INTRODUCTION

A Catholic school exists to lead its members to encounter and engage with Jesus and His message. From their origins Catholic schools have been characterised by a strong family spirit. It is in this context that pastoral care of all members of the school community becomes a high priority, particularly for those most in need of help and support.

“The Catholic School is a school for all, with special attention to those who are weakest”. This radical inclusiveness is a clear expression of and witness to Christ’s teachings by a school community. There each school is to be sensitive to the particular and unique needs of the local community and respond with compassion and kindness. The Catholic Schools Office has a duty to support schools as they discern and address these needs. Bishop Hanna’s Mandate to all involved in Catholic Schools

A management plan for Critical Incidents is an important part of the pastoral planning within any Catholic school. The existence of such a plan will help ensure that the school responds to such incidents responsibly, compassionately, immediately and comprehensively. In this way it will best care for all its members, promote their wellbeing and deepen their faith.

A Critical Incident Management Plan (CIMP) provides a Catholic school with a standard procedure to follow in its response to critical events. It maps out the initial steps to be followed, through to the provision of closure, as well as suggesting specific strategies that might be employed.

RATIONALE

Whilst it is impossible to predict the type and timing of a Critical Incident which might impact on our Catholic Schools, an evidence based, prepared guideline will serve as a practical action plan for the schools to follow in the event of an incident occurring.

It is expected that all school, CSO and Centacare staff will:

- adhere to the relevant procedures outlined in these guidelines
- perform their designated roles in the event of a critical incident at the school
- work in cooperation with each other in the event of a critical incident
- follow the directions of the Critical Incident Coordinator, the Principal or supervisor, (where applicable) and emergency services personnel when responding to a critical incident.

DEFINITION OF A CRITICAL INCIDENT

In the context of these guidelines a critical Incident is defined as an event which causes disruption to an organisation, creates significant danger or risk, and creates a situation where staff, students and parents feel unsafe, vulnerable and under stress. Such an incident is to be regarded as outside the normal range of experience of the people affected.
Critical Incidents that staff may be expected to respond to include:

- any fatality, near fatality or incident likely to affect seriously a number of staff and/or students
- sudden death of a student, staff member or member of the school community
- serious traffic accidents e.g. an accident during a student excursion
- murder or suicide involving students/staff and their family members
- development of a pandemic
- fire, explosion, bomb threat
- chemical, radiation or bio-hazard spillage/biological threat
- hold-up or attempted robbery/unwanted intruders
- threats of violence to staff/students
- storms/natural disasters that cause major damage
- interruption to utilities (e.g. electricity, water, gas leak) for an extended period
- break in accompanied by major vandalism
- students or staff members being taken hostage
- child sexual assault
- students or staff members witnessing serious injury or death
- violence between students or staff, or assaults on a teacher, worker or student causing injury

Key Message

No two incidents are alike. Always assess needs first.
Use the guidelines in the context of the individualised nature of each Critical Incident with regard to available.

MANAGEMENT OF A CRITICAL INCIDENT

In planning and preparing for a Critical Incident, the following three phases should be addressed:

1. THE PREPARATION PHASE

Strategic planning is a key part of managing a response to a critical incident. As part of planning for a critical incident, staff within the school is asked to form the Critical Incident Management Team (CIMT).

This team may include the following members.

- Principal
- Assistant Principal
- OH&S Committee Member
- Other(s), Schools Consultant, School Counsellor

The CIMT has four sub groups which include:

- Operations/Safety Leader
- Planning Leader
- Logistics Leader and
- Agency Liaison/ Public Information Officer

(See appendix 1 & 2 for flowcharts)

Note: where appropriate, a smaller subset of this team can convene to manage a specific critical incident.

