教育部推動教育優先區計畫

(九十五年度)



教育部推動教育優先區計畫

(九十四年九月修訂)

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甲、教育部九十五年度 推動教育優先區計畫

教育部推動教育優先區計畫

(九十四年九月修訂)

壹、計畫緣起

政府遷臺五十餘年來,教育的普及,不但為經濟發展提供豐沛的人力資源,更為舉世矚目的臺灣經濟奇蹟,奠定了厚實的根基。而經濟繁榮、國民所得增加,相對促使教育在量的擴充與質的提升方面,均有顯著的進展。尤其在國民教育方面,八十四學年度國民小學適齡兒童平均就學率為99.94%,衡諸世界各先進國家,已不遑多讓。

唯長久以來,或由於地理環境的殊異,或由於社會環境的急劇變遷,以致造成教育資源分配不均,產生城鄉教育失衡及少數弱勢族群未受到積極照顧的現象。雖然政府自民國六十六年至八十一年度陸續實施「發展與改進國民教育五年計畫」、「發展與改進國民教育第二期計畫」;八十二年度起更大幅增加國民教育經費的補助,全力推展臺灣省各縣市、高雄市、金門與馬祖地區「國民中小學校務發展計畫」,及八十四至八十六年度推動的行政院十二項建設計畫之一的「整建國中與國小教育設施計畫」。整體而言,雖已有效改善國民中小學各項教育設施,唯仍未能完全解決城鄉既有教育發展失衡的問題。

自八十二年度起,教育部對地方政府國民教育經費的補助核計方式,採依據各縣市國民中小學之「人事費(教職員數)、學校數及班級數」估全省總數比例的平均值為核算補助經費額度之標準。此一核算標準,雖能針對各縣市現階段辦理國民教育所面臨的問題特性,謀求較為合理公平的經費補助原則,實施四年多以來,亦尚能獲得各縣市政府一致的支持與肯定。但對於解決城鄉教育差距或某一地區特有的教育問題而言,此種經費補助方式顯然仍有所不足。無形中,一些位處偏遠、地理環境特殊、交通不便、人口逐漸流失、班級數較少、教師流動率過高... 等文化資源不足地區的學校,無法獲得解決特殊問題所需的資源,致使他們的教育水準難以迎頭趕上,而形成所謂「國民教育的暗角」。

爰此,教育部曾於八十三年度補助臺灣省教育廳試辦教育優先區

計畫經費八億元,針對具有:「地震震源區或地層滑動區」、「地層下陷地區」、「山地及離島地區」、「試辦國中技藝教育中心」及「降低班級人數急需增建教室」等五項指標(特殊問題)之學校予以專款補助,用以改善師生安全衛生及健全身心發展的教育環境,並充實其教學設備,以期能營造較為合適的教育條件,進而達成適性發展之教育目標。

沿承八十三年度教育優先區的試辦經驗,教育部自八十五年度起開始審慎規劃,擴大辦理「教育優先區計畫」,並擬訂十項教育優先區指標。此十項指標為:「原住民及低收入戶學生比例偏高之學校」、「離島或特殊偏遠交通不便之學校」、「隔代教養及單(寄)親家庭等學生比例偏高之學校」、「中途輟學率偏高之學校」、「國中升學率偏低之學校」、「青少年行為適應積極輔導地區」、「學齡人口嚴重流失地區」、「教師流動率及代課教師比例偏高之學校」、「特殊地理條件不利地區」、「教學基本設備不足之學校」等。至八十七年度止,本計畫第一階段(85-87年度)執行完畢。

八十八年度針對第一階段之計畫內容,參考學術單位之研究及執 行效益訪視評估之結果,並依據本部編列經費額度與既定之施政目標,整體考量將指標及補助項目予以修訂,刪除「國中升學率偏低之 學校」、「特殊地理條件不利地區」及「教學基本設備不足之學校」三 項指標,保留七項指標。

八十九年度因受九二一地震影響,部份經費移做震災復建之用,將 其中部份項目停止執行。九十一年度彙集各縣市實際執行情形及意見, 訂定下列修訂原則:一、指標界定部分:(一)酌予降低人數及百分比指標 門檻、(二)指標欠明確者予以重新調整界定;二、補助項目部份:依地方 實際需求,將原有八個補助項目,調整為十個,並訂定執行優先順序。

九十二年度再降低指標門檻,並將「外籍配偶子女」納入指標界定範圍內,及刪除「青少年行為適應積極輔導地區」指標,同時新增補助項目「充實學校基本設備」。

九十三年度將「大陸配偶子女」亦列入指標。同時為貫徹本計畫之精神,提升弱勢學生之學習競爭力,新增「國中學習弱勢學生比例偏高之學校」指標。九十四年度將「原住民及低收入戶學生比例偏高之學校」指標中,將與原住民屬性不同之「低收入戶學生」抽離,將之納入「隔代教養、

單(寄)親家庭及親子年齡差距過大及外籍、大陸配偶子女比例偏高之學校」之指標內。

本(九十五)年度,僅小幅修訂。因外籍、大陸配偶子女已有專案補助,故將「外籍、大陸配偶子女」部分,自「低收入戶、隔代教養、單(寄)親家庭及親子年齡差距過大及外籍、大陸配偶子女比例偏高之學校」之指標中刪除。且因學齡人口減少為當前之普遍趨勢,因此亦將「學齡人口嚴重流失之學校」之指標刪除。

本部為瞭解各直轄市、縣(市)政府及學校執行教育優先區計畫情形, 九十年度特訂定「教育部推動教育優先區計畫實施情形訪視計畫」,進行 執行情形之訪視。九十二年度參照訪視結果,結合專家學者意見,全面 檢討學校計畫指標、補助項目及行政作業等三方面,重視目標學生之照 顧,並修正補助項目內涵,期盼能更有效解決地區性的教育問題及平衡 城鄉差距,落實「教育資源分配合理化」與「教育機會實質均等」。

九十三年十一月間,本部再針對各縣市九十一、九十二年度執行成果辦理訪視工作,除瞭解執行過程有否室礙難行之外,並直接聽取基層教師、學生之建言,供研議修訂之參考。更期盼能藉由訪視針對計畫既有指標構面(背景指標、過程指標、輸入指標、輸出指標)及補助項目之對應功能,做更深入之評估分析。

教育優先區計畫,從試辦到正式推動迄今,已屆滿十一年。其間已針對計畫之指標及補助項目,作多次的檢討與修正,期能讓計畫之執行更妥善問延,經費運用更合理有效。近年來,在全球化的趨勢之下,世界各國出現貧富與城鄉差距逐漸加大的現象,乃是不可避免的事實。我國受到世界趨勢的衝擊,部分文化資源不足地區及相對弱勢族群學生,學習弱勢的教育問題益形嚴重。因此,將「照顧學習弱勢族群學生」之議題,納入教育優先區計畫考量,期能平衡城鄉教育差距,實現「教育機會均等」與「社會正義原則」的精神。深信本計畫在未來的推動會更臻完美良善,教育成果日益提昇。

貳、計畫目標

- 一、規劃教育資源分配之優先策略,有效發揮各項資源之實質效益。
- 二、改善文化不利地區之教育條件,解決城鄉失衡之國教特殊問題。

- 三、提升處境不利學生之教育成就,確保弱勢族群學生之受教權益。
- 四、提供相對弱勢地區多元化資源,實現社會正義與教育機會均等。
- 五、促進不同地區之國教均衡發展,提升人力素質與教育文化水準。

孝、計畫內容

- 一、九十五年度教育優先區計畫之指標,計有以下六項:
 - (一) 原住民學生比例偏高之學校。
 - (二)低收入戶、隔代教養、單(寄)親家庭、親子年齡差距過大之學生比例偏高之學校。
 - (三) 國中學習弱勢學生比例偏高之學校。
 - (四) 中途輟學率偏高之學校。
 - (五) 離島或偏遠交通不便之學校。
 - (六) 教師流動率及代理教師比例偏高之學校。

二、九十五年度教育優先區計畫之補助項目,計有以下八項:

- (一)推展親職教育活動。
- (二)辦理學習弱勢學生之學習輔導。
- (三)補助學校發展教育特色。
- (四)修繕離島或偏遠地區師生宿舍。
- (五)開辦國小附設幼稚園。
- (六)充實學校基本教學設備。
- (七)充實學童午餐設施。
- (八)發展原住民教育文化特色及充實設備器材。
- 三、九十五年度教育優先區計畫之指標與補助項目對照表 (請參閱 第 7 頁)
- 四、補助項目之補助單價表 (請參閱第8頁)

肆、作業原則:

有關九十五年度教育優先區計畫之作業原則如下:

一、學校申請作業:

凡符合教育優先區指標界定標準之學校,均得視學校需求,依 據本計畫作業流程及補助項目內涵,申請當年度之計畫需求補 助,應充分討論後並循行政程序,報由主管教育行政機關初審。

二、直轄市、縣(市)政府審核:

(一)初審及實地勘查:

直轄市及縣(市)政府,應於本計畫作業流程規定期限內,完成轄內各國民中小學的初審並視需要實地勘查,且依各直轄市及縣(市)之地區整體條件,考量各校計畫之急迫性、優先性及妥適性予以審慎查核。

(二)彙整及申請補助:

直轄市及縣(市)政府應依據查核結果,將各校之計畫需求數彙整為各直轄市或縣(市)政府之申請計畫,函報教育部申請補助。

三、教育部複審:

由教育部組織審查小組,審查直轄市及縣(市)政府所提報之申請計畫,並由教育局派員列席說明。

四、提送教育部經費分配審議委員會審議。

五、追蹤列管考核:

- (一)依據作業流程,直轄市與各縣市政府於教育部核定後,即刻轉知學校執行與辦理撥款作業。
- (二)直轄市及各縣(市)政府應自行研訂管考辦法,並建立電腦管制作業系統,積極督導各校執行各項計畫。
- (三)執行進度管制,確切掌握過程績效,適時辦理執行成效訪視。

伍、作業流程:

詳如「教育部九十五年度教育優先區計畫作業流程」。(參閱第9頁)

陸、配合措施:

直轄市及縣(市)政府教育局應辦理下列事項:

- 一、成立「教育優先區計畫審查小組」,對各國民中小學提報之年度計畫及需求數,進行實地勘查及初審工作。
- 二、辦理「教育優先區計畫作業研習會」。
- 三、管制作業進度,並核轉各項補助款。
- 四、建立各國民中小學之基本資料,以利教育優先區計畫之執行與檢討。
- 五、督導與查核各國民中小學執行本計畫之進度與績效。
- 六、統計執行本計畫之成果,並建檔備查。(參考格式如附錄)

柒、效益評估:

- 一、由直轄市及縣(市)政府研訂「九十五年度教育優先區計畫實施成果訪評計畫」,就各項指標與補助項目之執行效益,自行實施客觀的整體評估。
- 二、納入教育部統合視導地方教育事務,由教育部組成訪視小組, 赴直轄市及縣(市)政府評鑑執行成效。

捌、未來展望:

教育優先區計畫的推動,係本諸「教育機會均等」之理想與「社會正義原則」之精神,針對文化資源不利地區及相對弱勢群體,擬訂適當的教育支援策略,提供「積極差別待遇」補助,以整體提升文化資源不利地區之教育水準為計畫目標。正顯示我國國民教育政策,已朝向「精緻、卓越、均等、正義」的理想境界邁進。

教育理想目標是政府與人民所共同追求的,惟教育策略與方法卻是多元而富有彈性,教育部秉承「有教無類,因材施教」的精神,致力於「教育均等、教育正義」目標的實現,除積極爭取國民教育經費之編列外,更關注於教育資源的合理分配,有效發揮經費補助的實質效益,希望每一分錢、每一分努力都有助於學生的學習與成長,教育優先區計畫與整建國中與國小教育設施計畫,皆著眼於教育環境的改善與學習效果的提升,展望未來國民教育的發展,面對教育多元化、自由化的趨勢,教育優先區計畫將朝向六大方向邁進:

- 一、積極充實文化不利地區之教育內涵。
- 二、積極提升文化不利地區之教育水準。
- 三、積極整合教育優先區的多元化資源。
- 四、提供積極差別待遇之教育支援策略。
- 五、提升相對弱勢兒童之基本學習能力。
- 六、逐年調整教育優先區計畫實施策略。

期盼經由本計畫之實施,能達成「精緻、卓越、均等、正義」的教育願景。

教育部 95 年度推動教育優先區計畫指標與補助項目對照表

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符合 優先	v	>	= .	[2] >	J. ,	六 、
指標界 区	原住民學	低收入	國中學習	中途輟學	離島或偏	教師流動
定標準者、指標	生比例偏	1 .	弱勢學生	率偏高之	遠交通不	(
可申請之√	高之學校	教養、單	比例偏高	學校	便之學校	教師比例
補助項目		(寄)親家	之學校			偏高之學
		庭、親子年齡差距				校
		一 過大之學				
		生比例偏				
補助項目		高之學校				
一、推展親職教						
育活動	*	*		*	*	
			***************************************	***************************************		
二、辦理學習弱						
勢學生之學	*	*	*		*	
習輔導		· · · · · · · · · · · · · · · · · · ·			TETATE COMMISSION AND ADDRESS OF THE	
 三、補助學校發						
展教育特色		*		*	*	
				···		
四、修繕離島或	_					77
偏遠地區師	*				*	*
生宿舍		•••				
五、開辦國小附				777		
設幼稚園	*	*			*	Ī
六、充實學校基	a					ļ
本教學設備	*		*		*	73

七、充實學童午						
餐設施	*	*			*	онноможена

八、發展原住民						7777230
教育文化特	*		***************************************			ATTORNUS
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附記:打「*」者為符合指標界定標準者,可申請之補助項目。

