> <p>Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, the mission of Pelican School is to create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential—intellectually, socially, emotionally and physically.</p> <p><a href="http://www.coweninstitute.com/wp-content/uploads/2010/10/Abramson-Science-and-Technology.pdf">http://www.coweninstitute.com/wp-content/uploads/2010/10/Abramson-Science-and-Technology.pdf</a></p>	
	<p>DELAWARE</p> <p>First State Math and Science Academy</p> <p>FSMS Academy will educate students from sixth through twelfth grade (6-12) from Newark and the surrounding areas. Recognizing</p>	Ahmet Gunay

	<p>that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, the purpose of FSMS Academy is to create a partnership that will provide our children with the support necessary to reach their highest potential intellectually, socially, emotionally, and physically.</p> <p>Application  <a href="http://www.doe.k12.de.us/infosuites/schools/charterschools/files/FSMS.pdf">http://www.doe.k12.de.us/infosuites/schools/charterschools/files/FSMS.pdf</a></p>	
	<p><b>FLORIDA</b>  <b>Plato Academy</b></p> <p>Educational success can be realized only when the student-teacher-parent triad or relationship is in harmony or at a balance. Plato Academy (K-8) intends to form a partnership among this triad that will enable our students to reach their highest potential -intellectually, socially, emotionally, and physically.</p> <p>Document created 11/1/2010</p> <p><a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=35&amp;ved=0CEMQFjAEOB4&amp;url=http%3A%2F%2Fpinellasschool.iqm2.com%2Fcitizens%2FFileOpen.aspx%3FType%3D4%26ID%3D3346&amp;ei=pi0tUc_8NofM2gWboYCAA&amp;usq=AFQjCNEQ5tjtepZ0j9F7JEWta1_fgn8oXw&amp;cad=rja">http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=35&amp;ved=0CEMQFjAEOB4&amp;url=http%3A%2F%2Fpinellasschool.iqm2.com%2Fcitizens%2FFileOpen.aspx%3FType%3D4%26ID%3D3346&amp;ei=pi0tUc_8NofM2gWboYCAA&amp;usq=AFQjCNEQ5tjtepZ0j9F7JEWta1_fgn8oXw&amp;cad=rja</a></p> <p><b><u>K-8 - Pinellas County School District, Florida</u></b>  <a href="http://pinellasschool.iqm2.com/citizens/FileOpen.aspx?Type=4&amp;ID...">pinellasschool.iqm2.com/citizens/FileOpen.aspx?Type=4&amp;ID...</a>  File Format: PDF/Adobe Acrobat  Provide a curriculum that allows for <i>success</i> into postsecondary <i>education</i> and career ... Describe the core philosophy or <i>underlying</i> purpose of the proposed charter school - ... <i>success</i> can be <i>realized only</i> when the <i>student-teacher-parent triad</i> or</p>	Non-Gulenist outlier

<p><b>Bay Area Technology School</b></p> <p><b>CHARTER RENEWAL PETITION PRESENTED TO</b></p> <p><b>OAKLAND UNIFIED SCHOOL DISTRICT</b></p> <p><b>Bay Area Technology School, Oakland</b></p> <p><b>(BayTech-Oakland)</b></p> <p><b>25 April 2007</b></p> <p><b>Suleyman Bahceci, Ph.D.</b></p> <p><b>President</b></p> <p><b>Willow Education</b></p> <p><b>p. 427 of 536 in</b></p>		
<p>To prepare students to become responsible and educated citizens who have the skills and understanding necessary to participate and work productively in a diverse, multicultural, and globally oriented environment. BayTech students will be ready to carry the torch of knowledge, freedom, and prosperity that has been passed along from one generation to another in the United States.</p>	<p><b>CALIFORNIA</b></p> <p>Magnolia Schools chain (multiple locations)</p> <p>Example:</p> <p><a href="http://laschoolboard.org/sites/default/files/MSA-7-Final-Charter-Petition-Amendment-4_%2018_2012.pdf">http://laschoolboard.org/sites/default/files/MSA-7-Final-Charter-Petition-Amendment-4_%2018_2012.pdf</a></p> <p>Preparing students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country.</p> <p>MSA – Santa Clara</p> <p>Preparing students to become responsible, educated citizens who</p>	

	<p>have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country.</p> <p>Website accessed 2/26/2013  <a href="http://santaclara.magnoliascience.org/index.php?option=com_content&amp;view=article&amp;id=86&amp;Itemid=96">http://santaclara.magnoliascience.org/index.php?option=com_content&amp;view=article&amp;id=86&amp;Itemid=96</a></p>	
	<p>VIRGINIA</p> <p><b><u>Our Mission - Richmond Education Foundation</u></b>  <a href="http://www.richmondeducation.org/?page_id=2">www.richmondeducation.org/?page_id=2</a>  The mission of Richmond Education Foundation is opening a charter school ... it <i>students to become responsible, educated citizens who have the skills and ... work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been ...</i></p>	
	<p><b><u>Mission : United School Al Yahar</u></b>  <a href="http://unitedschoolalyahar.com/about-us/mission">unitedschoolalyahar.com/about-us/mission</a>  <i>Preparing students to become responsible, educated citizens who have the skills and ... to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another. - Providing ...</i></p>	
	<p><b><u>Mission And Vision   AL-SUFFAH SAVIOUR SCHOOLS</u></b>  <a href="http://alsuffahsaviour.blogspot.com/p/mission-and-vision.html">alsuffahsaviour.blogspot.com/p/mission-and-vision.html</a>  <i>Preparing students to become responsible, educated citizens who have the skills and ... participate and work productively in a diverse, multicultural, globally oriented environment and who are</i></p>	

	<i>ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another.</i>	
	<p><b><u>Lotus</u></b></p> <p><a href="http://www.aps.k12.co.us/district-info/finances/.../Lotus.htm">www.aps.k12.co.us/district-info/finances/.../Lotus.htm</a>  In the 2008-09 school year, LSE will be growing to 275 students. ... and understanding to participate and work productively in a diverse, multicultural, and globally oriented ... and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country.</p>	
	<p>PDF]</p> <p><b><u>sonoran science academy - Paragon Science Academy Charter ...</u></b></p> <p><a href="http://www.paragonscience.org/LinkClick.aspx?fileticket...">www.paragonscience.org/LinkClick.aspx?fileticket...</a>  File Format: PDF/Adobe Acrobat - <a href="#">Quick View</a>  Enrollment application must be completed in its entirety to include:  ... *All incoming students must be tested to ensure appropriate classroom ..... and work productively in a diverse, multicultural, globally oriented environment ... freedom, and prosperity that has been passed from one generation to another in this great country.</p>	
	<p><b><u>annual report 09 10 - Concept Schools   Horizon Science Academy ...</u></b></p> <p><a href="http://es.horizondayton.org/wp-content/.../ANNUAL-REPORT-09_10.pdf">es.horizondayton.org/wp-content/.../ANNUAL-REPORT-09_10.pdf</a>  File Format: PDF/Adobe Acrobat - <a href="#">View as HTML</a>  interconnected global economy. Multi-cultural ... prepare them to be responsible and productive citizens. ... must have the skills and understanding to participate and work productively in a multicultural, globally- oriented .... prepare students to carry the torch of knowledge, ... generation to generation in this great country.</p>	
	NEW YORK	