A Critical Incident Management Plan is written all staff should be advised of the details of the plan. This plan should be reviewed annually.
2. THE RESPONSE PHASE

When a critical Incident occurs the CIMT assembles as soon as possible and members take on their identified roles and responsibilities. The following actions are undertaken:

- contact emergency services when deemed necessary
- confirm details of the incident
- notify (insert name here) at the CSO
- identify students, staff and parents at risk
- prepare a brief, factual statement to share with staff
- prepare a brief, factual statement to share with students
- inform staff of the Critical Incident details at a full staff meeting and response/support plan
- inform students as necessary and appropriate
- inform parents either by phone, letter or in person as necessary and appropriate
- provide identified support for students and staff
- allow discussion to take place

(See appendix 1 flowchart)

Sacred Spaces

In the Catholic school, the underlying foundation in Critical Incident Management is the provision of a focus for prayer, reflection and healing. For this to occur, a sacred space is established to provide an area for formal prayer and liturgy led by Parish Priest or members of the school community and informal pastoral care and wellbeing support as appropriate.

3. THE RECOVERY PHASE

The nature and timing of the impact of a Critical Incident are difficult to define and will depend on the event that has occurred. The school will need to plan for the recovery stage considering factors such as the level of impact on staff, students and families, ongoing reminders and possible triggers that can be identified (e.g. birthday, mother’s/father’s day).

With the support of CSO and Centacare staff a facilitated meeting or debriefing will be helpful to clear up unfinished issues and avoid a sense of loss. An evaluation of the Critical Incident Plan and the roles and functions of the Critical Incident Management Team is an essential part of this process as the school moves to the Recovery Phase. At this point the local school community is encouraged to reflect upon the incident and identify understandings gained as a result of the critical incident.

It is important that the pastoral care needs of the Principal and the CIMT team are met and continued to be supported as part of this recovery phase. The CSO Schools Consultant is responsible for monitoring this.

MEDIA

All statements and contact with the media must be directed through the Media Liaison Officer at the Catholic Schools Office. A plan for media management is part of the Critical Incident Policy. Staff members should be reminded of the confidential nature of Critical Incident details and be provided with guidance on how to manage social media.
DISCUSSION OF THE CRITICAL INCIDENT WITH STUDENTS
Staffs are to be briefed on how to respond appropriately to enquiries or discussions about the Critical Incident by a member to the CIMT. The response and facilitation of discussion will depend upon the circumstances of the Critical Incident.

DISTRESSED STUDENTS
A distress response to a Critical Incident can be considered as normal and staff members should provide appropriate support and comfort. If a staff member is concerned about a student they should consult with the Centacare staff member or the CSO Psychologist to identify an appropriate plan of support. In the event that a student needs to be with their family, a school staff member is to phone the parent or carer to arrange this. Information is to be provided to the parent or carer by an appropriate staff member with suggestions about how to support their child at home.

DISTRESSED STAFF AND PARENTS
A member of the counselling team will be made available to staff throughout the response and recovery phases for Critical Incidents to provide support. All staff are to be offered and encouraged to access support through the Employee Assistance Program. Relief staff should be arranged for those who are identified as not being able to continue with their usual role in the school. This should be monitored by the Principal.

SCHOOL BASED RESOURCES
Within a school community there are highly skilled pastoral people who are able to assist with the response to a critical incident. Experience has demonstrated that staff perform capably during times of crisis e.g. management, counselling, home visits, etc.

STUDENTS AT RISK:
It is essential that staff monitor students and consult with a member of the CIMT if they identify a student at risk. Staff may be asked to play a role in monitoring students already identified as being at risk and keep members of the CIMT informed with relevant information.

MULTIPLE CUMULATIVE GRIEF
Research and experience has shown that a critical incident readily taps into unresolved grief and past experiences of change and loss. Staff and professionals need to be aware of this possibility.

THE FUNERAL
With the death of a student or staff member there appears to be two points where the school community experience a high emotional response. The first is the initial disclosure of the death, and the second, several days later, at the time of the funeral. Is it important to have the counselling team and support personnel available on the day of the funeral for all members of the school community.

GOOD GRIEF / BAD GRIEF
The establishment of a Critical Incident Management Plan will provide a model of good grieving for its members. This modelling can help students and staff when they meet change, separation and death in the future.