教育部 95 年度推動教育優先區計畫補助項目之補助單價表

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	\		₹ .	四、	<i>E</i> ,	大、	t'	ハ、
補	推展親職	辨理學習	補助學校	修繕離島	開辦國小	充實學校	充實學童	發展原住
助	教育活動	弱勢學生	發展教育	或偏遠地	附設幼稚	基本教學	午餐設施	民教育文
項		之學習輔	特色	區師生宿	園	設備		化特色及
8		導		舍				充實設備
								器材
	推展親	學習輔導年 144 144 146 146 166 167 180 180 180 180 180 180 180 180 180 180	發展教色	修繕 高 60 萬	開辦費 100萬 每班 機 器 材	六以每最高高	午餐廚房 1000萬 50以20萬 51~,	100人(含) 以下,
mannessessmann	職教育 活動經 費總額 最高10	學習輔導 每學期最高 144節·輔導 費國中每節	限一至· 每校最高		50 萬補助	七至 十二班 每校 最高	80 人 30 萬 充 81~	最高補助 15萬 100 人以
本原 本原	萬元。	360 元·國小 每節260元。	補助 10 萬		幼童 專用車 最高	15 萬	7 100 人 40 萬	上,最高 補助30萬
Charles Constraint				設備	80 萬		101~	
-			,	最高		十三班	300 人	
######################################		行政費		30 萬	a	以上	50 萬	
The state of the s		每節	 		新建	每校	301	
2000		20 元			教室	最高	301 人	
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教育部九十五年度推動教育優先區計畫作業流程

教 育

31客

1.九十四年七月成立九十五年度教育優先區計畫草案修訂工作小組,研 商指標及補助項目之修訂事宜。

2.九十四年八月下旬召開直轄市縣市政府相關會議,研商計畫草案。

3.九十四年九月初,完成九十五年度教育優先區計畫草案之修訂。

教 É

1.九十四年九月中旬前完成計畫草案審核及公告。

2.九十四年九月下旬前,核定公布九十五年度教育優先區計畫之指標與 部 補助項目,責由直轄市及各縣市政府轉知學校。

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直轄 1.九十四年十月五日前辦理九十五年度教育優先區計畫各校說明會。

市、2.九十四年十一月十日前積極辦理學校指標界定調查與補助項目之申

縣市 請,並進行初審彙整。完成學校需求計畫初審工作。

政府 3.九十四年十一月十五日前將整體計畫相關資料,報教育部核辦。

教 "益" 部

九十四年十二月十日底前,教育部完成直轄市及各縣(市)政府補助需求 計畫複審。

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教 育

部

九十五年一月上旬,核定各縣市補助款。

4

直轄

市、九十五年一月下旬,各直轄市及縣(市)政府務必核轉知各校儘速辦理, 縣市並督導列管各校辦理情形。

政府

九十五年二月至九十五年十二月底

各國 民中 小學 1.執行核定計畫各項工程、購置設備、辦理各項活動,依會計作業處理 各項請(付)款。

2.經核定之各項經費,均應於當年度百分之百執行完畢,不得採跨年度 預算執行。

3.補助項目二、三、配合學期制得延至九十六年一月底執行完畢。

教 八 育

1.輔導直轄市及縣市政府,積極推動、落實計畫之執行。

2.九十六年三月底前辦理 95 年度計畫各縣市執行成果彙整。

甲、教育部九十五年度 推動教育優先區計畫 (指標界定與補助項目)

3	旨標:一、原住民學生比例偏高之學校
指標界定	一个(一) 特偏及偏遠地區學校,原住民學生合計佔全校學生總數 40 %以上者。 一个(二) 一般地區學校,原住民學生合計佔全校學生總數 20%以上者。 一个(三) 都會地區學校,原住民學生合計佔全校學生總數 15%以上者。 (都會地區學校係指位於院轄市、省轄市及縣轄市之學校) 一个(四) 全校學生中,原住民學生合計達 35 人以上者。
	1.照顧原住民學生,建立溫馨社會。 2.充實學校各項活動內涵,促進學生身心健全發展。
改善策略	1.提供文化刺激,協助學生成長,奠定學習基礎。 2.加強多元學習輔導,增進學習效果。
申請說明	1.特偏及偏遠之認定請參照指標五之指標界定 2.本項指標界定標準,分為百分比界定【一~(一)、一~(二)、一~(三)】 及人數界定【一~(四)】二類。 3.符合百分比界定標準者,可依規定申請補助項目一、二、四、五、六、七、八。 4.符合指標界定一~(四)者,僅限申請補助項目一、「推展親職教育活動」及補助項目二、「辦理學習弱勢學生之學習輔導」(學習輔導僅能以該指標人數申請)。 5.申請時,各直轄市、縣(市)政府應檢附核定有案之特偏、偏遠學校名册。
猜言:	

指標:二、	低收入戶、	隔代教養、	單(寄)親家庭	、親子年
	龄差距過大	之學生比例	偏高之學校	

指標界定	二~(一) 低收入戶、隔代教養、單(寄)親家庭、親子年齡差距過大之學生合計人數,佔全校學生總數 20%以上之學校。 二~(二) 低收入戶、隔代教養、單(寄)親家庭、親子年齡差距過大學生人數合計達 60 人以上之學校。
目標	 提供積極的教育補償措施,提升學生基本學科能力與學習成就。 達成社會正義及教育機會均等之理想。
改善策略	1.關懷每一位學生,輔導其學習成就,促進自我成長。 2.導正父母及社會民眾的價值觀念與教育態度,發揮學校教育效能。 3.協助學習條件不利學生,克服就學及學習障礙,維護學生受教權益。
申請說明	1.本項指標界定標準,分為百分比界定【二~(一)】及合計人數界定 【二~(二)】二類。 2.符合百分比界定標準者,可依規定申請補助項目一、二、三、五、七。 3.符合指標界定二~(二)人數指標者,僅限申請補助項目一、「推展 親職教育活動」及補助項目二、「辦理學習弱勢學生之學習輔導」(學 習輔導僅能以該指標人數申請)。
備註	※「寄親家庭」係指父母亡、失而寄養在親友家中或公私立收容機構者。※「親子年齡差距過大」係指親子年齡差距達45歲以上者。

 	指標:三、國中學習弱勢學生比例偏高之學校
指標界定	該校前一學年第一次基本學力測驗總成績百分等級(PR值)在25以下之學生人數佔畢業生總數達40%以上者。
目標	1.增加學習弱勢學生學習之競爭力。 2.縮短城鄉教育差距,提供學校均等發展的機會。
改善策略	1.辦理課後(含例假日及寒暑假)學習輔導,實施補救教學。 2.充實基本教學設備,提升教學品質。
申請說明	1.符合本指標界定標準者,得申請補助項目二、「辦理學習弱勢學生之學習輔導」。 2.已申請補助項目二者,始得申請補助項目六、「充實學校基本教學設備」。
備註	

指標:四、中途輟學率偏高之學校 係指該學年度經通報有案之中途輟學學生人數:佔當學年度在籍學 生人數之 3%以上者。 指 ※ 通報有案之中輟學生,係指「未經請假、未到校上課達三天以上之 標 學生。由原就讀學校填報「中途輟學學生通報單」列管有案者。 界 定 ※ 學年度中輟學生人數,係以「人」為單位,不以「次」為單位。若 同一學生在同一學年度內,有多次中輟記錄(即:中輟一復學一中 輟一復學一中輟……)者,僅能計列一個人次,不能重複累計。 1.提供多元學習活動,強化學生學習意願、激發學生潛能。 標 2. 營造優質的學習環境,發展學生良好的適應行為。 改 1.找回中輟學生,輔導其完成國民教育。 **-2.規劃多元學習活動,提高學生上學意願。 篆 3.增進親子關係,變化學生氣質,提高適應能力,增進學習成就。 畂 中 1.符合本項指標界定標準者,得申請【補助項目一:推展親職教育活 請 動】、【補助項目三:補助學校發展教育特色】。 說 2.申請時應檢附【中輟學生名冊】。 朙 備

j	旨標:五、離島或偏遠交通不便之學校
指標界定	五~(一)離島以政府核定有案之各級離島為準【臺灣省政府 80.6.21(80)府人四字第七二六九四號函頒布】。 五~(二)偏遠交通不便之學校係指經地方政府核定有案之特偏、偏 遠地區學校,且符合下列條件之一者: 1.學校所在地區,無公共交通工具到達者。 2.學校距離公共交通工具站牌,達五公里以上者。 3.學區內之社區距離學校五公里以上,且無公共交通工具可 抵達學校者。 4.公共交通工具到學校所在地區每天少於四班次者。
日栗	1.縮短城鄉教育差距,提供學校均等發展的機會。 2.安定師生校園生活,提升教學績效。
改善策略	1.協助地理條件不利地區學校改善教學環境。 2.辦理親職教育、學習輔導、發展教育特色,增進學校教育功能。
申請說明	1.符合本指標界定標準者,得申請補助項目一、二、三、四、五、六、 七。 2.申請時,各直轄市、縣(市)政府應檢附核定有案之特偏、偏遠學校 名冊。
備	

指	標:六、教師流動率及代理教師比例偏高之學校
指標界定	六~(一) 學校最近三學年度教師(含實缺代理)流動率,平均在 30%以上。 六~(二) 學校最近三學年度實缺教師代理比例平均在 30%以上者。
目標	1.穩定學校教師人事,解決偏遠地區教師流動頻繁之困擾。 2.安定教師生活,保障學生學習權益。
改善策略	1.改善教師居住環境,滿足教師生活需求。 2.鼓舞教師服務熱忱,增進教師留校意願。
申請說明	符合本項指標界定標準者,得申請【補助項目四:修繕離島或偏遠地區師生宿舍】。
備註	

취	前助項目:一、推展親職教育活動
補助對象	指標一、原住民學生比例偏高之學校。 指標二、低收入戶、隔代教養、單(寄)親家庭、親子年齡差距過大之 學生比例偏高之學校 指標四、中途輟學率偏高之學校 指標五、離島或偏遠交通不便之學校。
補助原則	 (一)申請本補助項目應檢具實施計畫(含實施依據、目標、對象、內容、方式、日期、時間、地點、成效評估、經費明細表等項目)經審查核定後實施。 (二)學校申請本補助項目應依照相關規定標準核實編列經費概算,最高補助 10 萬元。辦理目標學生家庭訪視輔導及親職教育活動兩大類,其中辦理親職教育活動(含講座),最高補助 30,000 元。
執行策略	 (一)學校辦理親職教育活動,應以目標學生之家長為主要對象(佔 60%以上),辦理內容與方式必須考量家長參與的方便性與接受程度。 (二)辦理親職教育活動,應以有效提升父母親職效能、增進親子關係為目標,規劃切合指標意義之執行方案。每年度應辦理兩場次以上。 (三)針對需進行家庭訪視輔導之目標學生,學校應結合社會(區)資源,每學期主動訪視輔導二次以上,並建立輔導過程及輔導成效評估檔案,持續追蹤。(實際執行人員得依規定核實支領加班費、誤餐費)
申請條件	符合 <u>指標一</u> , <u>指標二</u> , <u>指標四、指標五</u> 之界定標準者,由學校提出申請。

補助項目:二、辦理學習弱勢學生之學習輔導

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指標一、原住民學生比例偏高之學校。

指標二、低收入戶、隔代教養、單(寄)親家庭、親子年齡差距過大之學生比 例偏高之學校。

指標三、國中學習弱勢學生比例偏高之學校。

指標五、離島或偏遠交通不便之學校。

(一)課後學習輔導:

- 1.每校每班每學年最高補助 144 節。(以每週 4 節×18 週×2 學期)(檢附課程表及上課總節數)
- 2.國中以指標三申請者,每班得申請 180 節。(檢附課程表及上課總節數)
- 3.補助教師鐘點費:每節/國中360元,國小260元。

(二)住校生夜間學習輔導:

- 1.每校每班每學期最高補助144節。(每夜2節×每週計畫輔導夜數×週數)。
- 2.補助教師輔導鐘點費同課後學習輔導。
- (三)補助行政業務費:
 - 1.辦理課後學習輔導或夜間學習輔導,每節補助20元。
 - 2.支出項目包括工作人員加班費、業務費、水電及材料費。
- (四)學習輔導相關經費應核實支領,如有剩餘款應繳回。
- (一)申請學習輔導分國中、國小課後學習輔導、住校生夜間學習輔導二項。
- (二)學習輔導應於九十四學年度下學期及九十五學年度上學期實施,課後學習輔導應以目標學生為主,並在學期中辦理為原則。惟若國中學期中執行有困難,或有特殊需要,得在核定節數範圍內、擬具教學計畫,報經直轄市或縣市政府核定後,於星期例假日或寒暑假辦理。輔導時間不得利用自習及午休時間辦理。

執行策略

- (三)課後舉習以語文、數學、社會、自然與生活科技等學習領域為限,並以 原班級實施為原則。如班級人數未滿 10 人時,國小採同年段混合編班, 國中採同年級混合編班。
- (四)課後學習輔導以補救教學為主,為確保學習輔導成效,實施時間不得與 本計畫其他活動重疊。
- (五)本項補助依編(設)班之班級數補助經費,若將目標學生融入原有班級上課實 施課後輔導時,學校得因應實際需要依據現行會計審計法規之規定,統籌支 用教師鐘點費,以對特殊需求之目標學生。實施個別輔導或補放教學。
- (六)以指標一一(四)及指標二一(二)「人數指標」申請補助者,日間學習輔 導編班以20人為上限、採混合年級方式編班(例:目標學生20人以下 編成一班、21~40人編成二班、依此類推)。

申請條件

- (一)符合指標一~(一)、一~(二)、一~(三)、指標二~(一)、指標三、指標 五之界定標準者,由學校提出申請課後或夜間學習輔導。
- (二)指標一~(四)、指標二-(二)、僅能依指標人數(目標對象)提出申請。

