

**05** RECEs Pioneering  
CPL Portfolio Cycle

**07** CPL Portfolio Cycle Resources  
to help get you started

**09** Dual Relationships  
Examined

# connexions

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early childhood  
educators



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### **About this Publication**

The College of Early Childhood Educators regulates the profession of early childhood education in the public interest and works towards its vision of a profession in which all members accept responsibility for practice excellence. Published twice a year in Toronto, ON, Connexions provides members and the public with College and sector news along with regular features on the early childhood education profession.

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**Darlene Edgar**  
**RECE**  
President

Since the inception of the College, I have been inspired by the fabulous people I have had the opportunity to meet with across the province. My entire career has been wrapped around being an early childhood educator, and I am thankful that registered early childhood educators are recognized as the professionals that we have always been. As a professional, continuous learning throughout our careers solidifies our pursuit of new knowledge and understanding in how to better serve the children, parents, colleagues and communities that we work with every day.

Each one of us has a career path that will take us many places. Using the tools of the Continuous Professional Learning (CPL) program will assist us in reaching those places. I challenge you to think about the work that you are doing today and that you want to do in the future and use the CPL program to guide your career. The new program is a fabulous tool to use to help you consider what your career needs are for today and how you can shape a plan for the future.

As a Director of Children's Services for a municipality, I am using the CPL program as a guide to follow my passion of learning more about naturalized playgrounds. I have a vision of children exploring a natural environment, so that they can realize the beauty of our world. I have engaged colleagues in my pursuit, searched out articles on the subject, met with content experts and participated in professional development sessions to grow my knowledge.

When you are passionate about something, developing new ideas and practices is not a difficult journey, but one to embrace and blossom with. I hope you each find what you are passionate about and grow and learn and celebrate what we can all do together...be the best registered early childhood educators we can be, for ourselves and the people we serve!

Cheers,

A handwritten signature in black ink that reads "Darlene Edgar". The signature is written in a cursive, flowing style.



**Beth Deazeley**  
Registrar & CEO

I'm not a big believer in New Year's resolutions. Not because I don't believe in making changes and improvements (far from it!) but because I believe in an ongoing process of self-reflection. As we complete one set of goals, we are already laying the foundations for the next ones. And as we move forward, we re-assess in response to our changing environments to ensure that we continually learn and grow.

However, in our busy lives, it is worthwhile to set aside some time to appreciate the things that we have achieved, and think about our future direction and how we plan to move toward it. And the New Year can be a good reminder of that.

As early childhood educators, you are reflective practitioners who enhance your professional skills and judgement on a daily basis through your interactions with children, families and colleagues. The Continuous Professional Learning (CPL) program, introduced by the College last year, is unique in that it is rooted in the concept of self-reflection. The CPL program was designed by RECEs to support RECEs by providing an easy-to-use framework for planning, tracking and reflecting on learning-related activities.

Like you, the College and its Council are also engaged in self-reflection as we move towards the completion of our current three year strategic plan and identify the priorities that will guide our work from 2018 to 2021. To maintain the privilege of self-regulation, it's critical that the College continues to identify opportunities to enhance protection of the public interest, and support excellence in the practice of early childhood education.

So, as you begin the New Year, take some time to reflect and ask yourself what actions you can take to achieve the professional growth that will take your career—and the children in your care—to new heights. I look forward to seeing the amazing things we are all about to do.

Best wishes,

A handwritten signature in black ink that reads "B. Deazeley".

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# Conversations with RECEs Pioneering the CPL Portfolio Cycle

RECEs Ida Kouesso and Geneviève Verreault began their CPL Portfolio Cycle in September, the month of their renewal. The CPL Portfolio Cycle is a two-year professional learning process that members will repeat throughout their careers. Learn firsthand how your peers are enhancing their practice through the CPL Program.

## Q: How did you approach the Self-Assessment process?

Ida: I began by reading the CPL Portfolio Cycle Handbook and then completed the Self-Assessment Tool by hand. Initially, I wrote down some points, and then added more information on a few separate occasions. For the brainstorm sections in parts 1 and 2 of the Self-Assessment Tool, I kept my handbook with me so that I could enter information during and after work hours as ideas came to me. Later, I downloaded the Self-Assessment Tool from the College's website and transferred my notes into the electronic document.

