Monroe One Style Guide for Inclusive Communication

Last revised January 2024

INTRODUCTION

This guide is intended to facilitate inclusive communication and has been adapted from guidance created by the Capital Region BOCES. It is a living document, in that it will be updated as language and the needs of our school community evolve. The guidance in this document will be most effective as part of a larger cohesive strategy to ensure equity and inclusion within our BOCES.

While this document provides a general overview of some common terms, scenarios, and considerations that may arise in the school community, it is by no means exhaustive. Links to additional resources are provided throughout the document.

To suggest updates or to provide recommendations, please contact Communications@BOCES.monroe.edu

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ABILITY

Avoid language that ascribes a negative association to disability, mental illness, or addiction.

These include "blind spot," "a deaf ear." "a blind eye," "lame," "spaz," "crazy," and other words or expressions that stigmatize physical disability, as well as phrases such as "I'm so OCD about my schedule" or "this cake is like crack to me."
Avoid negative or demeaning language for people with disabilities, mental illness, or substance use.

Use neutral language when referring to someone's disability, injury, illness, or addiction. Avoid language that suggests suffering, affliction, or struggle unless that information is known and relevant to the information being shared.

Focus on language that is 'person-first' to emphasize the individual as a human being and view the disease, condition, or disability as only one part of the whole person.

Examples:

- Mr. Francesco **uses a wheelchair** (not "Mr. Francesco is wheelchair-bound")
- Andrea Navarro **has anxiety** (not "Andrea Navarro suffers from anxiety")
- They are **in recovery from addiction** (not "they struggle from addiction")

ⓘ **For more guidance:** *National Center on Disability and Journalism, Disability Language Style Guide; Publication Manual of the American Psychological Association, General Guidelines for Reducing Bias.*

Speak to audiences of all abilities.

Use language that is accessible to audiences of all abilities and cognitive levels. Avoid the use of jargon. Write in the active voice, using clear and direct language. Explain acronyms or other terms of the profession in plain language.

ⓘ **For more guidance:** *The Hemingway Editor provides a readability index and word count for any text.*

Structure information clearly.

Provide "sign posts" in your writing, such as subheadings, bullet points and other structural cues that allow readers to clearly follow the information being presented. Use these "sign posts" consistently throughout your content so that their significance can clearly be understood.
Avoid complex presentations of information (such as tables or complicated flow charts) if a plain text version would suffice. If a visual diagram is necessary, provide a written description of the information.
For digital content, use descriptive link text that clearly indicates where the user will be taken when they click the link.

Example:

- If linking to a document titled "Health History Form," use the words "Health History Form" as your link text, rather than "click here" or simply "Form").

Use accessible formats.

Present information as plain text (rather than as an attachment or download) where possible so that readers can scan and/or scale the content as needed on their device. Audiences may not be able to open, read or understand attachments such as PDFs, Powerpoints and Excel spreadsheets, depending on their ability, device and software access. Provide alt text for all images.

ⓘ **For more guidance:** *Visit Digital.gov or WC3's Introduction to Web Accessibility.*

IDENTITY

Use language that reflects what people call themselves.

Take the time to find out what words a person or group uses for their identities and experiences, rather than making assumptions. Match the descriptions each person provides for themself. However, do not include descriptions of race, gender, ability or age unless they are relevant to the information being shared. If you are writing or speaking about someone whose pronouns you do not know, try to "write around" the use of pronouns by using their name, rather than assuming which pronoun to use, or use "they" as a gender-neutral pronoun.

When meeting someone or introducing yourself, share your pronouns and ask the other person for theirs, such as, "Hi, I'm Ms. Li. My pronouns are she/her. What is your name and what pronouns do you use?"
Ask before using a title such as "Mr." or Mrs." when addressing an adult, such as, "May I call you Mr. Hernandez?" or "How would you like to be addressed?"
If you do not have the opportunity to ask about someone's title, consider using their full name in correspondence, such as, "Dear Raj Patel."

Use person-centered language unless otherwise indicated.

When talking about groups you aren't a member of, do not use an identity as a stand-in for a person or a group. Refer to "people with disabilities" instead of "the disabled;" "transgender people" instead of "transgenders" or "the transgendered;" etc. However, if someone self-identifies as "deaf" rather than "a deaf person," follow their lead.