Ä	前助項目:三、補助學校發展教育特色
補助對象	指標二、低收入戶、隔代教養、單(寄)親家庭、親子年齡差距過大之學生比例偏高之學校。 指標四、中途輟學率偏高之學校。 指標五、難島或偏遠交通不便之學校。
補助原則	(一)依各校提報之計畫核實補助,惟12班(含)以下學校限申請一項,13班(含)以上者以二項為限,每校每項每年最高補助10萬元。 (二)指標一~(四)、二~(二)之人數指標,不得申請本項補助。
執行策略	(一)發展教育特色應符合青少年身心正常發展,以多元化藝能科取向,並配合地方特色與學校條件。 (二)發展教育特色應以普遍實施,多數學生參與為原則。 (三)申請本項經費,不得購置與特色無關之設備。 (四)每一特色至少應持續發展三年,以充分運用教育資源。 (五)各校申請項目在兩項以上,應排定優先順序。 (六)為確保學生受教權益,學校執行發展教育特色不得使用現行課程之授課時數,亦不得與課後學習輔導之實施時間重疊。
申請條件	符合指標二~(一)之百分比界定標準者,及符合指標四、指標五界定標準者,始可申請。

補助項目:四、修繕離島或偏遠地區師生宿舍

補助對象

指標一、原住民學生比例偏高之學校。

指標五、離島或偏遠交通不便之學校。

指標六、教師流動率及代理教師比例偏高之學校。

補助原

則

(一)補助修繕單身教師宿舍、學生宿舍與充實設備器具。

- 1.審查各校提報之計畫及經費需求表後核實補助。(未檢附者不予 補助)
- 2.補助額度,修繕最高60萬元,設備最高30萬元。
- (二)本計畫 90、91、92、93、94 年度已接受本項補助之學校,該補助項目(修繕或充實設備)不得再提出申請。
- (三)已列入遷校併校計畫之學校不得提出申請。
- (四)有特殊情況者,得不受補助原則(二)之限制,可個案提出申請。
- (五)單身教師宿舍修繕或充實設備,必須確有現職教師住宿之需求者,始核予補助,且不得充作有眷宿舍。

執行策略

- (一)宿舍修繕及充實設備應以安全、實用、經濟及滿足基本生活需求 為原則。
- (二)所購置之宿舍設備,不得移往他處使用。

申請條件

- (一)符合指標一~(一)、一~(二)、一~(三)之百分比界定標準或指標 五者,可申請學生宿舍。
- (二)符合指標五、指標六界定標準者,可申請教師宿舍。
- (三)因調整學區、新設學校、改制完全中學導致教師流動率偏高者, 不得提出申請。各直轄市及縣(市)政府應確實審核。
- ※<u>申請時應檢附最近三年住宿人員基本資料(含身份、職位)</u>,及充實 與修缮宿舍狀況。

補	前助項目:五、開辦國小附設幼稚園
補助對象	指標一、原住民學生比例偏高之學校。 指標二、低收入戶、隔代教養、單(寄)親家庭、親子年齡差距過大之 學生比例偏高之學校。 指標五、離島或偏遠交通不便之學校。
補助原則	 (一)符合補助指標者,以有空餘教室之學校優先補助。 (二)開辦費補助 100 萬元。 (三)每新(增)設一班補助設備器材費 50 萬元。 (四)地區性幼稚園得核實補助建築經費,以每間教室 150 萬元為原則(離島地區得視實際需要酌予提高 10%) (五)地區性幼稚園得申請補助交通車,購置幼童專用車,每輛最高補助 80 萬元。 (六)不得與教育部幼稚教育中程計畫重複申請。
執行策略	 (一)現有國小附設幼稚園,得依補助原則(一)至(三)提出申請。 (二)符合指標及設置標準人數之國小得由直轄市、縣(市)政府擇定一所國小,結合鄰近學區,試辦「地區性」幼稚園,並依補助原則(一)至(五)提出申請。 (三)申請購置交通車之學校,應由直轄市及各縣(市)政府自行編列預算支應下列經費項目,並須檢附直轄市、縣(市)政府證明同意編列相關之文件。(1)司機薪津,(2)車輛養(維)護費,(3)油料費,(4)使用牌照稅,(5)燃料費,(6)車輛責任保險費,(7)乘客保險費等。 (四)人事費應由地方政府自行編列,納入地方預算,並檢附證明文件。
申請條件	 (一)符合指標一~(一)、一~(二)、一~(三),二~(一)之百分比界定標準及符合指標五界定標準者,始可申請。 (二)申請購置交通車之學校,如未依規定管理使用者,取消該直轄市、縣(市)政府爾後三年內申請本項目之資格。

H	助項目:六、充實學校基本教學設備
補助對象	指標一、原住民學生比例偏高之學校。 指標三、國中學習弱勢學生比例偏高之學校。 指標五、離島或偏遠交通不便之學校。
補助原則	 (一)已申請學習輔導之學校始得申請補助。 (二)符合補助對象之學校,由直轄市或縣(市)政府依照學校實際需求,排定優先順序。(93、94年度已獲本項目補助者,不得提出申請。) (三)每校最高補助額度:6班以下 10萬元,7~12班 15萬元, 13班以上 20萬。補助校數及補助額度視年度經費狀況決定之。
執行策略	 (一)申請補助充實基本教學設備,應由學校各課程領域小組充分討論後,排定優先順序、說明用途,提報設備明細,並經核定後依規定辦理。應避免全部經費集中購置單一設備項目。 (二)本項補助不得用於購置消耗品或修繕既有之設備設施。 (三)計畫執行期間;必須於95年8月底前執行完竣。
申青条件	符合指標一~(一)、一~(二)、一~(三)之百分比界定標準及指標三、指標五界定標準,且有申請補助項目二「辦理學習弱勢學生之學習輔導」者,始得申請本補助項目。

神	助項目:七、充實學童午餐設施
補助對象	指標一、原住民學生比例偏高之學校。 指標二、低收入戶、隔代教養、單(寄)親家庭、親子年齡差距過大之 學生比例偏高之學校。 指標五、離島或偏遠交通不便之學校。
補助原則	 (一)補助興建集中式午餐廚房及充實設備器具: 1.供應中心學校,須具有可興建廚房之校地。 2.午餐供應之運送車程應在30分鐘以內。 3.以能供應學童人數500人以上為原則。 4.補助硬體建築工程費、設備器具費及運送車輛。 (二)補助修建午餐廚房或充實設備器具。 1.修建午餐廚房依申請計畫核實補助,但不能超過補助限額。 2.充實午餐設備,依申請計畫核實補助。但須視供應午餐人數,而有不同的補助限額。 3.最近三年內曾獲本計畫或其他相關計畫補助者不得再申請補助(各直轄市及縣(市)應自行詳加審核)。
執行策略	 (一)補助興建集中式午餐廚房及設備器具。 (二)優先配合學童午餐供應計畫,辦理改修建午餐廚房或充實設備器具。 (三)申請補助運送車輛者,需檢附直轄市或縣市政府同意編列下列自行負擔經費之相關證明文件:(1)司機薪津、(2)車輛養(維)護費、(3)燃料費、(4)使用牌照稅、(5)燃料費使用費、(6)車輛責任保險費等。 (四)有學生午餐廚房並供應學生午餐之學校,始可申請補助午餐廚房設備。申請午餐廚房修繕或充實設備器具時,應檢附修繕或設備器具購置計畫及經費需求明細表。
申請條件	符合指標:一~(一)、一~(二)、一~(三),及指標二~(一)之百分比界定標準者及指標五,始可申請。 ※申請時應檢附最近三年用餐人員基本資料,及充實與修繕狀況。

袖	前助項目:八、發展原住民教育文化特色及充實設備器材
補助對象	指標一、原住民學生比例偏高之學校。
補助原則	學生人數在 100 人(含)以下之學校,最高補助 15 萬元。 學生人數超過 100 人之學校,最高補助 30 萬元。
執行策略	 (一)學校建立原住民傳統文化特色,應以發展本族群之特色為主,並以普遍實施,多數學生參與為原則。 (二)實施多元文化教育之相關教學活動: 1.原住民傳統藝術、技藝、音樂、體育、舞蹈等傳承教學。 2.實施母語教學。 3.辦理原住民族群交流、城鄉交流等教學活動。 (三)充實原住民教育教學設備器材。 (四)為確保學生受教權益,學校執行發展原住民教育文化特色不得使用現行課程之授課時數,亦不得與課後學習輔導之實施時間重疊。
申請條件	符合指標一~(一)、一~(二)、一~(三)之百分比界定標準者, 始可申請。

乙、附

錄

附统一

教育部九十五年度推動教育優先區計畫 指標與補助項目修訂重點

教育部 95 年度推動教育優先區計畫指標與補助項目修訂重點 壹、指標界定修訂重點

37 38 (4/2) 1 2 1 3E 18C3			
原指標名稱及界定標準	修訂後指標名稱及界定標準	說	胡
一、原住民學生比例偏高之學校	一、原住民學生比例偏高之學校	1.未	修 tr
一~(一)特偏及偏遠地區學校,	一~(一)特偏及偏遠地區學校,	l	文內
原住民學生佔全校學生	原住民學生佔全校學生	容	4
總數 40%以上者。	總數 40%以上者。		
一~(二)一般地區學校,原住民	一~(二)一般地區學校,原住民		
學生合計佔全校學生	學生合計佔全校學生		***************************************
總數 20%以上者。	總數 20%以上者。		
一~(三)都會地區學校,原住民	一~(三)都會地區學校,原住民		
學生合計佔全校學生	學生合計佔全校學生		
總數 15%以上者。(都	170 370 170 170 170 170 170 170 170 170 170 1		
會地區學校係指位於	• • • • • • • • • • • • • • • • • • • •		
院轄市、省轄市及縣轄	院轄市、省轄市及縣轄		
市之學校)	市之學校)		u-co-co-co-co-co-co-co-co-co-co-co-co-co-
一~(四)全校學生中,原住民學	一~(四)全校學生中,原住民學		
生合計達35人以上者。	生合計達35人以上者。		
二、離島或偏遠交通不便地區之	五、離島或偏遠交通不便地區之	1.原才	旨標
學校	學校	6	多訂
,			
二~(一)離島以政府核定有案之			音標
二~(一)離島以政府核定有案之 各級離島或山地為準	五~(一)離島以政府核定有案之 各級離島或山地為準	為主五。	音標
二~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80)	五~(一)離島以政府核定有案之 各級離島或山地為準	為主五。	音標
二~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四	五~(一)離島以政府核定有案之	為主五。	等標
二~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。	五~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。	為才 五。 2.未信	音標を打り
二~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 二~(二)偏遠交通不便之學校係	五~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四	為五。2.未作	音標を打り
二~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 二~(二)偏遠交通不便之學校係 指經地方政府核定有案	五~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。	為五。2.未作	音標を打り
二~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 二~(二)偏遠交通不便之學校係 指經地方政府核定有案 之特偏、偏遠地區學校,	五~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 五~(二)偏遠交通不便之學校係	為五。2.未作	音標を打り
二~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 二~(二)偏遠交通不便之學校係 指經地方政府核定有案 之特偏、偏遠地區學校, 且符合下列條件之一者:	五~(一)離島以政府核定有案之各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四號函頒布)。 五~(二)偏遠交通不便之學校係指經地方政府核定有案	為五。2.未作	音標を打り
二~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 二~(二)偏遠交通不便之學校係 指經地方政府核定有案 之特偏、偏遠地區學校, 且符合下列條件之一者: 1.學校所在地區,無公共	五~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 五~(二)偏遠交通不便之學校係 指經地方政府核定有案 之特偏、偏遠地區學校,	為五。2.未作	音標を打り
二~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 二~(二)偏遠交通不便之學校係 指經地方政府核定有案 之特偏、偏遠地區學校, 且符合下列條件之一者: 1.學校所在地區,無公共 交通工具到達者。	五~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 五~(二)偏遠交通不便之學校係 指經地方政府核定有案 之特偏、偏遠地區學校, 且符合下列條件之一者: 1.學校所在地區,無公共 交通工具到達者。	為五。2.未作	音標を打り
二~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 二~(二)偏遠交通不便之學校係 指經地方政府核定有案 之特偏、偏遠地區學校, 且符合下列條件之一者: 1.學校所在地區,無公共 交通工具到達者。 2.學校距離公共交通工具	五~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 五~(二)偏遠交通不便之學校係 指經地方政府核定有案 之特偏、偏遠地區學校 上符合下列條件之一者: 1.學校所在地區,無公共 交通工具到達者。 2.學校距離公共交通工具	為五。2.未作	音標を打り
二~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 二~(二)偏遠交通不便之學校係 指經地方政府核定有案 之特偏、偏遠地區學校 之特倫、偏遠地區學校 1.學校所在地區,無公共 交通工具到達者。 2.學校距離公共交通工具 站牌,達5公里以上者。	五~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 五~(二)偏遠交通不便之學校係 指經地方政府核定學校係 之特偏、偏遠地區學校 上符合下列條件之一者: 1.學校所在地區,無公共 交通工具到達者。 2.學校距離公共交通工具 站牌,達5公里以上者。	為五。2.未作	音標を打り
二~(一)離島以政府核定有案之 各級離島或山地經濟 (臺灣省政府 80.6.21(80) 府人四字第七二六九 院區字第七二六九 院區交第七二六九 所在 所在 是原本 一个(二)偏遠交通不便之學校係 之特倫、偏遠地區學校 之特倫、偏遠地區學校 之特倫、偏遠學校 上一十十一 一十十一 一十十一 一十十一 一十十一 一十十一 一十十一 一十	五~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四字第七二六九四 號函頒布)。 五~(二)偏遠交通不便之學校係 指經地方政府核定有案 之特偏、偏遠地區學校 上符合下列條件之一者: 1.學校所在地區,無公共 交通工具到達者。 2.學校距離公共交通工具	為五。2.未作	音標を打り
二~(一)離島以政府核定有案之 各級離島或山地為之 (臺灣省政府 80.6.21(80) 府人四字第七二六九 號區交第一十二六 號區交第一十二六 號區交通不便之學校係 之特倫、倫遠地區學校 之特倫、倫遠地區學校 之特倫下列條件之一者 之特倫下列條件之一者 之學校所在地區。 2.學校所在地區者。 2.學校所在地區,無 交通工具到達者。 2.學校與工具到達者 交通工具 3.學區與上者 五公里以上,且無公共交	五~(一)離島以政府核定有案之 各級離島或山地為準 (臺灣省政府 80.6.21(80) 府人四號第一十二六九四號為 一個一個一個一個一個一個一個一個一個一個一個一個一個一個一個一個一個一個一個	為五。2.未作	音標を打り
二~(一)離島以政府核定有為準 (臺灣 80.6.21(80) 府級 島或府 80.6.21(80) 府人國家第七二六九九 號一次第一十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二	五~(一)離島以政府核定有案之 各級離島或后.21(80) 府級離島或所 80.6.21(80) 所述 6臺灣 2 年 2 年 2 年 2 年 2 年 2 年 2 年 3 年 2 年 3 年 3	為五。2.未作	音標を打り
二~(一)離島以政府核定 一。(一)離島以政府核上 一。(臺灣 80.6.21(80) 一。(臺灣 80.6.21(80) 一。(五~(一)離島以政府核定人 各總 養灣省政府 80.6.21(80) 府 后 是 海 所 五~(二) 編 之 之 之 之 之 之 之 之 之 之 之 之 之	為五。2.未作	音標を打り
二~(一)離島以政府核定有為準 (臺灣 80.6.21(80) 府級 島或府 80.6.21(80) 府人國家第七二六九九 號一次第一十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二	五~(一)離島以政府核定有案之 各級離島或后.21(80) 府級離島或所 80.6.21(80) 所述 6臺灣 2 年 2 年 2 年 2 年 2 年 2 年 2 年 3 年 2 年 3 年 3	為五。2.未作	音標を打り

