

Schools Policies in CPU Working Draft¹

Introduction

Key directions: Support youth success

Portland, like many communities across the country, is rethinking how to improve student outcomes and success in the face of chronically low achievement levels and disturbing educational disparities among youth in poverty, youth of color, immigrants and refugees and youth with disabilities.

Youth success is supported by far more than what happens in a classroom. The physical environment in which children and youth are raised plays a key role as well. Stable housing, personal and community safety, affordable transit, convenient access to **school** and other destinations and safe, welcoming places for interaction with peers and mentors all add up to a youth-supportive environment.

The draft Comprehensive Plan includes goals and policies that encourage **schools** to function as centers of community, which will provide opportunities for multi-generational exchange and learning. The plan also includes goals and policies that increase access to recreation and provide safe walking and biking routes to **school**.

Section I: Vision and Integrated Goals

INTEGRATED GOAL 3. Education

Youth of all cultures, ethnicities, abilities and economic backgrounds have the opportunities they need to thrive. Neighborhoods and communities are environments that support the success of youth and provide opportunities for learning at all stages of life. **Schools** and educational institutions are centers of community.

Section II: Urban Design Framework

Greenways are a system of accessible pedestrian- and bike-friendly green streets and trails that link centers, parks, **schools**, natural areas, and other key community destinations.

CHAPTER 2: Housing

Policy 2.5 Opportunity areas. Strive to create housing in livable mixed-income neighborhoods throughout Portland that have the qualities important for economic prosperity and healthy living.

2.5.a Prioritize new affordable and accessible housing in areas that offer good access to active transportation, jobs, open spaces, high-quality **schools**, and various services and amenities.

2.5.b. Improve equitable access to active transportation, jobs, open spaces, high quality **schools**, and various services and amenities in areas with an existing supply of affordable housing.

2.5.c. Prioritize new higher density housing, including units that are affordable and accessible for all Portlanders, in and around centers that offer good access to active transportation, jobs, open spaces, **schools**, and various services and amenities.

¹ Based on “school” word search.

Policy 2.6 Housing and neighborhood stability. Maintain the ability of households to stay in their housing and neighborhoods and strive to limit involuntary displacement for all residents caused by issues such as aging, disabilities, job loss, rental discrimination, and changes in household composition.

2.6.a. Enable older adults to remain in their own communities as their needs change by providing a range of housing options that can meet their needs.

2.6.b. Consider redevelopment pressures on existing mobile home parks.

2.6.c. Support households in their homes by preventing avoidable, involuntary evictions and foreclosures.

2.6.d. Consider the effect of housing investments on **school** enrollment and student mobility.

CHAPTER 5: Urban Design and Development

Policy 5.26 Greenways. Create a citywide network of Greenways that provide distinctive and attractive pedestrian- and bike-friendly green streets and trails that link centers, parks, schools, rivers, natural areas, and other key community destinations.

5.26.a. Strive for an integrated Greenway system that includes regional trails through natural areas and along Portland's rivers, connected to green streets and other enhanced streets that provide connections to and through the city's neighborhoods.

5.26.b. Prioritize multi-objective approaches that draw on and contribute to Portland's pedestrian, bicycle, green street, and parks and open space systems.

Health and safety

Policy 5.48 Access to healthful food. Encourage a broad range of opportunities within the city for buying and growing healthful food.

5.48.a Prioritize grocery stores and neighborhood based markets as essential elements of centers.

5.48.b Encourage small, neighborhood-based retail food initiatives to fill in service gaps in food access across the city.

5.48.c Increase opportunities to grow food for personal consumption, donation, sales, and educational purposes.

5.48.d Ensure that community gardens are available near centers and corridors as well as other high-density areas where residents have few opportunities to grow food in yards.

5.48.e Encourage the sale of healthful foods in retail and institutional settings, such as in grocery stores, neighborhood-based markets, restaurants, hospitals, **schools**, and other public facilities.

CHAPTER 6: Public Facilities and Services

GOAL 6.J School facilities

Public schools are honored places of learning as well as multifunctional neighborhood anchors serving Portlanders of all ages, abilities, and cultures.

Policy 6.7 Community services. Coordinate with the planning efforts of agencies providing public education; health services; community centers, library services, and justice services, as appropriate.

6.7.a. Encourage the placement of such services in centers.

Policy 6.8 Co-location. Encourage co-location of public facilities and services across providers where co-location improves service delivery.

Policy 6.9 Surplus. Consider the appropriateness of public lands and facilities for other public purposes before declaring properties or facilities as surplus.

Policy 6.16 Health and equity impacts. Consider community health impacts, equity outcomes, and watershed health risks when planning, designing, and funding capital improvements.

6.16.a. Encourage infrastructure designs

School facilities

Policy 6.88 Co-location. Encourage school districts, public and private institutions, Multnomah County, and the City of Portland to co-locate facilities and programs in a way that optimizes intergenerational and intercultural use.

Policy 6.89 Shared use. Encourage public use of school grounds for community purposes, while meeting educational and student safety needs.

6.89.a. Encourage community use of school grounds for recreational use and as green spaces, community gardens, playgrounds, and other means of physical activity, particularly in neighborhoods with limited access to green spaces.

6.89.b. Consider use of school facilities as gathering and aid distribution locations during natural disasters and other emergencies.

Policy 6.90 Facility adaptability. Ensure that schools may be upgraded to flexibly accommodate multiple community-serving uses and adapt to changes in educational approaches, technology, and student needs over time.

Policy 6.91 Leveraging public investment. Prioritize City infrastructure investments that complement and leverage local school districts' major capital investments.

CHAPTER 8: Administration of the Comprehensive Plan

Policy 8.1 Intergovernmental coordination. The Comprehensive Plan is implemented in a manner that complements the efforts and fiscal health of partner agencies, including school districts, the counties, and region.

SECTION IV: Comprehensive Plan Map

13. Institutional Campus

This designation is intended for large institutional campuses that serve a population from a larger area than the neighborhood or neighborhoods in which the campus is located. Institutions eligible for the institutional campus designation include medical centers, colleges, schools, and universities. Uses allowed within an area with the institutional campus designation are those that are part of the institution, accessory to the institution, and/or are associated with the mission of the campus. The designation, in concert with an approved impact mitigation plan, is intended to foster the growth of the institution while ensuring the continued livability of surrounding residential neighborhoods and the viability of nearby business areas. A key aspect of the institutional campus designation is the establishment of a campus growth boundary as part of the impact mitigation plan. The area carrying an institutional campus designation reflects the maximum area that the institution is allowed to develop on under the City's Comprehensive Plan.

Two or more institutions located together may be considered a campus and receive the institutional campus designation if they share a common impact mitigation plan. Expansion of the institution beyond the area designated as an institutional campus requires a Comprehensive Plan amendment and an update of the campus impact mitigation plan. The corresponding zone is IR (Institutional Residential).