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Acknowledgements

We acknowledge, respect, and honour the First Nations in whose traditional territories the School District operates and all Aboriginal people residing within the boundaries of School District #8.

We could not do this important work without the support and guidance from the community. Thank you.

This handbook was inspired by documents created by other institutions as referenced in the section titled “References”. We are very appreciative of the work done in this area.
Introduction

Warm greetings from the Aboriginal Education department at School District No. 8 (Kootenay Lake). We would like to thank you for taking the time to review this handbook. SD8 has been working towards creating environments that are inclusive and honouring of all cultures. This is important for many reasons, but primarily to support our students - our most precious gifts. For over 20 years, SD8 has had Aboriginal Education programs across the district that are growing and evolving each year. We would like to thank and acknowledge all the people who have been part of this work.

With our changing demographics and our increased number of students who self-identify as Aboriginal, it is very important that this work continue in a good way. The work that we do is guided by an important document called the Enhancement Agreement. An Enhancement Agreement is a document created between Aboriginal communities, the School District, and the Ministry of Education. This document serves as a guide for everything that we do. As you read through this guide, please keep the following goals of the Enhancement Agreement in mind:

1. Enhance the Aboriginal student’s sense of belonging, pride, and identity
2. Improve the success of all Aboriginal students
3. Improve connections between Aboriginal students, families, communities and schools
4. Improve awareness of the history, culture, diversity, and issues related to Aboriginal students

In order to support these goals to ensure that our students have the best experience at school possible, it is essential to invite and include Elders. We will strive to make sure that Elders feel safe, respected, and valued as they help us.

We would like to thank you for taking the time to learn about these protocols and for your best intentions for including Elders in our school district. We hope that you find this information helpful.

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1 The terms “Aboriginal” and “Indigenous” are used interchangeably throughout this document and are inclusive of First Nations (status and non-status), Métis, and Inuit peoples as defined by Indigenous and Northern Affairs Canada: [https://www.aadnc-aandc.gc.ca/eng/1100100010002/1100100010021](https://www.aadnc-aandc.gc.ca/eng/1100100010002/1100100010021)
2 To learn more about our Enhancement Agreement, visit: [https://sd8learns.sd8.bc.ca/abed/enhancement-agreement/](https://sd8learns.sd8.bc.ca/abed/enhancement-agreement/)
Purpose

The purpose of this handbook is to help School District No. 8 staff increase their awareness and understanding of cultural protocols when it comes to inviting and including Elders in our work. With the new curriculum, the implementation of the recommendations and Calls to Action from the Truth and Reconciliation Commission of Canada \(^3\), and an increased understanding of the importance of Traditional Knowledge, it is essential that we include Elders on this journey. With good intentions and respectful practice, this work will take us far. The protocols outlined in this handbook are to be observed as best practices for including Elders in our schools. Although this guide was primarily developed with Elders in mind, many of these practices can be considered with inviting other community members and guests, Traditional Knowledge Keepers, to your school. We recommend reading this handbook in its entirety before inviting and hosting an Elder.

Elders

The Aboriginal Education Department believes that we cannot do this work without the support and guidance from our Elders. Within Indigenous cultures, Elders and Traditional Knowledge Keepers are treated with respect for all of their many contributions. We deeply honour and respect the Elders in our community and are grateful for their engagement with School District No. 8. When thinking about inviting an Elder into your classroom, there are a few things you might like to consider (ex. Who is an Elder; How do I invite an Elder to my class; What kind of gift should I offer). These are the types of questions we aim to answer here!

Who is an Elder?

Elders are essential to the health and strength of Indigenous communities. Elders help us remember where we come from and help us find the way forward. The term “Elder” does not refer to a person’s age (there is no magic number by which one becomes an Elder), but instead it refers to one’s status in the community and cultural/traditional knowledge that a person holds. Elders have connections to the Aboriginal community and maintain a positive attitude towards our students and the school environment.

