



Developmental Delay Age Change District Feedback Survey Results

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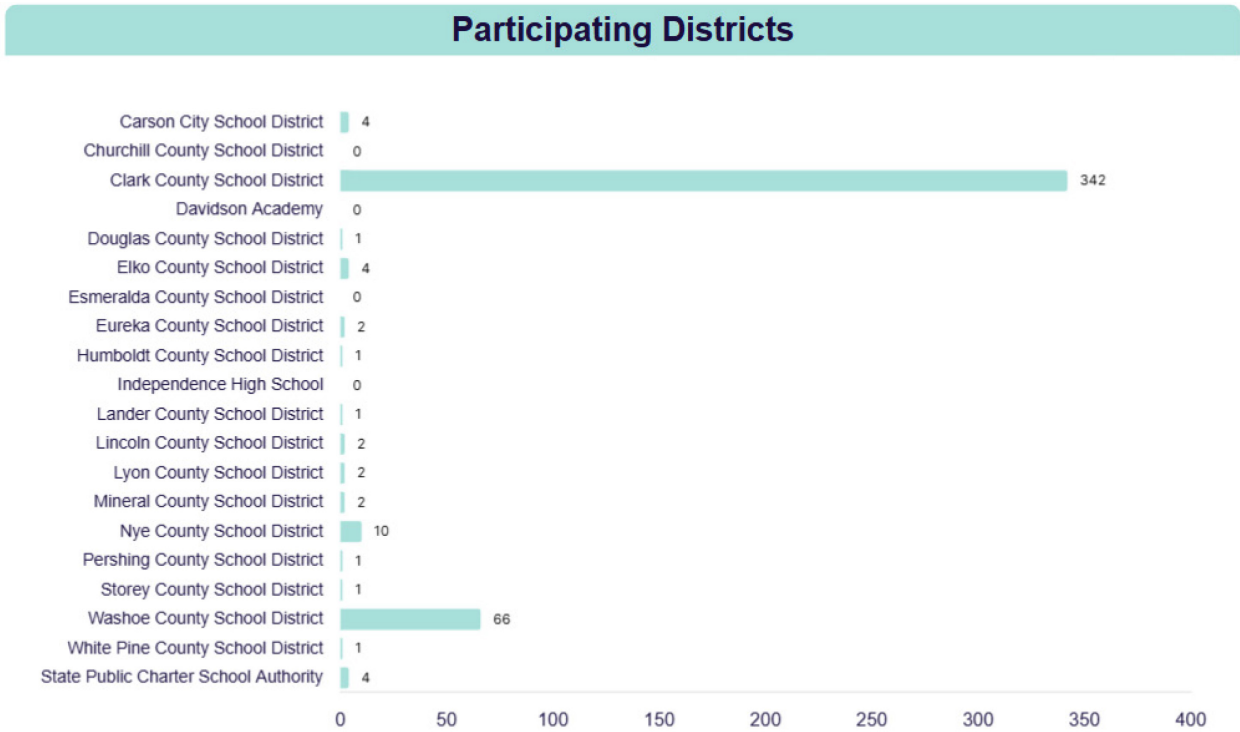
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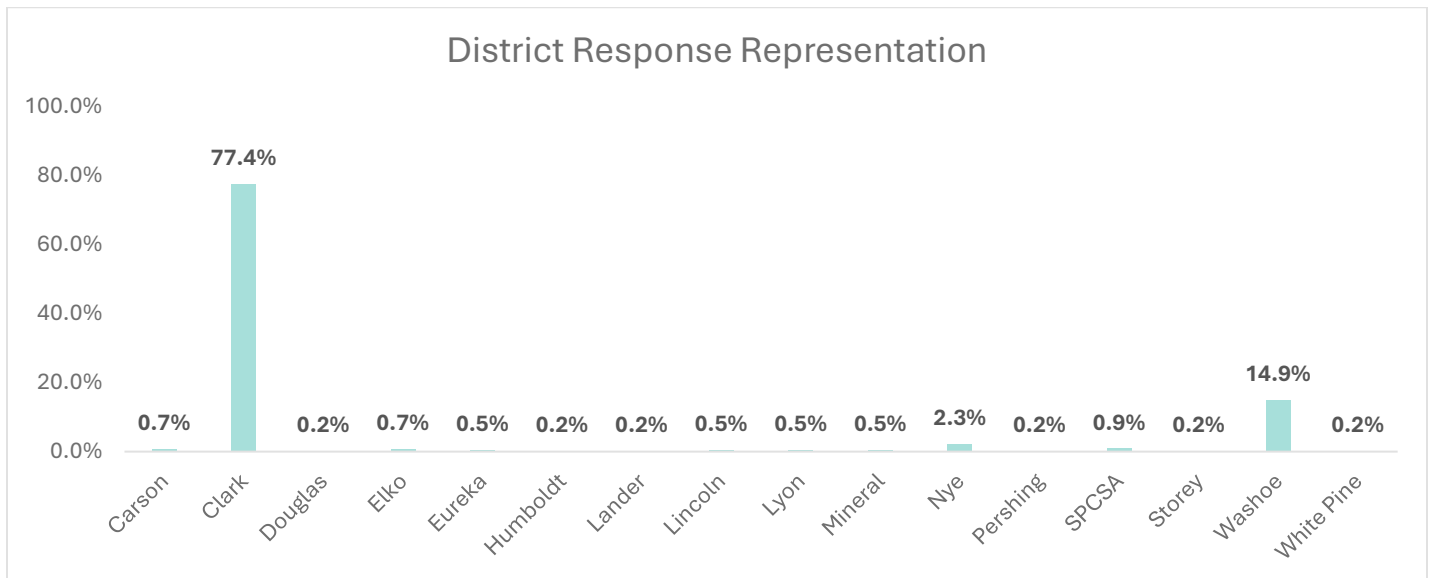
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1. Respondents Overview

TOTAL NUMBER OF RESPONDENTS: 444



1.1. District Representation



1.2. Respondents Overview

The respondent pool is heavily dominated by specialized service providers, with School Psychologists and Speech-Language Pathologists representing the clear majority of participants. This indicates that the data is primarily shaped by professionals who are directly involved in evaluation, eligibility determination, and the delivery of related services within special education. As a result, the perspectives reflected in the responses are closely tied to day-to-day implementation and student-level impacts.

A smaller, but still meaningful, portion of respondents include Special Education Teachers, Resource Teachers, and Instructional Facilitators. These roles contribute additional insight from the classroom and service-delivery standpoint, helping to round out the dataset with perspectives on instruction and direct student support. However, their representation remains secondary compared to the dominant presence of specialized service providers.

Administrative and leadership roles, such as Directors, Coordinators, and Principals, are present but minimally represented. This suggests that system-level, policy-driven perspectives are less prominent in the dataset. Instead, the findings are more reflective of operational and implementation-level considerations rather than broader strategic or administrative viewpoints.

The distribution of respondents is also heavily influenced by large districts, particularly Clark County School District, with Washoe County School District contributing a smaller but still notable share. While smaller districts introduce more variation in respondent roles, including some leadership positions, they do not significantly alter the overall pattern.

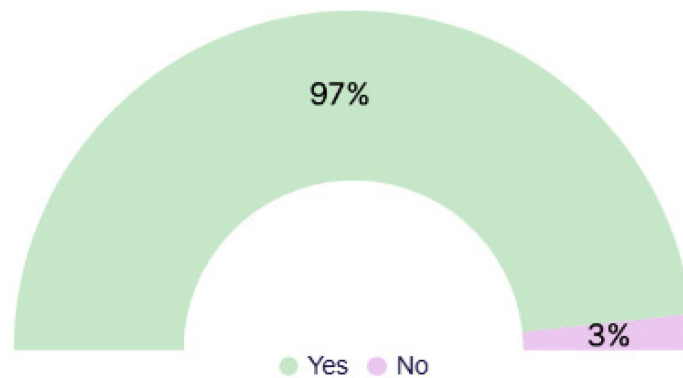
Overall, the data reflects a strong practice-level perspective centered on evaluation, eligibility, and service delivery. This context is important when interpreting the findings, as the insights are more indicative of frontline experiences rather than a comprehensive representation of district leadership or policy-level consensus.

2. District Overview

2.1. Developmental Delay Age Change Impact on Students

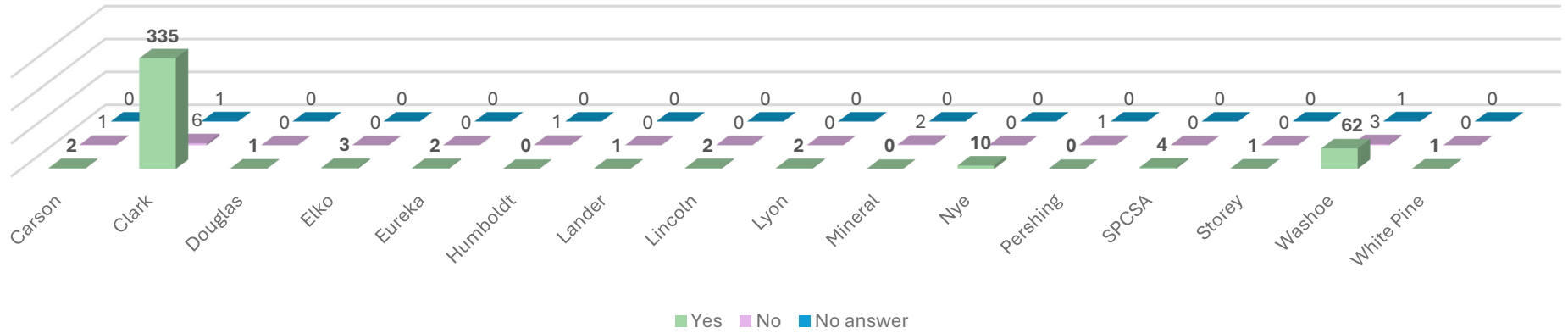
Survey Question: In your opinion, would increasing the Developmental Delay age translate into meaningful changes in student outcomes?

2.1.1. Statewide Result

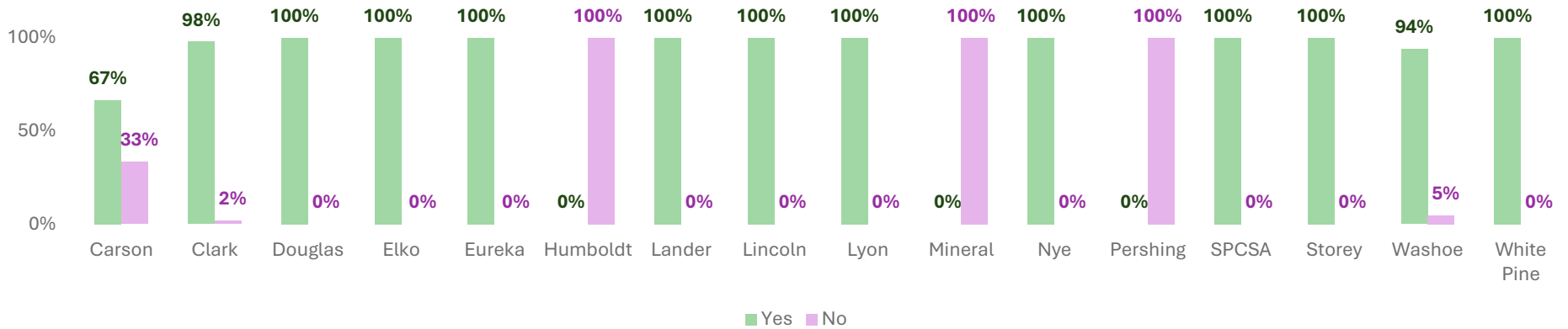


2.1.2. District Results

In your opinion, would increasing the Developmental Delay age translate into meaningful changes in student outcomes?



In your opinion, would increasing the Developmental Delay age translate into meaningful changes in student outcomes?



2.1.3. Summary of Findings

Analysis of responses indicates a clear and consistent consensus among respondents that increasing the Developmental Delay age would result in meaningful changes in student outcomes.

Statewide, responses are overwhelmingly positive, with a “Yes” response (97%), far exceeding a “No” response or a minimal non-response, suggesting strong agreement on this issue.

At the district level, this pattern is consistent across nearly all districts. Although larger school districts such as Clark County School District and Washoe County School District account for most responses and heavily influence overall totals, support is evident across both large, medium, and small districts. Opposition is minimal, with only limited responses from Humboldt, Mineral, and Pershing County School Districts.

2.1.4. Rationale to Support

A) Response to the prompt: Why would increasing the Developmental Delay age translate into meaningful changes in student outcomes?

Stakeholder responses show strong and consistent support for increasing the age limit for Developmental Delay eligibility. Across School Districts, respondents overwhelmingly believe that extending the Developmental Delay age would lead to more accurate identification, improved continuity of services, and produce better long-term student outcomes.

A central concern is that age 6 is too early to make high-stakes eligibility decisions, particularly as many students are just entering kindergarten and have had limited exposure to formal instruction. As a result, multidisciplinary teams are often required to make determinations with insufficient data, increasing the risk of premature or inaccurate classification.

Respondents frequently noted that students are exited from special education services at age 6 despite ongoing developmental needs, simply because they do not yet meet criteria under another eligibility category. This often results in a gap in services, followed by students struggling in general education and being referred again for evaluation in later grades

(commonly grades 1–3). This cycle creates inefficiencies, delays in support, and may negatively impact student progress.

Extending the Developmental Delay age is widely viewed as a way to:

- Provide additional time for intervention and skill development during critical early learning years.
- Allow for more comprehensive data collection and observation of developmental patterns.
- Reduce misidentification and premature labeling under more restrictive disability categories.
- Ensure continuity of services, preventing gaps in support.
- Support more accurate, data-driven eligibility decisions.

Respondents also emphasized that child development is highly variable, and early delays do not always indicate long-term disability. Increasing the Developmental Delay age would allow teams to better distinguish between temporary developmental delays and persistent disabilities, while maintaining access to appropriate supports.

Overall, stakeholder feedback indicates that increasing the Developmental Delay age would create a more developmentally appropriate, equitable, and effective systems, improving both the accuracy of identification and the quality of educational outcomes for students.

B) Response to the prompt: Why would increasing Developmental Delay age not translate into meaningful changes in student outcomes?

A smaller but important group of stakeholders expressed concerns about increasing the Developmental Delay age, emphasizing the importance of timely, accurate identification and targeted intervention.

The primary concern is that extending the Developmental Delay age could delay identification of specific disabilities, such as Specific Learning Disability (SLD), which are necessary to guide appropriate, evidence-based interventions. Respondents noted that the Developmental Delay category is intentionally broad, and prolonging its use may reduce the precision of services by postponing more specific eligibility determinations.

Several stakeholders emphasized that early intervention is critical, and that services should begin as soon as needs are identified, rather than delaying reevaluation. There is concern that extending the Developmental Delay age may result in:

- Delayed access to specialized supports aligned to a specific disability.
- Reduced urgency in evaluation and decision-making.
- Potential over-identification or prolonged labeling under a broad category.

Some respondents also indicated that eligibility category does not necessarily drive services, as support should be based on individual student needs through the Individualized Education Program. From this perspective, changing the Developmental Delay age alone may not significantly impact outcomes unless accompanied by broader changes to eligibility criteria or service delivery practices.

Additionally, concerns were raised about:

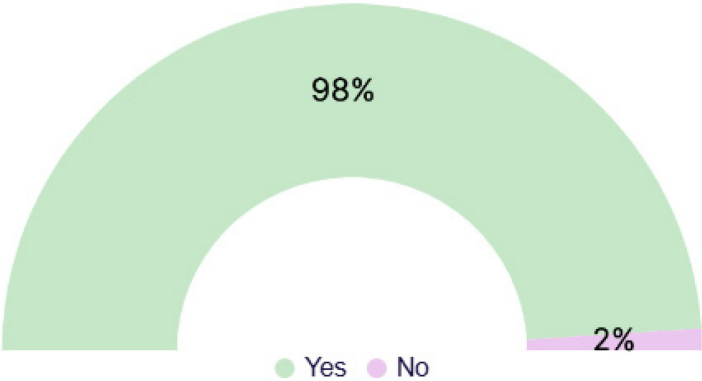
- Keeping students in special education longer than necessary, potentially limiting exposure to general education environments.
- The risk of mislabeling or overuse of the Developmental Delay category.
- The need for stronger implementation of general education supports (e.g., Multi-Tiered System of Supports) prior to special education identification.