Similarly, use racial and religious identification as an adjective, rather than a noun ("Black people" instead of "Blacks"), unless an individual or group identifies that way.

Be aware that one person's definition of disability may vary from the next.

Example:

- A person with autism may not consider themselves to be disabled, but may identify as autistic.

Choose visuals that accurately reflect the full diversity of your community.

Diversity encompasses far more than race. Your school community contains people of diverse ages, national origins, gender identities, sexual orientations, physical and developmental abilities, socioeconomic statuses, religious beliefs, parental and marital statuses, educational backgrounds, veteran status, citizenship, income, and employment.
Within your school community, you have educators and students with varied interests, tastes, fashions, personalities, and identities.

While no single image can capture the full range of diversity within your school community, each image becomes part of a larger story about the district.

While each school district contains a broad spectrum of beliefs, experiences and affinities, the imagery that you select should not overstate or misrepresent what that diversity looks like. Avoid tokenism, when a small number of people are repeatedly or prominently featured in such a way that suggests the district is more diverse in some areas than it may truly be.
When selecting images to use in your communications, consider the following questions:

- **Who is missing or excluded?** Can everyone see someone like themselves represented in these photos?
- **Would I want to be portrayed this way?** If this was a photo of me or someone I love, would I be okay with how they are represented?
- **Are any stereotypes being perpetuated in the photo I am using?** Am I depicting someone in the role our culture typically puts them in, or making a more unexpected choice?
- **Do these images accurately represent our community?** Does this look like a picture of my district? Does this combination of images truly showcase the types of diversity that are found in this community?

Write without stereotyping.

Be aware of stereotypes about race, gender, sexual orientation or physical ability. When writing about an individual who may be historically excluded, examine your writing for any descriptions that reinforce stereotypes. Ask yourself if you would write the same way about someone of a different race, gender, sexual orientation or physical ability. If the answer is “no,” that may be an indication that you are being influenced by stereotypes about your subject.

In the 1980s, sports journalists and fans often used different language to describe NBA stars Larry Bird and Magic Johnson. Bird was often characterized as "hard-working," while Johnson was described as "naturally gifted," reinforcing stereotypes about race. Other examples of this include: describing a person of color as "articulate," suggesting that someone of Asian descent is "naturally" skilled at math or science, or expressing surprise when a woman excels in a field that has traditionally been dominated by men, such as the construction trades.

ⓘ **For more guidance**: *Stereotypes and Biased Language, Purdue Online Writing Lab; Inclusive Language Guide, Colorado State University.*

Use specific (not coded) language.

Speak clearly and directly about expectations for students, and about students themselves. Terms such as "achievement gap," "underachieving" and "at-risk" can inaccurately portray the reality of the situation.

Seek precise language rather than vague terms or catchphrases.

Examples:

- It is more precise to say that your school district serves a majority of Black, Latinx and/or Indigenous students, rather than referring to it as a "minority" population.
- Referring to an "achievement gap" between Black and white students obscures the inequities that lead to disparate outcomes between privileged and less privileged students.

ⓘ **For more guidance:** *consult the National Association of Black Journalists Style Guide and the Disability Language Style Guide, and review A Guide to Coded Language in Education (content warning for language); Racial Justice in Education.*

FAMILY FORMATION AND SOCIOECONOMICS

Recognize diverse family formation.

In written and other communications, including forms and official documents, consider "parent/ caregiver" instead of "mother," "father" or just "parent." Consider whether it is appropriate to refer to "your child," knowing that the recipient of your communications may be a guardian who is not the parent of that child.

If your district recognizes celebrations such as Mother's Day and Father's Day, or hosts events such as "Doughnuts with Dads," ensure that other types of non-parental caregivers — including single parents, grandparents and non-related caregivers — are also honored and included.

Use language that is mindful of the pressures families may face outside of school.

For many households, weekends, breaks and time off school can be stressful, rather than fun or relaxing. When addressing families, take these circumstances into consideration when you are referring to what happens outside of school.

Your audience may include people who are unemployed, self-employed, required to work early mornings, late nights or weekends; receiving benefits; and transient or in unstable housing. Your audience may not have access to a backyard, vacations, a car, a private bedroom, a refrigerator or a stove.