Role of Elders

Elders work with our students, staff, and community in many different ways. Each Elder holds different teachings and has unique skills. There is no single “go-to” Elder, rather a community of knowledge keepers with diverse specialties. Elders can provide support to Indigenous students and staff as well as non-Indigenous students and staff who are working to increase their cultural awareness and competencies. Here are some examples of times we might invite into our schools:

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\(^3\) Truth and Reconciliation Commission of Canada “Calls to Action” can be found here: http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf
• To provide support and grounding for students;
• To welcome participants to an event or special day;
• To share a blessing;
• To share teachings on a specific topic;
• To provide mentoring;
• To support culturally-oriented classes, topics, and/or workshops;
• To share stories with students/staff;
• To provide guidance on traditional ceremonies or activities;
• To promote awareness of culture;
• To help build relationships between the community, families, and schools;
• To act as a mentor and role model for students;
• To promote First Peoples languages;
• To join on a field trip.

Inviting an Elder

Now that you know about Elders, the next questions are, “how do we know who to invite?” and “how do I invite him/her?” When thinking about who might be a good fit for your program, it is best to get suggestions from coworkers or community members who are familiar with the Elder in mind or the topic you are interested in having the Elder help with. This is kind of like an informal referral process. You will want to consider the following: the topic/type of request, the group of students (gender, community, nation, etc.), the community in which the event will take place, and other variables. For example, if you are looking for an Elder to welcome your group to the local territory, it would be important to invite an Elder from that territory. Once you have identified who might be a good fit, you can then plan how to offer an invitation in a good way.

Contacting an Elder

When planning the initial contact, it is best to ask the person who referred the Elder for advice. Some Elders would prefer to have a “heads up” from the person he/she was referred by who can offer a quick explanation of the anticipated request. This is comforting to some Elders because it offers them a chance to ask questions about the request or accept/decline with a person that they trust and know. This can be especially important when the request involves an Elder sharing a personal story. Other Elders are comfortable with a phone call or email from a person who they do not yet know. Ask about this when getting information about an Elder. Just like all people, some Elders do email and some do not. After initial contact has been made, it is best to ask an Elder directly for their preference for future communication.

Requesting Services of an Elder

Some of the Elders in our community are very busy with family commitments/responsibilities, employment, other requests, etc. It is important to ensure that you are giving Elders time in
advance to think about your request and arrange to schedule you in. Sometimes Elders also need to spend time thinking about whether or not they would like to accept your invitation. For these reasons, plan ahead. That being said, some Elders don’t like to make things too far in advance and may ask you to call again closer to the date.

When contacting Elders, it is important to share who you are and where you are coming from. This might include sharing information about yourself to help them place you. It will also be helpful to mention how you heard about them and who you know mutually. They may have questions about you and in an effort to build rapport you should try your best to answer. Once this is established, you can identify your request and explain the details. Be specific and upfront about your request. Be prepared for some Elders to say that they need time to think about it; this is normal. After hearing about your planned event or activity, an Elder may have some suggestions to help you enhance it. These are important to acknowledge. Remember, time spent with our Elders is a precious gift, make time for these calls as they may be longer than anticipated.

After a request is accepted, make a clear plan with the Elder about when and where to be. This is very important, especially because some of our schools can be very confusing to navigate. Provide information about where to park and how to contact you if there is a problem.

For some requests that may involve a ceremony, prayer, or a more involved request, it may be more appropriate/respectful to invite the Elder to meet in person to offer your request. This will be on the advice of the person who refers the Elder. With these types of request, it may be important to come prepared with a gift of tobacco or another type of offering for the request.

**Gifting/Offering Tobacco**

Tobacco, wrapped in a cloth bundle, is often given as a gift to an Elder when a request is made for their services/knowledge or when a prayer is offered, etc. Again, not all Aboriginal people practice this, but it is common across many nations. When an Elder accepts your gift, he/she is acknowledging that your request is accepted. In this way, it may be appropriate to place your offering of tobacco down in front of an Elder to allow for an acceptance of the request. By handing the tobacco over you are potentially taking the choice away from the Elder. If you are requesting something over the phone, you can offer a gift of tobacco upon first meeting with an Elder.

Because this is seen as a cultural practice, there are no issues with bringing tobacco into the school for this purpose and, in fact, it is a great opportunity to educate students about ceremonial tobacco.

Traditional tobacco has been used by many Indigenous people to:

- Pray;
- Give thanks to the Creator and Mother Earth;
- Communicate with the spirits; and
Purify the mind and heal the body.⁴

Confirming and Reminding
Once an Elder has agreed to attend your event or classroom, it is a good idea to phone them a week or a few days in advance of your event to confirm that they are still able to come. If something has changed and the Elder is now unable to come, of course do not get upset or panic. There may be someone else who can come on short notice – plans change! Reach out to your network to see who else might be available and the Elder may even have a suggestion or recommendation.