Geneviève: First, I looked at the guide, and then I went to the website to look at the resources available. To complete parts 1 and 2, I decided that I would block off one morning to work on them, this took me about three hours to complete. A week later I reviewed my responses to these sections to determine my priorities and goals. I also looked at the CPL Portfolio Examples to see how they were completed. It took me about two hours to create my plan.

## Q. Have you accessed any of the College's CPL Resources?

I: Yes. Before receiving my handbook I went to the College's website and reviewed the resources and FAQs. They helped me understand the process and what was expected of me.

G: Yes. I went to the website and reviewed all the resources before I began. I found the portfolio examples the most helpful. The format helped me understand the structure of the program, and guided how I completed the Self-Assessment Tool, and worded my goals.



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Ida Kouesso is an Ottawa-based RECE. Currently a supply teacher for the *Conseil scolaire du district catholique de l'Est de l'Ontario* in the full-day kindergarten program, Ida also ran her own home-based child care.

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Geneviève Lanoix-Verreault is an RECE in Wawa, Ontario. An RECE since 2015, she is a supervisor at *Superior Children's Centre*. Geneviève's previous career was as a teacher.

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📧 Nominate an RECE you'd like us to have a conversation with by sending an email to [communications@college-ecce.ca](mailto:communications@college-ecce.ca) or call 1 888 961-8558 ext. 294.

**Q: How did you find the experience of goal setting? Do you know what your goals are?**

I: Two goals came to me right away. One is to prepare children for kindergarten through activities that will help with their transition into a school setting, and the second focuses on communication with parents. I also shared my goals with colleagues, and invited them to connect with me when they're doing their reflection and planning process.

G: Having completed self-assessments previously, I felt comfortable with goal setting. This is my third time completing a process like this. In comparison to past self-assessments that I have completed, I didn't feel that this was too much work, and I liked that the process was flexible and allowed me to select goals and learning activities that worked for me. I also found the CPL Portfolio Examples helpful – they gave me an idea of how I could structure my goals.

I am currently on leave from my centre, so for me it is a priority to keep up-to-date with what's been happening while I am away. As well, being a supervisor, it was important to me to have goals that support my work with my colleagues.

**Q: Did the self-assessment help you make links between your practice and the Code and Standards?**

I: Yes. The process really helped me review the Code and Standards and reflect on my actual lived and anticipated experiences. I self-evaluate every day in my head. For example, after an interaction with a child or parent, I think about what I did, why, and whether there were any opportunities to improve. With this CPL process, my self-assessment is now documented. It gives me an opportunity to go back and reflect on my experiences and progress at a later time.

G: Yes. Completing parts 1 and 2 of the Self-Assessment Tool helped me make connections to my current practice. I could see how the goals I had in mind linked to the Code and Standards as I completed the reflection. I have read the Code and Standards before, but this process allowed me to get better acquainted with the document, and to pause and reflect on it.

**Q: How did you find the process of deciding on the learning activities you will take part in?**

G: I found this part the most challenging. Initially, I thought that the activities had to be in the form of webinars or readings, whereas I wanted activities that were more action-oriented. I was also looking for activities that would help me stay current with the changes taking place in the field. However, after going back and looking at the CPL resources, in particular the [CPL activities web](#), I realized that there were many different types of activities that I could complete including activities that were action-oriented. I also realized that the activities were flexible, and based on my learning needs. ■