Overall, stakeholders opposing the age change believe that maintaining the current age limit supports timely, data-driven identification and ensures students receive the most appropriate and targeted interventions as early as possible, rather than extending reliance on a broad developmental category

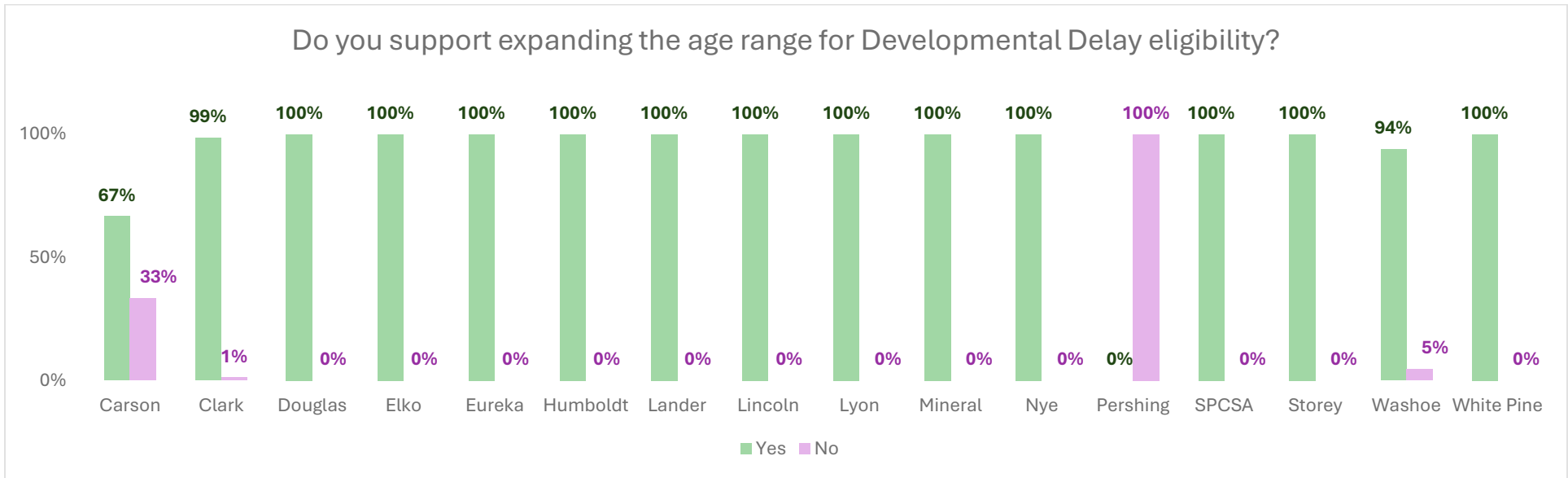
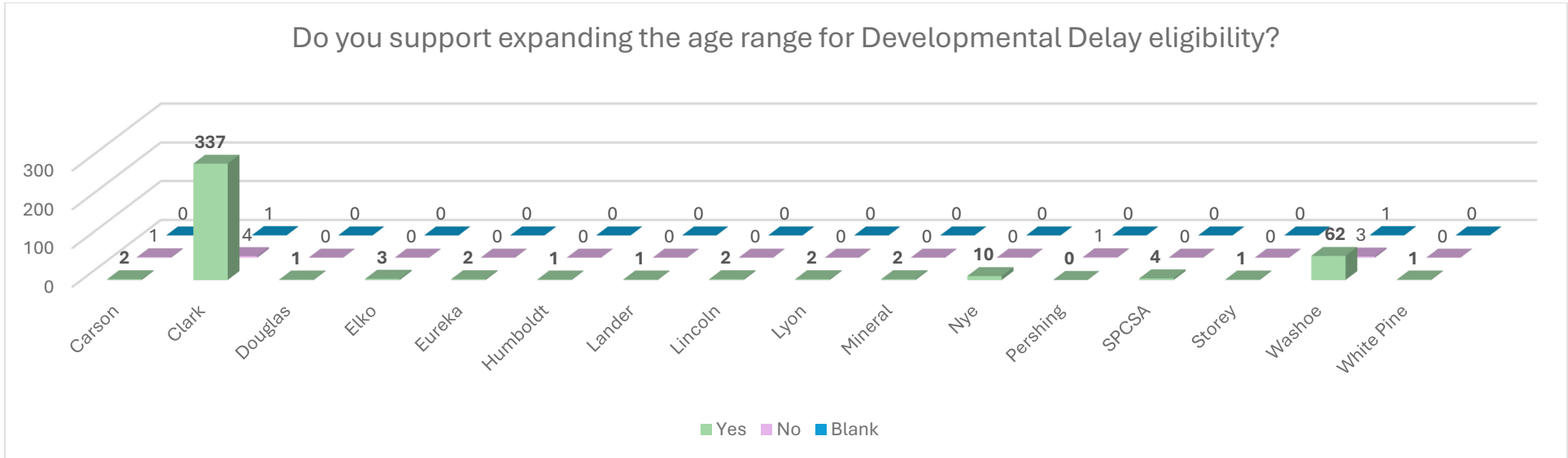
2.2. Support in Extending the Age Range for Developmental Delay Eligibility

Survey Question: Do you support expanding the age range for Developmental Delay eligibility?

2.2.1. Statewide Result



2.2.2. District Results



2.2.3. Summary of Findings

Analysis of the responses demonstrates strong and consistent support for expanding the Developmental Delay age.

Statewide, responses are overwhelmingly in favor, with “Yes” responses significantly outnumbering “No” responses (98% - 2%) and very few blanks, indicating both broad agreement and high response confidence.

At the district level, this pattern remains highly consistent across nearly all school districts. While Clark and Washoe County School Districts contribute to the majority of responses, and therefore strongly influence overall totals, support is evident across school districts of all sizes. Medium and smaller school districts, despite lower response counts, generally reflect the same positive trend.

Opposition to changing the age limit is minimal and scattered, with only isolated “No” responses, in Pershing and Carson City School Districts (33%).

Overall, the findings indicate a clear statewide consensus in support of expanding the Developmental Delay age range.

2.2.4. Rationale to Support

A) Response to the prompt: Why do you support expanding the age range for Developmental Delay eligibility?

Stakeholder responses reflect strong and consistent support for expanding the Developmental Delay eligibility age, driven by the need for more accurate identification, continuity of services, and improved outcomes for students.

A central theme across responses is that age 6 is too early to make reliable eligibility decisions. Many students have had limited exposure to formal instruction at that point, and developmental patterns are still emerging. Providing additional time allows teams to gather more meaningful data, observe progress over time, and make more informed, defensible decisions about student needs.

Respondents frequently highlighted concerns about students being exited from services prematurely due to age requirements rather than readiness. This often results in students struggling in general education and being referred back for evaluation in later grades. Expanding the age is seen as a way to prevent service gaps and ensure continuity of support during critical learning years.

Another major theme is the importance of avoiding premature or inaccurate labeling. Current timelines can pressure teams to assign specific disability categories before sufficient data is available, whereas extending the Developmental Delay eligibility window supports a more developmentally appropriate approach focused on intervention and observation.

Stakeholders also emphasized the significance of the early elementary years as a foundational period for development, where additional time in a structured learning environment helps clarify student needs and supports stronger skill development.

Across responses, the most common reasons for support include:

- More time to collect meaningful data and improve accuracy of eligibility decisions.
- Prevention of premature exit from services and reduction of service gaps.
- Avoidance of early or inaccurate disability labeling.
- Continued support during critical early elementary years (K–2).
- Recognition of developmental variability and need for flexibility.
- Improved long-term outcomes through sustained early intervention.

Overall, expanding the Developmental Delay age is viewed as a student-centered change that would strengthen identification practices, ensure continuity of services, and support better long-term academic and developmental outcomes.

B) Response to the prompt: Why do you not support expanding the age range for Developmental Delay eligibility?

While the majority of responses support expanding the Developmental Delay eligibility age, a smaller group of stakeholders raised important concerns about potential unintended consequences. These responses emphasize the importance of timely identification, appropriate classification, and maintaining the integrity of special education eligibility processes.

A primary concern is that extending the Developmental Delay age range may delay the identification of specific disabilities and the implementation of targeted, specialized interventions. Respondents note that by age 6, many students begin to demonstrate clearer academic and behavioral patterns, allowing evaluation teams to determine more precise eligibility categories. Remaining in a broad category like Developmental Delay for a longer period could result in less tailored support and postpone access to interventions aligned to a student's specific needs.

Some stakeholders also expressed concern that expanding the age range could lead to over-identification or overuse of special education services, particularly if eligibility criteria are not adjusted accordingly. There is a perception that Developmental Delay could become a "catch-all" category, potentially increasing the number of students placed in special education without sufficient prior interventions or clear evidence of a disability.

Additionally, a few responses highlight concerns related to family engagement and diagnosis. Specifically, there is worry that extending the Developmental Delay category might discourage families from seeking medical or clinical diagnoses early, opting instead to "wait and see," which could delay access to outside supports and services.

Across responses, the most common reasons for not supporting expansion include:

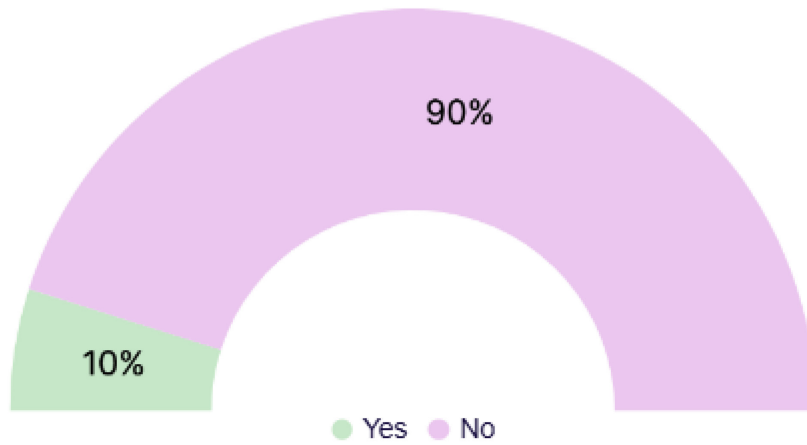
- Potential delay in identifying specific disabilities and implementing targeted interventions.
- Risk of prolonged use of a broad eligibility category instead of more appropriate classifications.
- Concern about over-identification or increased reliance on special education services.
- Possibility of reduced incentive for early diagnosis and external evaluation.
- Need to maintain timely, data-driven eligibility decisions aligned to student needs.

Overall, opposition to changing the age limit centers on ensuring that students are accurately identified and receive the most appropriate, specialized supports as early as possible, rather than extending time within a general category.

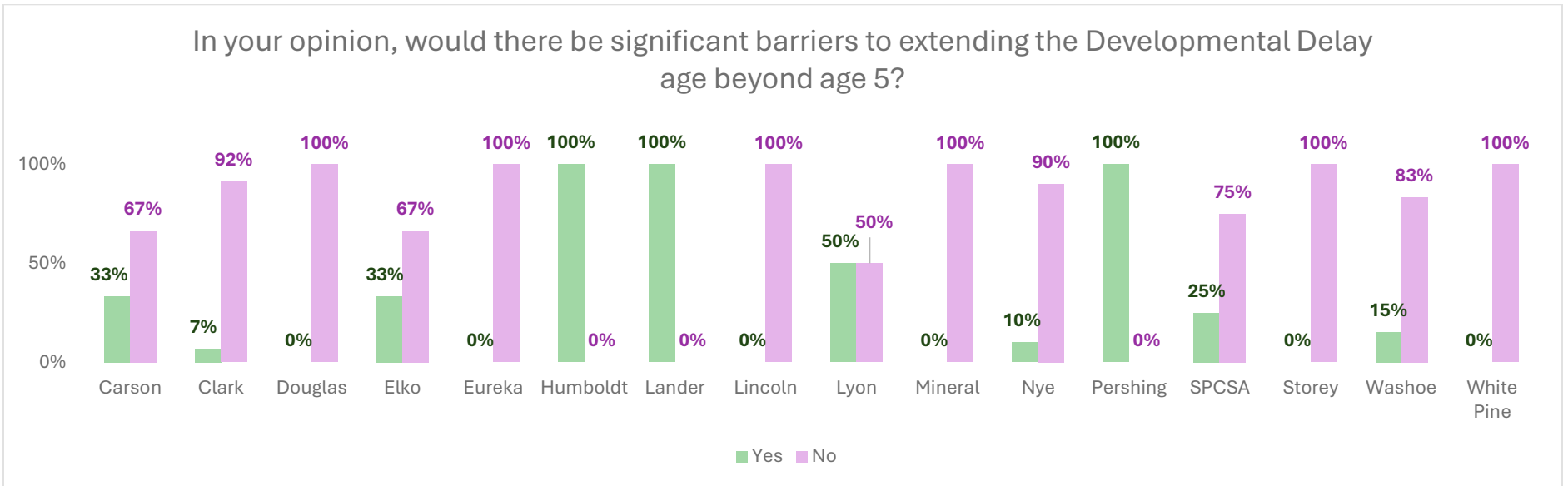
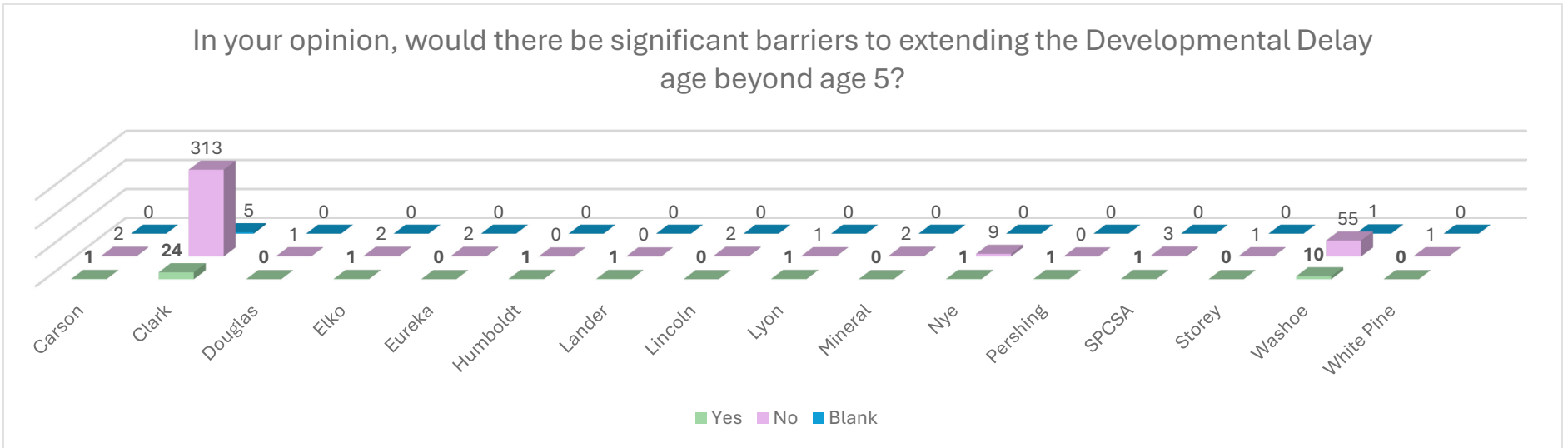
2.3. Significant Barriers to Extending the Developmental Delay Eligibility Age Beyond 5

Survey Question: In your opinion, would there be significant barriers to extending the Developmental Delay age beyond age 5?

2.3.1. Statewide Result



2.3.2. District Results



2.3.3. Summary of Findings

Analysis of the responses indicates that respondents largely do not anticipate significant barriers to extending the Developmental Delay age beyond age 5. Statewide, a clear majority (90%) expressed confidence in implementation, with only a small proportion (10%) identifying potential challenges.

At the district level, this pattern remains consistent. Most districts report high levels of “No” responses, indicating minimal concern about barriers. While a few smaller districts (Humboldt, Lander, and Pershing County School Districts) show mixed perspectives, these variations are limited and do not shift the overall trend.

Large districts, including Clark and Washoe County School Districts, contribute a significant share of responses and reflect strong agreement that barriers would not be substantial. This reinforces the statewide findings and suggests alignment across districts of varying sizes.

2.3.4. Rationale to Support

A) Response to the prompt: In your opinion, what would those barriers be?

Stakeholder feedback identifies several key barriers and implementation challenges associated with increasing the Developmental Delay eligibility age. While many respondents believe the change could benefit students, they emphasize that successful implementation would require significant planning, resources, and clear guidance.

A primary concern is the potential for increased demand for resources, including staffing, funding, and service capacity. Expanding the Developmental Delay age would likely result in more students qualifying for services and remaining eligible for longer periods, placing strain on special education personnel, increasing caseloads, and requiring additional teachers, specialists, and classroom supports.

Another major theme is the need for clear and consistent eligibility criteria. Because the Developmental Delay category is broad by design, extending it to older students could lead to:

- Inconsistent identification practices across districts or teams.
- Overuse or misapplication of the Developmental Delay category.

- Challenges distinguishing between developmental delays, instructional gaps, and specific disabilities.

Respondents also raised concerns about the risk of delayed identification of specific disabilities, which could impact access to more targeted, evidence-based interventions. Without strong reevaluation practices and monitoring systems, students may remain in the Developmental Delay category longer than appropriate, potentially limiting the effectiveness of services.

Implementation challenges were also highlighted, including:

- The need for professional development and staff training.
- Updates to policies, procedures, and data systems.
- Alignment with State and Federal policies.
- Ensuring fidelity in progress monitoring and timely reevaluation.

Some respondents noted broader system-level concerns, such as:

- Potential increases in special education identification rates.
- Pressure on facilities and space.
- The importance of maintaining strong general education supports (e.g., Multi-Tiered System of Supports) alongside any eligibility changes.

Overall, stakeholders indicate that while increasing the Developmental Delay age may offer developmental and educational benefits, it also presents substantial logistical, financial, and procedural challenges. Addressing these barriers would require clear policy guidance, additional resources, staff training, and strong accountability systems to ensure consistent, accurate, and effective implementation.

2.4. Strongest Reasons to Extend the Developmental Delay Eligibility Age Beyond 5

Response to the prompt: In your opinion, what are the strongest reasons to expand the Developmental Delay age eligibility beyond 5?

Stakeholder feedback shows strong and consistent support for increasing the Developmental Delay eligibility age, with respondents emphasizing improved accuracy, continuity of services, and better student outcomes as primary drivers for change.

A central theme across responses is that age 5–6 is too early to make reliable eligibility decisions. Many students are just entering kindergarten and have had limited exposure to formal instruction, making it difficult to distinguish between a true disability and a developmental delay. Extending the Developmental Delay age would allow multidisciplinary teams additional time to observe student performance, implement interventions, and collect meaningful data before assigning a more specific disability category.

Respondents repeatedly highlighted the importance of developmental variability, noting that children grow at different rates and that many students identified with delays in early childhood make significant progress with time and support. Extending the eligibility window would help:

- Prevent premature or inaccurate labeling under more restrictive disability categories.
- Allow students to “catch up” developmentally with appropriate interventions.
- Support more accurate, data-driven identification decisions.

Another major theme is the need for continuity of services. Stakeholders described a common pattern in which students are exited from services at age 5–6 due to not qualifying under another category, only to struggle academically and be referred back in later grades. Increasing the Developmental Delay age is seen as a way to:

- Prevent gaps in services during critical early learning years.
- Reduce redundant evaluations and system inefficiencies.
- Ensure students receive consistent support through foundational skill development (grades K–2).

Respondents also emphasized that extending the Developmental Delay age would:

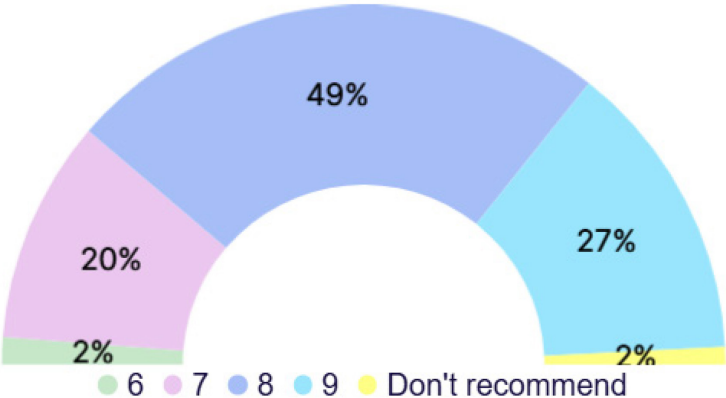
- Provide more time for intervention and Response-to-Intervention data collection.
- Improve alignment with developmental research and flexibility in eligibility criteria (allowing Developmental Delay up to age 9).
- Promote equity, particularly for students with limited early learning exposure.