The Critical Incident Response can become an educational process to help students and staff to come to a Christian understanding of death and dying.
LONG TERM RESPONSE

Key tasks:

• Maintain monitoring and review of students, families and staff identified as being at risk.
• Continue to provide support to individuals as planned.
• Continue to monitor students and identify changes in behaviours, academic performance.
• Plan for and respond to reminders or triggers as identified.
• Monitor and support staff with regard to how they are managing personally and professionally.
• Continue to provide wellbeing support with the general curriculum.
Appendix 1 - School Critical Incident Response

1. School reports incident
2. Ring “000” If required
3. School principal, CSO representative or designated Staff
4. Critical Incident Management Team Contacted
5. Operations/ Safety Leader
6. Planning Leader
7. Logistics Leader
8. Agency Liaison / Public Information Leader
9. Response plan developed
10. Staff Meeting
11. Implement plan
12. End of day staff meeting with all staff, including CIMT, office staff etc.
   Principal/or other CIMT member to lead
13. Principal CIMT meeting for review and evaluation
14. Ongoing follow-up
15. Evaluation and CIMT debrief & Review & Recommendations
16. Learnings and information relayed to CSO/Centacare for further management and consideration
Appendix 2 - Critical Incident Management Team (CIMT)

Principal/ or CSO Representative

Operations/ Safety Leader
- Student Supervision
- Transportation/ Traffic Control
- Site/School Security
- Student Wellbeing Committee
- Centacare
- Traffic Control

Planning Section Leaders
- Documentation/Recorder
- Sacred Spaces/Prayer/Liturgies
- Finance & Administration
- Situation Analysis
- Psychological First Aid Team
- Medical/First Aid Triage

Logistics Leader
- Staffing/ Casuals
- Catering
- Communications
- Accommodation

Agency Liaison / Public Information Leader
- Media/Written
  Statements/ Information to parents & students
- Local Council
- Emergency Services
- Agency Support Services

Agency Support Services
## Appendix 3: Critical Incident Emergency Contacts

<table>
<thead>
<tr>
<th>Function/Service</th>
<th>Telephone</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External Contacts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency 000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ambulance (non urgent)</td>
<td></td>
<td></td>
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<tr>
<td>Local Fire Brigade</td>
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<tr>
<td>Local Police</td>
<td></td>
<td></td>
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<tr>
<td>State Emergency Services (SES)</td>
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<tr>
<td>Medical Practice/Doctor</td>
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<tr>
<td>Nearest Hospital</td>
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<tr>
<td>Poisons Information Centre</td>
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<tr>
<td>Local Council</td>
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<tr>
<td>Communication Company</td>
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<td></td>
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<tr>
<td><strong>Diocesan Contacts</strong></td>
<td></td>
<td></td>
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<tr>
<td>Catholic Schools Office</td>
<td></td>
<td></td>
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<tr>
<td>Centacare</td>
<td></td>
<td></td>
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<tr>
<td>Local Parish</td>
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<tr>
<td>Other Schools</td>
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<td></td>
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</tbody>
</table>
Appendix 4: Communications

1. Factual information is obtained about the incident.

2. The Executive Director of schools is informed.

3. The Parish Priest is informed.

4. Staff members are informed by the Principal (and/or Coordinator of the CIMT). A written report is given to ensure consistency of information.
   This statement would include:
   - Brief review of the facts about the incident
   - An expression of concern for those affected
   - A description of the school’s response and assistance being provided.

5. The Principal, in consultation with the CSO, becomes the contact for the media. In more serious cases comments to be avoided.

6. The Principal (and/or Coordinator of the CIMT) informs students in smallest possible groups.

7. A written statement to be given to office staff who handle enquiries. This to include:
   - Brief review of the facts about the incident
   - An expression of concern for those affected
   - A description of the school’s response and assistance being provided.

8. The Principal (and/or Coordinator of the CIMT) informs the parents. It will be necessary to inform school community by letter.
   Letter to include:
   - Brief review of the facts about the incident
   - An expression of concern for those affected
   - A description of the school’s response and assistance being provided.

9. The Principal (and/or Coordinator of the CIMT) contacts students, staff members or families of students who have been identified as at risk to:
   - Inform them of counselling services
   - Reassure them of the school’s support and prayers.
Appendix 5: Responses

Spiritual Response

1. Opportunities will be given to students and staff members for reasonable discussion of the incident in RE lessons.

2. If the incident involves a death in the school community and, at the discretion of the Principal, students wishing to attend and/or be involved in the preparation of the Mass or service should be invited to do so should the families want this. Funerals play an important role in helping people accept the reality of death and provide rituals for the shared experience of grief. Staff members directly involved with the deceased person should also be granted an opportunity to attend the Mass.