37° 3 25 5.25 560 25° 400 120° 50.5 505 505	759 La 30 136 138 138 47 57 547 548 545 535	بر المحادث الم
原指標名稱及界定標準	修訂後指標名稱及界定標準	說明
三、低收入戶、隔代教養、單(寄) 親家庭、親子年齡差距過大 及外籍、大陸配偶子女之學 生比例偏高之學校 三~(一)低收入戶、隔代教養、 單(寄)親家庭、親子年齡 差距過大及外籍、大陸 配偶子女之學生合計人 數,佔全校學生總數20 %以上之學校。 三~(二)低收入戶、隔代教養、 單(寄)親家庭、親子年龄 差距過大之學生人數合 計達35人以上之學校。	二~(二)低收入戶、隔代教養、 單(寄)親家庭、親子年齡 差距過大之學生人數合	修標 删標外陸女 為班 為。 原「、縄。 便 3.班 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4
四、中途報學率偏高之學校 係指該學年度經通報有案之 中途輟學學生人數: 四-(一)佔當學年度在籍學生人 數之3%以上者。 四-(二)中輟學生人數達 10 人 以上者。	係指該學年度經通報有案之 中途輟學學生人數,佔當學	
五、學齡人口嚴重流失之學校 以該校學生最近3學年度減少 比例達15%以上,且平均每年 減少人數在5人以上者。		1. 删除原 指標五
六、教師流動率及代理教師比例 偏高之學校 六-(一)學校最近 3 學年度教師 (含實缺代理)流動,平均 達 30%以上。 六-(二)學校最近 3 學年度實缺教師 代理率平均達 30%以上者。	(含實缺代理)流動,平均 達30%以上。 六-(二)學校最近3學年度實缺教師	條 文 內 容。
七、國中學習弱勢學生比例偏高 之學校 該校前1學年第一次基本學力 測驗總成績百分等級(PR 值) 在 25 以下之學生人數佔畢業 生總數達40%以上者。	測驗總成績百分等級(PR 值)	七修訂 為指標 三。

式、補助項目修訂重點

	補助項目內涵		說明				
]	、推展視職教育活動		·、推展親職教育活動				
000000000000000000000000000000000000000	指標一、原住民學生比例偏高之 學校。		指標一·原住民學生比例編高之 學校。	指標三			
補	指標二、離島或偏遠交通不便之 學校。	補補	指標二、低收入戶、隔代教養、單(寄)親家庭、親子年	「及外 籍、大			
助		助		陸配偶			
對象		對象	例偏高之學校。 指標四、中途輟學率偏高之學校	子女」 2. 配合指			
	陸配偶子女之學生比	.3*	指標五、離島或偏遠交通不便之	標項次			
own processor and an artist of the control of the c	例偏高之學校。 指標四、中途輟學率偏高之學校。		學校。	修訂。			
	(一)申請本補助項目應檢具實施計畫(含實施依據、目標、對		(一)申請本補助項目應檢具實施 計畫(含實施依據、目標、對				
	象、內容、方式、日期、時間、		象、內容、方式、日期、時間、				
補	地點、成效評估、經費明細表 等項目)經審查核定後實施。	補	地點、成效評估、經費明細表				
1	(二)學校申請本補助項目應依照	,	等項目)經審查核定後實施。 (二)學校申請本補助項目應依照				
原	相關規定標準核實編列經費		相關規定標準核實編列經費				
則	概算,最高補助10萬元。辦		概算,最高補助10萬元。辦				
- Archaelander	理目標學生家庭訪視輔導及		理目標學生家庭訪視輔導及				
	親職教育活動 2 大類,其中		親職教育活動 2 大類,其中	ļ			
	辦理親職教育活動(含講		辦理親職教育活動(含講	,			
	座),最高補助30,000元。		座),最高補助30,000元。	7			
	(一)學校辦理親職教育活動,應以		(一)學校辦理親職教育活動,應以	1.未修訂			
	目標學生之家長為主要對象	7	目標學生之家長為主要對象	條文內			
	(佔60%以上),辦理內容與		(佔60%以上),辦理內容與	容。			
	方式必須考量家長參與的方	4	方式必須考量家長參與的方				
	便性與接受程度。	1	便性與接受程度。				
執	(二)辨理親職教育活動,應以有效	執	(二)辨理親職教育活動,應以有效				
行	提升父母親職效能、增進親	行	提升父母親職效能、增進親				
策	丁關係為目標,規劃切合指	策	子關係為目標,規劃切合指				
略	標意義之執行方案。每年度	wż.	標意義之執行方案。每年度	2. acapta			
	應辦理 2 場次以上。		應辦理2場次以上。	00 ch			
	(三)針對需進行家庭訪視輔導之		(三)針對需進行家庭訪視輔導之	10000			
	目標學生,學校應結合社會		目標學生,學校應結合社會				
	(區)資源,每學期主動訪視輔		(區)資源,每學期主動訪視輔				
	導2次以上,並建立輔導過		導 2 次以上,並建立輔導過	T OF CONTRACT			
	程及輔導成效評估檔案,持		程及輔導成效評估檔案,持	ol section of the sec			

······					***********	
	補助項目內涵		修訂後補助項目內涵		說目	月
	續追蹤。(實際執行人員得依規		續追蹤。(實際執行人員得依規			
	定核實支領加班費、誤餐費)	j	定核實支領加班費、誤餐費)			
审	符合指標一,指標二,指標三~	申	符合指標一,指標二~(一)、二~	de la	配名	全指
蒋绛	(一)、三~(二),指標四之界定標	篠	(二),指標四,指標五之界定標準	2	標工	真次
件	準者,由學校提出申請。	件	者,由學校 提出申請。		修訂	<u> </u>
دسر.	、辦理學習弱勢學生之學習輔	جون خاندينون	、辦理學習弱勢學生之學習輔			
	*		*			
	指標一、原住民學生比例偏高之		指標一、原住民學生比例偏高之			
	學校。		學校。	-		票三
	指標二、離島或偏遠交通不便之		指標二、低收入戶、隔代教養、			足外
	學校。		單(寄)親家庭、親子年			、大
補	指標三、低收入戶、隔代教養、	補	龄差距過大之學生比		•	配偶
助	單(寄)親家庭、親子年	助	例偏高之學校。			女」 原指
對	龄差距過大及外籍、大	對	指標三、國中學習弱勢學生比例		ベッ 標五	
象	陸配偶子女之學生比	象	偏高之學校。			合指
	例偏高之學校。		指標五、離島或偏遠交通不便之			百次
	指標五、學齡人口嚴重流失之學校		學校。		修訂	
	指標七、國中學習弱勢學生比例				•,>	4
	偏高之學校。					
2	(一)課後學習輔導:		(一)課後學習輔導:		-	果後
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	1.每校每班每學年最高補助		1.每校每班每學年最高補助			肾輔及住
	180節。(檢附課程表及上		144 節 (以每週 4 節*18	!	-	生夜
	課總節數)		週*2學期為原則)。(檢附	7	_	學習
	2.補助教師鐘點費:每節國		課程表及上課總節數)	ŧ.		學最
	中 360 元 , 國小 260 元。		2.國中以指標三申請者,得	1		補 住 180
			申請 180 節。(檢附課程表			,修
			及上課總節數)			為最
補		補	3.補助教師鐘點費:每節:	•		補助
助		助	國中360元,國小260元。			節。 列國
原	(二)住校生夜間學習輔導:	原	(二)住校生夜間學習輔導:			四路以指
則	1.每校每班每學期最高補助	23.4	1.每校每班每學期最高補助	ŧ.		三申
	180 節。(每夜 2 節×每週		144 節。(每夜 2 節×每週		請	者,
	計畫輔導夜數×週數)。	manataram	計畫輔導夜數×週數)。	1		高得
	2.補助教師輔導鐘點費每	-	2.補助教師輔導鐘點費同課	!	申100	請節。
	節: 180 元。		後學習輔導。	1		· 即。 校生
-	(三)補助行政業務費:		(三)補助行政業務費:			間學
***************************************	1.辦理課後學習輔導或夜間學		1.辦理課後學習輔導或夜間學			輔導
	習輔導,每節補助20元。		習輔導,每節補助20元。			點費
	2. 支出項目包括工作人員加班		2.支出項目包括工作人員加班	1		整與
L		<u> </u>		<u> </u>	訴	後學

	補助項目內涵	修訂後補助項目內涵	說明
-	費、業務費、水電及材料費。	4	習輔導
	(四)學習輔導相關經費應核實支		
	領,如有剩餘款應繳回。	領,如有剩餘款應繳回。	
	(一)申請學習輔導分國中、國小		1 修訂學
<pre>f</pre>	課後學習輔導、住校生夜間		
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	學習輔導2項。	學習輔導2項。	實施期
	(二)學習輔導應於 93 學年度下		
	學期及 94 學年度上學期實	1	
	施,課後學習輔導應以目標		
	學生為主,並在學期中辦理		
	為原則。惟若國中學期中執	1 >	
	行有困難,或有特殊需要,	行有困難,或有特殊需要,	
	得在核定節數範圍內,擬具	得在核定節數範圍內, 擬具	
	教學計畫,報經直轄市或縣	教學計畫,報經直轄市或縣	
	市政府核定後,於星期例假	市政府核定後,於星期例假	
	日或寒暑假辦理。不得利用	日或寒暑假辦理。不得利用	
e de la companya de l	自習及午休時間辦理。	自習及午休時間辦理。	
	(三)課後學習以語文、數學、社	(三)課後學習以語文、數學、社	200
	會、自然與生活科技等學習領	會、自然與生活科技等學習領	
執	域為限,並以原班級實施為原	執 域為限,並以原班級實施為原	
行	則。如班級人數未滿 10 人	則。如班級人數未滿 10 人。	
策	時,國小採同年段混合編班,	行 時,國小採同年段混合編班,	
略	國中採同年級合併編班。	略國中採同年級合併編班。	
Ü	(四)課後學習輔導以補救教學為	(四)課後學習輔導以補救教學為	
	主,為確保學習輔導成效,	主,為確保學習輔導成效,	1
	實施時間不得與本計畫其他	實施時間不得與本計畫其	
	活動重疊。	他活動重疊。	and
	(五)本項補助依編(設)班之班級	(五)本項補助依編(設)班之班級數	
	數補助經費,若將目標學生融	補助經費,若將目標學生融入	
	入原有班級上課實施課後輔	原有班級上課實施課後輔導	THE STATE ST
	導時,學校得因應實際需要依	時,學校得因應實際需要依據	
	據現行會計審計法規之規	現行會計審計法規之規定,統	
	定,統籌支用教師鐘點費,以	籌支用教師鐘點費,以對特殊	
	對特殊需求之目標學生實施	需求之目標學生實施個別輔	
	個別輔導或補救教學。	導或補救教學。	
	(六)以指標一~(四)及指標三~	(六)以指標一~(四)及指標三~	
	(二)「人數指標」申請補助	(二)「人數指標」申請補助	
	者,日間學習輔導以每班20	者,日間學習輔導以每班	
	人為上限,採混合年級方式	20 人為上限,採混合年級	
	編班(例:目標學生 20 人以	方式編班(例:目標學生 20	