Examples:

- A homework assignment can direct a student to read a book "outside of school with an adult," rather than "Read this book in your room at bedtime with your Mom or Dad."
- An end-of-year newsletter can wish families "a safe and healthy summer," rather than saying, "I'm sure we are all looking forward to some rest and relaxation."

Use person-first language about poverty and houselessness.

Use language such as "experiencing houselessness" or "experiencing poverty." Avoid terms such as hobo, needy, poverty-stricken, less fortunate, at-risk or impoverished.

Avoid reinforcing stereotypes about communities. Center the experiences of the people within a community, rather than an outsider's perspective of that community, when writing about it.

Be specific if writing about a block, neighborhood, community or population with regard to inequalities, rather than describing a neighborhood as "troubled," "run-down," "dangerous" or "the ghetto."

Example:

- "Valerie grew up on the East Side in the 1990s, at a time when many people in her neighborhood experienced poverty and unemployment."

ⓘ **For more guidance:** *read Harvard Kennedy School Shorenstein Center on Media, Politics and Public Policy, "Covering Poverty" and the LA Community Alliance explanation of "houseless instead of homeless"*

SEXUALITY AND GENDER

Understand and respect the difference between sexual orientation and gender identity.

The first four letters of the acronym LGBTQIA+ are used to describe the lesbian, gay, bisexual, and transgender community. The first three letters (LGB) refer to sexual orientation. The 'T' refers to gender identity.

Gender identity is your own, internal, personal sense of being a man, woman, or someone outside of that gender binary.

Sexual orientation describes a person's enduring physical, romantic, and/or emotional attraction to another person (for example: straight, gay, lesbian, bisexual).

Transgender people may be straight, lesbian, gay, or bisexual. For example, a person who transitions from male to female and is attracted solely to men would typically identify as a straight woman.

ⓘ **For more guidance:** *refer to Portfolio's 2018 release, "Navigating sensitive conversations about gender identity," and the Unitarian Universalist Association's "Sexual Orientation & Gender 101."*

Avoid the use of gender-specific terms unless relevant.

Seek out terms and titles that do not specify gender.

Examples:

- "**People**" (instead of "women and men")
- "**Children**" or "**students**" (instead of "boys and girls")
- "**Siblings**" or "**relatives**" (instead of "brothers and sisters")
- "**Partner**" or "**spouse**" (instead of "husband or wife")
- "**Firefighter**" and "**council member**" (instead of "fireman" or "councilman")
- When addressing a group: "**Folks**," "**guests**" or "**friends**" (instead of "you guys" or "ladies and gentlemen")

Avoid adding gender-specific modifiers to someone's profession or role. Use, for example, professor rather than female professor or nurse rather than male nurse.

Use ‘they’ as a singular pronoun.

When presenting a generalization or speaking in the abstract, use “they,” including as a singular pronoun, rather than choosing a masculine or feminine term.

Examples:

- "When a student enters our school, they are welcomed …" (instead of “he is welcomed” or “he or she is welcomed”).
- “Once our new teacher is in place, we will introduce them to the school community” (instead of “introduce him/her”).

ⓘ **For more guidance:** *consult GLAAD Media Reference Guide, 10th Edition.*

Avoid identifying members of the LGBTQ+ community without permission.

When referring to individuals, it is critical to ask permission when identifying them as a member of the LGBTQ+ community. This is critical in preventing anyone being ‘outed’ without their consent.

YOUTH AND AGING

Avoid references to age unless necessary and relevant.

If a reference to age is necessary, use specifics rather than generalizations ("older than 65" rather than "elderly," or "a grade-school student" instead of "a child").

Be aware of stereotypes based on age.

Ageist language may characterize someone as "feeble" when they are old, and "bratty" or "acting up" when they are young. Using fact-based descriptors to describe people and events can help avoid stereotyping and generalizations.

ⓘ **For more guidance:** *Young People and Ageist Language, Conscious Style Guide.*

STYLE AND FORMATTING

Important disclaimer:
While this section contains a list of words, the goal of our equity and inclusivity work is not to create a list of things we 'can' and 'cannot' say - it is to help us all as we learn how to pause and think about **how** we communicate and the **impact** of our words. That pause might sometimes lead you here to check your language.

RACE

AAPI
This acronym stands for Asian Americans and Pacific Islanders, but it is recommended to spell it out. Be mindful that the term Asian Americans is not a synonym for Pacific Islanders and vice-versa.