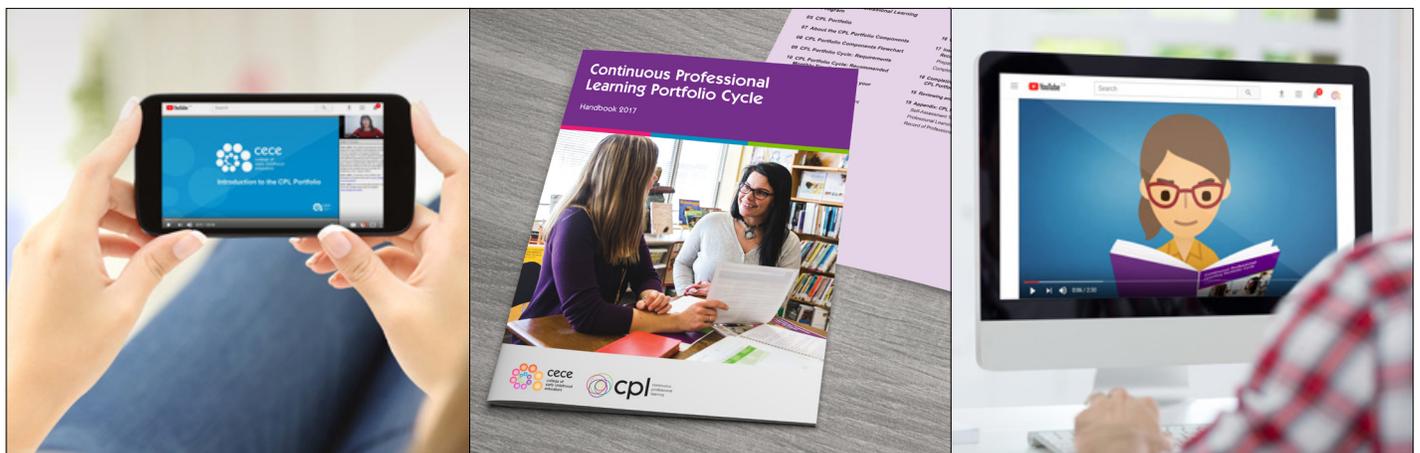


**Next steps for Ida and Geneviève: Participate in their planned learning activities.**

Recommended CPL Portfolio Cycle timelines are available on the [College's website](#).

Early childhood education is a dynamic profession that is undergoing significant change and is evolving. To stay current in their professional practice, RECEs are required to participate in the Continuous Professional Learning (CPL) program throughout their careers. The College has developed resources to support RECEs on this journey. Each resource is designed to help them prepare, plan and begin completing their own CPL Portfolios.

## Getting Started is Easy



### Attend a Live CPL Portfolio Webinar

You're not in this alone. In your membership renewal month, you'll be invited to attend a **live** CPL Portfolio Cycle webinar, hosted by College staff. In this optional webinar, you'll receive a walk-through of the CPL Portfolio Cycle and have your questions answered, to get a jump-start on your portfolio cycle. You will also receive a link to a **recording of the webinar** to view on your own time.

### Use the CPL Portfolio Cycle Handbook

In your membership renewal month, you will receive the [CPL Portfolio Cycle Handbook](#) in the mail.

The handbook provides information about what RECEs must do and at what time. It also provides tips and suggestions to support an understanding of how to complete the portfolio process.

### Watch the NEW CPL Portfolio Cycle Video

Watch the two-minute animated video that guides you through the components of your CPL Portfolio Cycle.



## Inspiration is only a portfolio away

Check out these examples of continuous professional learning journeys.

*Charlene works in a licensed child care setting, Stefano works in a kindergarten program and Linda is a professor of early childhood education.*

These sample portfolios may inspire you as you prepare your own CPL Portfolio.

Each sample portfolio includes a completed:

- Self-Assessment Tool
- Professional Learning Plan
- Record of Professional Learning.

## Snapshots of CPL Portfolios

*Genevieve is a supervisor in a family support program. Maria is a home child care provider. Riki is a resource consultant.*

These short one-page profiles provide a snapshot of an RECE's portfolio.

Each profile features:

- One goal identified through the self-assessment tool
- Several professional learning activities
- Documentation of learning and next steps.

## Reflective Practice and Self-Directed Learning Resource

To help you get started, consider using this resource before you begin your CPL Portfolio. It explains two fundamental aspects of both professional practice and the CPL Portfolio, reflective practice and self-directed learning. Refer to this resource to support you throughout your two-year portfolio cycle. ■

### Quick Tips

- Review the [CPL Portfolio Cycle Handbook](#), paying particular attention to suggested timelines (see page 10) for completing the three components.
- All [CPL program information](#) is available on the College website.