補助項目內涵			修訂後補助項目內涵	說明	-
	下編成1班,21~40人編成		人以下編成 1 班,21~40		
	2班,依此類推)。		人編成2班,依此類推)。		-
	(一)符合指標一~(一)、一~		(一)符合指標一~(一)、一~	1. 删除	原
	(二)、一~(三),指標二,		(二)、一~(三)、指標二~	指標。	H.
	指標三~(一)、指標五、指	申	(一)、指標三、指標五之界	2.配合	4
申	標七之界定標準者,由學	诗	定標準者,由學校提出申請		ş
請	校提出申請課後或夜間學	條	課後或夜間學習輔導。	修訂	
條件	習輔導。	214			1
	(二)指標一~(四)、指標三~	11	(二)指標一~-(四)、指標二~		
	(二),僅能依指標人數(目標		(二),僅能依指標人數(目標		
	對象)提出申請。		對象)提出申請。		
	、補助學校發展教育特色	-rejer -yeja -yezaratik	、補助學校發展教育特色		
P.A. INVESTIGATION	指標二、離島或偏遠交通不便之		指標二、低收入戶、隔代教養、	1.删除	. 1
- The second party	學校。		單(寄)親家庭、親子年	指標	ž
補	指標三、低收入戶、隔代教養、	補	齡差距過大之學生比	籍、	' 1
助助	單(寄)親家庭、親子年	助助	例偏高之學校。	隆配	. 1
對	龄差距過大及外籍、大	對對	指標四、中途輟學率偏高之學校	子女	
象	陸配偶子女之學生比	象	1日1年17 1 10年187 十四四一十八	及原 標五	
1	例偏高之學校。	300	指標五、離島或偏遠交通不便之	2.配合	
	指標四、中途輟學率偏高之學校		學校。	標項	
	指標五、學齡人口嚴重流失之學校	} }		修訂	
	(一)依各校提報之計畫核實補		(一)依各校提報之計畫核實補		
補	助,唯12班(含)以下學校	補	助,唯12班(含)以下學校限		- 1
助	限申請 1 項,13 班(含)以	助	申請 1 項, 13 班(含)以上者以	修訂	٥
原	上者以 2 項為限,每校每	原	2項為限,每校每項每年最高		
图 成	項每年最高補助 10 萬元。	3 1	補助10萬元。		
	(二)指標一(四)、指標三(二)之人	メメ认	(二)指標一-(四)、指標二-(二)之人		
	數指標,不得申請本項補助。	ļ	數指標,不得申請本項補助。		
	(一)發展教育特色應符合青少年	-	(一)發展教育特色應符合青少年	1	
	身心正常發展,以多元化藝	1	身心正常發展,以多元化藝		
-	能科取向,並配合地方特色	population	能科取向,並配合地方特色	項目 2項	-
執	與學校條件。	執	與學校條件。		
行策	(二)發展教育特色應以普遍實	行	(二)發展教育特色應以普遍實		
	施,多數學生參與為原則。	答	施、多數學生參與為原則。	先	順
æ\$.	(三)申請本項經費,不得購置與特	略	(三)申請本項經費,不得購置與特	序。	. 05
Cocconarco	色無關之設備。		色無關之設備。	•	
	(四)每一特色至少應持續發展 3		(四)每一特色至少應持續發展 3		
S. A. S.	年,以充分運用教育資源。		年,以充分運用教育資源。		
	(五)為確保學生受教權益,學校執	1	(五)各校申請項目在2項以上,應	L	·····

	補助項目內涵	修訂後補助項目內涵	說明
-	行發展教育特色不得使用現	September 1990 Company	9/5 "7/3
	行課程之授課時數,亦不得		4
	與課後學習輔導之實施時間	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
- Company	重響。	行課程之授課時數,亦不得	1
-		與課後學習輔導之實施時間	
1		重響。	, 1004 A. A. A
#	符合指標三-(一)之百分比界	申符合指標二-(一)之百分比界	1.删除原
請	定標準者,及符合指標二、指	請 定標準者,及符合指標四、指	指標五
條	標四、指標五界定標準者,始	條標五界定標準者,始可申請。	2.配合指
件	可申請。	件	標項次
29	、修繕離島或偏遠地區師生宿	四、修缮離島或偏遠地區師生宿	修訂。
	*	*	
	指標一、原住民學生比例偏高之	指標一、原住民學生比例偏高之	1 x 2 / 12
補	學校。	補學校。	標項次
助	指標二、離島或偏遠交通不便之	助指標五、離島或偏遠交通不便之	
對		對學校。	19 21
象	指標六、教師流動率及代理教師	象 指標六、教師流動率及代理教師	
	比例偏高之學校。	比例偏高之學校。	and the second
	(一)補助修缮單身教師宿舍、學生	(一)補助修繕單身教師宿舍、學生	1修訂補
-	宿舍與充實設備器具。	宿舍與充實設備器具。	助年度
	1.審查各校提報之計畫及經	1.審查各校提報之計畫及經	
	費需求表後核實補助。(未	費需求表後核實補助。(未	
	檢附者不予補助)	檢附者不予補助)	and the second
	2.補助額度,修繕最高 60	2.補助額度,修繕最高 60	
Ì	萬元,設備最高30萬元。	萬元,設備最高30萬元。	
	(二)本計畫 <u>89、90、91、92、93</u>	(二)本計畫 <u>90、91、92、93、94</u>	
補	年度已接受本項補助之學	補 年度已接受本項補助之學	empto)
助	校,該補助項目(修繕或充實	助 校、該補助項目(修繕或充實	- Postore
原		原 設備)不得再提出申請。	
别	(三)已列入遷校併校計畫之學校	則(三)已列入遷校併校計畫之學校	
	不得提出申請。	不得提出申請。	
1	(四)有特殊情況者,得不受補助原	(四)有特殊情況者,得不受補助原	- Target and the same
7	則(二)之限制,可個案提出申	則(二)之限制,可個案提出申	
	吉齊 ·	満 。	
, value,	(五)單身教師宿舍修繕或充實設	(五)單身教師宿舍修缮或充實設	707466
	備,必須確有現職教師住宿	備,必須確有現職教師住宿	Post-Ordenseen
	之需求者,始核予補助,且	之需求者,始核予補助,且	r constant
	不得充作有眷宿舍。	不得充作有眷宿舍。	www.nousep
執 (一)宿舍修缮及充實設備應以安國	九(一)宿舍修缮及充實設備應以安	未修訂

	補助項目內涵		修訂後補助項目內涵	說明
行		行		
策	生活需求為原則。	策		容。
1 1	(二)所購置之宿舍設備,不得移往	. 1	· · · · · · · · · · · · · · · · · · ·	_
-	他處使用。	,,,	他處使用。	TITLE CONTROL OF THE
	- ((一)符合指標一~(一)、一~二)、	
	(二)、一~(三)之百分比界定		一~(三)之百分比界定標準	- 1
	標準或指標二者,可申請學	,	或指標五者,可申請學生宿	
申	生宿舍。	申	舍。	
請	(二)符合指標二、指標六界定標準	請	(二)符合指標五、指標六界定標準	
條	者,可申請教師宿舍。	條	者,可申請教師宿舍。	
件	※申請時應檢附最近 3 年住宿	件	※申請時應檢附最近 3 年住宿	
	人員基本資料(含身份、職		人員基本資料(含身份、職	
	位),及充實與修繕宿舍狀況。		位),及充實與修缮宿舍狀況。	
<i>E</i> .	、開辦國小附設幼稚園	五	、開辦國小附設幼稚園	
	指標一、原住民學生比例偏高之		指標一、原住民學生比例偏高之	1. 删除原
	學校。		學校。	指標三
補	指標二、離島或偏遠交通不便之	補	指標二、低收入戶、隔代教養、	「及外
助助	學校。	助	單(寄)親家庭、親子年	籍、大
對對	指標三、低收入戶、隔代教養、	對	龄差距過大之學生比	陸配偶
象	單(寄)親家庭、親子年	泉	例偏高之學校。	子女」
	龄差距過大及外籍、大	.,-	指標五、離島或偏遠交通不便之	2.配合指
	陸配偶子女之學生比		學校。	標項次 修訂。
-	例偏高之學校。 (一)符合補助指標者,以有空餘		(一)符合補助指標者,以有空餘教	
-	教室之學校優先補助。	+	室之學校優先補助。	1. 发起于
	(二)開辦費補助 100 萬元。		(二)開辦費補助 100 萬元。	幼兒專
***************************************	(三)每新(增)設 班補助設備器材		(三)每新(增)設 1 班補助設備器材	
	費 50 萬元。		費 50 萬元。	最高補
補	(四)地區性幼稚園得核實補助建	補	!	助金額
助	築經費,以每間教室 150 萬	1		為80萬
原	元為原則(離島地區得視實際	}		元。
則	∮	則		
	(五)地區性幼稚園得申請補助交		(五)地區性幼稚園得申請補助交	
	通車,購置乘人小汽車,每		通車,購置幼兒專用車,每	
	輛最高補助 100 萬元。		輛最高補助 <u>80萬元</u> 。	
	(六)不得與教育部幼稚教育中程		(六)不得與教育部幼稚教育中程	
	計畫重複申請。		計畫重複申請。	
執	(一)現有國小附設幼稚園,得依	執	(一)現有國小附設幼稚園,得依補	1.未修訂
行	補助原則(一)至(三)提出申請	行	助原則(一)至(三)提出申請。	條文內
策	(二)符合指標及設置標準人數之	策	(二)符合指標及設置標準人數之	容。

,	補助項目內涵	Ţ	修訂後補助項目內涵	説明
略	國小得由直轄市、縣(市)政府	略	國小得由直轄市、縣(市)政府	***********
(International Control of Control	擇定1所國小,結合鄰近學		擇定 1 所國小,結合鄰近學	1
	區,試辦「地區性」幼稚園,	,	區,試辦「地區性」幼稚園,	
	並依補助原則(一)至(五)提出		並依補助原則(一)至(五)提出	\$
-	中請。		宇青。	
	(三)申請購置交通車之學校,應由		(三)申請購置交通車之學校,應由	
	直轄市及各縣(市)政府自行編	,	直轄市及各縣(市)政府自行編	1
	列預算支應下列經費項目,並		列預算支應下列經費項目,並	4
	須檢附直轄市、縣(市)政府證		須檢附直轄市、縣(市)政府證	.
	明同意編列相關之文件。(1)		明同意編列相關之文件。(1)司	A 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
	司機薪津,(2)車輛養(維)護		機薪津,(2)車輛養(維)護費,	
	費,(3)油料費,(4)使用牌照	-	(3)油料費,(4)使用牌照稅,(5)	
	稅,(5)燃料費,(6)車輛責任保		燃料費,(6)車輛責任保險費,	
	險費,(7)乘客保險費等。		(7)乘客保險費等。	
	(四)人事費應由地方政府自行編		(四)人事費應由地方政府自行編	
	列,納入地方預算,並檢附		列,納入地方預算,並檢附	
	證明文件。		證明文件。	
	(一)符合指標一~(一)、一~(二)、		(一)符合指標一~(一)、一~(二)、	1.配合指
	一~(三),二~(一)之百分比界] !	一~(三),二~(一)之百分比界	標項次
申	定標準及符合指標五界定標	申	定標準及符合指標五界定標	修訂。
請	準者,始可申請。	請	準者,始可申請。	
	(二)申請購置交通車之學,如未	1 :	(二)申請購置交通車之學,如未依	
件	依規定管理使用者,取消該	1 '	規定管理使用者,取消該直	
	直轄市、縣(市)政府爾後3年		轄市、縣(市)政府爾後3年內	***************************************
	內申請本項目之資格。		申請本項目之資格。	
六	、充實學校基本教學設備	秀	、充實學校基本教學設備	
Ì	指標一、原住民學生比例偏高之		指標一、原住民學生比例偏高之	1.删除原
	學校。		學校。	指標五
補	指標二、離島或偏遠交通不便之	補	指標三、國中學習弱勢學生比例	2.配合指
助	學校。	助	偏高之學校。	標項次
對	指標五、學齡人口嚴重流失地區	對	指標五、離島或偏遠交通不便之	修訂。
象	之學校。	象	學校。	hertimosen
	指標七、國中學習弱勢學生比例			4+XX+hmma
	偏高之學校。			
補	(一)已申請學習輔導之學校始得	補	(一)已申請學習輔導之學校始得	1.修訂已
助助	申請補助。	助助	申請補助。	獲補助
原	(二)符合補助對象之學校,由直轄	原	(二)符合補助對象之學校,由直	年度為
則	市或縣(市)政府依照學校實	外則	轄市或縣(市)政府依照學校	93 · 94
~ 1	際需求,排定優先順序。(92、	77	實際需求,排定優先順序。	