Stakeholders overwhelmingly view increasing the Developmental Delay age as a developmentally appropriate and student-centered improvement. The change is expected to enhance decision-making accuracy, reduce premature exits and misclassification, ensure continuity of support, and ultimately improve long-term academic and developmental outcomes for students.

2.5. Recommended Age Change for Developmental Delay Eligibility

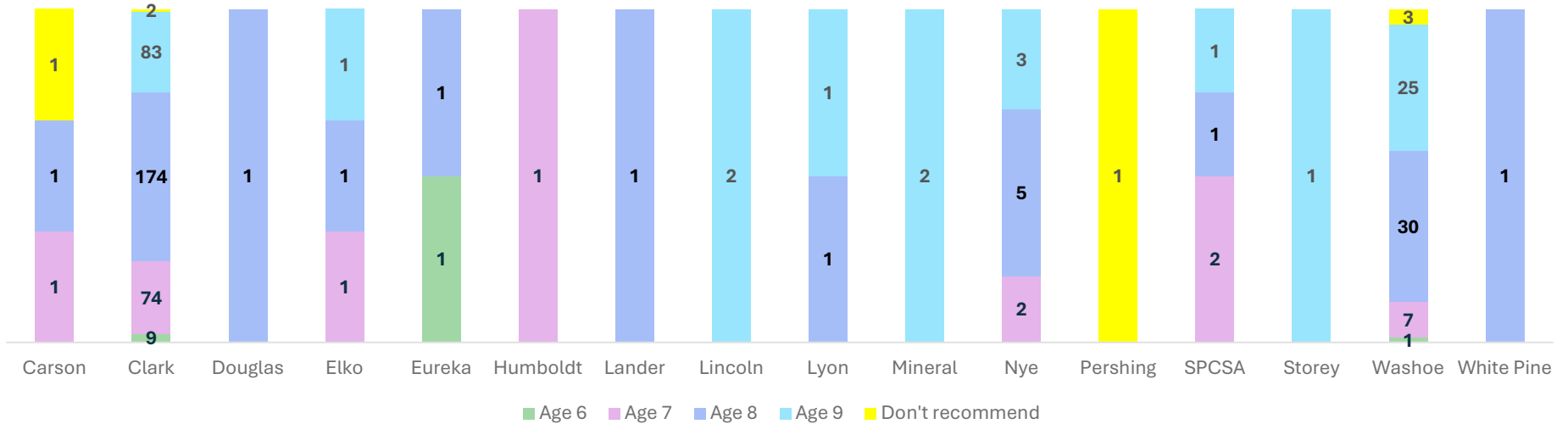
Survey Question: At what age would you recommend changing the Developmental Delay eligibility age?

2.5.1. Statewide Result

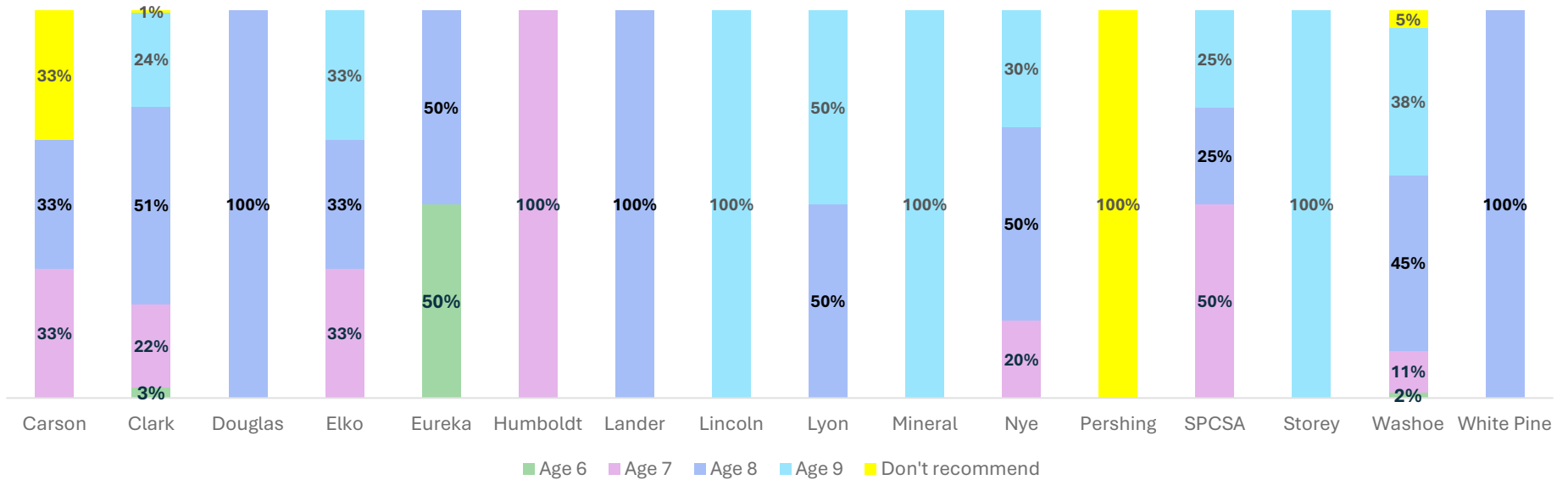


2.5.2. District Results

At what age would you recommend changing the Developmental Delay eligibility age?



At what age would you recommend changing the Developmental Delay eligibility age?



2.5.3. Summary of Findings

Overall, survey results show strong support for increasing the Developmental Delay eligibility age, with age 8 emerging as the clear preferred option statewide, followed by age 9. Support for maintaining the current age or not recommending a change is minimal.

At the district level, this pattern remains consistent. Most districts favor age 8 or 9, with larger districts such as Clark and Washoe County School Districts strongly reinforcing this trend. Small districts like Humboldt, Lander, Lincoln, Mineral and Storey County School Districts show more varied and less centralized preferences across Ages 7–9, reflecting diverse local perspectives rather than a single dominant recommendation. Blank responses are minimal and do not significantly impact the results.

In summary, the data indicates broad alignment across the state in favor of increasing the Developmental Delay eligibility age, with age 8 identified as the most supported and practical recommendation.

2.5.4. Rationale to Support

The predominant rationale for increasing the Developmental Delay age eligibility centers on the need for more time to accurately identify student needs. Districts consistently report that age 5–6 is too early to make reliable eligibility determinations, as many students are just beginning formal schooling. Extending the Developmental Delay age would allow for greater exposure to instruction, more comprehensive data collection, and stronger progress monitoring, leading to more informed, data-driven decisions.

A key theme is the importance of early elementary years (grades K–2) as a critical developmental and instructional window. Respondents emphasized that foundational skills in literacy, language, and social-emotional development are still emerging during this period. By ages 7–9, developmental patterns become more stable, making it easier to distinguish between temporary delays and true disabilities, and to determine appropriate eligibility categories.

Districts also highlighted concerns with the current system, particularly the pattern of students being exited from services at age 6 and later referred back after experiencing academic

difficulties. Extending the Developmental Delay age is viewed as a way to prevent service gaps, ensure continuity of support, and reduce inefficiencies associated with repeated evaluations.

Another major benefit identified is the ability to avoid premature or inaccurate labeling. Maintaining students under the broader Developmental Delay category for a longer period allows teams to delay high-stakes classification decisions until sufficient evidence is available, while still providing necessary supports.

Additionally, many respondents noted that increasing the age would better align with:

- Developmental research, which shows variability in early childhood development.
- Federal policy which permits Developmental Delay eligibility up to age 9.
- Practices in other states where higher age limits are common.

A minority of respondents expressed concerns that extending the age could delay identification of specific disabilities, lead to overuse of the Developmental Delay category, or reduce urgency in decision-making. Some suggested that any age increase should be paired with clear eligibility criteria, strong intervention frameworks, and timely reevaluation practices.

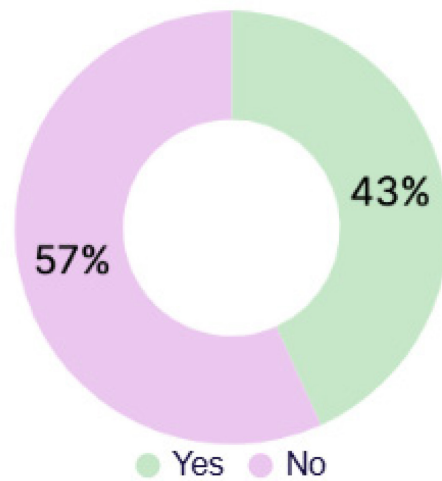
Overall, district feedback indicates that increasing the Developmental Delay age, particularly to age 7 or 8, is widely viewed as a developmentally appropriate and effective improvement. The change is expected to enhance accuracy of identification, continuity of services, and student outcomes, while reducing premature exits and misclassification. However, respondents emphasize that clear guidance and strong implementation practices will be critical to ensure the change achieves its intended impact.

3. Clarifying Current Practices

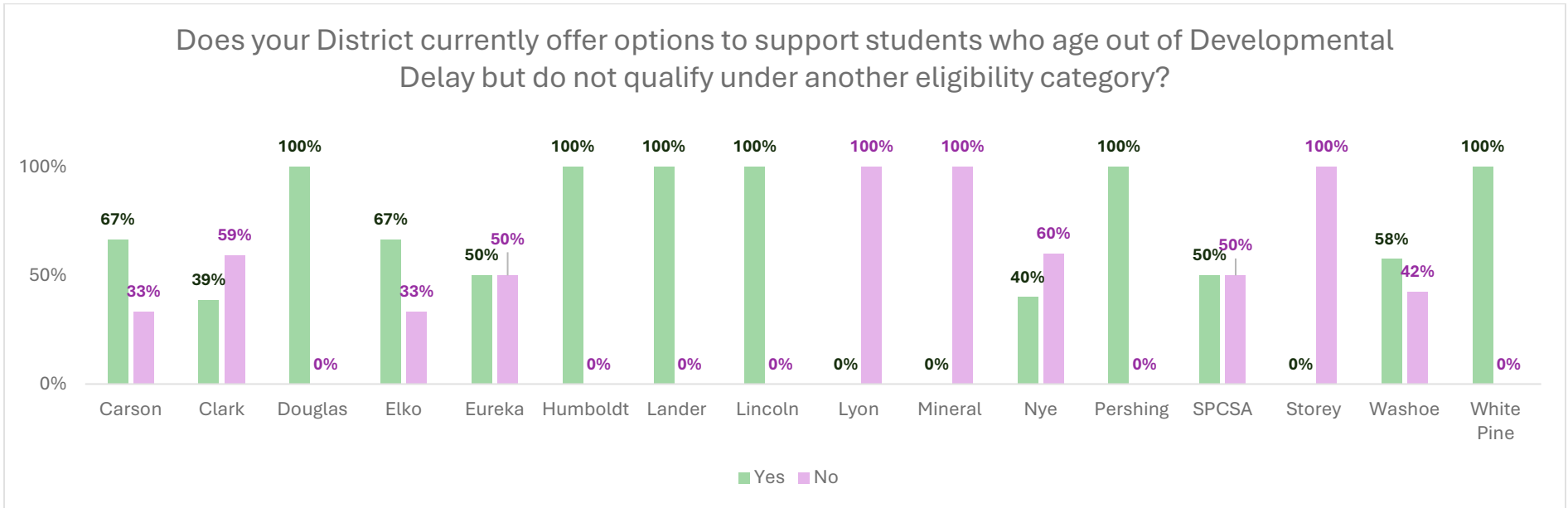
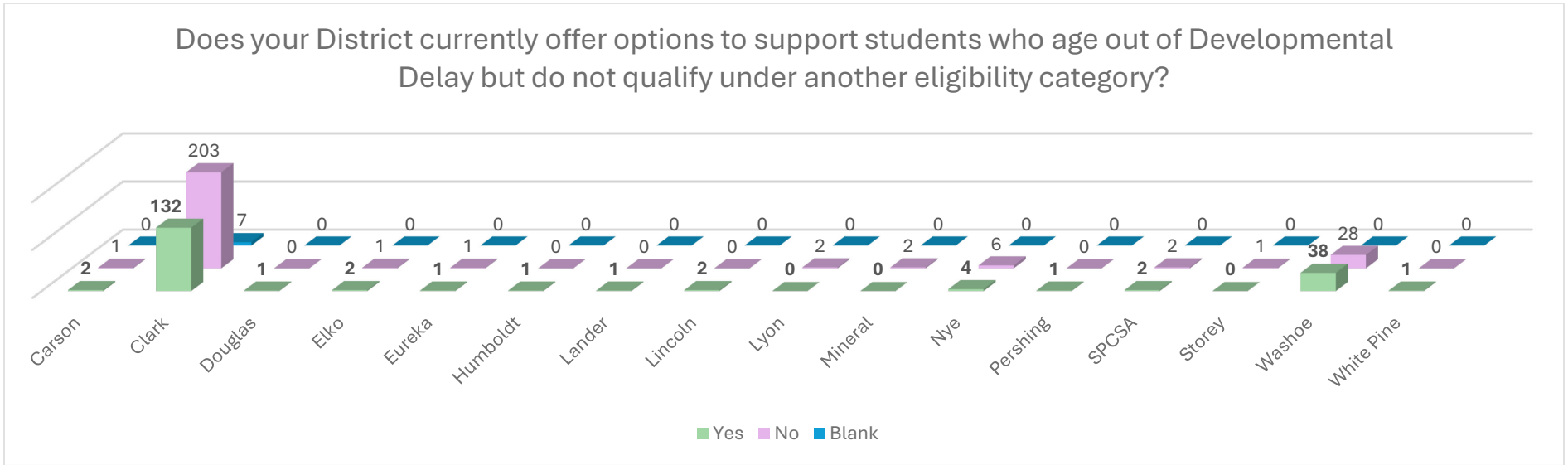
3.1. District Supports for Students Who Age Out of Developmental Delay but Do Not Qualify Under Another Eligibility Category

Survey Question: Does your District currently offer options to support students who age out of Developmental Delay but do not qualify under another eligibility category?

3.1.1. Statewide Result



3.1.2. District Results



3.1.3. Summary of Findings

Overall, statewide data shows a slight majority of districts (57%) that do not currently offer support options, indicating a gap in services, for students who age out of Developmental Delay without qualifying under another category.

At the district level, responses are highly inconsistent, with some districts reporting full availability of support and others reporting none, highlighting uneven service provision across the state.

Blank responses are present but are not a major factor in the overall results and do not significantly alter interpretation.

Across district sizes, large districts such as Clark and Washoe County School Districts show mixed responses, suggesting some availability of support options but no clear internal consensus. Small districts report that support options are available (e.g., Douglas, Humboldt, Lander, Lincoln, Pershing and White Pine County School Districts), though responses remain variable in others (Carson City, Elko, Eureka, Nye County School Districts and the State Public Charter School Authority), indicating that there is no unified approach. Additionally; Lyon, Mineral, and Storey County School Districts report that there are no supports in place for students who age out of Developmental Delay without qualifying under another eligibility category.

In summary, the data reveals a fragmented system of support, where access to services for students aging out of Developmental Delay varies notably by School Districts, with no clear consensus across or within district size groups, indicating a need for more consistent statewide approaches.

3.1.4. Rationale to Support

District responses indicate that students who age out of Developmental Delay and do not qualify under another eligibility category are primarily supported through general education systems, with the most common approach being placement into Multi-Tiered System of Support /Response-to-Intervention frameworks. These systems provide tiered academic and behavioral interventions, progress monitoring, and small-group instruction within the general education

setting. While these supports are widely available, they are often described as less intensive and less individualized than special education services.

In addition to Multi-Tiered System of Support/Response-to-Intervention frameworks, some students may receive Section 504 plans, which provide accommodations such as modified assignments or classroom supports. However, respondents frequently noted that Section 504 plans do not offer specialized instruction and are therefore limited in addressing more significant developmental needs. Other supports may include classroom differentiation, intervention groups, consultation with specialists, and, in some cases, reevaluation for special education eligibility if concerns persist.

A consistent theme across responses is that while options technically exist, their implementation is highly variable across schools and districts. Many stakeholders reported that supports and services depend on teacher capacity, school resources, and fidelity of implementing a Multi-Tiered System of Support framework. Several responses also highlighted gaps in support, including delays in intervention, inconsistent progress monitoring, and situations where students receive minimal or no structured support after exiting Developmental Delay.

Across responses, the most common support options include:

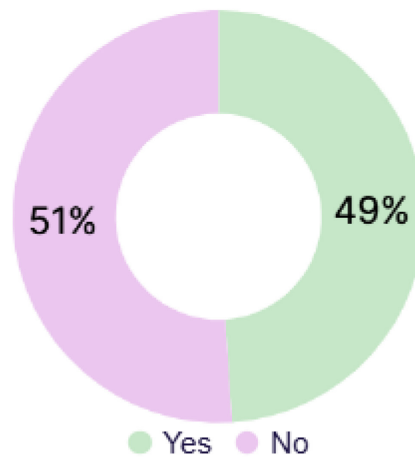
- Multi-Tiered System of Support /Response-to-Intervention frameworks with Tier 1, 2, and 3 academic and behavioral interventions.
- Section 504 plans providing accommodation (but limited instructional support).
- Small-group instruction, classroom differentiation, and intervention programs.
- Progress monitoring and potential reevaluation for special education eligibility.
- Variation in implementation and effectiveness across schools and districts.

Overall, while School Districts have general education supports in place, these systems often lack the consistency, intensity, and specialization needed to effectively support students after exiting Developmental Delay, resulting in gaps in services and a recurring cycle of struggle and re-identification.

