

Lyndsey Bauer
Clinton, NY
Neuropsychologist/Clinical Psychologist

Lyndsey was born and raised in Clinton, NY. Following graduation from Clinton High School in '95, she pursued her education and some resume-building jobs in Maine, Boston, Washington, DC, Albany, New Haven and Providence. She came back to the area to work for Upstate, and currently is employed as a neuropsychologist/clinical psychologist with MVHS, where she has been for 9 years. She is married to another '95 graduate and they have 3 children and 5 nieces/nephews in Clinton Elementary School. Her hobbies include reading and anything active like biking, hiking and OCR. Life stays exciting with family, friends, work and sports!

Why are you running for the Board of Education?

Over the last year I have become especially interested in how school policy and funds are managed in light of the covid-19 pandemic. In these unprecedented times, I have been extremely curious about what data are being examined and how consensus is reached about partially unknown topics and policies. Also as a psychologist, I think I could bring a useful point of view to the Board from a mental health perspective.

In what activities are you involved in the district?

At present, I am mostly involved in my children's extracurricular activities.

In what activities are you involved outside the district?

From time to time I give lectures for MVHS and other organizations about topics such as traumatic brain injury, the dementias and self-care. I also have participated in some volunteer activities with The American Heart Association.

What do you believe are the top 3 issues CCS is facing in the next few years?

Certainly covid-19 related issues may persist over the next year or more in terms of physical school, learning challenges and the mental well-being of children. Funding and safety are always important topics as well with the ever-changing politics in these areas within our state and nation-wide.

In your opinion, what is an area in which the District needs to improve?

One timely topic involves potentially assessing how school-aged children are faring in terms of their mental health with the ongoing pandemic and changes to many parts of their lives. State academic testing has been upheld, and it would be beneficial to perhaps also widely assess the mental health of students through various standardized questionnaires used for these purposes, albeit in typically smaller settings.