	補助	JĄ	8 :	內涵	Ţ	修訂後補助項目內涵	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	說明	9
 	93 年度已獲本項目補助者,			(93、94年度已獲本項目補助	**************************************	V400-0-00U.0000.	04W00410-000		
	不得损	 出申	请。	}		者,不得提出申請。)			
	(三)每校最	高補	助額	度:6班以下		(三)每校最高補助額度:6班以下			
	10 萬元	元,7-	12 班	15 萬元,13		10 萬元,7-12 班 15 萬元,13			
	班以上	20 ;	萬。			班以上20萬。	******		
	※補助校	數及	補助	額度視年度		※補助校數及補助額度視年度			
acquera que esta esta esta esta esta esta esta est	經費狀.	况决》	定之。			經費狀況決定之。			
	(一)申請:	補助	充實	基本教學設	-	(一)申請補助充實基本教學設	1.	修訂	广轨
	備,原	医由导	▶校各	課程領域小		備,應由學校各課程領域小		行期	限
	組充分	产計器	後,	排定優先順	winder wi	組充分討論後,排定優先順		為 95	5年
執	序、訪	兑明用	途,	提報設備明	執	序、説明用途,提報設備明	,	8 月	底
1 "	\$9 · 3	並經?	核定律	复依規定辦		细,並經核定後依規定辦		前。	
行策	理。返	建免全	音解經	費集中購置	行策	理。避免全部經費集中購置			
平略	單一部	支備項	目。		略略	單一設備項目。			
	(二)本項剂	萬助才	、得用	於購置消耗	***	(二)本項補助不得用於購置消耗	-		
,	品或作	多繕既	有之	設備設施。	charles Miles	品或修繕既有之設備設施。			
-	(三)計畫執	行期	限:	必須於 94 年		(三)計畫執行期限:必須於95年			
	8月底	前執	行完的	复 。		8月底前執行完竣。			
	符合指標	~ (() •	The family has been been been been been been been bee	(developedo) ber	符合指標-~(-)、-~(二)、	1	删除	原
#	-~(<u>=</u>)	之百	分比	界定標準及	申	一~(三)之百分比界定標準及		指標	五
請	指標二、	指標了	丘、指	標七界定標	請	指標三、指標五、指標七界定標			1
條	準,且有	申請补	甫助項	[目二「辨理	篠	準,且有申請補助項目二「辦理」		標項	
件	學習弱勢	學生	之學習	『輔導』者,	件	學習弱勢學生之學習輔導」者,	,	修訂	٠
	始得申請	本補!	功項 E	0	**************************************	始得申請本補助項目。			
t	、充實學	童午	餐設	6	1 -	· 充實學童午餐設施			
and a second	指標一、	原住戶	《學生	比例傷高之		指標一、原住民學生比例偏高之	1.	删除	原
		學校。				學校。	-	指標	外
補			-	交通不便之	補	指標二、低收入戶、隔代教養、		籍、	大
助		學校。		ere (la la) lé	助	單(寄)親家庭、親子年		陸剛	
對				隔代教養、	對	龄差距過大之學生比		子女 及原	
象				庭、親子年	象	例偏高之學校。	,	標五	٥
				及外籍、大	T-COOK GARGE	指標五、離島或偏遠交通不便之			
Lucasana			ウブコ うと学	文之學生比 ·校。		學校。		標項 修訂	
				午餐廚房及		(一)補助與建集中式午餐廚房		-	
補	充實。			1 1 12 12/10/10	補	及充實設備器具:		保区	
助				, 須具有可		1.供應中心學校,須具有可		容。	* * *
原	興建		•		原	與建廚房之校地。		-	-
則				· 送車程應在		* .			
***************************************	30分	. –	_	~~ ~ (\$ 15 - 1) Q3 * (\$ 14 -		30 分鐘以內。			
L		~ _ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	· • 4		.1	The state of the s]

3.以能供應學童人數 500 人以上為原則。 4.補助硬體建築工程費、設備器具費及運送車輛。 (二)補助修建午餐厨房或充實設備器具: 1.修建午餐厨房依申請計畫核實補助。但須視供應午餐人數,而有不同的補助限額。 2.充實午餐發備,依申請計畫核實補助。但須視供應年餐人數,而有不同的補助限額。 3.最近 3 年內曾獲本計畫或其他相關計畫補助者不得再申請補助(各直轄市及縣(市)應自行詳加審核)。 (一)補助興建集中式午餐厨房及設備器具。 (二)優先配合學童午餐厨房或充實設備器具。 (二)優先配合學童午餐厨房或充實設備器具。 (二)優先配合學童午餐厨房或充實設備器具。 (二)優先配合學童年餐厨房或充實設備器具。 (二)價先配合學童年餐厨房或充實設備器具。 (二)價先配合學童年餐厨房或充實設備器具。 (二)價先配合學童年餐厨房或充實設備器具。 (二)價先配合學童年餐厨房或充實設備器具。 (二)價先配合學童年餐厨房或充實設備器具。 (二)價先配合學童年餐厨房或充實設備器具。 (二)價先配合學童年餐供應計畫有數學主人養養房房或充實設備器具。 (二)價先配合學量等人養養之學檢應計畫有數學主人養房房或充實設備器具。 (二)價,相關說選送車輛者,需檢例下列自行負擔經費之相關。 經濟學生午餐厨房並供應學生午餐房房並供應學生午餐房房設備。申請年餐房,經營經或充實設備器具時,經檢附修缮或充實設備器具時實計畫及經費高來明細表。 符合指標一个(一)、一个(三)、及指標一个(一)、指標三个(一)。 中 令行指標一个(一)、有學生午餐房房設備。申請并餐厨房修繕或充實設備器具時,應檢附修缮或充實設備器具時實別內與其時,應檢附修絡或充實設備器具時實別於經費之中,一个(三)、及指標一个(一)、指標五戶合指模一个(一)、人指標一个(一)、指標五戶。	說明
4.補助硬體建築工程費、設備器具費及運送車輛。 (二)補助修建午餐廚房或充實設備器具: 1.修建午餐廚房依申請計畫核實補助,但不能超過補助限額 2.充實午餐設備,依申請計畫核實補助,但不能超過補助限額 2.充實午餐設備,依申請計畫核實補助,但不能超過補助限額 3.最近3年內曾獲本計畫或其他相關計畫補助者不得再申請補助(各直轄市及縣(市)應自行詳加審核)。 (一)補助興建集中式午餐廚房及設備器具。 (二)優先配合學童午餐供應計畫,辦理改修建午餐廚房或充實設備器具。 (二)傳先配合學童午餐供應計畫,辦理改修建午餐廚房或充實設備器具。 (二)傳先配合學童午餐供應計畫,辦理改修建午餐廚房或充實設備器具。 (三)申請補助運送車輛者,需檢 附直轄市或縣市政府同意編 列下列自行員擔經費之相關 就明文件:(1)司機辦津、(2)車輛養(維)護費、(3)燃料費、(4)使用牌照稅、(5)燃料費使用費、(6)車輛責任保險費等。 (四)有學生午餐廚房並供應學生午餐房房並供應學生午餐內學生午餐廚房並供應學生午餐內學生午餐房房並相關 就明文件:(1)司機辦津、(2)車輛養(維)護費、(3)燃料費、(4)使用牌照稅、(5)燃料費使用費、(6)車輛責任保險費等。(四)有學生午餐廚房並供應學生午餐內學生午餐房房並供應學生午餐內學生午餐房房並供應學生午餐內學生午餐房房並供應學生午餐房房設備器具購置計畫及經費需求明細表。 符合指標一个(一)、一个(二)、一个(三),及指標二个(一)、指標五	rindi (feri leni hida elani en india di di antinu unu unu
備器具費及運送車輛。 (二)補助修建午餐厨房或充實設備器具: 1.修建午餐厨房依申請計畫核實補助,但不能超過補助限額 2.充實午餐設備,依申請計畫核實補助。但須視供應午餐人數,而有不同的補助限額。 3.最近 3 年內曾獲本計畫或其他相關計畫補助者不得再申請補助(各直轄市及縣(市)應自行詳加審核)。 (一)補助與建集中式午餐厨房及設備器具。 (二)優先配合學童午餐供應計畫,辦理改修建午餐厨房或充實設備器具。 (二)優先配合學童午餐供應計畫,辦理改修建午餐厨房或充實設備器具。 (二)傳統配合學童午餐供應計畫,辦理改修建午餐厨房或充實設備器具。 (二)傳統配合學童子餐供應計畫,辦理改修建年餐厨房或充實設備器具。 (二)傳統配合學童子餐供應計畫,辦理改修建年餐厨房或充實設備器具。 (二)傳統配合學童子餐供應計畫,辦理改修建年餐厨房或充實設備器具。 (二)傳統配合學童子餐供應計畫,辦理改修建年餐厨房或充實設備器具。 (二)傳統配合學童子餐供應計畫,辦理改修建年餐厨房或充實設備器具。 (二)傳統配合學童子餐供應計畫,辦理改修建年餐厨房或充實設備器具。 (三)申請補助立送車輛者,需檢 列下列自行自禮機新津、(2)車輛養(維)護費、(3)燃料費、(4)使用牌照稅、(5)燃料費使用費、(6)車輛責任保險費等。 (四)有學生午餐厨房並供應學生午餐房房設備器具時,應檢附修繕或設備器具時,應檢附修繕或設備器具購置計畫及經費需求明細表。 符合指標一个(一)、一个(二)、一「一个(三),及指標二个(一)、指標五	
(二)補助修建午餐厨房或充實設備器具: 1.修建午餐厨房成中請計畫核實補助,但不能超過補助限額 2.充實午餐設備,依申請計畫核實補助。但須視供應午餐人數,而有不同的補助限額。 3.最近3年內曾獲本計畫或其他相關計畫補助者不得再申請補助(各直轄市及縣(市)應自行詳加審核)。 (一)補助興建集中式午餐厨房及設備器具。 (二)優先配合學童午餐供應計畫,辦理改修建午餐厨房或充實設備器具。 (二)優先配合學童午餐供應計畫,辦理改修建午餐厨房或充實設備器具。 (二)優先配合學童午餐供應計畫,辦理改修建午餐厨房或充實設備器具。 (二)傳先配合學童午餐供應計畫,辦理改修建午餐厨房或充實設備器具。 (二)傳先配合學童午餐供應計畫實效備器具。 (二)傳先配合學童午餐厨房或充實設備器具。 (二)傳統配合學童午餐厨房或充實設備器具。 (二)傳統配合學童午餐厨房或充實設備器具。 (二)傳統配合學童子餐厨房或充實設備器具。 (二)傳統配合學童子餐厨房或充實設備器具。 (二)傳統配合學童子餐戶應計畫實效備器具。 (三)申請補助運送車輛者,需檢附直轄市或縣市政府同相關。 2.定實公價器具。 (二)補助興建集中式午餐厨房或充實設備器具。 (二)傳統配合學童子餐厨房或備器具。 (三)申請補助運送車輛者,需檢附直轄市或縣市政府同相關。 2.前補助運送車輛者,需檢附直轄市或縣市政府同相關。 2.前補助運送車輛者,需檢門直轄市或縣市政府同相關。 2.前補助運送車輛者,需檢門直轄市或縣市政府同相關。 2.前者與改修建午餐厨房或備器具。 (三)申請補助運送車輛者,需檢門直轄市或縣市政府同相關。 2.前者以供應,實設備器具。 (三)申請補助運送車輛者,需檢門直轄市或縣市政府同相關。 2.前樣數學之學主个餐廚房並供應對等。 (四)有學生午餐廚房並供應學生午餐房或備。申請午餐厨房發備。申請午餐厨房發備。申請午餐厨房發備。申請午餐厨房發備器具購置計畫及經費需求明細表。 符合指標一个一)、一个(二),及指標二个(一),指標五	
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申 ~(三),及指標二、指標三~(一)申 ~(三),及指標二~(一),指標五	Ì
	.配合指
清 之百分比界定標準者,始可申請。請 之百分比界定標準者,始可申請	標項次
	修訂。
條 ※申請時應檢附最近 3 年用餐 條 ※申請時應檢附最近 3 年用餐	on section defined on
件 人員基本資料,及充實與修 件 人員基本資料,及充實與修	зоводиварина
缮狀況。	- Control of the Cont

	補助項目內涵	修訂後補助項目內涵	說明
λ	、發展原住民教育文化特色及	八、發展原住民教育文化特色及	*************************************
	充實設備器材	充實設備器材	
235	指標一、原住民學生比例偏高之		上点次寸
3 1	担保"·从任八千王儿时间同义	助學校。	條文內
對	子女、	對	容。
泉		*	
補	(一)學生人數在100人(含)以下	補(一)學生人數在100人(含)以下	
助助	之學校,限申請1項計畫,	助 之学校, 取高補助 15 萬	! _ !
原	人數超過100人之學校,最	元,人數 <u>超過 100 人之學</u>	1
則	多申請2項計畫,每1計畫	則 校,最高補助30萬元。	金額。
	最高補助 15 萬元。		
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	(一)學校建立原住民傳統文化	(一)學校建立原住民傳統文化	!
	特色,應以發展本族群之特	特色,應以發展本族群之	!
	色為主,並以普遍實施,多	特色為主,並以普遍實	!
	數學生參與為原則。	施,多數學生參與為原則。	!
	(二)實施多元文化教育之相關		;
	教學活動:	教學活動:	
****	1.原住民傳統藝術、技藝、音		
執	樂、體育、舞蹈等傳承教學。		
行	2.實施母語教學。	行 2.實施母語教學。	,
策	3.辦理原住民族群交流、城		
略	鄉交流等教學活動。	略 鄉交流等教學活動。	
	(三)充實原住民教育教學設備	(三)充實原住民教育教學設備	
	器材。	器材。	
	(四)為確保學生受教權益,學校		!
	執行發展原住民教育文化	執行發展原住民教育文化	
	特色不得使用現行課程之	特色不得使用現行課程之	
	授課時數,亦不得與課後學	授課時數,亦不得與課後學	
	習輔導之實施時間重疊。	習輔導之實施時間重疊。	
	符合指標一之百分比界定標準		1.未修訂
清金	者,始可申請。	請者,始可申請。	條文內
條件		條 件	容。
			<u> </u>

附錄二

教育部九十五年度推動教育優先區計畫指標界定調查與補助項目申請應行注意規定

教育部推動教育優先區計畫

(九十四年九月修訂)

指標界定調查與補助項目申請應行注意規定

一、指標界定調查:

- 1.直轄市、各縣市政府應督促各國民中小學,全面調查各校各項指標;指標一、 二、四之目標對象學生,造具名冊(包括全部國中小),並彙整統計送部。
- 2.各校務必依各指標界定標準,核實填列(應將所有符合之指標全部列入), 不得浮報或捏造事實。直轄市、縣(市)政府應本權責依指標界定之規定嚴 予審核,並簽註審核意見及核章。
- 3.學校填報之基本資料應簽章,送直轄市、縣(市)政府複核,審核後將符合 指標界定與未符合指標界定者分別列管,未符合指標之學校不必提出,各 校基本資料應列管備查。
- 4.符合指標界定之學校應核實檢討其確有「需要性」及「急迫性」, 始提出 需求補助。
- 5.符合指標界定之學校,若已有其他替代方案可改善者,不得再提出補助項目之申請。
- 6.各縣市應將各校指標界定調查表,請依總表序號順序,每一指標裝訂成一冊。
- 7.學校序號係指標界定及補助項目經費核定總表之學校序號,其編號係依優 先順序依序編號,國中先排續接國小,所有表格之學校總表序號應與總表 一致(如甲校在總表中之序號為「5」,則甲校在所有指標界定及申請項目表 格上之序號均應為5)。
- 8.直轄市及縣市政府應將各校指標界定調查結果(表 I~1 指標界定調查紀錄表),彙整填入「表II~3 指標界定調查彙整表」。