3.2. Informal or General Education Supports for Students Who Age Out of Developmental Delay and Do Not Qualify Under Another Eligibility Category

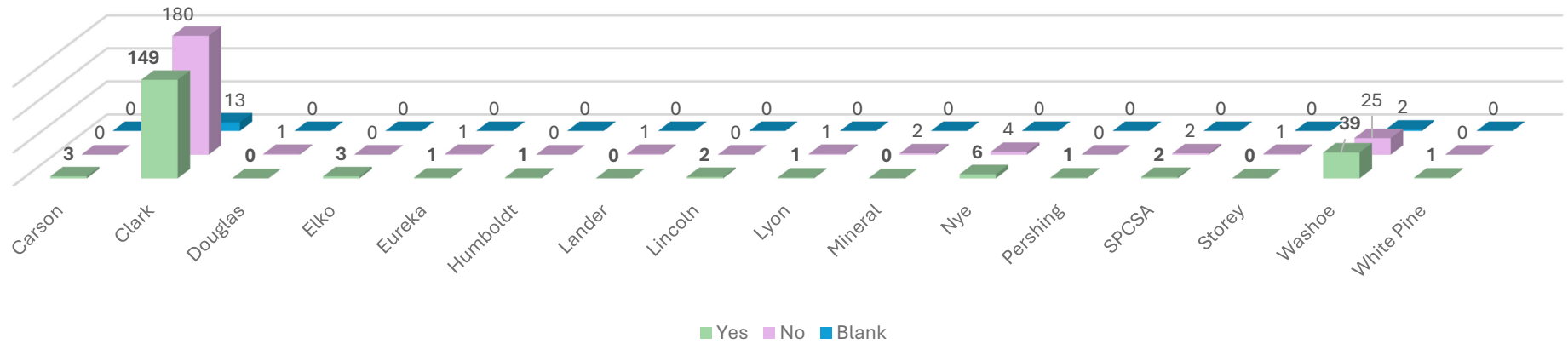
Survey Question: Are there informal or general education supports typically put in place for students who age out of Developmental Delay and do not qualify under another eligibility category?

3.2.1. Statewide Result

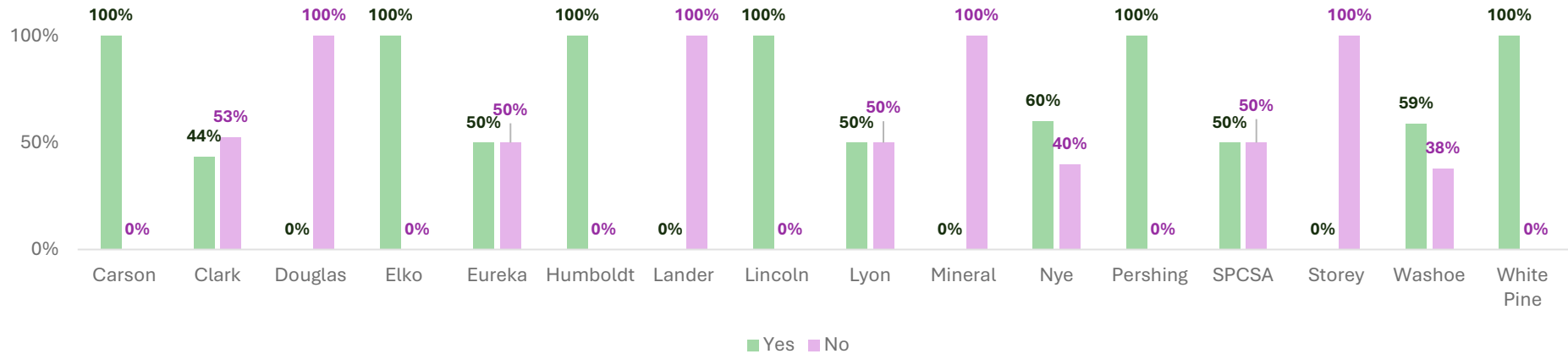


3.2.2. District Results

Are there informal or general education supports typically put in place for students who age out of Developmental Delay and do not qualify under another eligibility category?



Are there informal or general education supports typically put in place for students who age out of Developmental Delay and do not qualify under another eligibility category?



3.2.3. Summary of Findings

Overall, statewide data shows a nearly even split, with 51% reporting no informal or general education supports, and 49% reporting that supports are in place, indicating no clear statewide consensus.

At the district level, responses are highly variable, with some School Districts reporting full availability of informal supports and others reporting none, reflecting inconsistent implementation across the state.

Blank responses are present but not a dominant factor and do not significantly affect the overall interpretation.

Large districts such as Clark and Washoe County School Districts show mixed responses, indicating some availability of supports but no clear internal consensus, while small districts more often indicate that supports are available (Carson, Elko, Humboldt, Lincoln, Pershing, Nye, White Pine County School Districts, and the State Public Charter School Authority), though responses remain variable across districts, reflecting no unified approach. Additionally, Douglas, Lander, Mineral, and Storey County School Districts report that there are no supports in place for students who age out of Developmental Delay without qualifying under another eligibility category.

In summary, the data suggests a fragmented landscape of informal support, with no consistent statewide practice and no clear consensus within or across district size groups, highlighting variability in how students aging out of Developmental Delay are supported.

3.2.4. Rationale to Support

District responses show that students who age out of Developmental Delay and do not qualify under another eligibility category are primarily supported through Multi-Tiered System of Supports/Response-to-Intervention frameworks, which provide tiered academic and behavioral interventions, small-group instruction, progress monitoring, and classroom-based strategies within the general education setting. Teachers also play a key role by implementing differentiated instruction, accommodations, and targeted supports to address individual student needs.

Additional supports may include Section 504 plans, classroom accommodations (e.g., extended time, preferential seating), behavioral supports, social-emotional interventions, and access to intervention staff or specialists when available. In some cases, schools also provide structured supports such as intervention blocks, literacy or math programs, and school-based team collaboration to monitor and adjust interventions.

However, a consistent theme across responses is that while these supports exist, they are often inconsistent in implementation and limited in intensity. Many respondents noted that supports vary widely by school, teacher capacity, and available resources. Concerns were raised that general education interventions are not always delivered with fidelity, may be delayed (particularly in early grades), and often lack the individualized and specialized instruction provided under an Individualized Education Program. As a result, some students do not receive sufficient support and may struggle until they qualify for services again.

Across responses, the most common supports include:

- Multi-Tiered System of Support/Response-to-Intervention frameworks with Tier 1, 2, and 3 academic and behavioral interventions.
- Small-group instruction, intervention blocks, and progress monitoring.
- Section 504 plans for accommodations (limited instructional support).
- Behavioral, social-emotional, and school-based team supports.

Overall, while informal and general education supports are widely available, they are often inconsistent and less intensive than special education services, resulting in gaps in support and variable outcomes for students after exiting Developmental Delay.

4. Impact on Students and Family

Survey Question: What challenges do families most often experience when students age out of developmental delay and do not qualify under another eligibility category?

District responses consistently indicate that families experience significant challenges when students age out of Developmental Delay and do not qualify under another eligibility category. The most prominent issue is the sudden loss of services and supports, even when students continue to demonstrate developmental, academic, or behavioral needs. This creates a disconnect between what families observe at home and what schools are able to provide, leading to confusion, frustration, and concern about their child's progress.

Families frequently report that their children continue to struggle after stop receiving services, often falling behind academically, socially, or behaviorally. Without the structured support of an Individualized Education Program, families must rely on general education interventions, which are perceived as less consistent and less effective. Many responses describe a “wait-to-fail” dynamic, where students must demonstrate more significant difficulties before being reevaluated, resulting in delays in receiving appropriate support during critical developmental years.

Another major theme is the burden placed on families to navigate systems and seek additional support. Parents often feel unprepared to advocate within general education systems and may turn to private services such as tutoring or therapy, which can create financial strain and inequities. This transition also leads to emotional stress, including anxiety, loss of trust in the school system, and concerns about their child “falling through the cracks.”

Across responses, the most common challenges include:

- Sudden loss of special education services and supports despite ongoing needs.
- Continued academic, behavioral, and social struggles without sufficient support.
- Confusion and frustration with eligibility decisions and system processes.
- “Wait-to-fail” cycle leading to delayed reevaluation and intervention.
- Increased financial and advocacy burden on families to seek outside support.
- Emotional stress, including anxiety, loss of trust, and concern about long-term outcomes.

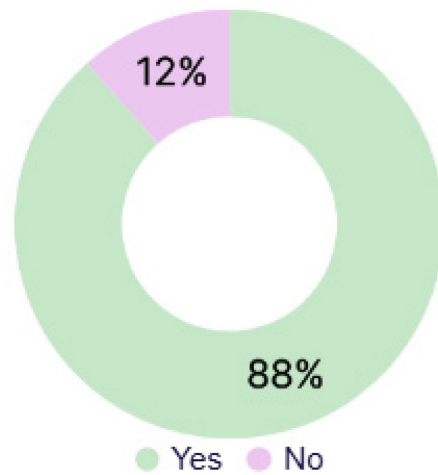
Overall, families experience a combination of service loss, system confusion, and ongoing student struggle, resulting in significant stress and a perception that students are left without adequate support during a critical stage of development.

5. Systems and Capacity

5.1. District Preparedness to Adjust Practices if the Developmental Delay Age Changes

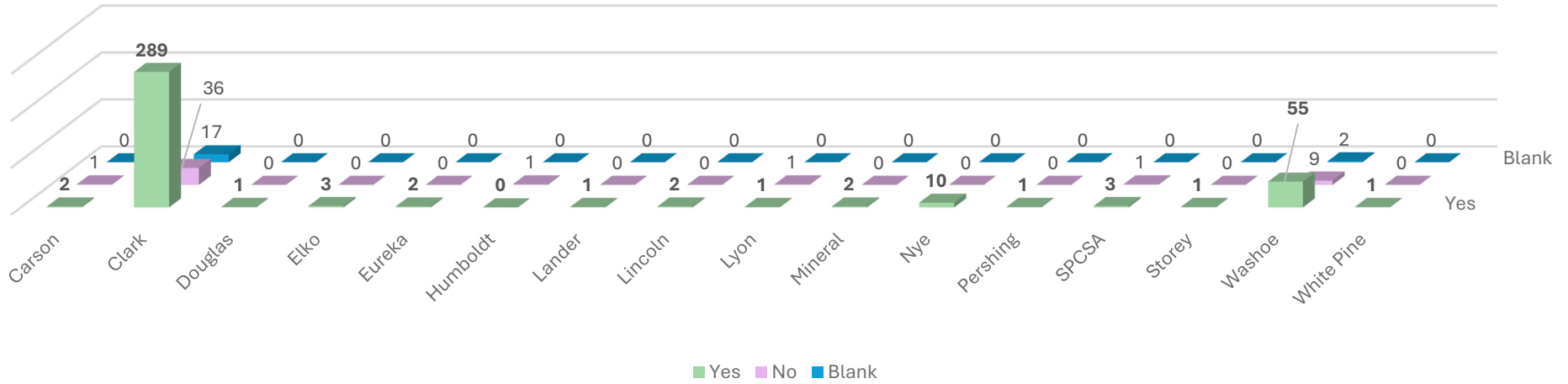
Survey Question: Is your District prepared to adjust Practices if the Developmental Delay age changes?

5.1.1. Statewide Result

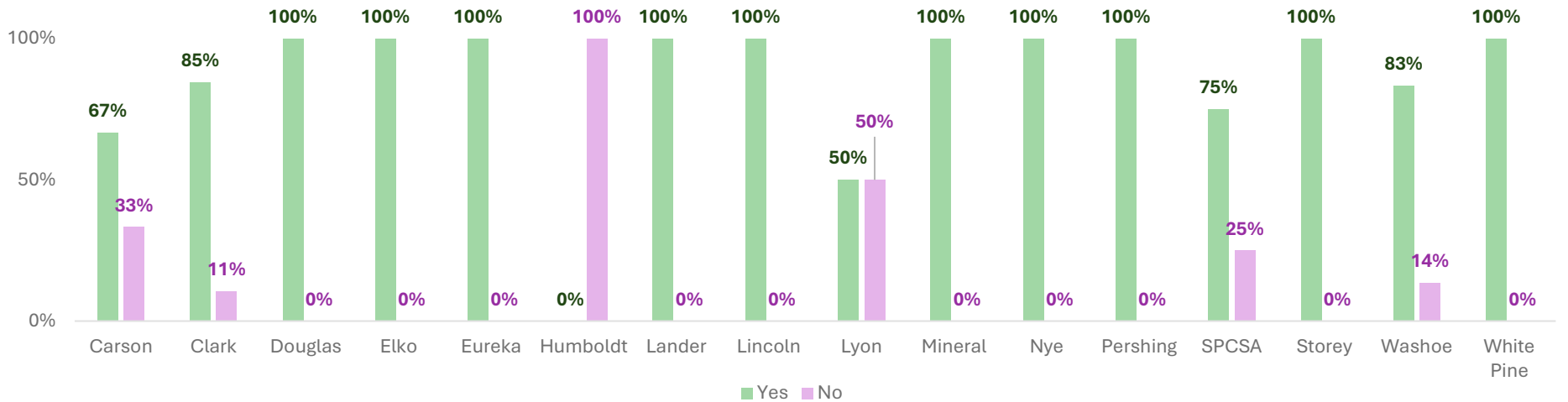


5.1.2. District Results

Is your School District prepared to adjust Practices if the Developmental Delay age changes?



Is your School District prepared to adjust Practices if the Developmental Delay age changes?



5.1.3. Summary of Findings

Overall, the statewide data shows strong readiness, with 88% of districts indicating they are prepared to adjust practices if the Developmental Delay age changes, and only a small portion indicating they are not prepared.

At the district level, responses are largely consistent, with most districts reporting high levels of preparedness, though a few districts show some variation with partial or lower readiness.

Blank responses are minimal and do not significantly impact the overall interpretation.

Large districts such as Clark and Washoe County School Districts generally indicate high preparedness, though responses are not entirely uniform (85% and 83% readiness), and most small districts also show strong preparedness overall (Douglas, Elko, Eureka, Lander, Lincoln, Mineral, Nye, Pershing, Storey and White Pine County School Districts all report 100%). There is variability across some districts (Carson City School District and the State Public Charter School Authority), but the general trend is towards readiness as well.

Overall, the data indicates broad statewide readiness to implement changes to the Developmental Delay age, with strong alignment across districts and only limited pockets of uncertainty, suggesting that most districts are prepared to adjust practices if the Developmental Delay age eligibility changes.

5.1.4. Rationale to Support

A) Response to the prompt: In your opinion, why is the District not prepared to adjust Practices if the Developmental Delay age changes?

Responses indicate that School Districts are generally not prepared to adjust practices if the Developmental Delay age changes, primarily due to capacity limitations, lack of planning, and system readiness challenges.

A dominant theme across responses is capacity constraints, particularly related to staffing shortages in special education roles such as teachers, psychologists, and related service providers. Respondents expressed concern that expanding the Developmental Delay age would

increase caseloads, evaluation demands, and service delivery needs, which existing systems are not equipped to absorb. In addition, many noted a lack of proactive planning, clear protocols, and established infrastructure to support such a change.

Another key concern is the need for training and guidance. Respondents emphasized that current practices are built around existing eligibility criteria, and that significant updates would be required to evaluation procedures, service delivery models, and decision-making frameworks. Without sufficient professional development and implementation time, there is concern that practices would be applied inconsistently across schools and teams.

Funding and resources were also cited, with respondents noting that limited budgets, high caseloads, and competing demands would make it difficult to implement changes effectively. Some responses also highlighted uncertainty, indicating that staff are not fully aware of what changes would be required or how districts would implement them.

Across responses, the most common concerns include:

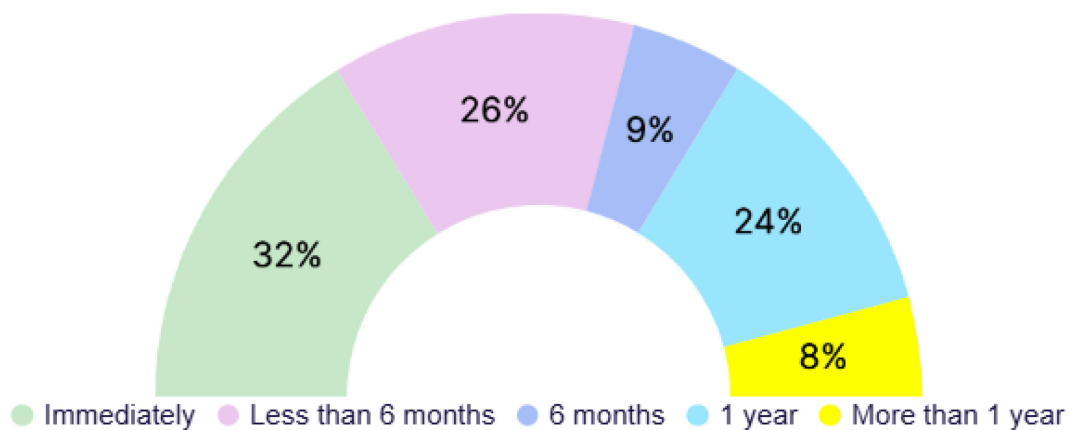
- Lack of staffing capacity and increasing caseload demands.
- Insufficient funding, resources, and infrastructure.
- Need for updated procedures, systems, and service delivery models.
- Lack of training, guidance, and implementation planning.
- Risk of inconsistent implementation across schools.
- General uncertainty and lack of district-level communication or preparation.

Overall, districts recognize that practice adjustments are possible, but current conditions suggest they are not fully prepared to implement changes without significant planning, resources, and system-level support.

5.2. Time Needed for School Districts to Adjust Practices if the Developmental Delay Age Changes

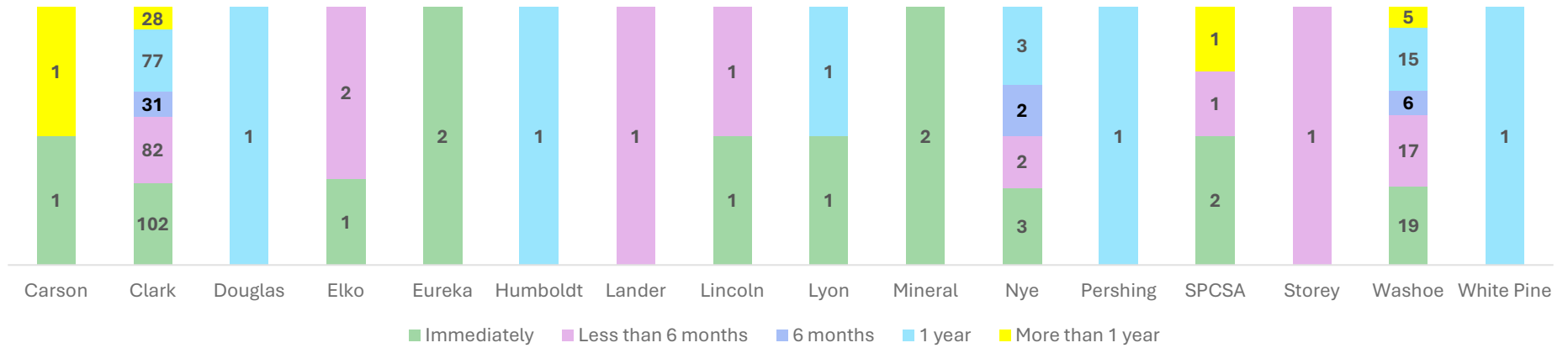
Survey Question: In your opinion, how long would your District need to adjust Practices if the Developmental Delay age changes?