African American
Black (or Black American) and African American are not always interchangeable, and the person you are writing about or communicating to may have a preference. When in doubt, ask!

BIPOC
An acronym for Black, Indigenous, and People of Color, BIPOC is often used when referring to all ethnic and racial groups. Generally, you should use how a person self-identifies.

Black
Always capitalize when referring to race, culture, or ethnicity. Use as an adjective, not a noun.

black vs. white
In general, avoid using "black" and "white" to identify "bad" and "good." See examples in the DO NOT USE list on next page.

Caucasian
Stemming from a geographical reference point of the Caucasus region, it is an outdated term once used to categorize people based on the color of their skin, it should no longer be used to describe "white."

Latino, Latina, Latinx, Hispanic
Similar to African American, be mindful. While often used interchangeable, not all Latinos are Hispanic and vice-versa.

- *Hispanic*

someone who speaks Spanish OR is from a Spanish-speaking part of Latin America, the Caribbean, or Spain

- *Latino/Latina*

someone from Latin America or Latin American descent

- *Latinx*

a relatively new gender-neutral term, but don't assume someone identifies with the term - let them self-identify. Again, the person you're writing about may have a preference.

minority/minorities
Avoid using 'minority' or 'minorities' when speaking about or to a group of individuals. This term implies inferiority and is inaccurate. Academics leans towards using BIPOC or historically marginalized, but it is also suggested you be specific and identify a group how they would like to be identified.

white
Always lowercase when referring to race or ethnicity. The inconsistency with Black is intentional - there are logical and important reasons for capitalizing Black (based on culture, significance, self-identification), but they do not carry over to "white."

STYLE AND FORMATTING

GENDER, PRONOUNS, IDENTITY

female/woman

These words are not interchangeable. Female is primarily used to describe animals (not people) and can be used as an adjective. We do not use "female" as a noun.

LGBTQIA+

(lesbian, gay, bisexual, transgender, questioning/queer, intersex, allied/asexual+) This is by far an incomplete list and is likely to evolve. Always include the + and avoid outdated language like 'heterosexual' or 'homosexual'.

sex vs. gender

sex = biology; gender = identity

Sex is biological and refers to internal and external reproductive organs.
Sexual orientation is our physical, emotional, or romantic attraction to others.

Gender identity is a person's held sense of being and is not related to sexual orientation. Gender expression is the way an individual shows their gender to the world.

Use gender identity or sexual orientation in place of outdated language that includes lifestyle, choice, or preference.

Pronouns

Ask and let the person self-identify
Use terms such as pronouns, correct pronouns, proper pronouns, name, or correct name and avoid using terms such as preferred pronouns/name.

Use "they/their":

- as a gender-neutral pronoun
- until someone confirms what their pronouns are
- when someone tells you those are their pronouns
- in place of he/she or his/her

GENERAL

equity vs. equality

"Equity" is our preferred term whenever possible. That said, "equality" may be a better choice depending on context.

- equality = everyone is treated the same
- equity = people are given the resources and representation they need

DO NOT USE

black mark
black market
black sheep
blacklist/whitelist
blind leading the blind
cakewalk
call a spade a spade
circle the wagon
colorblind
("I don't see color")
crack the whip
crazy, insane, psycho
crippling (as in fear)
dumb, lame
eenie meenie miney mo
Eskimo
Falling on deaf ears
fuzzy wuzzy
grandfathered in
guru
gypsy/gyp/gypped
hip hip hooray
hooligan
Indian style
kumbaya
long time no see
low man on the totem pole
master/slave
mumbo jumbo
ninja
no can do
off the reservation
peanut gallery
pow-wow
Sherpa
spirit animal
tipping point
uppity
voodoo
war path
white knight

Instead of:	Use:
"I'm so ADD"	"I am unfocused"
"I'm so OCD"	"I am particular about..."
blacklist/whitelist	blocklist/allowlist
blind leading the blind	unknowledgeable
crazy, insane, psycho	bizarre, outrageous, wild
dumb, lame	boring, dull
falling on deaf ears	you didn't hear me
hip hip hooray	hooray
master/slave (technology)	primary/replica
spastic	wild, chaotic

THE GRAY AREA

Some words/phrases depend on context. For these, pause before using and think about your audience. When in doubt, ask!