	<p>Syracuse Academy of Science Charter School</p> <p><b><u>Regents Item - Board of Regents - New York State Education ...</u></b></p> <p><a href="http://www.regents.nysed.gov/meetings/2012Meetings/.../312p12a1.pdf">www.regents.nysed.gov/meetings/2012Meetings/.../312p12a1.pdf</a></p> <p>File Format: PDF/Adobe Acrobat - <a href="#">Quick View</a></p> <p>Mar 9, 2012 – accountability <i>work</i> as staff to the Board of Regents, <i>one</i> of the two ... charter school renewal application <i>has been</i> significantly ..... first <i>generation</i> college attendees. .... <i>Preparing students to become responsible, educated citizens</i> who ... <i>multicultural, globally oriented environment</i> and who are <i>ready</i> to ...</p>	
	<p><b>From Marblehead, Massachusetts to Islamabad, Pakistan:</b></p> <p><b>A line of text makes a remarkable journey</b></p> <p><small>Page created May 22, 2011; note added Nov 4, 2012 by C.A.S.I.L.P.S. - Citizens Against Special Interest Lobbying in Public Schools</small></p> <p>An inspirational line of text has made a remarkable journey across our country and now even to Islamabad, Pakistan.</p> <p>The story starts in 1994, years before the first Gulen charter school was established, with the charter petition for the <b>Marblehead Community Charter Public School</b>, submitted to the State Executive Office of Education of Massachusetts. [Note: this is <u>not</u> a Gulen charter school.] In this document, the school's founders wrote:</p> <p><i>"The purpose of the Marblehead Community Charter Public School is to fully prepare students to carry the torch of knowledge, freedom, and prosperity that is passed from generation to generation in our great country."</i></p> <p>Some years later, this text began to make its way across the United States to the following Gulen charter schools, with "our great country" changed to "this great country":</p>	

**From job posting for Wisconsin Career Academy:**

*"The purpose of Wisconsin Career Academy is to fully prepare students to carry the torch of knowledge, freedom, and prosperity which is passed from generation to generation in this great country."*

**Annual Report of Horizon Science Academy Dayton:**

*"The purpose of the Horizon Science Academy is to fully prepare students to carry the torch of knowledge, freedom, and prosperity which is passed from generation to generation in this great country."*

**Website of Indiana Math and Science Academy North:**

*"The purpose of Indiana Math and Science Academy North is to fully prepare students to carry the torch of knowledge, freedom, and prosperity which is passed from generation to generation in this great country."*

**Website of Coral Academy of Science, Nevada:**

*"The purpose of Coral Academy of Science is to fully prepare students to carry the torch of knowledge, freedom, and prosperity that is passed from generation to generation in this country."*

**Website of Central Jersey College Prep Charter School, New Jersey:**

*"The purpose of the CJCP is to fully prepare students to carry the torch of knowledge, freedom, and prosperity that has been passed down from generation to generation."*

And also to these private Gulen schools:

**Mission statement on website of Pinnacle Academy, Virginia:**

*"The purpose of Pinnacle Academy is to prepare students to carry the torch of knowledge, freedom, and prosperity that is passed from generation to generation in this great country."*

**Website of Science Academy of Chicago, Illinois:**

*"The goal of SAC is to fully prepare students to carry the torch of*

*knowledge, freedom, and prosperity that is passed from generation to generation in this great country."*

In the course of its journey the text sometimes changed a little bit, but its origin still remained clear:

Website of Richmond Education Foundation, which is attempting to found **Richmond Science Academy** charter school in Virginia:  
*"Through this mission and vision our proposed charter school will prepare it students (...) to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country."*

Charter school petitions for several **Magnolia Science Academy schools**, California:

*"The mission of the Foundation is ... Preparing students (...) who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country."*

Having made its way from coast to coast across the United States, the line of text then embarked on an international journey. Remarkably, in essentially its original form (with only the school name substituted, the word "that" changed to "which," and the phrase "our great country" changed to "this country") it found its way to Islamabad, Pakistan, to a job posting for **Superior Science Academy Baharakau** (note - Baharakau, also written Bharakau, is a section of Islamabad):

*"The purpose of the Superior Science Academy is to fully prepare students to carry the torch of knowledge, freedom, and prosperity which is passed from generation to generation in this country."*

One wonders what the founders of the Marblehead school would think if they knew that their words had traveled so far.

	<b><u>About   Elite Preparatory Academy</u></b> <i>www.eliteprep.us/Template.aspx?id=About&amp;menuID=1</i> The Elite Preparatory Academy (EPA) is a private school for students from grades 1 through 12. ... The purpose of the Elite Preparatory Academy is to <i>fully prepare students to carry the torch of knowledge, freedom, and prosperity that has been passed down from generation to generation.</i>	

### **BayTech's involvement with I-SWEEEP & INEPO**

It is important for officials involved with charter school authorization to be aware of the competitions associated with the charter schools that can be tied to the Gulen movement.

During BayTech's renewal presentation to the OUSD board on 2/6/2013, Hayri Hatipoglu stated (at 16:48 min.):

"In the I-SWEEEP Olympiad we got the bronze medal. So despite our school being a small charter school, we are the only school in Oakland and Northern California to receive a medal in the I-SWEEEP International Olympiads, so I am proud of that as well."

BayTech has also involved its students in INEPO, another Gulenist science competition. From WireTap Magazine (5/11/2009), <http://sparkaction.org/content/high-school-tech-building-future>

... BayTech students Mario Rodriguez and Jason To will travel to Istanbul, Turkey this summer as part of the 17th International Environmental Project Olympiad (INEPO)... The INEPO honor is unprecedented for BayTech, and the duo will be one of only three teams from the U.S. attending the conference. Zekeriya Temircan, the school's biology teacher who will accompany the boys on their trip, proudly reflected that they will be representing the United States at the event.

Both I-SWEEEP and INEPO are competitions run by Gulenist organizations. The following excerpts are from "ISWEEEP 2011: Analysis of Bias" at <http://turkishinvitations.weebly.com/isweeep-2011-analysis-of-bias.html>

ISWEEEP (International Sustainable World: Energy, Engineering & Environment) is a science project competition, i.e., science fair, run by the Cosmos Foundation, a Gulenist corporation with non-profit status that is also the charter holder of the Harmony chain of Gulen charter schools in Texas...

ISWEEEP was originally named IEPO, which followed the naming pattern of other competitions run by the Gulen Movement, such as INEPO, IYIPO, and INESPO...

ISWEEEP appears to be attempting to compete with the ISEF competition, which began in 1950 and is quite prestigious. ISEF is the premier science fair in the US, attracting participants from all states and many countries around the world. ISEF "organizers say it's the world's largest science fair of its kind." and this claim appears credible in view of the fact that ISEF had 1539 finalist projects accepted to attend the fair in Los Angeles in May 2011. Strangely, ISWEEEP, which had 440 finalist projects in 2011, also has taken to billing itself as "the largest science fair of its kind in the world," as can be seen, for example, in this document from a regional science fair in Texas where ISWEEEP's claims were apparently reprinted without question...

The investment of organizing ISWEEEP including the cost of rewarding students from non-Gulen schools (necessary to maintain the illusion of credibility) pays off handsomely for the Gulen Movement, by playing a major role in building the reputation of its international network of Gulen schools...

District officials, college admission officers, and parents should be made aware of this situation so they can apply the proper scrutiny to boasts made by Gulen movement-associated charter schools about their success at such competitions.



# I - S W E E P

International Sustainable World

Energy Engineering Environment

Project Olympiad

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Turkey trip guide for Gulenist organization,  
see <http://tinyurl.com/cnm643>

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(Texas A&M University)

CV states he is a mentor for Harmony  
Science Academy

Dr. John K. Gallatos - Chairman of HCC-NE Energy Institute  
(Houston Community College)

Dr. Yetkin Yildirim - Director of Texas Pavement Preservation Center  
(University of Texas at Austin)

Helped found the Harmony charter schools and has  
many connections to Gulenist organizations.

Dr. Tevfik Kosar - Professor of Computer Science  
(Louisiana State University)

President of Pelican Educational Foundation, the organization that  
operates Gulen charter schools in Louisiana; served as treasurer for  
Buffalo Academy of Science, a Gulen charter school in NY.

**BAYTECH ODDITIES****THE CLAIM:**

With graduates of highly-ranked universities such as UC Berkeley, Stanford, UC Davis, and USC on our board, [Willow Education] integrates its philosophy into our educational system by different projects. Our current focus is on two ongoing activities: tutoring for K-12 grade students and establishing a charter school with a curriculum emphasizing mathematics and science. Both efforts target Sacramento and the Bay Area.