Helpers
Often Elders come with a family member or friend to assist them on their journey to your school with transportation or other types of support. Be prepared for this and consider asking the Elder in advance if they will be bringing anyone else so that you can be prepared.

Hosting an Elder
You did it! Thank you for inviting Elders to be part of our school-based programs and activities. We appreciate your efforts to include community in this important work. Here are a few more things to know when it comes time for your event.

Elder Host
Before the class/event/activity, it is wise to consider who might be available to be an Elder “host”. This person will be responsible for ensuring that the Elder is comfortable and has his/her needs met. Some of the duties of the host may include:

- Helping and escorting around the building (ex. finding the washrooms, cafeteria, etc.);
- Providing water, tea, coffee, snacks;
- Ensuring that the Elder is provided with the gift/honourarium; and
- Being a “point” person for any questions/concerns the Elder may have.

Tip: Student leaders from your school can be trained for this important role ahead of time. Often students are honoured to be chosen for this role. Students can benefit from the extra one-on-one time spent with an Elder. Perhaps you have a student in mind who might need some extra encouragement from an Elder or time with a role model – a great “byproduct” of this role!

Greeting an Elder
When an Elder is expected to arrive at your school, make sure you or your Elder host is available to meet him/her in the arranged spot. Offer to help with any bags or supplies brought

with them. Shake his or her hand (if offered) and offer thanks for spending time with your students.

**Role of Audience**

It is important that students know how to behave in the presence of an Elder. This should be discussed ahead of time so students can be prepared and ask questions about what to expect. Students should be told about how to listen respectfully and that when Elders share their knowledge, they are sharing gifts. It should also be discussed that sometimes our time with Elders takes longer than planned. This may mean, for example, that an activity planned before lunch may run into the lunch break by a few minutes. It is important that students are prepared to wait until it is appropriate to leave the space, etc. If there are any ceremonial protocols to be shared, this should be done ahead of time when possible. At the time of the event/activity, Elders should not be responsible for attending to/managing student behaviours. Make sure you are making your best efforts to encourage respectful listening, questions, and interactions.

Here are some basics:

- We are a task oriented, not time oriented people – be patient;
- Stand up when an Elder is offering a prayer/blessing;
- Do not side talk, text, or use phone in any way when in ceremony or listening to an Elder share;
- Be in the moment, be present; and
- Be understanding and compassionate for others. Difficult stories may be shared in these trusting environments.

**Acknowledging and Introducing**

When an Elder is in attendance at your event or meeting, it is appropriate to introduce him/her as an Elder and offer thanks publicly for attending in that role. It is important to ask the Elder ahead of time as to preferences for being introduced (ex. first name or Mr/Mrs/Ms. _____, role in community, nation, etc.).

**Smudging**

Smudging is a ceremonial practice shared across many (not all) nations. Some Elders and community guests practice smudging and some do not. In some cultures, smudging is done in privacy or within family groups. In other cultures, smudging is practiced more widely. Like all things to do with Aboriginal culture, there are no universal teachings or practices. Each Elder, community member, nation, family, etc. will have different thoughts, practices, and values when it comes to smudging.

It is important to learn about smudging because some Elders or community guests may request to smudge before or during a teaching. It is important to discuss this ahead of time so that you don’t find yourself in an uncomfortable position. Smudging is something that requires planning ahead of time because there may be people who are sensitive to the scent of smudging. It is
also important to have discussions with students and families about smudging and their thoughts/values around it in advance.

At this time, there is no district-wide policy regarding smudging. We are trusting those who are planning programs, teachings, and experiences for students to follow what is right for the students involved and the Elder/community member who is guiding the teaching. There are a few basic understandings that should be followed, however:

1. Smudging is a very personal experience;
2. No one (staff, student, community member, family member, etc.) should ever feel obligated to participate in a smudge;
3. Students should be provided with opportunities to disengage from the activity without being put on the spot if is in conflict with his/her beliefs. Witnessing the event or trusting one’s own teachings should be honoured and acknowledged;
4. Students/staff with sensitivities to the scent of the smudge, asthma, or other concerns should be considered and respected in the planning of an experience that involves smudging; and
5. Please place a sign explaining that there is/was a smudge in process so that others can be informed about the aroma and make arrangements if they have sensitivities.