二、補助項目申請:

- 1.各校申請前應先全面指標調查後(指標未合學校亦應調查),針對符合指標 之對應補助項目及學校條件與需求,召開學校相關人員會議,協商決定申 請項目。
- 2.每校申請補助項目,硬體項目(補助項目四、五、六、七)最多以二項為原則,軟體項目(補助項目一、二、三、八)依各校實際需求及執行能力申請。
- 3.各校所申請之補助經費、除「推展親職教育活動」、「辦理學習弱勢學生之

學習輔導」、「補助學校發展教育特色」、「發展原住民教育文化特色」於九十六年一月底前辦理完成外,其他補助項目應於九十五年十二月底前完成,並撥付廠商,達成經費實支比率90%~100%。

- 4.教育優先區計畫不得採跨年度預算編列方式執行,如無法於年度完成者, 補助款應核實繳回。
- 5.經核定受補助學校,應依照本部審查小組之審查意見,修訂計畫及經費概算,報縣市政府核定後實施,並「嚴格列管」。經費支用應依相關規定辦理,非經報由教育部審核同意,不得有改分配或調整項目內容事宜。
- 6.申請補助之項目,應符合指標界定標準始得申請。
- 7.各校申請時應在期限內檢齊相關資料,向各直轄市或縣(市)政府申請,由 各直轄市及縣(市)政府切實予以審核,並在申請表上簽註審查意見及核章。
- 8. 各校補助項目申請表,請依總表序號順序,每一補助項目裝釘成一冊。

三、申請表填送:(務必依照下列四項彙整,以利審核。)

- 1.補助項目彙整總表(請將下列三表依序以活頁夾合裝成一冊,共送五冊)。
 - (1)縣市填報用表:表Ⅱ~1 經費需求彙整統計表。
 - (2)縣市填報用表:表Ⅱ~2 指標界定及補助項目經費核定表(總表)。
 - (3)縣市填報用表:<u>表Ⅱ~3</u>指標界定調查彙整表(含轄內所屬各國中小之調查彙整)。
- 2.各校各項指標界定調查表(每一界定指標裝釘成一冊,送一份。):
 - (1)學校填報用表:每一指標請依<u>表Ⅱ~2</u>學校序號順序,將各校之指標界定 調查表裝釘成一冊。
 - (2)指標一、指標二、指標四之目標對象學生,應造具名冊,附在各校該項指標界定調查表之後。
- 3.補助項目申請彙整表(每一補助項目裝釘成一冊,送一份。)其順序為:
 - (1)縣市填報用表:(請依表Ⅱ~2 學校順序造冊)
 - (2)學校填報用表。(請依表<u>II~2</u>學校順序,附於縣市填報用表之後。) 各校申請補助所應檢附之相關計畫及資料,請附在各校該項申請表之後,並 裝釘妥當。
- 4.除學校指標調查表及名冊以 A4 列印外,其他各項表格以 B4 列印;所附相關計畫資料,請一律採用「B4」兩欄橫式打印。

附錄三

教育部九十五年度推動教育優先區計畫 學校暨直轄市、縣市政府填報用表

壹、學校填報用表

教育部九十五年度推動教育優先區計畫學校填報用表及縣市政府填報用表

壹、學校填報用表

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教育部95年度推動教育優先區計畫學校指標界定調查紀錄表 美 一菜

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備註:1.請各校依據各項【指標界定調查表】上各欄位之數據,確實壤入本表各對應欄位,並對照各項指標之界定標準後,勾選適當之指標界近欄位。

2.務請不要遺滅任一個表項的權位、以免影響傾後統計分析之正確性。

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准:教育優先區<u>指標二、指標三、指標三、指標四、指標四、角標式</u>、(有「*」符號者<u>/無論是查符合界定標準</u>・靜在對應欄配<u>購入學校調查結果之數據。</u> 教育優先區<u>指數五</u>符合界定標準者、請<mark>獎入指媒代號【五~(二)、其~(二)~1、五~(二)~2、五~(二)~3、五~(二)~4),</mark>青不符合界定標準署,該欄位稅值。

指標一:原住民學生比例偏高之學校

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指標一:原住民學生比例偏高之學校

教育部 95 年度推動教育優先區計畫指標界定調查表

(學校填報)	原住民族別				,;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;		, , , , , , , , , , , , , , , , , , ,		VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV				 minin in had former than the first t							Markonstransmannanderina erakitarina erakitarina erakitarina erakitarina erakitarina erakitarina erakitarina e
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第1日,并1日

|教育局審核意見 |核 章

校辰:

五年

承辦人:

指標二:低收入戶、隔代教養、單(寄)親家庭、親子年齡差距過大之學生比例偏高之學校

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**************************************]:係指排 送題] 45 歲	4.其他原因:係指非表列「交、母亡故、離婚」 5.親子年齡差距145 歲以上,限父母雖在且共同7	母二枚、 文母继在日	雅姆」所造) 共同生活之	成者:例如 2學生始得4	1: 父母之 真載・否則	·或爾者長期 應歸人單(寄	所造成者,例如:父母之一或麻者長期在外工作、離家出走 生活之學生始得填載,否則應歸入單(寄)親或隔代教養家庭統計	家出走 家庭統計。	3	
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指標二:低收入戶、隔代教養、單(寄)親家庭、親子年齡差距過大之學生比例偏高之學校

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* 泛號的目 (4) 編起: 每一学生:個片號: 个要目》。

是:1.低收入户、隔代教養、單親家庭、洛親家庭處所、親子年齡達即[45 歲以上等欄位、清用以「V」計記。

2.本調查奏依據【學生人數】統計、但同一學生予能重複計算。

3.溶與家庭係指因父母變亡或其他因素而寄住親友家中,公私立之教養機構之學生;或兄弟姊妹自己生消之學生

4.親子年齡差別.45.歲以上,與父母健在且共同生活之學生所得城戰,否則應歸人單(寄)親或屬代教養家庭統計。

5.制選關代教養、單(番)親家庭者、語韓類同住者關係、教養原因、並鎮壯帝親處所。

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指標三:國中學習弱勢學生比率偏高之學校

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指標四: 中途輟學率偏高之學校

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海类战明 早學生道 2.中极人數 人次、子 4.班級數不	填表說明: 1、中途輟學人數、係指「學生未經學學生通報單」至縣市教育周及 2、中輟人數、係以「人」爲單位、人次、不能重複累計。 3.請附中輟學生名冊。(表 <u>四-1-1</u>)	填表說明: 1.中途輟學人數,係指「學生未經諸假、未到學校上親達三天以上,或開學未到校註冊或未向轉入學校報到,達三天以上之學生」。由原就讚學校墳報「中途觸學生通報單」至縣市教育周及中途戲學通報中心學校列管有案者。 2.中輟人數,係以「人」隱單位、不以「次」爲單位。如同一中概學生在同一學年度內,有多次中概紀錄(即中輟 : 復學 - 中輟 、、、)者,只能算一個 人次,不能重複累計。 3.請附中輟學生名冊。(表四-1-1)	學校 上課達三天以 報中心學校列管有 等單位。如同 一中	上,或開舉未到 案者。 概學生在同一。	例校註冊· 第年度內	· 有多次中	學校報到;	達三天以上 中輟 ·· 復	(上2學生」。日後 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)		學校填報「中途義)者・只能第一個
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指標四: 中途輟學率偏高之學校

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*以93年9月1日至94年6月30日中途概學學生為填報對象,並以「人」為單位,若同一人有多次中概紀錄,僅填列一次即可。 *序號請由 01 編起,每一學生一個序號,不要問斷。

指標五:離島或偏遠交通不便之學校

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指標六:教師流動率及代理教師比率偏屆之學校

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教育部95年皮推動教育優先區計畫補助項目申請表

(一) 推股然職数官活動

郷田 □一般地區 (A) 日素砂粒器 SW **【新校教》之為分數院第三台時刊】** 蘇於小別 口衛發送期間 口称編地區 和勝補助金額: 新台幣 教育局初審意見核 全校學生數 口難思治院 悬 學校應擬與實施且黨,而「日濟依補助原則擬其實施 以**阿撒城**沿海红淡、旗 以有效提升父母數職 計劃、自行以**對**與影響 2. 辦理製職教育活動、應 **发起、倒湿器于湿条成** 日畿、場割の合格権談 3.辦母樂職教育活動。後 以四额學生以繁成與 主要對象(至少應位出 辦理內容與方式必須 **考量**家長參與的方儀 4 附單日蘇摩生家院訪戲 義之執行方案、穩筆度 葡萄過程及割薄成效訊 路人數之 60%以上); **解释**、经学期至少主量结 机制模 2.次以上,扩建立 撇辮舞2點次以上。 同多中語於獨出。 調が、注意温度 學校原在地區 **共和林公司**第一 全校班級數 生家庭的副儒學只影雕的 *和助學校辦理親職教 公司 相關制造 標準交響機 **高高麗人物**、其中特別 **希文以答案等 59.1以** 外經發種節以在完長少最為 編以 10 萬元· 鈴里昌養學 報職教育活動(含濃低)-製 1編新費:每小時外期 15聚。如14倍,茶飲**炒** 111版、指導教院專家學 3.加班製以如人給列格 280 元 顯列作如照響文約相關規 為別(倫理日標學生來與別 2.線餐費與人與餐 80 元 金数 医多数 医多数 蕊 1600 至、四時800 至 325 * 活動經費編列原則 管補助到減利。 **多种等**不在近便。 \mathbb{X} 該 K 13. 不够到本。 野风谷 4072 讍 特倫及偏遠地區 40%以上 灩 ** 32 # XXX #~(…) 28%以上 \$ 新疆地區 15%以上 (j...) (716.) 2(2₀) 380 五/二)~2 35 AUE 2 7 ŲÜ, (祖)激 ⟨ï E 1 解住民戶學生比 雅·親子年齡差額 過人之學生也頭 **您收入后、陽代数** 藏、單(等)戰梁 中途穀學奉倫高 縣 院 城 子 僚 八 學 校 4 335 345 **新型公司** には強い 學校公職 4 km 液難入

95 年度推動教育優先區計畫補助項目申請表 教育課

(二) 辦理學習弱勢學生之學習輔導

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95 年度推動教育優先區計畫補助項目申請表 補助學校發展教育特色 教恤恕

10億公日 ~20億億 人(10億公 學校纖報 冗整 一般地區 新明 #X □都會地區 金额 瓤 12.) 10.) 總表序號 【終野之籍列題他與示合用作】 數量 □偏速地區 髌 # 單價 海鼠 口特編地區 4 申請補助金額: 新台幣 全校學生數 ılin Œ 回難問期回 SE. 甚 糳 學年度口語為 諸依補助原則嚴具實施 註置·自行以B4紙張機 3.發展教育特應以醬遍 實施·多數學生參與經 式稱欄橫蓋絲1後, 堡 原則,並觀及延續性: 2計畫之擬引應能顯示 發展教育特色名稱 辦理·貝織效良好 計畫之執行效益。 實施計畫 同本中請表提出, 學校所處地區 监 |新申請項目: 變更之原因 全校班級數: 夏改項目: 選擇之原因 延機性 選 ŽIĘ, *補助學校發展教育特色 1.依各校提報之計畫核 12班(含)以下,限申請 申請表。項目之選擇應 發展·以多元化藝能科 2.64一項特色頻繁一份 取向,並配合地方特色 *符合左列申請條件之一 者方能申請補助。 質補助、惟學校規模在 1 通・13 既(含)以上以 2.項寫限:每校每項每 符合費少年每心正常 發展教育特色不得使 數·亦不得與課後學習 用現行課程之授課時 聯 400 元·内聘 360 翻 年最高補助10萬元。 4.鎖點撥:億小時國中外 輔導之質施時間重疊 元:國小外聘 400 元 講整量於95年12月底 5.不得列支加班費 × 與學校條件。 95.02-96.01.31 風 核環 **內職 260 元。** 交叉 *執行期限: 新執行完聯) E 舞) m 鯔 羉 靈 二~(一) 20%以上 ₩. 胀 3%N fi~(=)~2 五(二)~出 五~(二)~4 五~(…)~五 计件 遯 ÄΕ 縣(市) ₫ī 迚 四·中途觀察率偏 年齡差距過大 ,低收入戶、隔 親家庭・親子 乙學生比例編 五、難島或偏遠安 通不便之學校 代数養·單(高) # 原之學校 語之學校 鲞 数(三)~ 學校名稱 承辦人: 1 1 1