**Board of directors listed:**

- Mehmet Sen, president
- Ayhan Mutlu, vice president
- Sefa Isik, treasurer
- Deniz Dogruer, director
- Hayri Hatipoglu, principal

From website, accessed 3/1/13,  
[http://www.baytechschool.org/joomla/index.php?option=com\\_content&view=article&id=11&Itemid=119](http://www.baytechschool.org/joomla/index.php?option=com_content&view=article&id=11&Itemid=119)

**CONCLUSION:** The implied message that members of BayTech's governing board graduated from UC Berkeley, Stanford, UC Davis, and USC is untrue.

**THE REALITY:****Mehmet Sen:**

1992: BS, Bilkent U., Computer Engineering  
 1994: MS, Stuttgart University in Germany, Computer Science  
 2000: PhD, Syracuse University, Computer science

**Ayhan Mutlu:**

1996: BS, Middle East Technical University, Electrical Engineering  
 1998: MS, Clemson U. in SC; Electrical engineering  
 2004: PhD, Santa Clara University, Electrical engineering

**Deniz Dogruer**

2006: MS, U of NV at Reno, mechanical engineering

**Sefa Isik**

1989-1993: BS, Turkish Naval Academy, Mechanical Engineering  
 1997-1999: MS, Naval Postgraduate School, Monterey, Mechanical Engineering

Hayri Hatipoglu received his education abroad

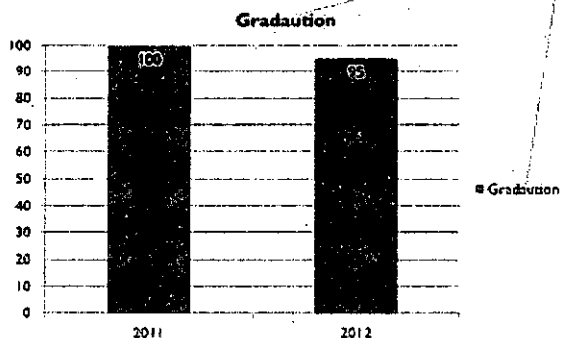
**THE CLAIM:**

BayTech's presentation to OUSD at meeting on 2/6/2013:

BayTech school achieve [sic] to have 100% graduation with the first graduation class of 2011, 15 out of 15 students successfully graduated from BayTech.

In 2012, 17 out of 18 students successfully graduated from BayTech.

Graduation Rates

**THE REALITY:**

Grade 9 to 12 student retention for the class of 2011 was only 42%.

Grade 9 to 12 student retention for the class of 2012 was only 50%.

School Code	Total Enroll	9	10	11	12	9>12	9>12% student retention
2004-05	78	0	0	0	0		
2005-06	146	0	0	0	0		
2006-07	206	0	0	0	0		
2007-08	228	38	0	0	0		
2008-09	198	36	30	0	0		
2009-10	181	26	26	21	0		
2010-11	188	32	21	17	16	38>16	42%
2011-12	230	38	35	21	18	36>18	50%

**BAY AREA TECHNOLOGY**

School Code 0106906

<http://dq.cde.ca.gov/dataquest/>



**IDENTICAL TEXT**

There are a number of examples where identical or near-identical text has appeared at charter schools with characteristics identical to BayTech (Turkish-founded and operated, math and science focus, involvement in certain competitions, use of "Technology Integrated Education," etc.).

BAYTECH 2013: "Recognizing that educational success is realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, BayTech also works with staff, families, and the community to provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically."

BAYTECH 2007: "Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony. The purpose of BayTech is to create a partnership that will provide our youth with the support necessary to reach their highest potential intellectually, socially, emotionally, and physically."

OHIO: "Recognizing that educational success will be realized only when the essential underlying triad of student, teacher, and parent/guardian is in harmony, the mission of the Horizon Science Academy – Cleveland Middle School is to create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically."

WISCONSIN: "Recognizing that educational success will be realized only when the essential underlying triad of student – teacher – parent/guardian is in harmony, the mission of the Wisconsin Career Academy is to create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally and physically."

INDIANA: "Recognizing that educational success will be realized only when the essential underlying triad of student-parent-teacher is in harmony, ISA [Indiana Science Academy, attempted in 2001 but never approved] will strive to create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential intellectually, socially, emotionally and physically."

MISSOURI: "Recognizing that educational success will be realized only when the essential underlying triad of student – teacher – parent/guardian is in harmony, the mission of the Gateway Science Academy of St. Loui [sic] is to create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally and physically."

TEXAS: "Recognizing that educational success shall be realized only when the essential underlying triad of s student-teacher-parent/guardian is in harmony, the mission of the [School of Science & Technology Corpus Christi] is to create a partnership among this triad that shall provide our youth with the support necessary to reach their highest potential - intellectually, socially, emotionally and physically."

PENNSYLVANIA: "Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, the purpose of City College Prep is to create a partnership that will provide our youth with the support necessary to reach their highest potential intellectually, socially, emotionally, and physically."

ARIZONA: "Recognizing that educational success will only be realized when the essential underlying triad of student-teacher-parent/guardian is in accord, Sonoran Schools works diligently to create partnerships that provide our students with the support necessary to reach their highest potential -intellectually, socially, emotionally, and physically."

COLORADO: "Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, Lotus School for Excellence aims to prepare students to become responsible and educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, and globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to Another in this great country."

LOUISIANA: "Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, the mission of Pelican School is to create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential intellectually, socially, emotionally and physically."

DELAWARE: "[First State Math and Science Academy, a charter school attempted in 2011] will educate students from sixth through twelfth grade (6-12) from Newark and the surrounding areas. Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, the purpose of FSMS Academy is to create a partnership that will provide our children with the support necessary to reach their highest potential intellectually, socially, emotionally, and physically."

TAIWAN: "KIVAM Junior High School's mission is to provide students, grades 7-9, with an education that is unique to their learning styles while ensuring high academic standards. At KIVAM, we recognize that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony."

#### **MORE IDENTICAL TEXT**

[Willow Education] was founded in 2003 by a group of scientists dedicated to contribute to our society by means of science education. It was based on the belief that in our modern society, mathematics and science education are the two essential tools for improving society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. (website accessed 2/25/2013)

Coral Education Corporation's approach is based on the conviction that in our modern society, math and science education are the two essential tools for improving society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. (website accessed 2/25/2013)

Note: Coral Education Corporation operates three charter schools in Nevada with characteristics identical to BayTech. It also purchases from the Accord Institute.

#### **EVEN MORE IDENTICAL TEXT**

BAYTECH 2007: "To prepare students to become responsible and educated citizens who have the skills and understanding necessary to participate and work productively in a diverse, multicultural, and globally oriented environment. BayTech students will be ready to carry the torch of knowledge, freedom, and prosperity that has been passed along from one generation to another in the United States."

Entering this phrase "torch of knowledge, freedom, and prosperity" into the Google search bar brings up a large number of schools. The majority of them are charter schools, or attempted charter schools, which have the typical identifying characteristics of Gulen movement-run schools (Turkish-founded and operated, math and science focus, involvement in certain competitions, use of "Technology Integrated Education," etc.). The charter schools, or attempted charter schools, include, but are not limited to: Magnolia Science Academy schools (CA), Lotus School of Excellence (CO), Paragon Science Academy (AZ), Horizon Science Academy schools (OH), Syracuse Academy of Science (NY), Dove Science Academy (OK), Central Jersey College Prep Charter School (NJ), Coral Academy of Science (NV), Indiana Math and Science Academy (IN), along with Richmond Science Academy (VA) which was never approved.

The phrase also brings up Pinnacle Academy and the Science Academy of Chicago, two confirmed Gulen movement-associated private schools in the US. It also brings up a school in the United Arab Emirates and a school in Malaysia, United School Al Yahar and Time International School. The foreign schools also exhibit many of the same characteristics (Turkish in its curriculum, student involvement in ISWEEEP and INEPO, Accord's "Technology Integrated Education," etc.).