It may be satisfactory to have a prayer service or liturgy appropriate to the incident.

Provision of Counselling

It is important that those who are affected by a critical incident are allowed to deal with the incident using their own personal response mechanisms. There are also occasions when students, staff members and parents may require ongoing support. This support may require the provision of counselling.

1. If a death occurs, a plan will need to provide counselling opportunities for those members deemed to be at risk. Counselling support can be provided by:
   - EAP, Centacare, School Counsellor
   - CSO Support Personnel
   - Local agencies.

2. Counselling services may be required for an intensive period followed by support over the ensuing weeks or months.

3. If the counselling is to occur at the school, it is important that an appropriate venue be designated. This venue needs to be maintained until the intervention ceases.

4. The counsellor(s) need to meet daily with the Coordinator/Principal of the CIMT to provide evaluation and student/staff status of grief.

5. A final report needs to be submitted to the Coordinator/Principal.

6. At the discretion of the Principal (and/or Coordinator of the CIMT) opportunities for discussion of the incident may be provided within the school’s classroom timetables.
Appendix 5 (continued)
Guidelines for Staff

**DO**

- Keep phone lines open.
- Listen but don’t speculate on causes, outcomes etc.
- Follow the script given by CIMT
- Say, “I don’t know”.
- Attend the staff meeting to be informed.
- Keep calm and ask for support if needed.
- Let the designated person know if there is an appointment that needs to be cancelled, postponed.
- Work as a team and support one another.
- Notify the appropriate person if you encounter staff members or students who are not coping.
- Observe students to ensure that they do not use mobile phones, e-mail or attempt to leave the school.

**DON’T**

- Talk to the media or engage in discussions on social media sites.
- Talk to students before they are officially informed.
- Try to counsel students who are very upset.
- Allow students to be alone and unsupervised (in toilets, playground etc.)

**Practical ways to help a person ‘at risk’**

A teacher is not expected to be a counsellor. He/she may feel they don’t have the necessary skills but should realise that listening and taking the student seriously are the most important things that the teacher can do initially. If the teacher feels uncomfortable they should seek guidance from a member of the CIMT.

What a teacher should do:

- LISTEN AND SHOW EMPATHY
- BE SUPPORTIVE AND CARING
- TAKE THE SITUATION SERIOUSLY
- TRUST INTUITION
- SEEK CONSULTATION AND GUIDANCE
- STAY WITH THE STUDENT UNTIL FURTHER SUPPORT IS ACCESSED OR UNTIL THE STUDENT IS READY TO RETURN TO CLASS OR THE ACTIVITY.
Appendix 6: Statements for Media/Staff/Students/Parents

Who

What

Where

When

How

Present Situation

Action

Special Requests

Next Information Update Time
Appendix 7: Agendas for Meetings

Agenda for Initial Meeting of Critical Incident Management Team

PRAYER

OVERVIEW OF THE INCIDENT (Principal)

GATHERING OF INFORMATION

List those likely to be most affected and allocate members to monitor/inform:
- Class or Form
- Teachers
- Friends
- Other Schools

REFER TO THE CRITICAL INCIDENT MANAGEMENT PLAN

CLARIFY ROLES

ALLOCATE ROOMS AND STAFF/CLASS CHANGES

- Group/Class/Year Meetings: Who and Where
- Time Out
- Refreshments
- Media

DEVELOP STATEMENT TO BE PROVIDED TO STAFF

DEVELOP STATEMENT TO BE PROVIDED TO STUDENTS (WHERE IDENTIFIED AS APPROPRIATE)

REVIEW DRAFT AGENDA FOR STAFF MEETING

SET DATE AND TIME FOR NEXT MEETING

Agenda for Meeting With All Staff

PRAYER

OVERVIEW OF THE INCIDENT (Principal)

REMINDER OF STAFF RESPONSIBILITIES

- Do’s and Don’ts
- Grief Reactions
- Role With Students
- Support people in the school
- Critical Incident Management Plan Roles
- Class/Year Group Meetings: Who and Where
- Time Out Spaces For Student And Staff

THANK YOU TO STAFF FOR EFFORTS AND SUPPORT

UPDATES – in the staff room at the beginning and end of each day

QUESTIONS
Appendix 8: Sample Letters

Sample Letter – Student Death

Date

Dear Parents,

It is with great sadness that I write to inform you that yesterday one of our students, (insert name here) was tragically killed/died suddenly in. ........................................ We have spoken to (insert first name here)'s parent/s and offered them the heartfelt sympathy of our whole school community as well as any support or help we are able to give.

