RESPONSE GUIDE TO EAS MASTER BEEKEEPER PREPARED QUESTION 2022

Public and private schools that are adding beekeeping programs and bee hives to round out their student experience are becoming more and more common.

In this school setting, the beekeeping program is underway, and is now losing ground due to a lack of *varroa destructor* knowledge regarding detection and suppression of mites.

Because schools set policies based on safety but are influenced by community sentiment, the advisors want to be “in the know” ahead of a full presentation to the students and their parents. With conflicting views already being aired amongst parents regarding treatment vs. non-treatment of colonies, the focus needs to be on education of all the parties involved.

In a situation like this one, your candidate must acknowledge the concerns on all sides: The “Bee Team” students, the parents, the academic advisors, and the principal, not to mention the honey bees themselves!

**IPM:** Being able to explain what the acronym stands for (Integrated Pest Management), describe/ depict/ explain an IPM “Triangle” from a source such as Cornell University, or give some background on the “why” of IPM: to control pests using a variety of strategies that are safe, effective, economical and sustainable with the least impact on the environment. You should hear: Cultural, physical/mechanical, biological, chemical.

**By no means should IPM be somehow contrasted with using legal, regulated products as though IPM is “natural” and product use is not.**

Varroa Mite life cycle should be described, accurately explaining how these mites live, reproduce and damage honey bees.

**Monitoring methods** including: Sugar roll, alcohol wash, monitoring sticky boards and examining drone brood. Explanation of ‘economic/ injury threshold and possibly where to find guidelines, including **treatment recommendations** such as the *Honey Bee Health Coalition* published materials and **product** manufacturers websites. A knowledge of **legal** products currently available and giving examples of organic vs. inorganic; fumigants vs. contact will show a working understanding. Season, temperatures, size of colony all affect deciding on a product to use if it is decided to do so.

**Safety and PPE** should include “The Label as the Law”; acid resistant gloves, covering skin, wearing a respirator and goggles as directed and proper disposal of packaging and “spent” product.

Overall, enjoy the Outline presentation, understanding the audience the candidate is targeting. Be encouraging. Thank the candidate.