## What is a Dual Relationship?

A dual relationship is simply two relationships that you have with one person. To understand it more formally, the *Code of Ethics and Standards of Practice* defines a dual relationship as occurring “whenever RECEs, in addition to their professional relationship, have one or more other relationships with a child under their professional supervision, the child’s family, a colleague or a supervisee. These other relationships may occur prior to, during, or following the professional relationship.”

Simone’s close friend asked her if there was space in the home-based child care program she’d been running for more than 10 years. Because they’d been friends since high school, her friend’s daughter was more than welcome to join her program. Several months later, hourly “check-in” texts and an extensive list of specific food requests were causing challenges for Simone. Despite a conversation about these challenges, tension began to build between the two long-time friends.

Developing positive relationships is fundamental to the practice of registered early childhood educators (RECEs). Challenges to positive relationships can arise, however, when dual relationships are introduced into it.

## Common Types of Dual Relationships

**Familial:** An RECE’s own child or family member is part of their workplace setting, which results in two relationships—professional and familial—with a child, a colleague or supervisee in their workplace.

**Business:** An RECE has a business relationship (exchange of money or services) with a child’s family member, a colleague or supervisee outside of the workplace setting, which results in a professional and business relationship with that individual.

**Personal:** An RECE has two relationships—professional and personal—with a child’s family member, a colleague or supervisee. Personal relationships exist when an RECE has a friendship or romantic relationship with a child’s family member, a colleague or supervisee outside of the workplace.

**Use Professional Judgement, Assess Risks & Take Action**

Developing appropriate, caring and responsive professional relationships with children and families should not suffer as a result of excessive worry or concern about entering into a dual relationship. Your ability to use good professional judgement, assess risks and take action will support you in maintaining high quality professional relationships.

**Your Professional Judgement**

This is informed by the following:

1. Ethical and professional standards (see *Code of Ethics and Standards of Practice*)
2. Professional knowledge and experience (professional judgement and decision-making skills)
3. Reflective Practice (think critically about your daily practice and the impact of your choices and actions)

**Assess Risks:** One of the risks of maintaining a dual relationship is the potential for it to impair your judgement.

- When your relationship interferes with your ability to effectively guide, direct and mentor a child in your care, your professional judgement has been compromised.
- Reflect, assess and re-assess your practice decisions and behaviours to improve the quality of your professional practice, integrity and identity as an RECE.

**Take Action:** Manage your dual relationship by taking proactive steps now and in the future as your relationship grows or changes.

- Identify what, when and where the dual relationship is occurring
- Use your professional judgement to ensure you are placing the best interest of children and families first

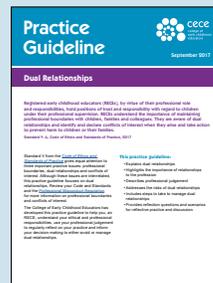
- Review written policies and document your dual relationships, including the steps taken to address identified risks
- Take steps to end a dual relationship if it could lead to the following:
  - Impairment of your professional judgement
  - Risk of harm to children
  - Boundary violation
  - Conflict of interest

**Dual Relationship Reflection Questions**

1. Have I reviewed my workplace’s dual relationship policy recently?
2. How do I take action to continually assess and re-assess my dual relationship and associated risks?
3. How can I avoid a dual relationship?
4. Did I create any additional dual relationships as a result of my primary one?
5. What factors lead to the development of my dual relationship?

**Learn More...Download Now!**

**Practice Guideline on Dual Relationships** 



- Provides a framework for addressing and managing dual relationships
- Filled with practical information based on real situations
- Case studies that help RECEs identify, assess and manage dual relationships – or avoid them altogether



Practice Matters features questions regarding the College and the early childhood education profession. The College's Director of Professional Practice, Melanie Dixon RECE, and the Professional Practice team address issues that members face and apply the *Code of Ethics and Standards of Practice* to various situations.