We have been reassured by the care and concern demonstrated by students, teachers and parents in the support offered at this difficult time. To assist everyone in the following days we are able to call on the support of the school’s pastoral care and wellbeing support system which involves school staff, CSO staff and Centacare support staff.

Your child may be affected by (insert first name here)'s death in many different ways. Reactions may include not wanting to go to school, crying, lack of concentration, anger, wanting to be alone, sleeping or eating problems and not wanting to talk. If you are concerned about your child, please contact (insert name here) our school (insert title of the person here) on (insert telephone number here) who will be able to provide you with advice and connect you and/or your child with appropriate support.

There is no doubt that we have all been saddened by this event. Every effort is being made to support the children at school and I feel sure you will be doing the same at home.

Although your sons and daughters may be affected by the death of our student, it would be best for school routine to continue as normally as possible and for students to attend each day. Our Pastoral Care and Wellbeing Support Team will be available to students, staff and families to assist the routine and structures to be maintained and to offer time and support to all as required.

________________
School Principal
Date

Dear Parents,

Today we received some sad news about one of our teachers. As many of you will know (Insert teachers name here) has not been well and tragically he/she died yesterday.

We have talked with all the children at the school and have had Catholic Schools Office staff, Centacare School Liaison and Family Support Services Worker attend to provide support to staff and students as required. The staff at the Catholic Schools Office, Centacare School Liaison and Family Support Services Workers will also be available to staff and families to provide advice and/or support as required.

Your child may be affected by the loss of their teacher and common reactions you may notice include crying, not wanting to talk, wanting to talk, anger, lack of concentration, sleeping or eating problems and wanting to be alone. Whilst it is important to attend to your children’s needs, it would be best for school routine to continue as normally as possible and children should continue to attend school.

If you are concerned about your child or if you would like to speak to a member of our Pastoral Care and Wellbeing Support Team, please contact me on (insert telephone number here) and assistance can be arranged. Please feel free to talk with me at any time.

_________________

Principal
Dear Parents,

We were all very saddened to hear of the death of our student/teacher (insert name here). I have contacted (insert name here)’s family and expressed sympathy on behalf of our school community. I have also offered support to the family and this extends to all students, staff and families within our school.

We remember (insert name here) fondly for (briefly outline qualities of the person, eg: his great sense of humour/caring and loving nature etc). Our heartfelt sympathy goes out to the family and friends of (insert name here).

Continue with normal newsletter items.
Appendix 9: Conclusion of implementation

1. Debriefing: parent and staff closure

After the re-establishment of student boundaries it is essential that the parents and staff be formally
debriefed thus bringing closure to the critical incident.
Procedures to debrief staff and parents would include:

- a formal meeting with professional input be given by an appropriately qualified presenter
- question time be arranged, for example, a forum be set up to address any unanswered queries that parents or staff members have; one session for parents, another for staff; each session provide an opportunity for those in attendance to seek additional information, join a support group, or express their concerns

The debriefing should be concluded within three weeks of the establishment of the Critical Incident Management Plan.
Appendix 10: Postvention Phase

1. Monitoring on-going grieving

It is important that the school personnel realise that the aftermath of a critical incident may be long lasting, and individuals will differ considerably in the time it takes them to work through their feelings.

Special counselling may be required on an individual basis as long as there is a demand. Contact with significant counselling personnel needs to be maintained in the event of need for referral should a student or staff member be having difficulties, long after the event.

Certain situations, such as sporting events, birthdays, the anniversary of the event itself, may awaken distress. The school must be prepared to reintroduce additional assistance as required and provide opportunities for in-service and training if these be deemed appropriate.