ADD/OCD
Ok when referring to people who are neurodivergent, but should be avoided when used to refer to someone who is distracted or particular.

articulate
Avoid as an adjective (to describe someone). Generally OK as a verb, but consider your audience.

black and white
In general, this phrase is fine - it doesn't compare good and bad, but consider your context. If you are using it to compare good/bad or are writing about race, consider rephrasing ("cut and dry").

boy
OK when referring to children, but do not use in any context to describe a Black adult OR child.

chief
OK when used to mean primary (chief concern) or in a formal title. Consider your audience.

exotic
Do not use to describe people in any context.

manned
OK if you're positive something is manned by...a man. Otherwise, avoid.

spastic
Refers to muscle tightness and contraction caused by cerebral palsy or multiple sclerosis. Should not be used to refer to someone behaving in a chaotic way.

tribe
urban
woke

HISTORY OF WORDS TO AVOID

black mark, black market, black sheep, blacklist
All too often, our culture uses the symbolism of white being something positive and black being negative. Using language that is critical to something being black or dark while praising white or light colludes with racism by reinforcing notions that black = bad and white = good.

blind leading the blind
Ableist language that is incorrectly used. Replace with 'unknowledgeable' or a similar phrase.

cakewalk
A cakewalk was a dance developed as a source of entertainment for plantation owners, often referred to as 'prize walks' where an elaborate cake would be displayed. It was intended to be a mockery of the way white people danced and became popularized through minstrel shows where performers would often appear in blackface.

call a spade a spade
An example of how a phrase can take on a negative connotation over time, a "spade" began to evolve into a racialized term for a Black person in the 1920s.

circle the wagon
Attached to the saying "the savages are coming and we are about to be attacked", this phrase was greatly influenced by Hollywood depictions of settlers in North America moving west to invade and inhabit the traditional territories of indigenous people.

colorblind *("I don't see color")*
We are striving for equity, not assimilation. Being different is not inherently negative. By saying you don't see color, it could be interpreted to mean that you are not aware of, or concerned by, the systemic bias that maintains disproportionate vulnerability for people of color in American society.

Crack the whip
An expression for using one's authority to urge subordinates to work harder or behave better.

crazy, insane, psycho
Replace with terms such as 'wild', 'bizarre', 'outrageous'.

crippling (as in fear)
Ableist language that insinuates something is the worst it can be.

dumb, lame
Connected to cognitive and physical disabilities, these words are often inappropriate if used out of context. Instead, use terms such as unimpressive, boring, or dull.

eenie meenie miney mo
This phrase comes from a longer children's rhyme that initially used the N-word instead of 'tiger'

Eskimo
Colonizers used this term broadly, lumping all Native Americans in one region into one ethnic group. When we refer to an entire group of people by their perceived behaviors, we trivialize their existence and culture. It is better to use proper terms, such as Inuit.

fuzzy wuzzy
Fuzzy-wuzzy was a racist term used by British soldiers in the 1800s in relation to Black people, who were often stereotyped for their hair texture.

grandfathered in
This legal term broadly refers to the "grandfather clause" adopted by seven Southern states during the Reconstruction Era. Under it, anyone who was able to vote before 1867 was exempt from the literacy tests, property requirements and poll taxes needed for voting. But enslaved Black people were not freed until 1865, when the 13th Amendment passed, and weren't granted the right to vote until the 15th Amendment was passed in 1870. The grandfather clause effectively excluded them from voting -- a practice that continued until the 1960s.

guru
The word “guru” comes from Buddhist and Hindu religions and refers to a spiritual guide or leader who is held in high esteem. Throwing the term around casually—as in referring to yourself as a marketing / love / business guru—is disrespectful because it diminishes the importance of the title and its origins.

gypsy/gyp/gypped
"Gyp" or "gip" most likely evolved as a shortened version of "gypsy" — more correctly known as the Romani, an ethnic group now mostly in Europe and America. The Romani typically traveled a lot and made their money by selling goods. Today, "gyp" has become synonymous with cheating someone.

hip hip hooray
Though steeped in controversy, some think the first part of this phrase relates to anti-Semitic demonstrations that started in Germany in the 19th century. Germans cheered "hep hep," a German herding call, as they forced Jews from their homes across Europe, according to Cracked. Alternatively, others believe that the term didn't originate as a racist phrase, but instead evolved to have racist usage. Just to be safe, we can easily avoid the first two words. "Hooray" conveys just as much merriment.

hooligan
This term derives from a family of cartoon characters of the same name. In the 19th century, the Hooligans were a family of Irish immigrants struggling to fit in in London. Not only were the cartoons racist, but they also depicted a harsh stereotype of urban immigrants.