5.2.1. Statewide Result

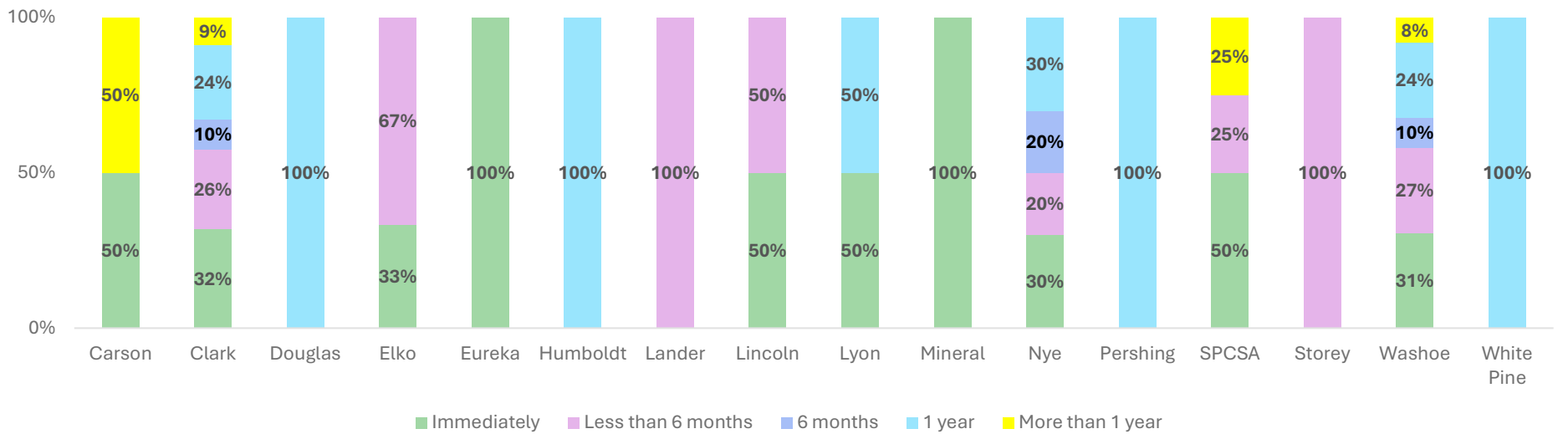


5.2.2. District Results

In your opinion, how long would your School District need to adjust Practices if the Developmental Delay age changes?



In your opinion, how long would your School District need to adjust Practices if the Developmental Delay age changes?



5.2.3. Summary of Findings

Because respondents could select multiple timeframes, the results represent distribution of perspectives, not a single timeline per answer. The data suggests that most districts believe they could adjust practices within a relatively short timeframe, indicating immediate adjustment (32%), followed by less than 6 months (26%) and 1 year (24%). However, the presence of responses indicating one year or more highlights that some districts may require additional time.

At the district level, responses are distributed across multiple timeframes, with districts selecting a range of options from immediate implementation to up to a year or more, reflecting varied operational timelines.

Blank responses are minimal and do not significantly influence the overall interpretation.

Across district sizes, large districts such as Clark and Washoe County School Districts show mixed timelines, indicating readiness but with varying implementation needs and no single consensus timeframe, while small districts also show a spread across timeframes, reflecting variability in capacity and planning approaches rather than a unified adjustment timeline. Few districts selected longer timelines as the dominant response: Douglas, Humboldt, Pershing and White Pine County School Districts.

In summary, the data suggests that while many districts feel capable of adjusting relatively quickly, there is no single dominant timeframe, and districts will require varying levels of transition time, indicating the need for flexible implementation planning.

5.2.4. Rationale to Support

A) Response to the prompt: What training or guidance would staff need to implement a change in Practices effectively?

District responses indicate that implementing changes to Developmental Delay practices would require a combination of clear guidance, targeted training, and consistent communication, though the level of need varies across respondents. While some stakeholders believe minimal training would be sufficient, the majority emphasize the importance of structured support to ensure consistent and accurate implementation across schools and teams.

A central theme across responses is the need for clear, updated eligibility criteria and procedural guidance. Staff would need to understand how the expanded age range affects evaluation processes, reevaluation timelines, documentation requirements, and decision-making around whether students remain under Developmental Delay or transition to another category. Without this clarity, respondents note a high risk of inconsistent implementation and confusion across districts.

Another major area of need is training in evaluation and data-based decision-making. Stakeholders highlight the importance of professional development on developmental milestones, progress monitoring, and distinguishing Developmental Delay from other disability categories. This includes ensuring multidisciplinary teams can use data effectively to make informed eligibility and service decisions, particularly for students in early elementary grades.

Responses also emphasize the need for instructional and intervention-focused training, including strategies for supporting students within Multi-Tiered System of Support frameworks, implementing evidence-based interventions, and aligning general and special education supports. Additionally, collaboration and communication are recurring themes, with staff needing guidance on working across teams and clearly communicating changes to families.

Finally, many responses note the importance of practical implementation supports, such as updated forms, policy revisions, checklists, and ongoing coaching, to reinforce training and ensure fidelity over time.

Across responses, the most common training and guidance needs include:

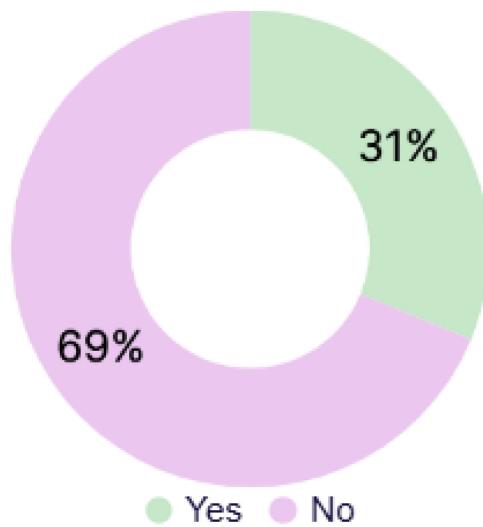
- Clear guidance on updated eligibility criteria, procedures, and state regulations.
- Training on evaluation practices, progress monitoring, and data-based decision-making.
- Understanding developmental milestones and distinguishing Developmental Delay from other categories.
- Instructional strategies and integration with Multi-Tiered System of Support/Response-to-Intervention frameworks.
- Collaboration across multidisciplinary teams and communication with families.
- Updated documentation, forms, and compliance expectations.
- Ongoing professional development, coaching, and implementation support.

Overall, while some stakeholders view the change as straightforward, most responses indicate that effective implementation will depend on clear, consistent guidance paired with targeted training to ensure accurate, equitable, and sustainable practices across districts.

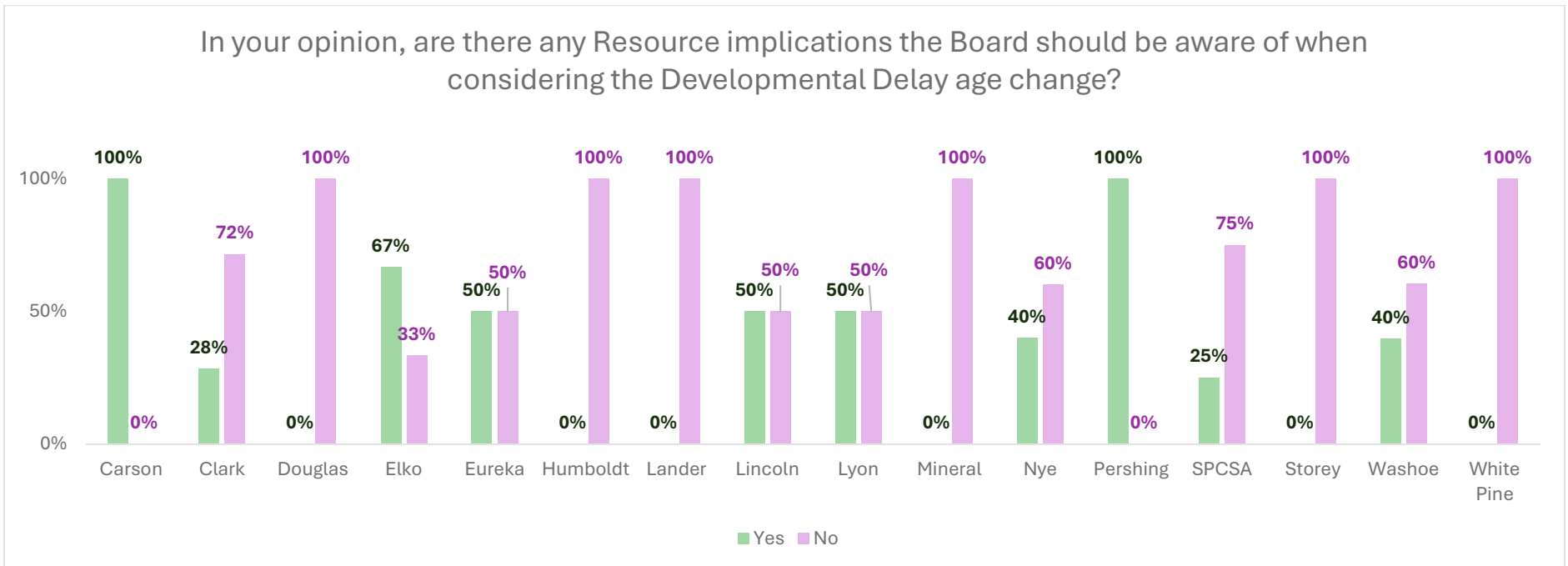
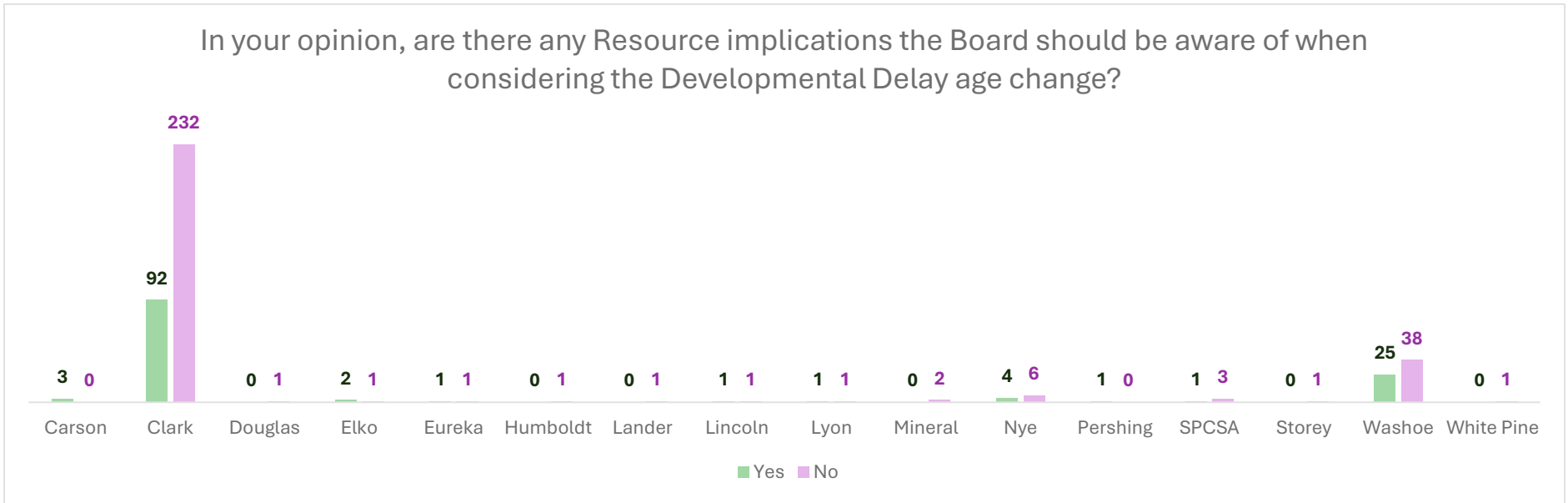
5.3. Perceived Resource Impact with Developmental Delay Eligibility Age Change

Survey Question: In your opinion, are there any Resource implications the Board should be aware of when considering the Developmental Delay age change?

5.3.1. Statewide Result



5.3.2. District Results



5.3.3. Summary of Findings

Overall, the statewide data shows that most respondents (69%) do not perceive significant resource implications, while 31% indicate that there would be resource impacts, highlighting the importance of accounting for local variability in planning and implementation.

At the district level, responses are mixed, with some districts reporting clear resource implications and others reporting none, indicating variability in how districts anticipate the impact.

Large districts, such as Clark and Washoe County School Districts, reflect the overall state pattern while still showing mixed responses, Clark at 72% “No” implications and Washoe at 60%, suggesting an awareness of resource considerations, but no clear internal consensus. Small districts also display variability, with some identifying resource needs (Carson and Pershing County School Districts) and others not (Douglas, Humboldt, Mineral, Storey and White Pine County School Districts), reflecting differing local contexts rather than a unified perspective.

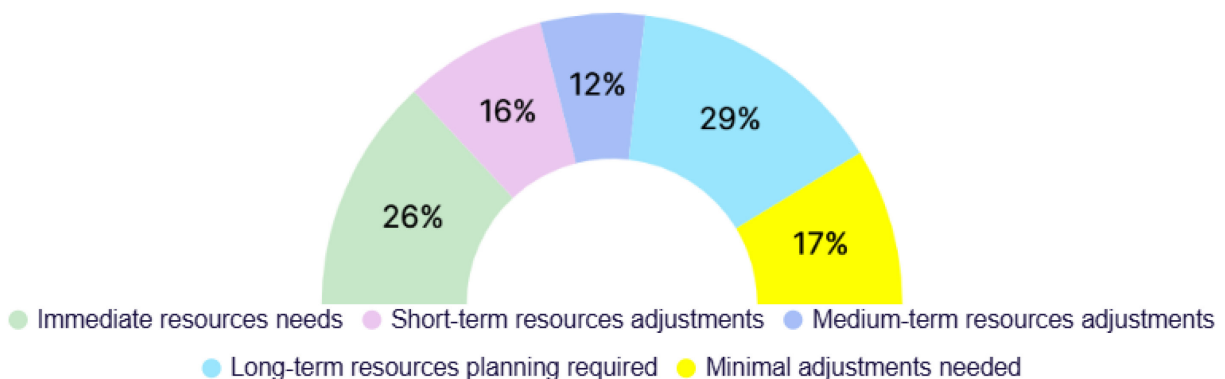
Blank responses are not present in this dataset and therefore do not influence the interpretation.

In summary, the data suggests that while a majority of districts do not anticipate major resource implications, there is notable variation across districts, and a meaningful portion of respondents do identify potential resource needs, indicating that implementation may require targeted support depending on district context.

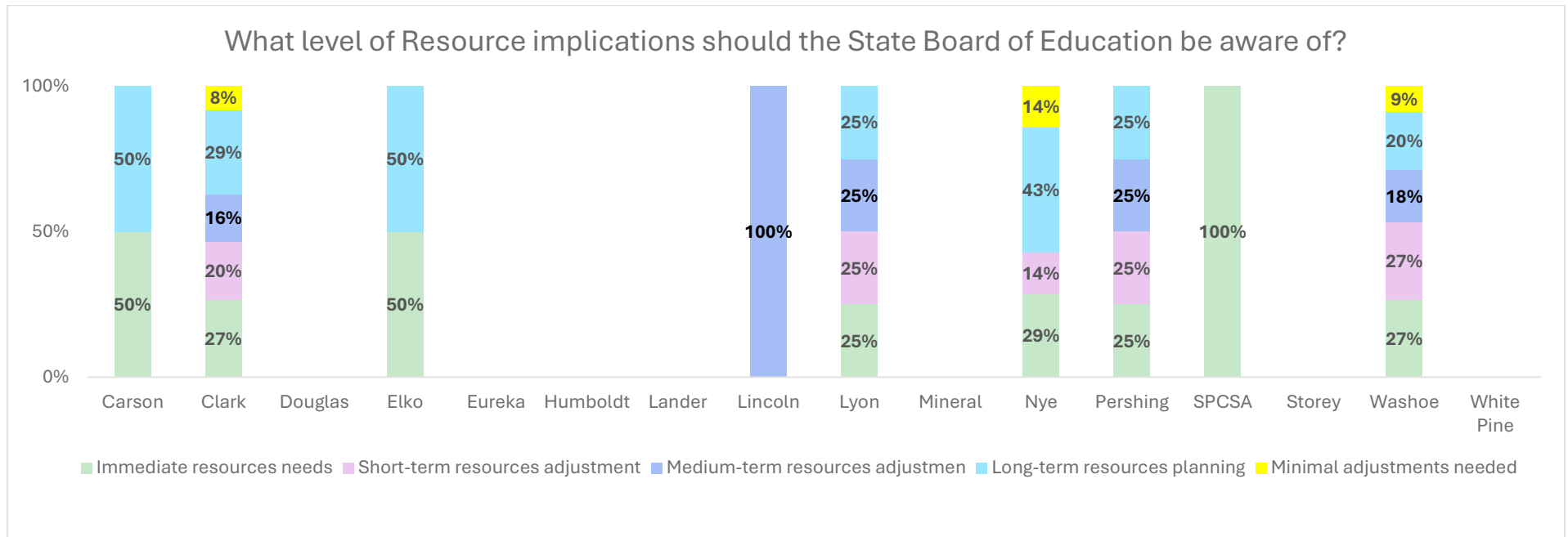
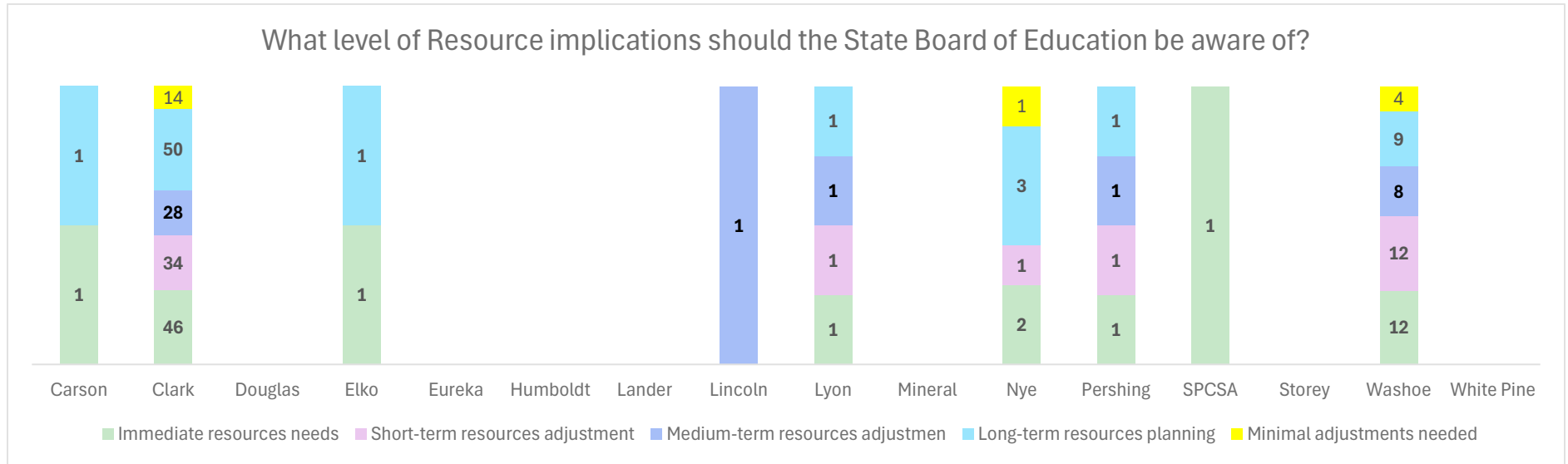
5.3.4. Rationale to Support

A) Response to the prompt: What level of Resource Implications should the State Board of Education be aware of?