2. Evaluation of Critical Incident Management Plan and Team Roles

Evaluation is an essential part of Post Intervention. The coordinator needs to do this following the re-establishment of student boundaries and staff and parent debriefing.

This formal evaluation would provide opportunities for feedback on the strengths and weaknesses of the plan. Such feedback could be sought from representatives of the school community, specifically the Principal and school executive, members of the CIMT, support teams, as well as a sample group of teachers, parents and students (as deemed appropriate).
Appendix 11: Critical Incident Report Form

One copy to be sent to the
Executive Director of Schools.
Second copy to be retained
for School Files.
Name of School: ________________________________________________________
Name of Principal: ________________________________________________________
Telephone Number: ________________________________________________________

Brief Summary of Incident

(Indicate where, when, who, why, as appropriate)

Signed: ___________________________________________________________________
(Principal)

Date: ____________________________________________________________________
Appendix 12: Management of a Critical Incident for Students Away From School

In the event of a critical incident occurring at a location away from the school, but involving school personnel, the staff member in charge should:

- Ensure the safety of students and staff, without exposing him/herself to unreasonable risk.
- Assess his/her authority with the school group, calmly re-assuring them that the adults are in control.
- Ensure that all students and staff stay together and as soon as possible complete a roll call.
- Follow the instructions given by the venue management in implementing its emergency plans, as long as these do not conflict with the school’s guidelines.
- Advise the emergency services personnel of students or staff who are unaccounted for.
- Advise the Principal, as soon as possible, of the events. A full account of what happened, implications for students and/or staff members and the resources required to manage the situation, are all need to be provided. If required, the Principal is to contact parents.
- Inform parents of delays in getting back to school or home.
- Remain with the group until relieved of responsibility by the Principal or other nominated staff who may attend the scene of the incident.
- Support personnel to attend the location of the students/staff needs to be arranged. Who does this? Centacare/CSO - partnerships with agencies, other Centacare offices etc.

Critical Incident management team will be in place that he school
Appendix 13: Grief Reactions

It is important to realise that the feelings people experience when they are bereaved are healthy, normal and part of the healing process. Failure to express these feelings will often lead to more intense reactions, including physical illness. There is evidence to suggest that when people do not receive support and permission to grieve openly, their experience of grief may be intensified and take place over a longer period.

The teacher’s role is to allow students to express feelings, concerns and questions. It may be necessary to replace some classroom lessons with discussion, writing or drawing activities designed to draw out personal responses. Teachers should not be afraid to share their own thoughts, fears and feelings.

A brief summary of grief reaction is:

- **Shock:** Initial reaction may be numbness and inability to function normally.
- **Denial:** Particularly in the case of a sudden loss, disbelief.
- **Depression:** Needing to be alone more often than usual. Feelings of despair, hopelessness and worthlessness. Physical symptoms such as insomnia, lack of appetite, inability to concentrate etc. Need to accept that symptoms are normal and will pass with time.
- **Guilt:** Sometimes over lack of opportunity to let the person know that he/she was loved/needed.
- **Anger:** This may be directed towards God or other people.
- **Acceptance:** Adapting to the change in their life and being able to move on with their own plans.

Length of grieving varies with individuals. Time heals for most students. In the case of severe trauma including suicide, three months and a year have been identified as other stages where students are at risk. Staff may need to monitor students carefully at these times.

Some students may need longer-term help. Small groups established for support run by a counsellor, or the Seasons For Growth program, can be useful.
Appendix 14: Circumstances That Influence A Person’s Being Taken Beyond Their Coping Range and Factors That Influence A Person’s Emotional Range

The circumstances that influence a person’s ability to cope with a critical incident include:

- The level of involvement.
- The degree of personal threat.
- The duration of the perceived threat.
- The degree of danger to loved ones.
- The perceived level of the competency of self and others.
- The physical and emotional state of the individual.
- The person’s previous experience or involvement in critical incidents.

Factors that influence a person’s emotional range include:

- The existing stressors the person is dealing with and how well he or she is coping.
- Past crises and how effectively they have been resolved.
- The recovery time since a previous crisis.
- The number of previous crises experienced without adequate recovery time.
- The amount and type of assistance available throughout those crises.
- The degree of connection with family and friends.
Appendix 15: Liturgy/Prayer Resources