教育部95年医惟凱教育優先服計畫補助項目申請表 修裕機局或偏遠地區師生百合 Junean Secretary Junean Junean

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## 95 年度推動教育優先區計畫補助項目申請表

图 開辦國小附語以來的報目

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5 / K 學校績物 2000 2000 □ -- *****9.16 MG 総正 <u>ښ</u> 人。預估96學年度可招收幼童 窳 人。預估95學年度可指收幼童 人, 預估97 學年度可招收幼童 **合計金額(5)** 口網會地脈 irrij Lito 總派子號 M 46. 200. □編漆地面 【以有完餘製造之臟小爲優先。 쮗. 4 ~< **#** 翿 11 數 口特領地區 90年9月2日至91年9月1日出生之功當共 91年9月2日至92年9月1日出生之幼童共 92年9月2日至93年9月1日出生之幼童共 教育局初審意見核 E E 全校學生數 200 See. :新台灣: 120 **二解馬地脈** Į. WITT Hotel 1184 1300000 260700 100000 # 中計補助金額總計 **\$**77 25 購觸交通車網費 adioford Largery Largery ٠. 現有空餘教室 111 4 Œ 學校所地在職 衛線 1855 1855 1855 全校班緞數 82 爨 (%) \$ **** **** 25 製厂小學 新版或附册指用申請·维斯以 50 <u>與近晚上</u> 1.教室建築工程費以每間數室 150 萬元島原則 级新数据年龄·每班以100<u>萬元為上限</u>·核 公文件。(1)司權數件(2)重權數(維)減費(3) 人事發驅由地方政府自行編列。納入地方預算,並依附額側文件。 * 億區性均稀關得申齡補助教室建築及購置交通 * 中語鱗散交通重之學校, 應由直轉自及各縣 (市)政府自行編列預算支艦下列經費項信,並 須檢附直轄市,縣(市)政府置明和意編列捐職 油料費・(4)使用牌照程・(5)燃料費・(6)准觸 *本依規定管理使用者,取的直轄市、條(市)政 * 符合補助指標者,以有空齡教室之關小局優先。 # (權民地縣得養實際需要的予結為10%)。 2.腾散知兒專用非每條股高補助 80.萬里。 * 不得與教育部幼稚教育中程計畫查獲申請 府屬後三年時寄本項目經費之資格 数任保護費·(D)乘客保護數集。  $\approx$ 核核 * 辅助開辦費及設備器材費 := Ků: 限,核質補助。 :∑: ŵ 3.散傷器材盤: 1 特個及偏接地 符合指標緊定代職 都會問題 15% 一般地區 28% T-(1)>2 五(二)~五 4 ( | ) ~ U **羅 49%以上** 1~(T)~X 7 **第三年**數 原住民學生 比新屬語以 茶麵圈大之 五、蘇島東偏邊 勞生比例編 交通不顧之 盐 學校公開 高い素素 **人業後** 経盟!! 194日 بمبر سينت مند

# 教育部 95 年度推動教育優先區計畫補助項目申請表 (六) 充實學校基本教學設備

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<b>7</b>	學校名稱	中高條件件	\$ 75 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	學作出	2011年10月	<u> </u>	CWT all a 662		64 823 95 64 At-14:	新用品		Y WY						<b>意</b> 经分价	圖不衝		}			- Andrews and Andr
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### 教育部 95 年度推動教育優先區計畫補助項目申請表 (七) 充實學童午餐設施~修建午餐廚房或充實設備器具

學校攝機 1886.11 - 204.48 - A1143.0 金额(元) 級組 金米米 經費需求明 凝 金襴 K 数 充實設備器具 回答會是因 最近三年獲得本計畫或其他相關計畫補助內容與金額 \$\$. 熱影片號 缕 域表編器 ~ 口偏遠地區 8 i 教育局初審意見 核 K du 全校學生數 **(10) ((4)** ((4) [] 口特領地區 æ 影卷 經費需求明細表 √□ hadani NEG J. 50 修建午餐餅房 **♦**₩ 数据 口離島地區 繿 额 全校班級數 盎 H H Const Const 邻 【修建午餐廚房】 學校所在地區 Z ___ ÷. H. K <u></u> # <u>;::</u>-\$4 A 陝縣 ØĐ * Œ. *三年內營獲本計劃或其他 相關計業補助者不得再申 精維助,由各主質教育行 * 哲學生生餐順房並供應學 生主教之學校, 始明申護儒 * 中語午暨厨陽像線或右濱 蓋或設備器具購置計畫(另 以數組級權式阀權衡萬籍 门及經費讓求明細表(右 補助修建午餐厨房經費:設 補助充義生餐餐房設備器 具:學生人數 20 人以下嚴高 20 萬元:50-30 人:配高 30 立:101-300人:過商50萬 段備器具時,應檢附後獨計 点,到人具上线黄柳山 執行期職:95 年12 月底出。 於,<u>條何本則廣素提出</u> 1 Yr 2 × 紋機關詳加審核。 助作餐館房設備。 最近三年周餐人數 \\(\tau_{\chi}\) (数据) 1(A) 概元。 是 188 瀬田・ Æ. 22 35年 왕 왕 . # 縣(市) 符合指標界記代號 高 40%以上 ガン(ニ)~ガ M-(11)-2 五人(二)~五二 特個及偏遠 28%以上 138KI 一般海面 智食海陽 ( )~ W 原生民學生 親子年齡差 比例編高之 ... 危吹入戸・羅 智遠大公學 (養)親家庭、 五、羅馬或倫敦 交通不便之 生比的偏高 <del>**</del> 供應學校 被(七)- *** XX 承難人: #<u>#</u> ****

### 教育部 95 年度推動教育優先區計畫補助項目申請表 (七) 右實學童午餐設施~興健集中式午餐厨房及充實設備器具

# 2	数行うると	<b>N</b> 3										(学校模擬)
符合指標外定代號         補助的 符 及 原 明         學校所在地區: 「講房地區   「講房地區   「計解金區   「開房地區   「開房   」」」         中央 ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (		THE CONTRACTOR OF THE CONTRACT	纂	rk?		A.	全校學生	1 :	<	絕末戶脈	n	11.8 & 1 = 1 = 1 = 1 = 1 = 1 = 1 = 1 = 1 = 1
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(三)         及應費高次明網表俗 (前表起出。 所有機能 (前表起出。)         解算 市 國民 學 所 (前數是配子)         解 前 面	金田金屬		與機能計畫(51以 16) 和 服務式兩機務 萬羅打)	;	<del>112</del> -		295.1	#:		<		数小
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## 教育部95年度推動教育優先區計畫補助項目申請表(八) 發展原住民教育文化特色及充質設備器材

### 2	学校公補	(11)	<b>總 計 関係 条</b>	全校財政。		全校學生數:	2004 C	總表序騰	4886		# 7 - 3	
# 1	<b>新黎教</b>	符合指標界	助內容及原									<b>M</b>
	# # #		* 由符合指標界定標準之學校 甘育釋定與開中語	特色名稱			質施對線及及學生數	د_ند		- 44	,	~
2         新令地區 15%以上         本籍即移政政化投資格文化特         国際         項目         項目         項目         單位         工作         工作 </td <td>3. 生 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.</td> <td></td> <td>2.</td> <td></td> <td>(1) (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)</td> <td></td> <td>\$ 0 0 th</td> <td></td> <td><b>被</b></td> <td>1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1</td> <td>**</td> <td>-</td>	3. 生 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.		2.		(1) (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)		\$ 0 0 th		<b>被</b>	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	**	-
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等生別         人 数 百分比(%)         媒性D教育教學影論。以懷證書         實施           全校學         * 質能的常及影響         * 質能的常及影響         * 「	<b>*</b>		鱼、質詢多元文化教育、核群交 意、校外線翻等教學活動及本質									
全人類     **資施内容及原期       内容       生人数     1.原住民傳統藝術・技術・音       内容       原住民     2.投递電路 (2)       2.投递電路 (2)       ** 発展正任民教育文化特色應報       投資監験 (4)       大力度 (2)       ** 発展正任民教育文化特色應報       投資監算 (4)       大力度 (2)         日       等年人職 (2)       (2)         日       等年度 (2)       (2)         日       (2)       (2)         日 </td <td></td> <td>人機</td> <td>放在LL教育教學授權。以實際辦 獎補助經費為展課。</td> <td>i</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>		人機	放在LL教育教學授權。以實際辦 獎補助經費為展課。	i								
工人数     業・電音・舞蹈等等 来級等       學生數     2.實施勞過級等       等生數     3.以養護政施・不得與維養主義       事及を續任     (2.實施勞過級等       事及を續任     (2.實施勞過級等       事及を續任     (2.實施勞過級等       事及を續任     (3.以養養性: 株理人類在 100 人(含)以下之 資施       有效良好: 集成相助 15 義元: 超過     方式       (100 人名: 養品和の 38 義元: 超過     方式       (2.數以身子     本格的項目建築工程費用不利       (3.數と成別     *本格的項目建築工程費用不利       (3.數と成別     *本格的項目建築工程費用不利       (3.數と成別     *本格的項目建築工程費用不利       (3.數と成別     *本格的項目建築工程費用不利       (3.數と成別     *本格的項目建築工程費用不利       (3.數と成別     *本格的項目建築工程費用不利		XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX		<b>3</b> 农								
學生數     3.以養靈質施・多數學生多熟的 原的:並有得使用現戶漆程之 輔導之質的時間,並有得與開發學 輔導之質的     實施 學度之所因       (1) 延載預目: *本種的項目建設工程費用不予值     *本種的項目建設工程費用不予值 的。 *本種的項目建設工程費用不予值     有式 所期       (2) 數學之所因     *本種的項目建設工程費用不予值 的。 *本種的項目建設工程費用不予值     有期       (2) 數學之所因     *本種的項目建設工程費用不予值 的。			(1) 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18			0000000000 a blucin à						
**		學生數	3.以查遍實施,多數學生發展係			Was the southernment						
①延續性: **学士人数在 106 人(含)以下之 實施		* 發展原住民教育文化特色應關及延續性:	校理時數,在不得解課後學營輔導之實施時間積疊。									
			*學生人數在 106 人(含)以下之 學位, 能區緣即 15 新示, 報過	質能								
( ) 要要 ( ) 表 本権 助項目 建築工程 整 用 不		日	100 人者,最高補助 30 萬元。	X								
で 東			<ul><li>本本品的項目不替數其值档關計器 重複出證。</li></ul>									
		爱 好 人, 瓜 li	*本權助項目發樂工程費用不予補								·	
:     主任:     枚長:		〇新中翻項目: 選擇之原因	nn。 * 執行則以: 95.02~96.01.31			TO THE STREET	जे <b>ल</b>					
								報日報			T.	解解
	<b>※辦人:</b>	****		**************************************	Манада при	教育局初審意見林	The Lange of the L	Minima de la companya				İ



### 貳、縣市政府填報用表

### 教育部九十五年度推動教育優先區計畫 學校填報用表及縣市政府填報用表

贰、縣市填報用表

一、統計表

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# 縣市政府申請教育部95年度推動「教育優先區計畫」指標界定及補助項目經費核定表(總表)

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縣市政府辦理「教育部95年度推動教育優先區計畫」指標界定調查結果彙整表

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縣市政府辦理「教育部95年度推動教育優先區計畫」指標界定調查結果彙整表

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中華民國

縣(市)政府

表(一)-2

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### 表(二):2 縣市政府

## 教育部95年度推動教育優先區計畫補助項目申請彙整表(二)辦理學智弱勢學生之學習輔導

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縣市政府

## 教育部95年度推動教育優先區計畫補助項目申請彙整表 (四)修繕偏遠或難島地區師生宿舍

中華民國 年 月 日/共1頁,本頁為第1頁

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中華民國

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(五) 開辦國小監設 紅稚園

4.各校總表序號檔應與表 11~3/總表)之夢 校序號相問,先屬中後顯小由小至大位 符合指標一、指標二百分比算定及指標 五蜂定標準者皆可申請。 2執行期間:自95年1月至95年12月底止 3.符合之指標代號沒全部列出。 申請補助三依線指標代號 (再合指權及定權維養與全部別則) 整體合計 替 (元) 幼童専用車 Ů. 100 搴 **E** 項 四 及 興建教室 麵 霾 夒 設備及器材 ᇓ ## Pre 2004 346 مارا ملد 妖數 100 mg 蕊 公 窟 X 25 ; .__ 軅 Ne. 1000 類 坐 紙 壁

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中華民國 年 月 日/共I頁·本頁為第1頁

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(縣市填報)

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中華河閩 教育部95年度推動教育優先區計畫補助項目申請彙整表

数(七)-2-1

(七) 充實學童午餐設施--修建午餐廚房或充實設備器具 縣(市)政府

3.各校继及序 號聯避到表 11.3號会D之 . 数件期限有 95 年12 出底 存むいが高大統領大統領大統領 **学校が映** 同・久臓や 後臓/1回り ぞん保や鍵 444.2 711725 94.47.  $\widehat{\mathbb{G}}$ 数儲器與費 93年 三年接受補助情形 924 94年 最近 修建經費 (元) 93年 92年 4 修建經費 設備器具費 修建午餐粉房或充實 設備器具經費 (元) -供學人 應生數 學班數校級 近北大台、陽代教 為・原係議議後、劉 雅島政備遠交通 子中前部開議大之學 不便地區 生辻所編第2章校 (報) | 特別 (編後) に機能 指標代號 糳 Ž, 1% 原住民學生出 % 新標代議 申壽補助金額總計 總額百一學校名稱 医科验 **新黎州** 新黎州

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縣(市)政府

教育部95年度推動教育優先區計畫補助項目申請彙整表

四/共三回,本質與第三回 皿 # 中華民國 

(縣市城報)

II-3(總表)之學校序號相同 ·先國中後國小田小至大 依序排列。 1.執行期限:至95年12月底 2.符合之指標代號领全層列 0]3.各校總表序號欄應與表 45 m 0 ೦  $\bigcirc$  $\bigcirc$ 合計金額 甲詩補助經費項目及金額(定 阿房建築經對購置設備器到 購置選送車輛 Φ _ _ 供應學 生人數 班級數 接受供應學校 學校名稱 符合指標代號 川機 供應中上學校 學数名稱 中清補助金額總計 総表字點

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中華民國 年 月 教育部95年度推動教育優先區計畫補助項目申請彙整表 (八) 發展原住民教育文化特色及充實設備器材 中華

**参(八)-2** 

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