In this process, it is most important that our Elders, students, and families feel as if their truths are recognized and supported.

**Food and Beverages**

When inviting Elders into the classroom, it is common courtesy to offer a beverage (tea, coffee, water, etc.) and perhaps a snack or meal depending on the time of day they are joining you and the duration of their stay. If an Elder is there during meal times, it should be expected that you provide a meal for the Elder and their helper. Some of our Elders have special dietary restrictions/allergies/concerns and this should be discussed ahead of time to avoid any problems.

Due to the higher rates of diabetes in our Aboriginal communities, some of our Elders are on special diets to help prevent or manage diabetes or other conditions impacted by diet and nutrition. Here are some tips\(^5\) to help you with your meal planning to encourage a healthy lifestyle for both Elders and for modeling to youth:

- Plan regular meals/snacks into your activity and event and space meals no more than six hours apart;
- Limit sugars and sweets such as sugar, regular pop, desserts, candies, jam and honey;
- Limit the amount of high-fat food such as fried foods, chips and pastries;

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• Consider including more high-fiber foods such as whole grain breads and cereals, lentils, dried beans and peas, brown rice, vegetables and fruits; and
• Ensure water is available as a drink of choice.

Elder Safety
Although this is widely understood, Elder safety is extremely important. Carefully plan your event ahead of time so that safety is thoughtfully considered. Ask Elders ahead of time if there are any allergies, health, or mobility concerns that you should know about and plan accordingly. Ensure that there is a phone available in case you need to phone 9-1-1.

Post-Event Considerations
If an Elder has attended to offer an opening blessing/prayer for your event, ask them if they would like to stay to attend or observe any of the further activities or events. Make a welcoming environment.

Often Elders have thoughts to share or comments to help you improve a future event. Make time to connect with Elders and ask for feedback about their experience. Be open to suggestions.

Honorariums
Gifting an honorarium is a way of acknowledging and respecting the teachings shared by our Elders. This is seen as a gift, not as a payment for services. This gesture demonstrates reciprocity in the relationship. Honorariums are required when requesting that an Elder offer an opening prayer, cultural workshops and/or teachings, class discussion or lecture, traditional ceremonies, or attendance at convocation or other ceremonies. It is important to remember that many of our Elders are living on a limited income and that this gift can be given to demonstrate an appreciation for the value of traditional knowledge.

Procedure for Honorariums
Honorariums are requested through the A.8 Honorariums, Scholarships, Service Payments Form (Appendix A). It is necessary to fill out this form as a requirement for the school district. The best practice is to have this paperwork done and submitted so that the person requesting the services of an Elder can have a cheque available to give to the Elder at the time of services. In order to ensure that the cheque is ready in time, staff should plan ahead and ensure that forms are submitted before the cheque run deadlines.

In order to maintain compliance with Revenue Canada, we need to ask each Elder for his/her mailing address and SIN number as required to complete the form. This is practiced across all publicly funded institutions. Some Elders may have sensitivities about providing this information so please be thoughtful and patient in your discussions about these issues. Answer
any questions they may have about the necessary information and how it is used. Limit the personal information requested to only what is required to complete the forms.

**Honorarium Amounts**

The following standard amounts for honoraria should be distributed in order to maintain consistency across the school district:

- $200 for a full day
- $100 for a half day
- $50 less than half day

**Mileage Expenses**

In addition to honoraria, some Elders have to travel far distances due to the geographically dispersed nature of our school district. If this is the case, Elders travelling from out-of-town should be provided with mileage expenses in accordance to the rates outlined on the A.2 Expense Claim form (Appendix B). Staff should fill out and submit forms on behalf of the Elders.

**Gifting for Appreciation**

In addition to and/or when an honourarium is not given (sometimes Elders request to not be provided with an honourarium), it is appropriate to offer a small gift of appreciation. When gifting in this way, it is only expected to be what a person or group can afford. It may be appropriate to offer a gift of food (ex. homemade preserves), a small household item, traditional plant (ex. tobacco, sage, sweet grass, cedar), and things of this nature. It is also nice to offer a card made and/or signed by the students and staff.