Statewide Result



District Results



Summary of Findings

Because respondents could select multiple options, the results reflect a range of anticipated resource implications rather than a single level of impact.

Overall, among respondents who identified resource implications (31%), the statewide data shows that resource needs span multiple levels, with responses distributed across all listed categories (short, medium and long), suggesting a phased implementation approach rather than concentrated in a single timeframe.

Large districts such as Clark and Washoe County School Districts show a range of resource levels, indicating awareness of multiple resource implications but no clear internal consensus on the level of need. Small districts also select across multiple categories, reflecting varied and overlapping resource considerations rather than a unified perspective.

In summary, because School Districts could select multiple responses, the data indicates that resource implications are multi-layered, with districts anticipating overlapping needs across different timeframes, supporting the need for flexible, phased, and comprehensive resource planning.

Rationale to Support

A) Response to the prompt: Can you provide more detail on the Resource implications the Board should consider?

Among respondents who indicated there would be resource implications (31%), the overall pattern suggests that stakeholders anticipate moderate to significant impacts, particularly related to staffing, service delivery, and system capacity. While a few responses describe minimal or manageable adjustments, the majority emphasize that extending the Developmental Delay age would require both immediate and long-term resource planning to ensure effective implementation.

A dominant theme is the expectation of increased demand for staffing, including special education teachers, related service providers (e.g., speech-language pathologists, occupational therapists, psychologists), and support staff. Many respondents note that more students would

remain eligible for services longer, leading to higher caseloads and the need for additional personnel to maintain service quality and compliance.

In addition to staffing, respondents highlighted service delivery and infrastructure impacts, including the need for more intervention time, expanded programs, classroom space for small group instruction, and access to appropriate instructional materials and assistive technology. Evaluation processes are also expected to increase, requiring more time, tools, and administrative support for multidisciplinary teams.

Another consistent theme is the need for professional development, updated systems, and procedural alignment, including training on eligibility criteria, evaluation practices, progress monitoring, and documentation. Several responses also emphasize the importance of planning across short-term and long-term timelines, noting that without adequate investment, districts may face risks such as staff burnout, service delays, and compliance challenges.

At the same time, a smaller group of respondents note that while there may be initial increases in resource demand, improved early intervention and more accurate identification could lead to more efficient use of resources over time, potentially reducing the need for more intensive services in later grades.

Across responses, the most common resource implications include:

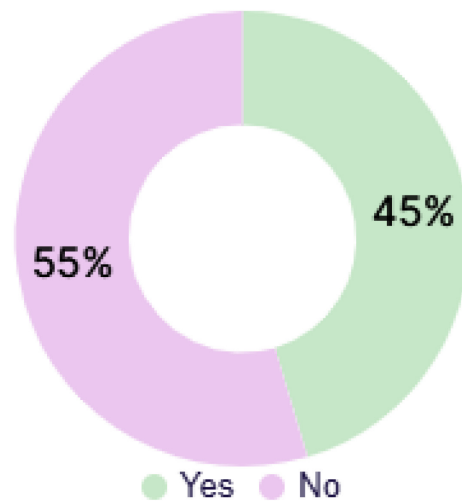
- Increased staffing needs across special education, related services, and support roles.
- Higher caseloads and service delivery demands in early elementary grades.
- Expanded need for evaluation, progress monitoring, and administrative support.
- Additional instructional materials, intervention programs, and classroom space.
- Professional development, updated procedures, and system alignment.
- Short-term and long-term planning to ensure sustainability and compliance.

Overall, stakeholders view the resource implications as meaningful and requiring careful planning, with the greatest impact on staffing and service capacity, but also recognize the potential for long-term efficiency gains through improved early intervention and more accurate identification.

5.4. Perceived Staffing Impact with Developmental Delay Eligibility Age Change

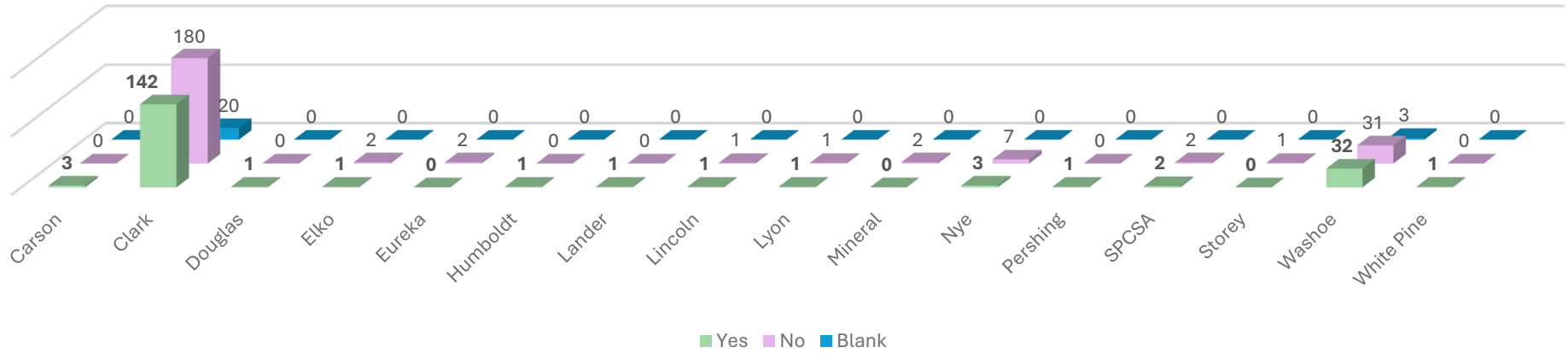
Survey Question: In your opinion, are there any Staffing implications the State Board of Education should be aware of when considering the Developmental Delay age change?

5.4.1. Statewide Result

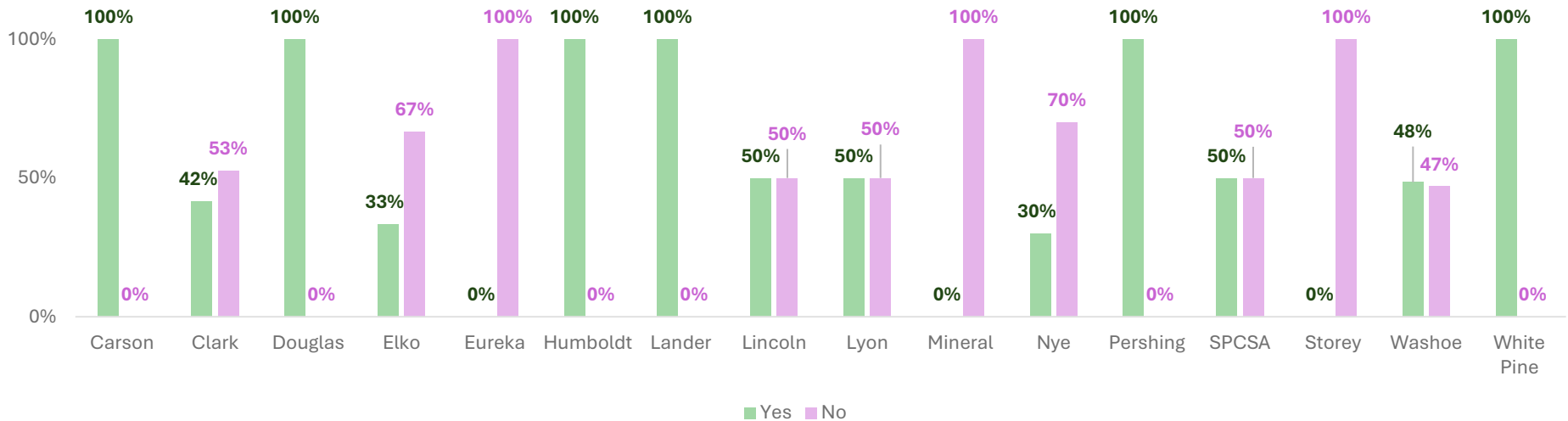


5.4.2. District Results

In your opinion, are there any Staffing implications the State Board of Education should be aware of when considering the Developmental Delay age change?



In your opinion, are there any Staffing implications the State Board of Education should be aware of when considering the Developmental Delay age change?



5.4.3. Summary of Findings

Overall, the statewide data shows that a slight majority (55%) do not perceive staffing implications, while 45% indicate that staffing impacts would need to be considered, suggesting that staffing is a notable concern but not the dominant perspective.

At the district level, responses are mixed, with some districts clearly identifying staffing implications and others reporting none, reflecting variability in how districts anticipate staffing impacts. Blank responses are minimal and do not significantly influence the overall interpretation.

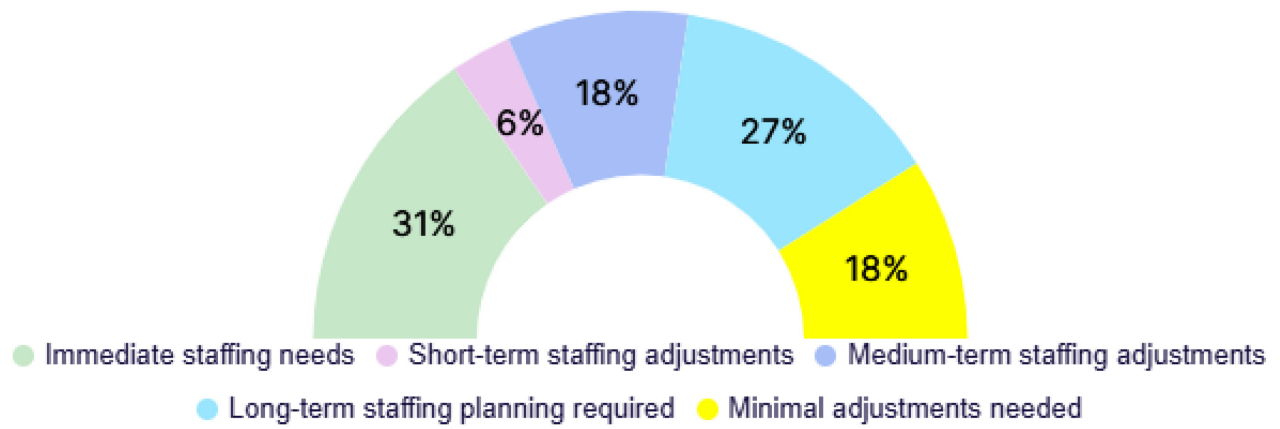
Large districts such as Clark and Washoe County School Districts show mixed responses, indicating awareness of staffing implications but no clear internal consensus, while small districts also display variability, with some identifying clear staffing needs (Carson, Douglas, Humboldt, Lander, Pershing and White Pine County School Districts) and others not (Eureka, Mineral and Storey County School Districts), reflecting differing local contexts rather than a unified perspective.

In summary, the data shows that while a majority of districts do not anticipate significant staffing implications, there is meaningful variation across districts, and a substantial portion do identify potential staffing needs, suggesting that staffing considerations may vary based on local context, capacity, and existing workforce structures, rather than representing a uniform statewide concern.

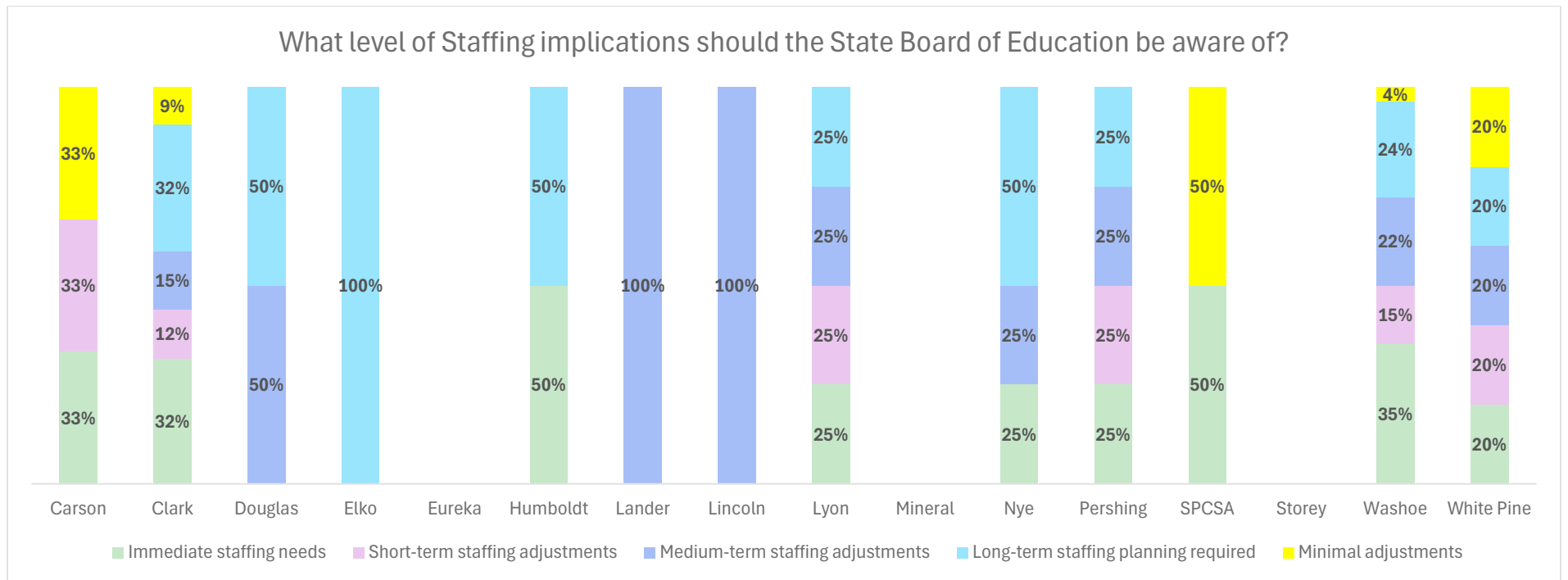
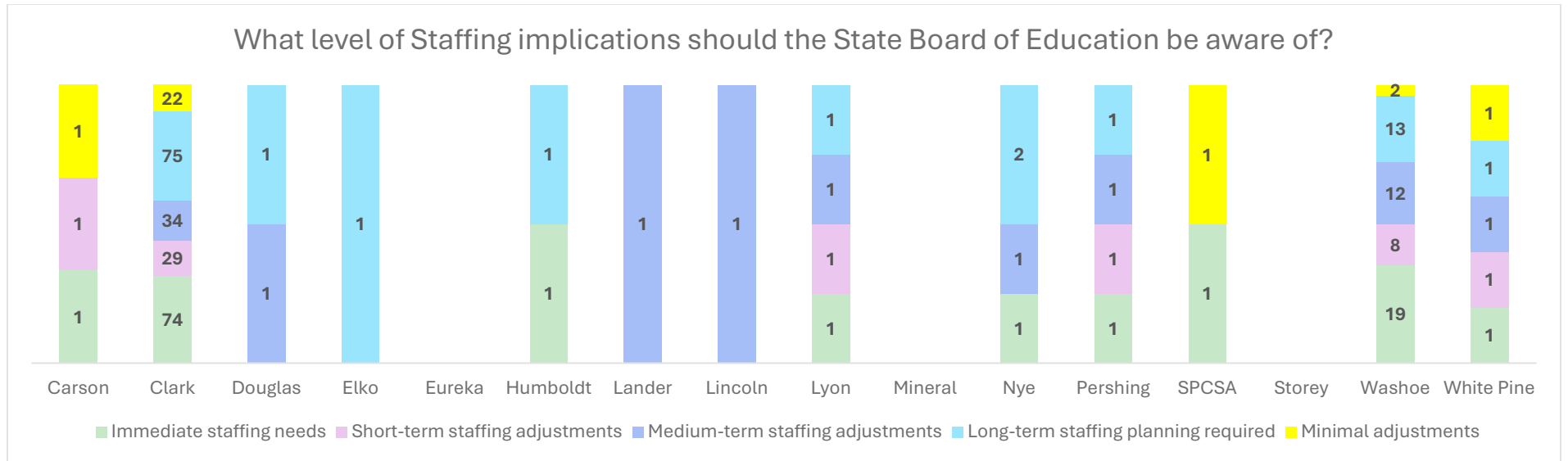
5.4.4. Rationale to support

Survey Question: What level of Staffing implications should the State Board of Education be aware of?