## Q: What do I need to know about the new Code of Ethics and Standards of Practice?

The revised Code and Standards released in 2017 reflects the ongoing evolution in how the sector talks and thinks about the practice of RECEs. The new Code and Standards now places a greater emphasis on:

- Leadership
- Relationships
- Well-being
- Learning environments
- Current pedagogical approaches
- Value of communication and collaboration

## Each Standard of Practice now features the three elements below.

1. *Principle* – Provides a summary of the Standard
2. *Knowledge* – Identifies the knowledge RECEs must possess
3. *Practice* – Outlines the skills, actions and behaviours RECEs must demonstrate

## Notable Additions

### Continuous Professional Learning (CPL):

The Code and Standards now explicitly names the CPL program as an expectation for all RECEs. Ethic C states that *“RECEs value lifelong learning and reflective practice and engage in the CPL program.”*

In addition to this, Standard IV identifies ongoing learning as essential to high quality evidence-informed practice.

*“RECEs practise within the parameters of their professional knowledge and competence. Prior to engaging in new or specialized areas of practice, or returning after a substantial time away from an area of practice, RECEs assess their knowledge and competence and seek appropriate training, ongoing professional learning or other support”* (Standard IV: C.12).



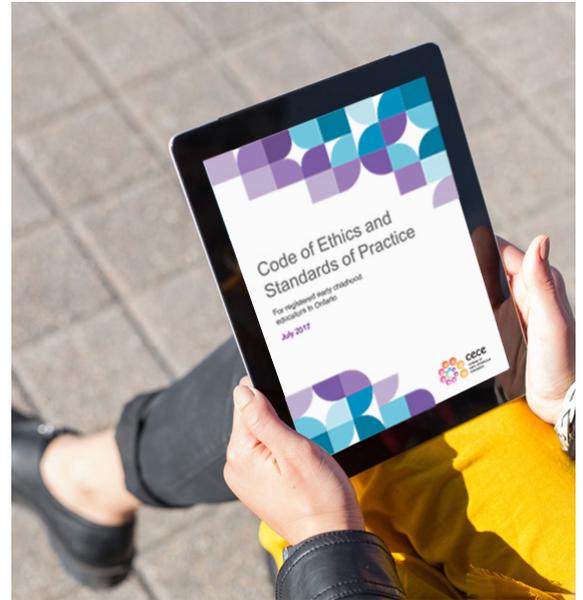
Photo: Tanya Woods RECE

Do you have a Professional Practice question? Email [practice@college-ecce.ca](mailto:practice@college-ecce.ca) for more information.

**Social Media:** With the increasing professional and personal use of social media platforms, RECEs need to ensure consent is obtained from families before posting any image or information about a child in any format, including, but not limited to social media (Standard VI: C.3). RECEs must also ensure that their communications with children, families and colleagues remain professional and that professional boundaries are maintained when using social media (Standard V: C4).

**Leadership:** RECEs are leaders who support and collaborate with colleagues and model professional values, beliefs and behaviours at all times. The Code and Standards now puts increased emphasis on leadership and identifies all RECEs as leaders. *“RECEs engage with their professional community through activities such as participation in research, associations, committees, or professional networks, or by acting as a role model or mentor”* (Standard IV: C.7).

**Duty to Report:** The Code and Standards (Standard VI) now clearly outlines that RECEs *“are recognized by the ‘Child and Family Services Act’ as being in a unique position to recognize the signs of child abuse...and have a particular duty to report their suspicions”* (Standard VI: B.4). An RECE’s duty to report takes precedence over any policies and procedures that may exist in their workplace (Standard VI: B.5).■



### Put the Code and Standards into Your Daily Practice:

- Review the new **Code of Ethics and Standards of Practice** to ensure you are familiar with your ethical and professional responsibilities.
- Check out the College’s [website for resources](#), such as practice guidelines and case studies that can help you apply the Code and Standards in your daily practice.

The Discipline Committee hears matters regarding allegations of professional misconduct and/or incompetence. When it makes a finding of guilt, a summary of its decision and reasons must be published in the College's publication, *Connexions*. This section contains the most recent summaries.

## Discipline Committee Order:

- Revoke Brian Robinson's Certificate of Registration (registration number 21135)

**Allegation:** It was alleged that Brian Robinson abused physically, sexually, verbally, psychologically or emotionally a four-year-old child under his professional supervision. The alleged sexual abuse took place at the school in a room adjacent to the junior kindergarten classroom when Mr. Robinson and the child were alone in the room.