<http://www.youtube.com/watch?v=fi-8XABzP08>

## **“SCHOOL”TRIPS**

American officials who oversee the charter schools in the Gulen movement's network, along with the students' parents, should be made aware of how new members are recruited into the movement.

This trip to Arizona in 2008 was featured as a “school” trip on BayTech's website, but only three boys went. They traveled with Turkish male teachers to visit Ozkur Yildiz, a former BayTech principal who had transferred to Paragon Science Academy. The boys stayed in the home of what appears to be another Turkish teacher. Two other instances have been discovered where Turkish teachers in this network have taken three or four young male students on overnight trips to visit men associated with other schools, spending the nights in the home of a Turkish male “host.”

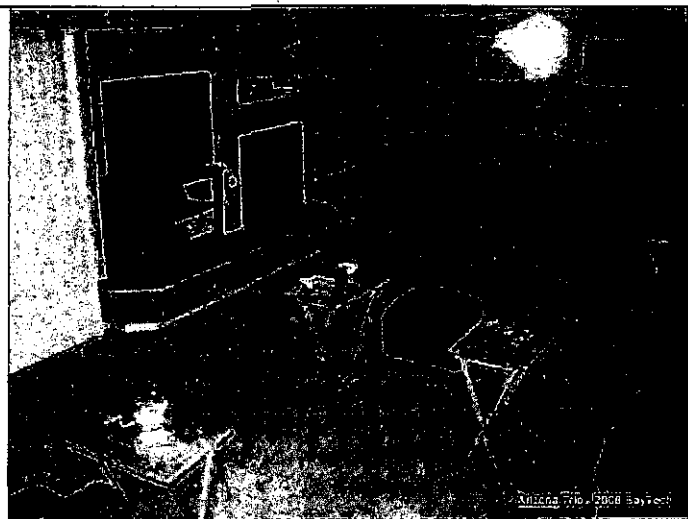
Photos are posted on this online account of Irfan Ortak, a staff member at BayTech. Some of the photos were deleted. <https://picasaweb.google.com/104326550131222340119>

Trips like the following should raise red flags and warrant further investigation.

### **BAY AREA TECHNOLOGY SCHOOL STUDENTS ON TRIP TO ARIZONA**



This is one of Mr. Yildiz's schools. We had a donated tour of this school.



This is where we slept, and i believe you noticed the XBOX 360 right there under the TV.



We decided to have a Las Vegas tour with out host.

## ABRAMSON SCIENCE AND TECHNOLOGY CHARTER SCHOOL STUDENTS ON TRIP TO ARKANSAS



Three students from a school in New Orleans were taken to visit LISA Academy in Arkansas



These are the same men and two of the three boys who are featured in the photo to the left.

## SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL ON TRIP TO JAPAN

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## IMPORTING TEACHERS

Excerpt from "Charter Schools Tied to Turkey Grow in Texas." The New York Times, 6/6/2011,  
<http://www.nytimes.com/2011/06/07/education/07charter.html?pagewanted=all&r=0>

Ultimately, some scholars say, the schools are about more than just teaching schoolchildren.

Hakan Yavuz, a Turkish-born assistant professor at the University of Utah's Middle East Center, says he does not oppose the movement, though he is critical of what he calls its male domination and lack of transparency. In his view, the schools are the foundation for the movement's attempts to grow in the United States.

"The main purpose right now is to show the positive side of Islam and to make Americans sympathize with Islam," Dr. Yavuz said.

### Teachers and Visas

Around the country, the most persistent controversy involving the schools — and the one most covered in the news — centers on the hundreds of Turkish teachers and administrators working on special visas.

The schools say they bring in foreign teachers because of a shortage of Americans qualified to teach math and science. Of the 1,500 employees at the Texas Harmony schools this year, Dr. Tarim said, 292 were on the special "H-1B" visas, meant for highly skilled foreign workers who fill a need unmet by the American workforce.

But some teachers and their unions, as well as immigration experts, have questioned how earnestly the schools worked to recruit American workers. They say loopholes have made it easy to bring in workers with relatively ordinary skills who substitute for American workers.

"I think they have a preference for these H-1B workers," said Dr. Ronil Hira, a professor at the Rochester Institute of Technology who has studied the visa program. "It may be a preference for a variety of reasons — lower wages or a network where they've got family or friends and connections and this is a stepping stone for them to get a green card."

The American jobs, often offered to educators at Gulen schools around the world or graduates of Gulen universities, also provide a way for the movement to expand its ranks in this country, Dr. Yavuz said.

American consular employees reviewing visas have questioned the credentials of some teachers as they sought to enter the country. "Most applicants had no prior teaching experience, and the schools were listed as related to" Mr. Gulen, a consular employee wrote in a 2009 cable. It did not say which schools had hired the teachers. Some with dubious credentials were denied visas.

In February, a Chicago charter school union affiliated with the American Federation of Teachers complained to the federal Department of Labor, alleging that the Chicago Math and Science Academy and Concept Schools, a group that operates 25 schools in the Midwest, had abused the visa system by "routinely assigning these teachers duties or class load that seemingly do not take into account the laws governing H1-B visa holders."

The Labor Department had already been investigating at least one Concept school. The investigation appeared to have been triggered by a complaint in July 2008 by Mustafa Emanet, a network systems administrator and teacher at a middle school in Cleveland. By law, imported teachers must be paid "prevailing wage." Mr. Emanet alleged that while his visa reflected his promised salary, \$44,000, he was actually paid \$28,000 his first year.

A Labor Department spokesman said the investigation was ongoing...

(Turn over for data re H1B and Green Card applications for BayTech, Magnolia schools, and the Accord Institute)

TING LAN SUN

Cambridge Education evaluated BayTech on behalf of OUSD, producing the Cambridge Education Charter School Renewal Quality Review Report (dated 1/23/2008). The lead reviewer of BayTech was Ting L. Sun who went on to join Magnolia's board in 2010. Her term was to extend from 2010 to 2015, but it appears she did not fulfill it. Sun is not currently listed as a board member on Magnolia Public Schools' website (accessed 2/28/2013).  
<http://www.treasurer.ca.gov/csfa/staff/2012/20120314/6.pdf>

**(BELOW) STUDENTS FROM BAY AREA TECHNOLOGY SCHOOL (OAKLAND, CA)  
TRAVELING TO PARAGON SCIENCE ACADEMY (CHANDLER, AZ) WITH THEIR TURKISH TEACHERS**



**(BELOW) STUDENTS FROM ABRAMSON SCIENCE & TECHNOLOGY CHARTER SCHOOL (NEW ORLEANS, LA)  
TRAVELING TO LISA ACADEMY (LITTLE ROCK, AR) WITH THEIR TURKISH TEACHERS**



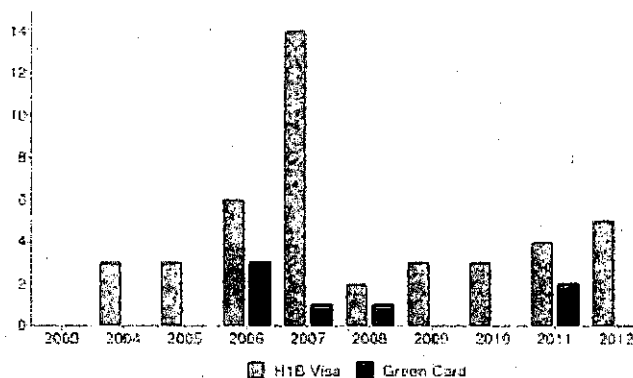
**(BELOW) STUDENTS FROM SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL (SYRACUSE, NY)  
TRAVELING TO JAPAN WITH THEIR TURKISH TEACHERS**



**IMPORTING TEACHERS\*****Willow Education (dba Bay Area Technology School)**[edit or claim](#) | [check e-verify](#)8251 Fontaine St. Oakland, CA 94605 [map](#)[Report](#) [Contact](#) [Visa](#) [Salary](#) [Occupation](#) [Location](#) [Review](#)

This page reports the numbers of labor condition applications(LCA) for H-1B Visa and labor certifications(LC) for green card filed by Willow Education (dba Bay Area Technology School) since 2003. The numbers include certified, denied, withdrawn, renewed and transferred petitions.