Statewide Result



District Results



Summary of Findings

Overall, among the 45% of respondents who identified staffing implications, the data shows that staffing needs are distributed across all levels, with the strongest representation in immediate staffing needs and long-term staffing planning, followed by medium-term adjustments, while short-term adjustments and minimal changes are less frequently selected. Because respondents could select multiple options, results reflect a range of anticipated staffing implications rather than a single level of impact.

At the district level, responses indicate that districts are simultaneously identifying multiple levels of staffing needs, often combining immediate and long-term considerations, which suggests both current capacity challenges and the need for sustained workforce planning.

Large districts (Clark and Washoe County School Districts) show a broad distribution across staffing levels, indicating significant but varied staffing implications with no single internal consensus on the level of need. The majority of small and medium sized districts (Carson, Douglas, Humboldt, Lyon, Nye, Pershing, White Pine County School Districts and the State Public Charter School Authority) also select across multiple categories, reflecting varied and context-specific staffing considerations rather than a unified approach.

In summary, the data indicates that staffing implications are complex and multi-dimensional, with districts anticipating both immediate staffing implications and long-term workforce planning needs. This highlights the need for flexible, phased, and multi-layer implementation need.

Rationale to Support

Among respondents who identified staffing implications, there is a clear and consistent pattern that expanding the Developmental Delay age would lead to increased staffing demand across multiple roles. While a few responses suggest impacts may be gradual or manageable, the majority indicate that staffing considerations would be significant and require both immediate and long-term planning.

A dominant theme is the expectation of increased caseloads, especially for special education teachers, resource teachers, and related service providers. As more students remain

eligible for services for a longer period of time, staff would need to support a larger population, which may strain current caseload limits and impact the quality of services.

Another major area of impact is the need for additional personnel, including special education teachers, paraprofessionals, school psychologists, speech-language pathologists, occupational therapists, and other support staff. Many responses highlight that districts are already experiencing staffing shortages, and expanding eligibility would amplify existing challenges related to recruitment, retention, and workforce capacity.

Respondents also point to increased demands on evaluation and multidisciplinary teams, with higher volumes of assessments, reevaluations, Individualized Education Program meetings, and progress monitoring responsibilities. This would require additional time, coordination, and potentially revised staffing models to maintain compliance and service timelines.

Some responses note that while there may be short-term increases in staffing needs, improved early intervention and more accurate identification could lead to long-term efficiencies, including reduced need for more intensive services in later grades. However, this benefit is contingent on adequate upfront staffing and system support.

Across responses, the most common staffing implications include:

- Increased caseloads for special education teachers and related service providers.
- Need for additional staff (teachers, aides, psychologists, and other related service providers)
- Greater demand for evaluation teams and multidisciplinary coordination.
- Existing staffing shortages and recruitment/retention challenges.
- Need for adjusted staffing models, caseload guidelines, and workforce planning.
- Potential short-term increases with possible long-term efficiencies.

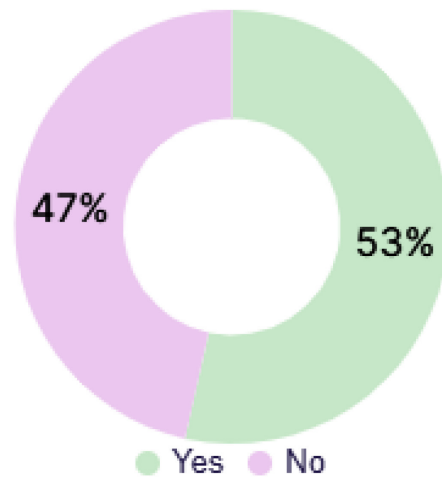
Overall, stakeholders anticipate meaningful staffing impacts with the need for expanded workforce capacity to maintain service quality, compliance, and effective support for students under an extended Developmental Delay eligibility framework.

6. Data and Decision-Making

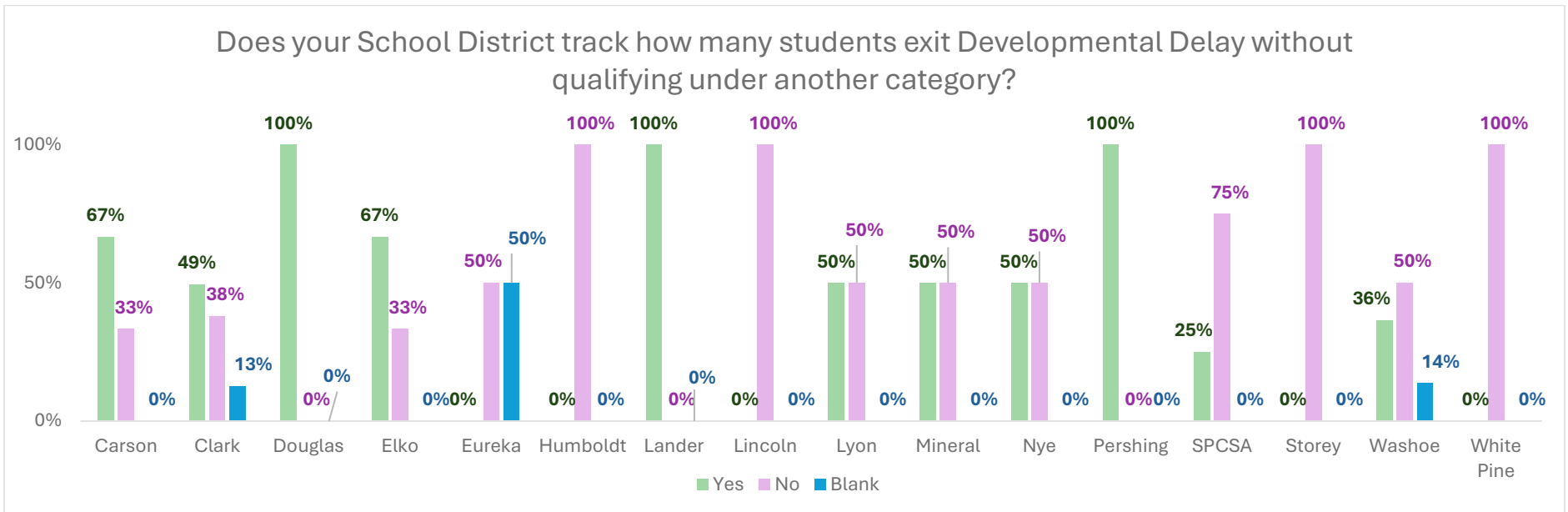
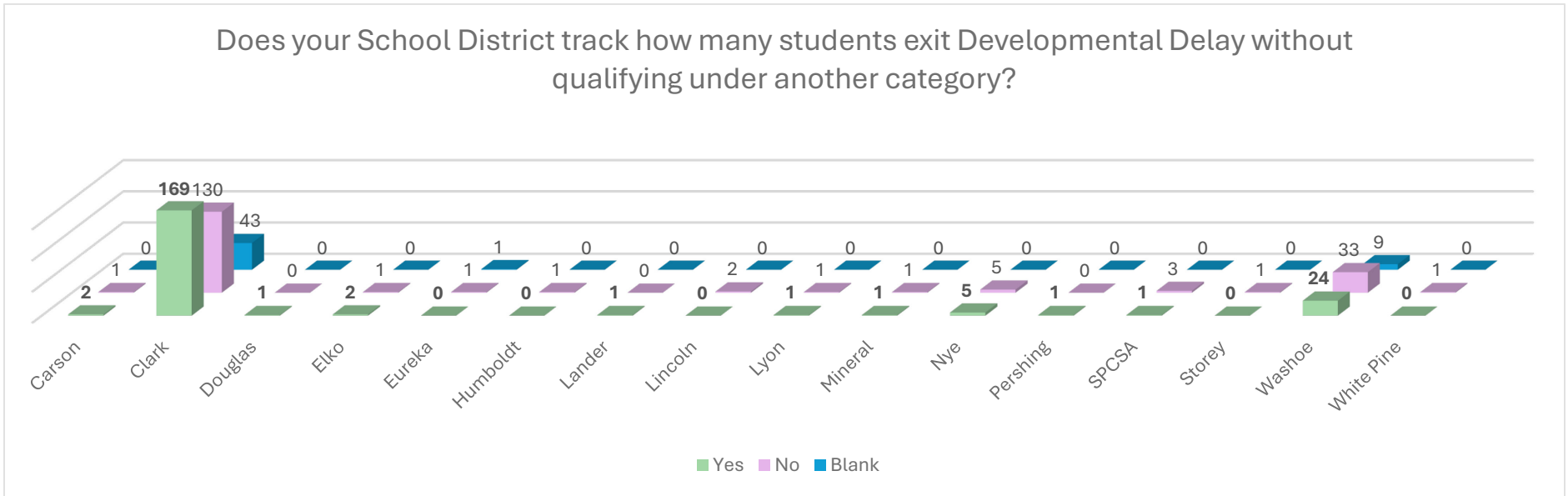
6.1. District Tracking of Students that Exit Developmental Delay without Qualifying under Another Category

Survey Question: Does your School District track how many students exit Developmental Delay without qualifying under another category?

6.1.1. Statewide Result



6.1.2. District Results



6.1.3. Summary of Findings

Overall, the statewide data shows a split pattern, with approximately half of the reporting School Districts (47%) tracking students who exit Developmental Delay without qualifying under another category, and half (53%) not tracking.

At the district level, responses are mixed, with some School Districts clearly tracking this information and others not, reflecting inconsistent data practices across the state.

Blank responses are present in this dataset (5%), suggesting that some districts may not have established tracking systems or were unable to report, contributing to uncertainty in the overall picture.

Large districts such as Clark and Washoe County School Districts show mixed responses, indicating partial tracking but no clear internal consensus. Small districts also display variability, with some tracking (Elko, Lander and Pershing County School Districts) while others not (Humboldt, Lincoln, Storey and White Pine County School Districts), or partially track (Carson, Elko, Lyon, Mineral, Nye County School Districts and the State Public Charter School Authority), reflecting inconsistent practices and no unified approach.

In summary, the data indicates that the tracking of students exiting Developmental Delay without qualifying under another category is not consistently implemented statewide, with variation across districts and notable gaps in reporting, suggesting variability in awareness or data practices.

6.1.4. Rationale to Support

A) Response to the prompt: How does your district track how many students exit Developmental Delay without qualifying under another category?

District responses indicate that tracking of students who exit Developmental Delay without qualifying under another category is primarily done through existing special education data systems and documentation processes, though practices are inconsistent and not always clearly understood by staff.

The most common approach involves the use of student information systems and special education management platforms, such as Infinite Campus, EdPlan, and other district-level data

systems. These systems capture eligibility changes, reevaluation outcomes, and exit reasons through Individualized Education Program documentation, evaluation reports, and district reporting processes. In some cases, districts can generate reports or queries to identify students exiting Developmental Delay and their subsequent status.

In addition to centralized systems, some districts rely on school-level tracking methods, including school psychologist evaluation logs, case management records, spreadsheets, and end-of-year reporting processes. These methods often support internal monitoring but may not be consistently aggregated at the district level.

A significant theme across responses is uncertainty and lack of visibility, with many respondents indicating they are unsure how tracking occurs or whether the data is actively analyzed. Several responses suggest that while the data likely exists within systems, it is not always easily accessible, routinely shared, or used for decision-making at the school level. This points to gaps in communication, standardization, and data utilization.

Across responses, the most common tracking methods include:

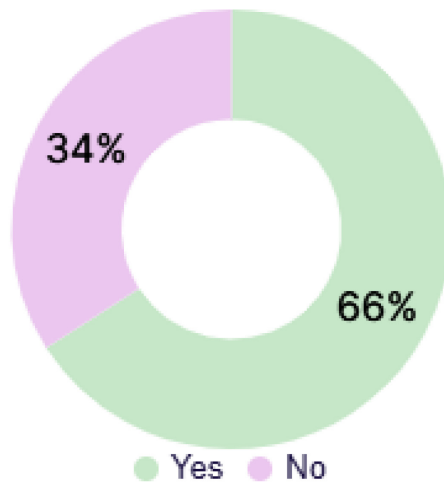
- Student information systems (e.g., Infinite Campus) and special education platforms (e.g., EdPlan).
- Individualized Education Program documentation, reevaluation records, and eligibility reports.
- School psychologist evaluation logs and case management tracking.
- District or school-level reports, spreadsheets, and end-of-year data collection.
- Informal or site-based tracking practices.

Overall, while districts have multiple mechanisms that could capture this data, tracking practices are inconsistent, not always transparent, and often underutilized, highlighting a need for more standardized processes and improved access to data for informed decision-making.

6.2. Impact on Identification Rates with Developmental Delay Eligibility Age Change

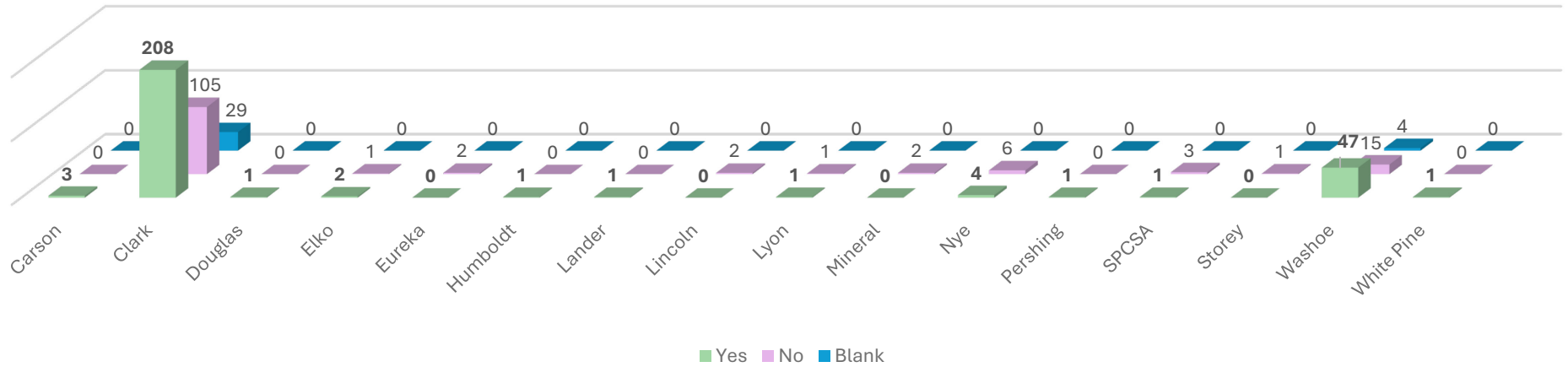
Survey Question: Do you anticipate that a change in the Developmental Delay age would impact identification rates or service delivery?

6.2.1. Statewide Results

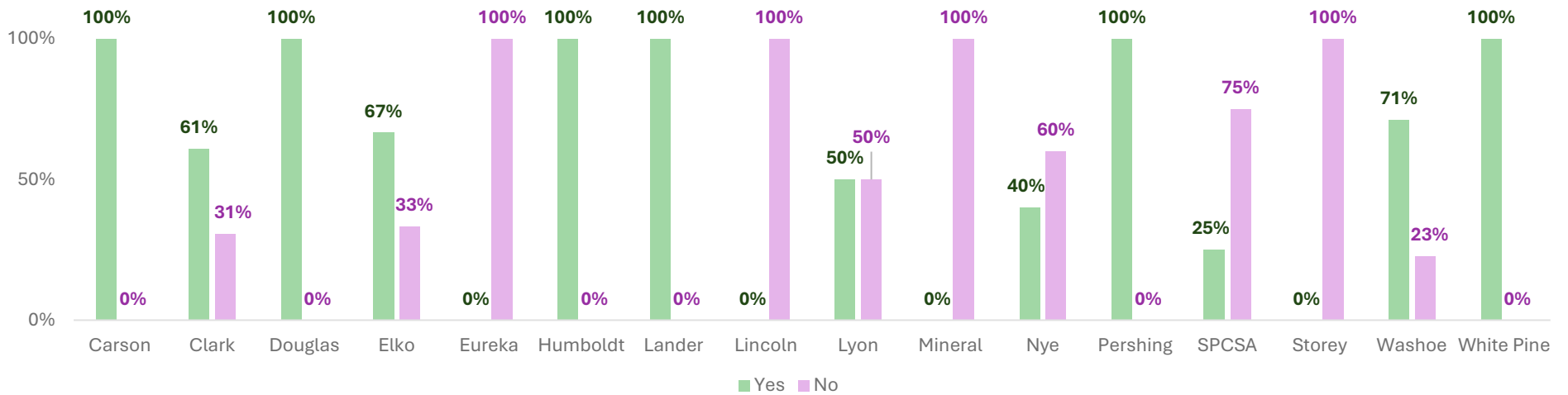


6.2.2. District Results

Do you anticipate that a change in the Developmental Delay age would impact identification rates or service delivery?



Do you anticipate that a change in the Developmental Delay age would impact identification rates or service delivery?



6.2.3. Summary of Findings

Overall, statewide data indicate that a majority of respondents expect the Developmental Delay eligibility age change to impact identification rates or service delivery, with approximately 66% responding “Yes” and 34% responding “No”.

At the district level, responses are generally aligned with the statewide trend, with many districts indicating anticipated impacts, though some districts report no expected changes, reflecting variation in how districts perceive the effect.

Blank responses are present but not dominant, and while they slightly reduce the total response base, they do not significantly alter the overall pattern.

Large districts such as Clark and Washoe County School Districts show a majority of “Yes” responses, indicating anticipated impacts but still with some internal variation. Small and medium sized districts also reflect mixed responses, with many anticipating impact (Carson, Elko, Humboldt, Lander, Pershing and White Pine County School Districts) but others not (Eureka, Lincoln, Mineral, Storey County Districts and the State Public Charter School Authority), indicating no unified perspective across districts.

In summary, the data indicates that most districts expect that a change in the Developmental Delay age eligibility to influence identification rates or service delivery, though there is some variability in the extent to which districts anticipate these impacts.

6.2.4. Rationale to Support

Among respondents who anticipate an impact on identification rates or service delivery with the eligibility age change for Developmental Delay, perspectives vary on the direction of impact, most responses agree that the change would significantly influence how and when students are identified and supported.