**Finding:** A panel of the Discipline Committee found Robinson guilty of multiple violations of the professional misconduct regulation (Ontario Regulation 223/08). Of particular note, Robinson was found guilty of sexually abusing a child under his professional supervision.

**Penalty:** The panel directed the College's Registrar to revoke his College Certificate of Registration. In its decision the panel stated, *"The Member has been found guilty of a particularly egregious act, sexual abuse against a very young child. The panel takes its role of protecting the public interest very seriously and strives to protect very young children, the most vulnerable of populations who are under the care of the College's members."*

Members are entitled to pursue a vigorous defense of any allegations against them. In this case, the panel ruled against Robinson on all allegations and determined that *"the membership should not have to pay for an individual member's professional misconduct."* The panel ordered Robinson to pay \$257,353.76\* towards a portion of the College's costs in prosecuting the matter.

*\*Robinson is currently appealing the costs award.*

## How Can I Find Out More Details?

Full decisions are posted on the [College's website](#). There is also a notice below each Member's name on the College's public register. This means that there are permanent, public records of the Committee's decisions.

**Discipline Committee Order:**

- Suspend Ashley Morrison's Certificate of Registration for two months (registration number 25732)
- Terms, Conditions and Limitations on Certificate of Registration that includes mentorship

**Agreed Facts:** Ashley Morrison was supervising a child who she placed in a high chair without security straps. The child fell out of the chair, which resulted in a nose bleed. In the incident report, Morrison claimed the child tripped, but she later admitted she lied. A revised report with the actual details was resubmitted.

**Finding:** A panel of the Discipline Committee found Morrison guilty of multiple violations of the professional misconduct regulation (Ontario Regulation 223/08). Of particular note, Morrison failed to supervise a child under her professional supervision, and signed a document in her professional capacity that she knew was false.

**Penalty:** The panel ordered that Morrison's Certificate of Registration be suspended for two months. In addition to the suspension, the Panel directed the Registrar to impose terms, conditions or limitations on her Certificate of Registration that include a requirement for Morrison to enter into a mentor relationship with an RECE mentor pre-approved by the College. *"Ordering the Member to participate in a formal mentor relationship with a pre-approved mentor is intended to bring her practice in line with the acceptable College standards, encouraging her to remediate and apply her knowledge and professional skill set."* While Morrison made the mistake of falsifying an incident report, Morrison did everything she could to rectify the situation after being confronted with her wrongdoing; had she not done this, her penalty could have been more severe.

**How Can I Find Out More Details?**

Full decisions are posted on the [College's website](#). There is also a notice below each Member's name on the College's public register. This means that there are permanent, public records of the Committee's decisions.

**Discipline Committee Order:**

- Revoke Mark Lehtonen's Certificate of Registration (registration number 24543)

**Agreed Facts:** Mark Lehtonen was convicted of extortion, possession of child pornography, unauthorized use of a computer, voyeurism, one count of possession of property obtained by crime and breach of recognizance. He had threatened to expose nude photos of a 17-year-old girl if she did not provide him with more photos. Police found that he had electronic devices containing child pornography and charged and released him on bail. Lehtonen breached this bail condition when he attended a children's play centre. Lehtonen also accessed a female acquaintance's email account and videotaped her without permission.

**Finding:** A panel of the Discipline Committee found Lehtonen guilty of multiple violations of the professional misconduct regulation (Ontario Regulation 223/08). In particular, he contravened a law that was relevant to his suitability to hold a Certificate of Registration with the College, and could cause a child under his professional supervision to be put at risk.

In its decision the panel stated, *"Mr. Lehtonen's actions have demonstrated overall disregard for the welfare of children, thereby putting children at risk. The Committee finds these offences to be most serious and intolerable, making Mr. Lehtonen totally unsuitable to be in a position of trust and authority over children."*

**Penalty:** The panel revoked Lehtonen's Certificate of Registration with the College. The panel noted that, *"Anyone who possesses child pornography perpetuates the abuse of children and must be dealt with severely."*

To maintain public confidence and trust in the College and its members, it was of great importance for the College to ensure that Lehtonen never worked again as a registered early childhood educator. As part of the plea agreement, Lehtonen agreed to never re-apply to the Registrar or the College for a new Certificate of Registration.