Number of H1B Visa and Green Card Applications



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
H1B Visa	0	3	3	6	14	2	3	3	4	5
Green Card	0	0	0	3	1	1	0	0	2	0

Since 2001, Willow Education (dba Bay Area Technology School) has submitted totally 43 Labor Condition Application(LCA) for H1B Visa, 7 Labor Certification(LC) for Green Card, including, traditional cases, Reduction in Recruitment (RIR) cases and Program Electronic Review Management (PERM) cases.

The above chart and table report the number of Labor Condition Applications(LCA) and Labor Certifications(LC) filed by Willow Education (dba Bay Area Technology School) for H1B Visa and employment based Green Card. The data only indicates the number of applications filed by Willow Education (dba Bay Area Technology School). It does not mean that Willow Education (dba Bay Area Technology School) actually got the visa and hired the workers.

Labor Condition Application(LCA) is different from Labor Certification(LC). LC is for employment based green card while LCA is for H1B visa.

Our LCA data not only includes those filed by Willow Education (dba Bay Area Technology School) for new h1b visa applications, but also those for H1B Visa transfers and renewals. Willow Education (dba Bay Area Technology School) should also file a new Labor Condition Application(LCA) for an H1B Visa petition if the foreign worker changes work location within Willow Education (dba Bay Area Technology School), because the prevailing wage will change. The Immigration and Nationality Act requires that the hiring of a foreign worker will not adversely affect the wages and working conditions of U.S. workers comparably employed.

Willow Education (dba Bay Area Technology School)	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	TOTAL
H-1B VISAS	0	0	3	3	6	14	2	3	3	4	5	43
GREEN CARDS	0	0	0	0	3	1	1	0	0	2	0	7
<b>TOTAL</b>			<b>3</b>	<b>3</b>	<b>9</b>	<b>15</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>50</b>
Student enrollment for that year			(0)	(78)	(146)	(206)	(228)	(198)	(181)	(188)	(230)	

Information obtained from <http://www.myvisajobs.com/>

\***BayTech** purchases services from other organizations that exhibit a similar high H1B visa and Green Card application profile. See <http://www.myvisajobs.com/> and enter each of the following: Accord Institute Of Education Research; Dialog Foundation; Dialog Foundation Bda Magnolia Science Academy; Dialog Foundation dba Magnolia Science Academy; Magnolia Educational and Research Foundation; Magnolia Science Academy – 8; and Magnolia Science Academy – San Diego.



## Information about the Gulen Movement

This paper contains the following sections:

1. The Gulen movement: excerpts from three reports
2. The controversial, secretive and powerful nature of the Gulen movement
3. The Gulen movement & its goals
4. The Gulen movement's schools

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### 1. The Gulen movement: excerpts from three reports

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"Turkey: Politics of Identity and Power." Congressional Research Service Report prepared for Members and Committees of Congress, 8/13/2010, <http://fpc.state.gov/documents/organization/147289.pdf>

Today, the Fethullah Gulen Movement is a vast grassroots movement. It controls a network of schools around the world, including some in the United States; universities; banks with more than \$5 billion in assets; non-governmental organizations; and newspapers, magazines, and television networks in Turkey and other countries.<sup>61</sup> Its wealth is based on these sources and on generous donations from members, who are from the new middle class that has developed since the 1980s...

Gulenists have not sought power directly. Yet, before he went into exile, Gulen reportedly advised his followers to "move into the arteries of the system, without anyone noticing your existence, until you reach all the power centers."

"The Rise of Political Islam in Turkey," RAND National Defense Research Institute report, 2008, [http://www.rand.org/pubs/monographs/2008/RAND\\_MG726.pdf](http://www.rand.org/pubs/monographs/2008/RAND_MG726.pdf)

"... A web of organizations propagates Gulen's vision of Islam. These include Fatih University in Istanbul and an extensive network of schools, hospitals, and charitable and media organizations, including the mass-circulation newspaper *Zaman*... and the English-language *Ebru* satellite television station in the United States...

"The Gulen movement has also developed a very effective international network beyond Eurasia, with many adherents in the United States (where the movement's founder lives)...

"Gulen himself moved to the United States in 1999 after he was indicted for allegedly plotting to subvert Turkey's secular state. He was acquitted in 2006 but has remained in the United States because his return to Turkey could become a political issue.

"Gulen's critics point to videotapes of his speeches that have surfaced as evidence of an intention to overthrow Turkey's secular order. In these videotapes, Gulen appears to counsel working slowly and diligently until the time comes to change the system. His supporters say that his intention was to advise his followers not to open themselves to discrimination by an open display of religious conviction...

"... Also worth noting is TUSKON (Confederation of Businessmen and Industrialists of Turkey), a recently established organization that explicitly represents the interests of conservative Anatolian entrepreneurs in Turkey and abroad... (TUSKON is considered to be the "fourth leg" of the movement, the other three being its education, media, and interfaith dialogue activities.)..."

"Islam, Secularism and the Battle for Turkey's Future." *Stratfor Global Intelligence* Special Report, 8/23/2010, <http://www.stratfor.com/sample/analysis/islam-secularism-and-battle-turkeys-future>

... A powerful force known as the Gulen movement has quietly and effectively penetrated the armor of the Kemalist state of over four decades. The charismatic imam Fethullah Gulen, who lives in Pennsylvania, leads the transnational organization, along with a small group of what the Gulenists term "wise men." Inside Turkey, the Gulen movement follows a determined agenda that aims to replace the Kemalist elite and transform Turkey into a more religiously conservative society. Outside Turkey, Gulen presents itself as a multifaith global organization working to bring businesses, religious leaders, politicians, journalists and average citizens together...

Turkey's power struggle begins in the classroom. The most intense period of ideological cultivation for many Turks takes place between grades eight through 12, and the Gulen movement has spent the past three decades working aggressively in the education sector to mold young minds in Turkish schools at home and abroad...

Over the past few decades the Gulen movement has spread to virtually every corner of the globe through its expansive education network. The Gulenist international footprint comprises 1,000 private schools (according to Gulen estimates) spanning 115 countries, including 35 African countries. These Gulenist schools can be found in small towns everywhere from Ethiopia, Bosnia, Cambodia, India, Kazakhstan, Pakistan, Cote d'Ivoire, Azerbaijan — and even the United States, where according to some estimates, the movement runs more than 90 charter public schools in at least 20 states...

... The teachers of the schools are typically devout Gulenist followers willing to live far away from home in foreign lands for what they see as the greater mission of the Gulenist cause.

The curriculum at these schools includes math, science, and Turkish- and English-language instruction, but there is a deeper agenda involved than pedagogy...

Note: Kemalist refers to the secularist political ideology of Mustafa Kemal Ataturk, founder of the modern Republic of Turkey. He introduced many social changes in the early 1920s, one of which was abolishing the Ottoman Caliphate.

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## **2. The controversial, secretive and powerful nature of the Gulen movement**

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10/24/2012: "Who is Fethullah Gulen?" *City Journal*, [http://www.city-journal.org/2012/22\\_4\\_fethullah-gulen.html](http://www.city-journal.org/2012/22_4_fethullah-gulen.html)

Gülen is a powerful business figure in Turkey and—to put it mildly—a controversial one. He is also an increasingly influential businessman globally. There are somewhere between 3 million and 6 million Gülen followers—or, to use the term they prefer, people who are 'inspired' by him.

Note: Turkey's est. total population is 79,749,461 (CIA World Factbook accessed 3/2/2013)

10/19/2012: "In Albania, Madrasas Even the Secular Love." *Transitions Online*, <http://www.tol.org/client/article/23425-albania-islam-turkey-education.html>)

Gulen institutions do not publicize their Gulen affiliation anywhere they operate.