**Contact Information**

If you still have questions after reviewing this handbook, please do not hesitate to contact us for more information.

- Gail Higginbottom, District Principal of Aboriginal Education, gail.higginbottom@sd8.bc.ca
- Danica Lee, Aboriginal Education Enhancement Agreement Coordinator, dlee@sd8.bc.ca
- Your Aboriginal Education contact at your school

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6 For updated contact information, visit: [https://sd8learns.sd8.bc.ca/abed/contact-us/](https://sd8learns.sd8.bc.ca/abed/contact-us/)
References


Appendix A – A.8 Honorariums, Scholarships, Service Payments

FORM

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
Honorariums, Scholarships, Service Payments

All School District Employee forms will be processed through the Payroll Department. All other vendors will be issued a T-4A at year end for total payments of more than $500 in a calendar year.

NAME: ____________________________
BUSINESS NAME (If applies): ____________________________
SIN: ____________________________ BUSINESS # (if registered): ____________________________
PHONE: ____________________________ DATE: ____________________________
ADDRESS: ____________________________
CITY: ____________________________ POSTAL CODE: ____________________________
EMPLOYEE OF SD8: Yes ________ No ________ Employee #: ____________________________
PURPOSE FOR PAYMENT: ____________________________

HONORARIUM

Account Number: ____________________________ $ ____________________________

SCHOLARSHIP

Account Number: ____________________________ $ ____________________________

T4A will be issued for the total payment if a breakdown is not provided.

PAYMENT FOR SERVICE

SERVICE PORTION (T4A to be issued) $ ____________________________
NON SERVICE PORTION (eg. Supply costs, expenses, etc.) $ ____________________________
GST (if included) $ ____________________________
TOTAL PAYMENT $ ____________________________
Account Number: ____________________________

AUTHORIZED SIGNATURE: ____________________________ DATE: ____________________________

Office Use Only: Payroll: 1 or 2 Earnings code: ____________________________

Rev. Jul/08
## Appendix B – A.2 Expense Claim Form

**SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)**

**A.2 Expense Claim**

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<th>POSITION:</th>
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<tr>
<td>ADDRESS:</td>
<td>SCHOOL/DEPT:</td>
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<tr>
<td>TRAVEL DATES:</td>
<td>TRAVEL DESTINATION:</td>
</tr>
<tr>
<td>PURPOSE:</td>
<td>VENDOR #:</td>
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### TRAVEL:

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<td></td>
</tr>
<tr>
<td>Car</td>
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</tbody>
</table>

*Car ______ km. @ $.55/km for private automobile costs.*

The maximum amount claimable is limited to the cost of economy airfare between the points travelled. (Complete mileage detail on back.)

<table>
<thead>
<tr>
<th>Other – taxi, etc. (attach receipts)</th>
<th>Amount</th>
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### ACCOMMODATION:

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Claim the actual cost of the hotel, less any personal items charged. If staying with friends, claim $20.00 per night.

### PER DIEM:

<table>
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<tr>
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<th>Rate</th>
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### REGISTRATION FEE:

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### OTHER EXPENSES:

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</table>

**EXPENSES CLAIMED**

**DEDUCT: ADVANCES**

**NET AMOUNT DUE**

I hereby certify that this claim is correct and in accordance with Board Policy.

**SIGNATURE:** ___________________ **DATE:** ___________________

**ACCOUNT NO.:** ___________________

**APPROVED FOR PAYMENT:** ___________________ **Date:** ___________________ **Title:** ___________________

*Rev. Sep 2015*

Updated October 23, 2017
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<tr>
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<th>TO NELSON</th>
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<td>624 km</td>
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<td>41 km</td>
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<tr>
<td>Cranbrook</td>
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<tr>
<td>Creston</td>
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<td>126 km</td>
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<tr>
<td>Fernie</td>
<td>206 km</td>
<td>332 km</td>
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<tr>
<td>Golden</td>
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<tr>
<td>Invermere</td>
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<td>237 km</td>
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<td>Trail</td>
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<td>67 km</td>
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<tr>
<td>Vancouver</td>
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<td>657 km</td>
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MILEAGE CLAIM FOR THE MONTH OF: _____________________________

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<th>Function</th>
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TOTAL:

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