

Brogan Teel
Brunswick
LD 2239

Good morning,

And thank you for the opportunity to speak.

My name is Brogan Teel, from Brunswick. I am here in support of LD 2239.

As a woman, a mother, and a therapeutic massage therapist, I have a deep appreciation for the importance of clear, safe, and honoring boundaries. In my work and in my life, I see every day how essential it is for people—especially young people—to feel secure, respected, and protected in their environments.

And that includes boundaries based on sex—males with males, females with females—especially in spaces like sports and private facilities.

Right now, our public schools are navigating this issue without clear, consistent standards. That lack of clarity creates confusion, inconsistency, and, ultimately, discomfort for many students and families.

When policies are unclear, it doesn't just affect systems—it affects real people. It affects how safe a student feels in a locker room. It affects how fair competition feels on the field. And it affects whether girls feel that their spaces are truly their own.

This is not about exclusion. It's about ensuring that sex-based rights, opportunities, and protections remain intact for girls.

LD 2239 provides a clear and consistent framework that schools can follow. It removes ambiguity and replaces it with straightforward standards that are applied evenly across the state. That kind of clarity matters—it reduces conflict, supports fairness, and helps restore trust between schools and families.

Most importantly, it helps restore a sense of safety and predictability for students.

Girls deserve spaces where they feel secure. They deserve fair competition. And they deserve to know that their rights are being recognized and upheld.

Because when boundaries become unclear, it is often the most vulnerable who feel it first—and in this case, that's our girls.

[Pause. Look up at the room.]

Let's not pretend we don't understand what that means.

Every woman in this room can go back—right now—to a moment in her childhood where she felt vulnerable... exposed... or unsafe.

Not hypothetical. Not abstract. Real.

A moment where something didn't feel right in her own body, or in the presence of a male.

For some, it was brief.

For others, it changed everything.

And we carry that with us.

So when we talk about boundaries—this is not theoretical.

This is lived. This is remembered. And for many, it is still felt.

And that is exactly why clarity matters.

That is exactly why sex-based boundaries exist.

And that is exactly why weakening them has real consequences—especially for girls who do not yet have the voice or power to advocate for themselves.

We already know what happens when boundaries are unclear. We've lived it. We should not be asking the next generation of girls to navigate that same uncertainty.

LD 2239 is not just about policy—it's about restoring clarity, consistency, and trust.

And I believe we have a responsibility to draw clear, respectful boundaries—so that every student knows where they belong, and feels safe when they get there.

Thank you for your time and consideration.

Brogan Teel