**5/13/2012:** "U.S. charter schools tied to powerful Turkish imam." *CBS 60 Minutes*, [http://www.cbsnews.com/8301-18560\\_162-57433131/u.s-charter-schools-tied-to-powerful-turkish-imam/?tag=contentMain;cbsCarousel](http://www.cbsnews.com/8301-18560_162-57433131/u.s-charter-schools-tied-to-powerful-turkish-imam/?tag=contentMain;cbsCarousel)

Lesley Stahl: So I guess one of the big questions is what kind of an Islamic leader is Gulen?

Andrew Finkel: He leads by his own charismatic personality.

Lesley Stahl: Would you call it a personality cult?

Andrew Finkel: Yes...

Lesley Stahl: You know we have confronted real fear about this movement, particularly when we've tried to get critics to give us an interview. What are they afraid of?

Andrew Finkel: There's a fear of reprisal...

**4/24/2012:** "Turkey Feels Sway of Reclusive Cleric in the U.S." *The New York Times*, <http://www.nytimes.com/2012/04/25/world/middleeast/turkey-feels-sway-of-fethullah-gulen-a-reclusive-cleric.html>

But the [Gulen movement's] stealthy expansion of power — as well as its tactics and lack of transparency — is now drawing accusations that Mr. Gulen's supporters are using their influence in Turkey's courts and police and intelligence services to engage in witch hunts against opponents with the aim of creating a more conservative Islamic Turkey...

We are troubled by the secretive nature of the Gulen movement, all the smoke and mirrors," said a senior American official, who requested anonymity to avoid breaching diplomatic protocol. "It is clear they want influence and power. We are concerned there is a hidden agenda to challenge secular Turkey and guide the country in a more Islamic direction.

**3/12/2012:** "Letter from Turkey: The Deep State." *The New Yorker*, [http://www.newyorker.com/reporting/2012/03/12/120312fa\\_fact\\_filkins?currentPage=all](http://www.newyorker.com/reporting/2012/03/12/120312fa_fact_filkins?currentPage=all)

Gülen is considered one of [Turkish Prime Minister] Erdoğan's most powerful allies but is reviled and feared by much of Turkey's population.

**12/26/2011:** "Tensions between Turkey's ruling AKP and Gulenics fester." *The National* (UAE), <http://www.thenational.ae/news/worldwide/europe/tensions-between-turkeys-ruling-akp-and-gulenics-fester>

Not everyone in Turkey accepts the view that the Gulen movement is all about tolerance and education.

**11/10/2010:** "The Global Imam." *The New Republic*, <http://www.tnr.com/article/world/magazine/79062/global-turkey-imam-fethullah-gulen>

What is undeniable, though, is that the Gülenists have not helped their case by eschewing transparency. So little is known about how the movement is structured, or whether it is structured at all. "No society would tolerate this big of an organization being this untransparent..."

**2/1/2009:** "Gulen Movement: Turkey's Third Power." *Jane's Islamic Affairs Analyst*, [http://tool.donation-net.net/Images/Email/1097/Gulen\\_movement.pdf](http://tool.donation-net.net/Images/Email/1097/Gulen_movement.pdf)

The precise number of FGC [Fethullah Gulen Community] members is difficult to estimate since some publicly deny affinity or membership with the movement. They do not mention his name openly, but may refer to him as 'hocaefendi' (master hodja) or 'he'. Although the movement emerged from Turkey, today it has a global reach.

**12/31/2008:** "The Fethullah Gulen Movement." *Global Politician*, <http://www.globalpolitician.com/25355-fethullah-gulen-turkey>

Yet [the Gulen movement's] structure, ambitions, and size remain opaque, making assessment of its impact and power difficult... Fethullahci are often loath to declare themselves openly as such.

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### 3. The Gulen Movement and its goals

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**8/13/2010:** "Turkey: Politics of Identity and Power." Congressional Research Service Report prepared for Members and Committees of Congress, <http://fpc.state.gov/documents/organization/147289.pdf>

One analyst suggests that "Gulen's goals are simultaneously to Islamize the Turkish nationalist ideology and to Turkify Islam. He hopes to reestablish the link between religion and the state that existed in the Ottoman era, when leaders were expected to live their lives based on Islamic regulations. Such an approach, he argues, would strengthen the state, and protect society by widening the state's base of legitimacy." However, Gulen does not favor making *seriat* (Islamic law) state law. In the 1980's, the Gulen Movement became a nationwide phenomenon.

**6/6/2009:** "Cultivating' a Generation Through Education: The Case of the Fethullah Gulen Movement." Aydin Ozipek, master's thesis for Central European University, Budapest (HU), [www.etd.ceu.hu/2009/ozipek\\_aydin.pdf](http://www.etd.ceu.hu/2009/ozipek_aydin.pdf)

...the primary objective of the Gulen Movement is to increase its share of power.

**5/13/2008:** "Turkish Islamic Preacher - Threat or Benefactor?" *Reuters*, <http://www.reuters.com/article/2008/05/14/us-turkey-religion-idUSL0939033920080514>

Gulen wants to see a renaissance of the modern Muslim world with Turkey at the forefront, deriving from its historical position as head of the multi-ethnic Ottoman empire. His supporters say he has no political ambitions and backs the division of state and religion -- but his critics think otherwise. "It is a political movement ... and it has always been political. They think power is very important..."

**3/12/2008:** "Turkey's survival of the fittest." *International Relations and Security Network* (CH), 3/2008, <http://www.isn.ethz.ch/isn/Current-Affairs/Security-Watch/Detail/?id=54183&lng=en>

The Gulen Movement, along with other creationist advocates, has been lobbying with increasing success for school textbooks to put creationism on equal footing with Darwinism. Their efforts are causing increasing concern among Turkey's academic community.

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### 4. The Gulen movement's schools

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**3/27/2012:** "Largest charter network in U.S.: Schools tied to Turkey." *The Washington Post*, [http://www.washingtonpost.com/blogs/answer-sheet/post/largest-charter-network-in-us-schools-tied-to-turkey/2012/03/23/gIQAoaFzcS\\_blog.html](http://www.washingtonpost.com/blogs/answer-sheet/post/largest-charter-network-in-us-schools-tied-to-turkey/2012/03/23/gIQAoaFzcS_blog.html)

The largest charter school network in the United States is operated by people in and associated with the Gulen Movement (GM), a secretive and controversial Turkish religious sect. With 135 schools enrolling more than 45,000 students, this network is substantially larger than KIPP, the well-known charter management organization with only 109 schools... The first Gulen charter school was opened in 1999.

U.S. officials have known about the movement's involvement in charter schools since at least 2006 when our Istanbul consulate noticed that a large number of Turkish men, suspected to be GM-affiliated, were seeking visas to work at charter schools.

**12/15/2011:** "Turkey hearing casts spotlight on Gulen." *The Daily Star* (LB),  
<http://www.dailystar.com.lb/News/Middle-East/2011/Dec-15/156924-turkey-hearing-casts-spotlight-on-gulen.ashx#axzz1gcnGKEaA>

The movement has grown into an international fraternity of schools, business associations, media outlets, and NGOs. "They are powerful in Turkey and powerful abroad,"...

**3/11/2010:** Wikileaks, leaked email sent by an employee of *Stratfor*, a "global intelligence" company,  
[http://wikileaks.org/gifiles/docs/1537069\\_re-insight-turkey-some-notes-so-far-.html](http://wikileaks.org/gifiles/docs/1537069_re-insight-turkey-some-notes-so-far-.html)

"We also discussed the Gulen schools that are spreading across the globe, expanding Turkish influence... Students will learn how to speak Turkish, the national anthem, how to be the 'right kind of Muslim', etc. In essence, it buys them loyalty. We are still working on getting a complete database of Gulenist schools. They claim that have more than 2,000 in 200 countries so far."