Indian Style
While the phrase sitting "Indian style" is often associated with stereotypical portrayals of Native Americans, some experts believe the phrase means "lotus position," a cross-legged meditation pose with roots in India.
English.

kumbaya
Kumbaya is used to sarcastically disparage consensus. The contemporary connotation is especially ironic, considering the song's storied history. "Kumbaya" is actually a soulful cry for divine intervention on behalf of oppressed people. The people who were “crying, my Lord,” were Black people suffering under the Jim Crow regime of lynch mobs and sharecropping.

long time no see
This expression is pidgin English, and it was originally used to mock the way Native Americans and/or Chinese people spoke

low man on the totem pole
Totem poles are monuments created by the First Nations of the Pacific Northwest to represent and commemorate ancestry, histories, people, or events. The term “low man on the totem pole,” when used as an idiom to describe a person of low rank, inaccurately trivializes the tradition and meaning of the totem poles, which do not have a hierarchy of carvings based on physical position. Consciously replace this turn of phrase with person of lower rank or junior level.

master/slave
Tech engineers use these terms to describe components of software and hardware in which one process or device controls another. Many companies have replaced "master/slave" terminology with "primary/replica".

mumbo jumbo
Though the origin of this word is uncertain, experts believe the word derives from the word "Maamajomboo" from the Mandinka people of West Africa. using this expression might seem innocuous, but if there's something about that expression that is reminiscent of a practice or culture that marginalized or oppressed people, then we're presented with an opportunity to revisit that expression and its utility in our language.

ninja
The term's origins refer to "a member of a feudal Japanese society of mercenary agents, highly trained in martial arts and stealth (ninjutsu), who were hired for covert purposes ranging from espionage to sabotage and assassination." Yet few who throw the word around today pay any regard to the original culture and context of the word.

no can do
derived from pidgin English in the 19th century, when Americans said it to mock Chinese immigrants.

peanut gallery
The "peanut gallery" referred to a section in theaters, usually the least desirable and cheapest, where many Black people sat during the era of Vaudeville. It now refers to people who are hecklers or ill-informed critics and can be seen as not only racist, but also classist.

pow-wow
A pow-wow is a social gathering of Indigenous people that includes dance, singing, and ceremonial elements. Using this term out of context to refer to a meeting or a quick chat or conversation trivializes the significance of these gatherings. Consciously replace this idiom with chat, brief conversation, quick talk, brainstorm.

spirit animal
This term co-opts Indigenous spirituality, misrepresents and misunderstands it, and claims it as some sort of "universal" experience, in the process ignoring the long history of preventing Indigenous Peoples from practicing their religious traditions.

tipping point
This common saying, which refers to a point of no return or a force of change, is rooted in racism. In the late 1950s, "tipping point" described the "white flight," when white families moved away from neighborhoods that had a large number of Black residents.

Transsexual
An older term referring to medical interventions. Many transgender people do not identify as transsexual, it is always best practice to ask someone how they identify and use the term they request.

uppity
During Segregation racist southerners used "uppity" to describe Black people "who didn't know their place," socioeconomically speaking.

voodoo
Since its arrival in America, Voodoo has been used to perpetuate damaging stereotypes of the Black community and deepen the act of 'othering'. Newspaper articles and stories about Voodoo were used to portray Black people as primitive and dangerous.

war path
This expression is rooted in the stereotype of Indigenous Peoples as violent, warring "savages" that need to be defended against.

ADDITIONAL RESOURCES

Diversity Style Guide (Society of Professional Journalists)
Guide to Cultural Awareness (National PTA)
Guidelines for Inclusive Language (Linguistic Society of America)
How to Be Inclusive and Grammatically Correct: A Guide for Journalists on the Gender Beat (Media Diversity Institute)
Inclusive Language Guidance (Unitarian Universalist Association)
Inclusive Language Guide (Colorado State University)
Tips for Culturally Informed Communication (National School Public Relations Association)
Language Guidance when service LGBTQ+ Populations (Center of Excellence)