**How Can I Find Out More Details?**

Full decisions are posted on the [College's website](#). There is also a notice below each Member's name on the College's public register. This means that there are permanent, public records of the Committee's decisions.

**Discipline Committee Order:**

- Suspend Sophia McKenzie's Certificate of Registration (registration number 15780) for five months
- Terms, Conditions and Limitations on Certificate of Registration include an educational course in professional supervision

**Allegation:** Sophia McKenzie was supervising a group of children in a toddler class. While under McKenzie's supervision, three children made their way to a busy road; one child was nearly hit by cars when he ran across the road. A member of the public returned the children to the child care centre.

**Finding:** A panel of the Discipline Committee found McKenzie guilty of professional misconduct contrary to the professional misconduct regulation (Ontario Regulation 223/08). Of particular note, she failed to:

- adequately supervise children under her professional supervision
- observe and monitor the learning environment
- anticipate when support or intervention was required

The panel stated that, *"The Member failed to adequately supervise the children in her care, exposing them to physical risk. Her behaviour, which falls short of meeting the professional standards required of her, has caused members of the public to question the professionalism of early childhood educators."*

**Penalty:** The panel ordered that McKenzie's Certificate of Registration be suspended for five months. In addition to the suspension, the panel directed the Registrar to impose terms, conditions and limitations on her Certificate of Registration that includes a requirement for McKenzie to complete an educational course in professional supervision pre-approved by the College. The panel noted that an educational course would, "...reinforce the importance of being vigilant while supervising children and will facilitate the Member's rehabilitation as an early childhood educator."

Members are entitled to pursue a vigorous defense of any allegations against them. In this case, the panel ruled against McKenzie on all allegations and determined that, "...it is unfair to have the dues of all members of the College pay for the cost of a hearing when a member is found to be guilty of professional misconduct." The panel ordered McKenzie to pay \$33,333\* towards a portion of the costs of the hearing.

*\*McKenzie is currently appealing the costs award.*

**How Can I Find Out More Details?**

Full decisions are posted on the [College's website](#). There is also a notice below each Member's name on the College's public register. This means that there are permanent, public records of the Committee's decisions.

**Discipline Committee Order:**

- Suspend Karla Coleman's Certificate of Registration (registration number 20035) for five months
- Terms, Conditions and Limitations on Certificate of Registration which includes mentorship and completing an educational course in behaviour guidance and supporting children with exceptionalities

**Agreed Facts:** Karla Coleman was supervising a group of children when a seven-year-old boy caused a disturbance and struck an educator. Coleman pushed the child to the floor, pressing his face into the carpet. The child told Coleman that she was hurting him, but she did not stop. Coleman also ignored staff requests to use less force and to let another educator step in.

**Finding:** A panel of the Discipline Committee found Coleman guilty of professional misconduct contrary to the professional misconduct regulation (Ontario Regulation 223/08). Of particular note, she verbally and physically abused a child under her professional supervision.

*"The panel finds that Ms. Coleman's pattern of verbal and physical abuse, inappropriate language, rough and aggressive tone and behaviour towards the child was unacceptable and reprehensible. She did not consider the effect of her actions during this incident on the other children present in the classroom. Also, by declining assistance from other educators in the classroom when it was offered on two separate occasions during the 30 – 45 minutes that the incident lasted, the Member disregarded and disrespected her professional colleagues. The panel finds the conduct of the Member in the circumstances, dishonorable, disgraceful and unprofessional and unbecoming of an RECE."*

**Penalty:** The panel ordered that Coleman's Certification of Registration be suspended for five months. In addition to the suspension, the panel directed the Registrar to impose terms, conditions and limitations on her Certificate of Registration that includes:

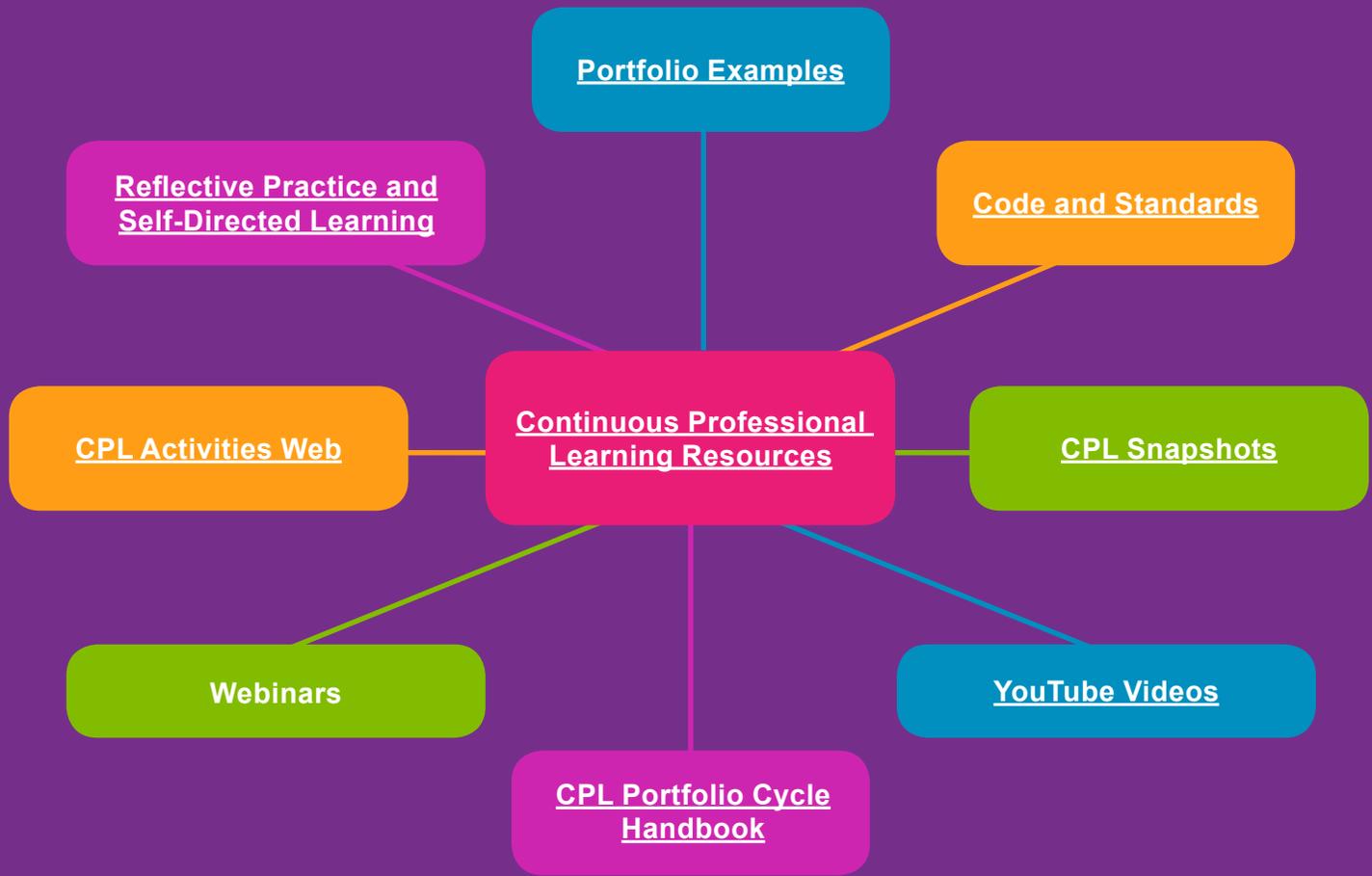
- (1) A requirement for Coleman to complete an educational course in behaviour guidance and supporting children with exceptionalities, pre-approved by the College, prior to returning to the profession of early childhood education.
- (2) A requirement that Coleman must enter into a Mentorship relationship with a mentor pre-approved by the College.

The panel ordered Coleman to pay \$2,500 towards a portion of the College's costs of the hearing. ■

**How Can I Find Out More Details?**

Full decisions are posted on the [College's website](#). There is also a notice below each Member's name on the College's public register. This means that there are permanent, public records of the Committee's decisions.

# Lots of CPL Portfolio Resources to Help You Get Started!



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