**1/28/2010:** "Ethiopian schools put Turkey on curriculum." *News Dire* (ET),  
<http://www.newsdire.com/news/245-ethiopian-schools-put-turkey-on-curriculum.html>

Some in Turkey have described the Gulen movement as something akin to "Muslim Jesuits"... ["Hakan Yavuz, University of Utah professor] argues that there is a wider agenda as manifested by its increasingly global reach. "The movement, which is rooted in selective vision of the glorious Ottoman past, has its own imperial vision of turning Turkey into a global power," he says.

**9/2/2009:** Translation of "Gülen'in kulaklarını çınlattık." *Sabah* (TR),  
[http://www.sabah.com.tr/Yazarlar/ilicak/2009/09/02/gulenin\\_kulaklarini\\_cinlattik](http://www.sabah.com.tr/Yazarlar/ilicak/2009/09/02/gulenin_kulaklarini_cinlattik)

...lately, the number of Turkish schools in the United States have been increasing rapidly. The reason for this is the transfer of the so-called "charter schools" to the Service [term used for the Gulen movement]... If 600 schools are bought this way in the United States – and that's what the members of the Gulen movement are striving to do, - and if 200 students graduate from each one of these schools, then 120 thousand sympathizers of Turkey join the mainstream out there every year. We are trying to lobby against the Armenian genocide resolution every year. And yet, through education, we can... win them over. And this is what the Gulen movement is striving for.

**5/23/2006:** "Fethullah Gulen: Why are his followers traveling?" Cable sent by US Consulate Istanbul, revealed by WikiLeaks, <http://www.wikileaks.ch/cable/2006/05/06ISTANBUL832.html>

Fethullah Gulen sits at the center of a vast and growing network encompassing more than 160 affiliated organizations in over 30 countries, including over 50 in the U.S... Gulenists are almost uniformly evasive about their purpose of travel and their relationships to Gulen, raising questions among Consular officers... Gulen's activities first piqued Consular officers, interest several years ago when applicants began to appear seeking to visit a number of charter schools in the U.S. with which Consular officers were unfamiliar. As the majority of the schools had the words "science" and/or "academy" in their names, they were easy to identify and track... While on the surface a benign humanitarian movement, the ubiquitous evasiveness of Gulenist applicants -- coupled with what appears to be a deliberate management of applicant profiles over the past several years -- leaves Consular officers uneasy, an uneasiness echoed within Turkey by those familiar with the Gulenists...

6/1/2003: "Fethullah Gülen's Missionary Schools in Central Asia and their Role in the Spreading of Turkism and Islam." *Religion, State & Society*, <http://www.tandfonline.com/doi/abs/10.1080/09637490308283>

Gülen explains to his disciples the difference between *tebliğ* and *temsil*. *Tebliğ* means open proselytism, and Gülen asks his followers not to practice this... He strongly advises them to practise *temsil*, which he considers the best way of preaching. A preacher practising *temsil* will live an Islamic way of life at all times wherever he is, but will never utter the word 'Islam' or other 'dangerous words'... The worldwide extent of Fethullah Gülen's educational network testifies to the internationalist, even imperialist, nature of the movement... A strategy of seduction is employed by the *cemaat* [Gülenist sect] not only towards parents but towards local governments too.

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### 5. Selection of news stories about Gülen charter schools: 2009-2013

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2/19/2013: "Proposed Bangor charter school linked to Turkish imam." Portland Press Herald (ME), [http://www.pressherald.com/news/proposed-charter-school-linked-to-turkish-imam\\_2013-02-17.html](http://www.pressherald.com/news/proposed-charter-school-linked-to-turkish-imam_2013-02-17.html)

A proposed charter school to be based in Bangor is tied into an informal worldwide network of religious, cultural and education institutions operated by followers of a controversial and reclusive Turkish imam, Fethullah Gülen...

"They claim that these charter schools are independent and have no connection to the Gülen movement, and I said to them: 'That's baloney,' " said William Martin, senior fellow in religion and public policy at Baker Institute of Rice University in Texas, where Gülen followers have set up dozens of charter schools.

Martin has followed the movement for years, traveled to Turkey at their expense, and counts its leaders there as friends. "I say to them: 'Look, there's nothing wrong with your saying that you are admirers and followers of Mr. Gülen, and to say this is what he stands for and this is what you stand for,' but they say that their lawyers have said they shouldn't be open about it."...

The real motivation of the Gülen movement -- charter schools and all -- is to accumulate political and financial resources to further the transformation of Turkey itself, according to Joshua Hendrick, assistant professor of sociology and global studies at Loyola University in Maryland and perhaps the leading U.S. scholar of Gülen. He noted the ongoing ascent of a center-right in that country, which is "pro-capitalist, democratic, socially conservative and believes a revival of faith is good for national development."

"It's unfortunate that we have this rise of Islamophobia because it takes people's eyes off the ball for a legitimate critique that has to do with teachers' concerns about suspect hiring practices or school boards' concerns about suspect financial dealings and governance issues," Hendrick said. "The real questions are: 'Where do you buy your desks and chairs? Who supplies your books? How are people hired and promoted?' ... It has nothing to do with stealth jihad."...

Hendrick said Gülen's network has developed "a culture of strategic ambiguity" wherein it avoids answering direct questions about how its component parts relate to one another...

Hendrick said the movement first got involved in education by opening private schools abroad and has gotten into trouble by applying the same hiring and contracting policies it used in its private operations to charter schools, where taxpayer funding brings increased public scrutiny. For instance, the practice of recruiting teachers from Turkey has drawn fire because the average H1-B visa costs between \$600 and \$1,500 to sponsor, a difficult expense to justify to taxpayers.

"Over the past several years, if you look at a list of the top 10 school systems in the country in terms of applying for foreign worker visas, the majority are Gulen schools," he said. "If you do the math, this is a significant portion of their operating budget."...

**5/10/2012:** "Charter renewal denied for Fulton Science Academy." *FOX 5 (GA)*, <http://www.myfoxatlanta.com/story/18253617/charter-renewal-denied-for-fulton-science-academy>

The Georgia Board of Education has voted to deny a charter renewal for Fulton Science Academy Middle School... The school has struggled against county and state concerns about its management and financial decisions...

**4/19/2012:** "Allegations raised over N. Phila. charter school run by followers of Turkish imam." *Philadelphia Inquirer*, [http://articles.philly.com/2012-04-19/news/31368006\\_1\\_charter-school-charter-office-turkish-imam](http://articles.philly.com/2012-04-19/news/31368006_1_charter-school-charter-office-turkish-imam)

Not only are the FBI and the Departments of Labor and Education looking into allegations of kickbacks by Turkish teachers at the charters nationwide, according to knowledgeable sources, but at least nine American teachers and administrators at Truebright have filed complaints with the U.S. Equal Employment Opportunity Commission. All allege that they were being paid less than noncertified Turkish staffers.

Now the Philadelphia School District's charter office has recommended to the School Reform Commission that it not renew Truebright's five-year operating charter on several grounds, including academic performance, lack of certified staff, and high turnover of administrators...

**7/15/2011:** "Records show glaring faults at school with ties to Turkish charter school network." *The Times-Picayune (LA)*, [http://www.nola.com/education/index.ssf/2011/07/state\\_shuts\\_down\\_abramson\\_char.html](http://www.nola.com/education/index.ssf/2011/07/state_shuts_down_abramson_char.html)

"[The vice president of a company associated with Abramson Science & Technology Charter School] flattered [a state official] with 'a number of compliments' before getting to the point: 'I have twenty-five thousand dollars to fix this problem: twenty thousand for you and five for me.'... speculation that the school may be taking advantage of a visa program intended to bring highly skilled workers into the country. Similar allegations have cropped up in other states where the Cosmos Foundation operates... several students confirmed they had done little or none of the work that went into their science projects... Teachers who traveled to Turkey on an Abramson-sponsored trip brought back written materials about the Gulen Movement."

**6/6/2011:** "Charter Schools Tied to Turkey Grow in Texas." *New York Times*, [http://www.nytimes.com/2011/06/07/education/07charter.html?\\_r=1](http://www.nytimes.com/2011/06/07/education/07charter.html?_r=1)

Some of the schools' operators and founders, and many of their suppliers, are followers of Fethullah Gulen... Gulen followers have been involved in starting similar schools around the country — there are about 120 in all, mostly in urban centers in 25 states, one of the largest collections of charter schools in America... But an examination by The New York Times of the Harmony Schools in Texas... raises questions about whether, ultimately, the schools are using taxpayer dollars to benefit the Gulen movement — by giving business to Gulen followers, or through financial arrangements with local foundations that promote Gulen teachings and Turkish culture.

**5/20/2011:** "Feds question schools' visa use; Federal funds used to pay for teachers' families." *Columbus Dispatch (OH)*, <http://www.dispatch.com/content/stories/local/2011/05/20/feds-question-schools-visa-use.html>

A group of Ohio charter schools is being scrutinized by the U.S. Department of Labor for its teacher-hiring practices...

**4/4/2011:** "WikiLeaks files detail U.S. unease over Turks and charter schools." *Philadelphia Inquirer* (PA), [http://articles.philly.com/2011-04-04/news/29380536\\_1\\_charter-schools-fethullah-gulen-truebright-science-academy](http://articles.philly.com/2011-04-04/news/29380536_1_charter-schools-fethullah-gulen-truebright-science-academy)

Classified documents recently released by WikiLeaks recount U.S. officials' growing concern over large numbers of Turkish men seeking visas to work at American charter schools founded by followers of Fethullah Gulen, a powerful Turkish Muslim political figure who lives in the Poconos. "Gulen supporters account for an increasing proportion of [the] . . . nonimmigrant visa applicant pool," a consular official in Istanbul, Turkey, wrote in 2006, according to one of the documents posted by WikiLeaks two weeks ago.

**3/20/2011:** "U.S. charter-school network with Turkish link draws federal attention." *Philadelphia Inquirer* (PA), [http://articles.philly.com/2011-03-20/news/29148147\\_1\\_gulen-schools-gulen-followers-charter-schools](http://articles.philly.com/2011-03-20/news/29148147_1_gulen-schools-gulen-followers-charter-schools)

... federal agencies - including the FBI and the Departments of Labor and Education - are investigating whether some charter school employees are kicking back part of their salaries to a Muslim movement founded by Gulen known as Hizmet, or Service, according to knowledgeable sources.

**11/23/2010:** "Public Charter School Funds Under Scrutiny." *NBC4i* (Columbus, OH), <http://www2.nbc4i.com/news/2010/nov/23/public-charter-school-funds-under-scrutiny-ar-301282/>

Two NBC 4 viewers contacted the station, asking us to look into allegations that Ohio taxpayer money was being used to recruit teachers overseas, specifically Turkey. The Ohio Federation of Teachers showed NBC 4 a lease for a Horizon School in Dayton, whose landlord has a Turkish mailing address. The President of the Ohio Federation of Teachers wants to know if the rent money is actually going to Turkey. She also wants to know why Turkish teachers are employed by Horizon. "At a time of high unemployment in Ohio, when teachers have been laid off, teachers coming out of college can't find jobs. Why would we be importing teachers and administrators from Turkey when Ohioans don't have jobs?" questioned Sue Taylor, President of the Ohio Federation of Teachers...

**8/18/2010:** "Objectives of charter schools with Turkish ties questioned." *USA Today*, [http://www.usatoday.com/news/education/2010-08-17-turkishfinal17\\_CV\\_N.htm](http://www.usatoday.com/news/education/2010-08-17-turkishfinal17_CV_N.htm)

The schools educate as many as 35,000 students — taken together they'd make up the largest charter school network in the USA — and have imported thousands of Turkish educators over the past decade. But the success of the schools at times has been clouded by nagging questions about what ties the schools may have to a reclusive Muslim leader in his late 60s living in exile in rural Pennsylvania.

**4/25/2010:** "Foreigners fill ranks of local charter school chain." *Arizona Daily Star* (AZ), <http://www.tucsonweekly.com/tucson/hidden-agenda/Content?oid=1694764>

Tucson's Sonoran Science Academy and its sister schools import an unusually large proportion of their staff from foreign countries, especially Turkey, in a practice that parallels the customs of an important Turkish religious-political movement... Turkish is one of two languages taught at the school, along with Spanish... Students are encouraged to compete in the Turkish-language olympics in California against students from other Turkish-run charter schools.

**7/17/2009:** "Utah charter school's ties to Turkey draw scrutiny." *Salt Lake Tribune* (UT), [http://www.sltrib.com/education/ci\\_12855515](http://www.sltrib.com/education/ci_12855515)

In 2007, [Beehive Science & Technology Academy] received a \$61,000 loan from Murat Biyik, who at the time was the school's vice principal. The loan was equivalent to Biyik's salary. Biyik is now principal at Magnolia Science Academy in Hollywood, Calif., part of a chain of charter schools once



overseen by Erdogan. And the foundation overseeing the Magnolia schools is home to another Beehive benefactor, Mustafa Keskin. Keskin is secretary of the foundation and loaned Beehive \$49,000. Other loans to Beehive include \$20,000 from Buyamin Karaduman, and \$30,000 from Suleyman Bahceci, who both work for the Accord Institute in Tustin, Calif. The institute contracts with Beehive on curriculum design and performs teacher evaluations for the school. The institute also contracts with Magnolia Science Academy and charter schools in Nevada and Arizona.

On August 27, 2010, *Milliyet* (a major Turkish daily newspaper) published an article mentioning Magnolia's association to the Gulen community.

<http://gundem.milliyet.com.tr/walmart-tan-gulen-okullarina-bagis/guncell/gundemdetay/27.08.2010/1281603/default.htm>

Milliyet.com.tr » Gündem » Haber

27.08.2010 - 02:31 » Son Güncelleme: 27.08.2010 - 2:32

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## Walmart'tan Gülen okullarına bağış

Dünyanın perakende devi Walmart'ın kurucusu Walton ailesinin ABD'de Gülen cemaati ile ilişkili olduğu söylenen okullara milyonlarca dolar bağış yaptığı ortaya çıktı

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DIŞ HABERLER?SERVİSİ

Walton Vakfı'nın 2007-2008 yıllarına ait vergi beyannamelerinde altı ayrı okula en az 2 milyon dolar bağışta bulunduğu görülüyor. Vakfın resmi sitesindeki raporlar da okullara yapılan 150-250 bin dolar arasındaki bağışları doğruluyor. Vakfın en çok yardım yaptığı okulların başında California'daki Magnolia Bilim Akademisi geliyor. Vakıf belgelerine göre okulun farklı şubelerine 2007-2008 yılları arasında her defasında 250 bin dolar verilmek suretiyle yaklaşık 1 milyon dolar bağışta bulunuldu. Magnolia Bilim Akademisi'nin internet sitesine Türk öğretmenlerin isimleri görülüyor.

### Özgün ders programı

ABD'de "charter" okullar devletten fon alıyor ancak yetki kurumlarla yapılan anlaşma çerçevesinde kalmak şartıyla kendilerine özgü bir ders programı uygulayabiliyorlar.

## TRANSLATION

### Walmart donates to Gülen's schools

The Walton family, founder of Wal-mart, the worldwide retail giant, has donated millions of dollars to schools considered to be associated with the Gülen community.

The 2007-2008 tax statements of the Walton Foundation revealed that at least 2 million dollars had been donated to six separate schools. Reports published on the official website of the Foundation also confirm the donations to these schools, which range between 150,000 and 250,000 dollars. The school that has benefited the most from the donations of the foundation is the Magnolia Science Academy in California. According to the documents of the foundation, a total of 1 million dollars was donated to different branches of the school in 2007-2008, in separate installments of 250 thousand dollars each. Turkish teachers' names appear on the website of the Magnolia Science Academy.

### Distinctive curriculum

In the U.S., charter schools receive funding from the government, but they can offer distinctive curriculum remaining within the framework of the agreements made with the authorities.