A dominant theme is that identification rates under the Developmental Delay category would increase as more students remain eligible for a longer period of time. At the same time, many respondents note that identification under more specific disability categories (such as Specific Learning Disability or Autism) may be delayed or reduced initially, allowing teams

more time to collect data and make more accurate, developmentally appropriate decisions. This shift is widely viewed as beneficial in reducing premature or inappropriate classification.

In terms of service delivery, responses consistently indicate that students would receive services for a longer duration, improving continuity of support during critical developmental years. This is expected to strengthen early intervention efforts, help close learning gaps sooner, and potentially reduce the need for more intensive services in later grades. However, this shift would also result in increased demand for services, particularly in kindergarten through second grade, impacting caseloads, staffing, and resource allocation.

Some responses highlight potential risks, including overidentification under Developmental Delay, prolonged time in a broad eligibility category, and increased strain on already limited resources. Despite these concerns, many stakeholders emphasize that the overall impact would be positive, particularly in improving identification accuracy and ensuring students receive needed support earlier.

Across responses, the most common impacts include:

- Increase in identification under the Developmental Delay category in early elementary grades.
- Delayed or reduced identification under more specific disability categories.
- Improved accuracy of eligibility decisions through additional data and observation time.
- Extended duration and continuity of services for students.
- Increased demand for services, staffing, and resources in early grades.
- Potential long-term reduction in intensive services due to stronger early intervention.
- Risk of overidentification or prolonged use of the Developmental Delay category if not carefully monitored.

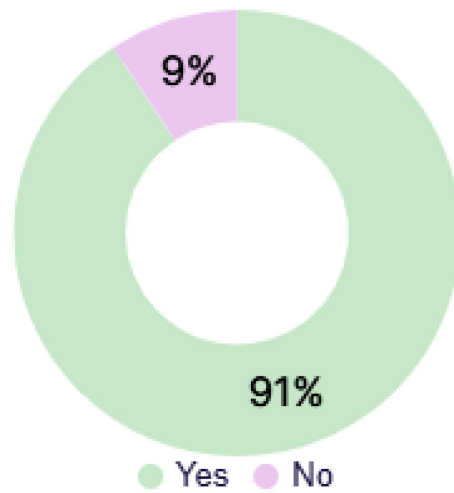
Overall, stakeholders anticipate that expanding the Developmental Delay age would shift identification earlier and make it more developmentally appropriate, while increasing service demands in the short term and potentially improving student outcomes and system efficiency over time.

7. Policy and Alignment

7.1. District Preparedness to Adjust Policies

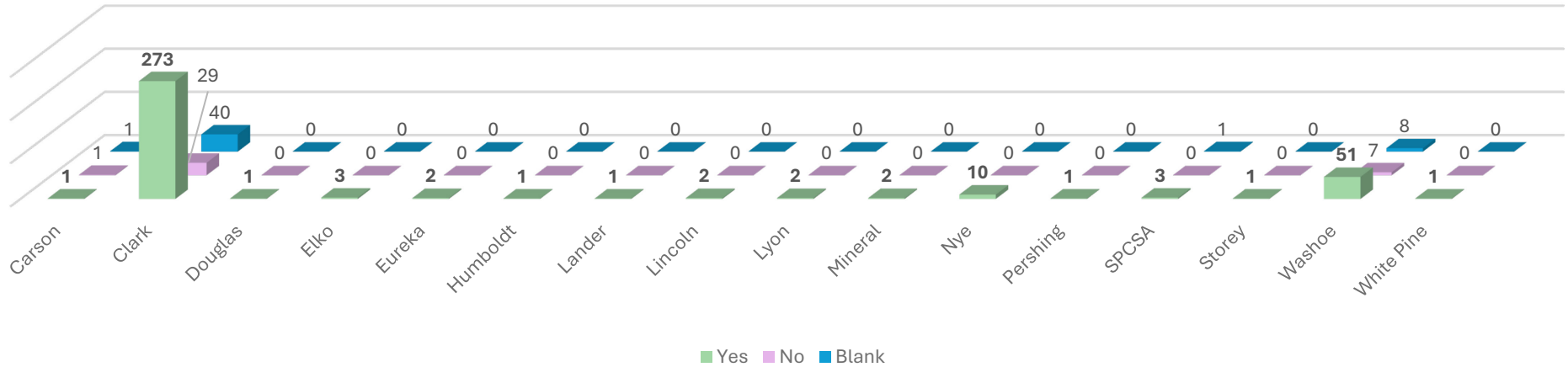
Survey Question: Is your District prepared to adjust Policies if the Developmental Delay age changes?

7.1.1. Statewide Results

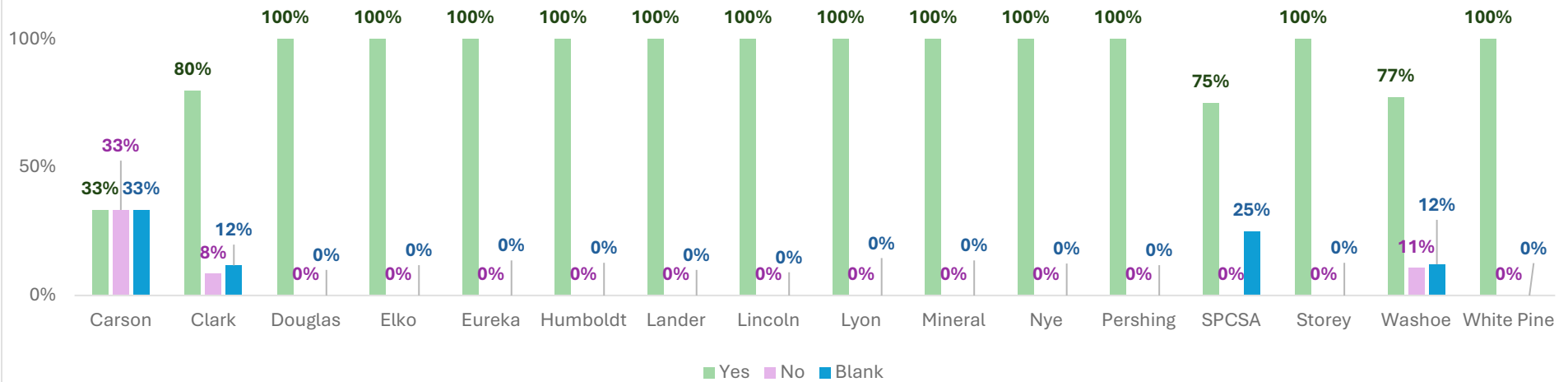


7.1.2. District Results

Is your District prepared to adjust Policies if the Developmental Delay age changes?



Is your District prepared to adjust Policies if the Developmental Delay age changes?



7.1.3. Summary of Findings

Overall, the statewide data shows strong preparedness, with a clear majority (91%) of respondents indicating they are prepared to adjust policies if the Developmental Delay age changes, and only a small portion of respondents indicating they are not prepared.

At the district level, responses are largely consistent, with most School Districts reporting readiness to adjust policies, though a few School Districts show some variation with limited “No” or blank responses.

Blank responses are present but not dominant, and while they indicate some uncertainty or non-response, they do not significantly alter the overall pattern of preparedness

Large districts such as Clark and Washoe County School Districts show high levels of preparedness (80% and 77%), though responses are not entirely uniform across respondents. Medium and small districts also demonstrate strong readiness overall, with minor variability (Carson City School District) but a generally consistent trend toward being prepared.

In summary, the data indicates broad statewide readiness to adjust policies, with strong alignment across districts and only limited pockets of uncertainty, suggesting that most districts are prepared from a policy perspective to support changes to the Developmental Delay age.

7.1.4. Rationale to Support

A) Response to the prompt: In your opinion, why is the School District not prepared to adjust Policies if the Developmental Delay age changes?

Among the small group of respondents who indicated their School District is not prepared to adjust policies, responses consistently point to system-level readiness gaps. Stakeholders emphasize that current policies, structures, and resources are built around the Developmental Delay age framework, and shifting this would require significant, coordinated changes that are not yet in place.

A primary theme is the need for comprehensive policy and procedural updates. Respondents note that existing policies, eligibility criteria, and documentation systems are aligned to the current age limit, and expanding Developmental Delay eligibility would require revising evaluation processes, Individualized Education Program procedures, compliance requirements, and decision-making frameworks. Without these updates, districts risk inconsistent implementation and potential compliance issues.

Another major concern is limited capacity and resources, including staffing shortages, budget constraints, and lack of infrastructure to support increased service demands. Many respondents highlight that School Districts are already operating under strain, and policy changes without additional support would be difficult to implement effectively.

Responses also emphasize the lack of clear guidance, planning, and communication. Several stakeholders noted that districts have not yet had sufficient discussions, direction, or clarity on what changes would be required, leading to uncertainty at both the school and district levels. This includes the absence of defined protocols, timelines, and expectations for implementation.

Additionally, some responses point to organizational challenges, such as large district systems being slow to adapt, lack of alignment or understanding of needed policy changes, and limited staff training to support new practices.

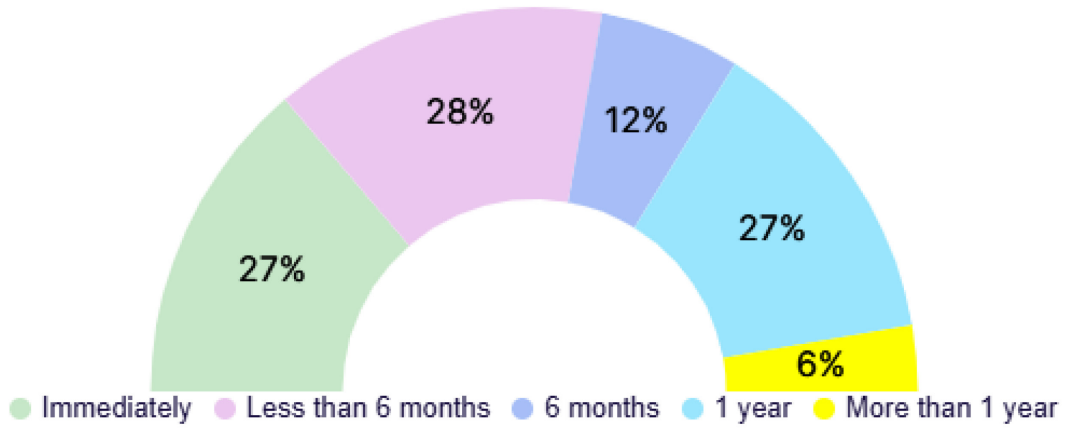
Across responses, the most common reasons include:

- Need for significant updates to policies, procedures, and documentation systems.
- Staff shortages, funding limitations, and resource constraints.
- Lack of clear guidance, planning, and district-level communication.
- Risk of inconsistent implementation and compliance challenges.
- Organizational complexity and slow system-level change processes.
- Need for training and alignment across multidisciplinary teams.

Overall, stakeholder responses indicate that successful policy changes would require coordinated system updates, clear guidance, and adequate support to ensure consistent and effective implementation

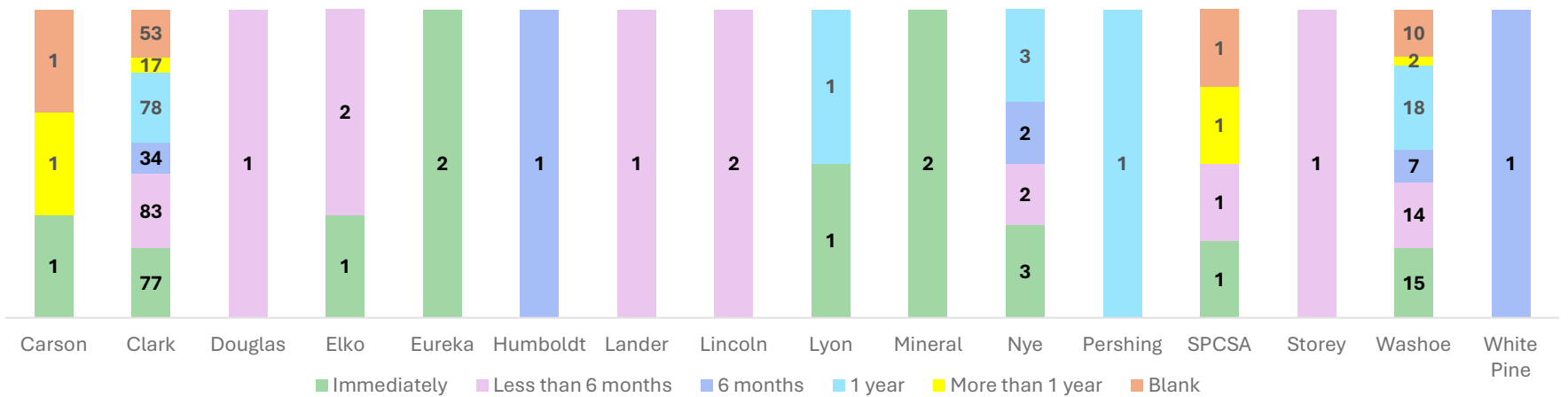
B) Response to the prompt: *In your opinion, how long would your District need to adjust Policies if the Developmental Delay age changes?*

Statewide Result

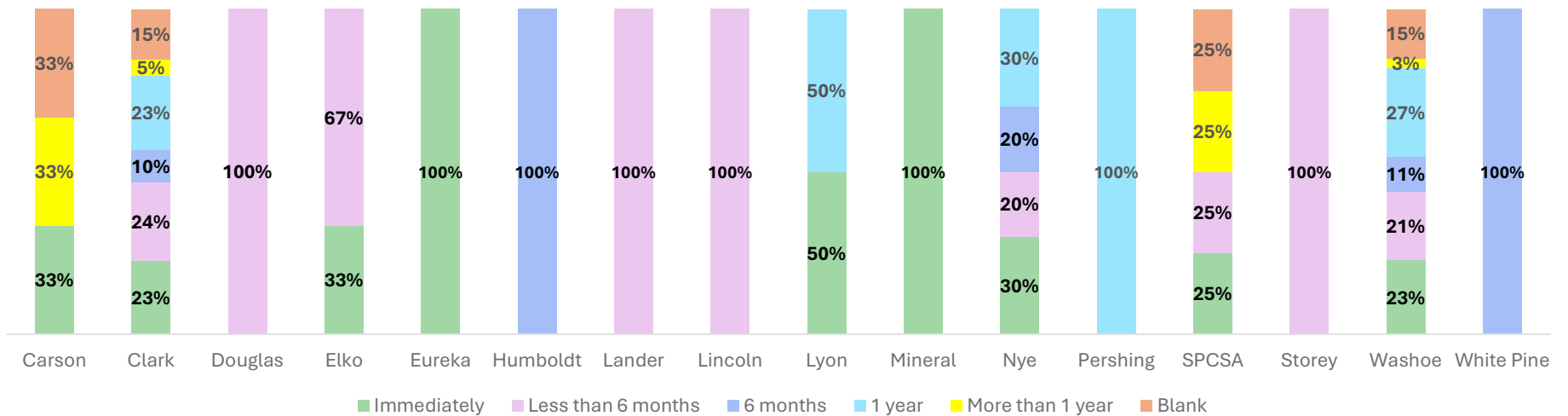


District Results

In your opinion, how long would your District need to adjust Policies if the Developmental Delay age changes?



In your opinion, how long would your District need to adjust Policies if the Developmental Delay age changes?



Summary of Findings

Overall, among the 91% of respondents who answered “Yes”, the statewide data shows that most districts anticipate varying timelines for adjusting policies, with many indicating that changes could occur immediately or within six months, while others expect longer adjustment periods. This distribution indicates that policy changes are generally viewed as achievable in the short term, but full implementation may take longer depending on district.

At the district level, responses are distributed across multiple timeframes, reflecting varied policy adjustment timelines based on local context.

Blank responses are present but not dominant, and while they indicate some uncertainty or non-response, they do not significantly alter the overall pattern.

Large districts such as Clark and Washoe County School Districts show mixed timelines, indicating readiness but with varying policy adjustment needs and no single consensus timeframe. Medium and small districts also show a spread across timeframes, reflecting variability in policy processes and planning approaches rather than a unified timeline. Most small districts, like Douglas, Eureka, Humboldt, Lander, Lincoln, Mineral, Storey and White Pine County School Districts, range between immediately and 6 months.

In summary, the data indicates that while most districts are prepared to adjust policies, the time required to do so varies, with many districts anticipating short- to medium-term transitions, supporting the need for flexible implementation timelines across districts.

Rationale to Support

A) Response to the prompt: What Policy changes would be necessary at the district level if the State Board of Education moves forward with the age change?

Among respondents who indicated their district is prepared to adjust policies, there is a strong alignment that policy changes would primarily involve updates and alignment rather than complete system overhauls. Stakeholders consistently emphasize that existing structures can support the change, but would require targeted revisions to ensure clarity, consistency, and compliance across districts.

A dominant theme is the need to update eligibility criteria and evaluation procedures to reflect the expanded Developmental Delay age range. This includes revising guidelines for initial eligibility, reevaluation timelines, and decision-making processes to ensure teams understand when to maintain Developmental Delay eligibility versus transition to another category. Many responses also highlight the importance of aligning Individualized Education Program procedures, documentation practices, and service delivery models with the new age range.

Another key area of focus is procedural and systems alignments, including updates to special education manuals, forms, data tracking systems, and reporting processes. Respondents note that districts would need to ensure all internal systems and guidance documents consistently reflect the new policy and support accurate data collection and compliance.

Stakeholders also emphasize the need for training, communication, and implementation guidance. This includes professional development for staff, clear communication with families, and practical guidance for multidisciplinary teams to ensure consistent application of the updated policies across schools.

While some respondents believe changes would be minimal (e.g., adjusting age criteria and updating forms), others highlight the importance of addressing broader system components, such as transition planning, service delivery expectations, and resource allocation, to support effective implementation.

Across responses, the most common policy changes include:

- Updating eligibility criteria and evaluation/reevaluation procedures.
- Revising Individualized Education Program processes, documentation, and service delivery guidelines.
- Updating special education manuals, forms, and data systems.
- Providing staff training, guidance, and professional development.
- Enhancing communication with families about eligibility and services.
- Aligning transition planning and progress monitoring practices.
- Ensuring compliance with state and federal requirements.

Overall, districts view policy adjustments as manageable and largely procedural, requiring updates to existing systems and guidance rather than fundamental changes, with success dependent on clear direction, training, and consistent implementation across schools.

8. Respondents' Comments

Response to the prompt: Is there anything else you would like to share that would help the State Board of Education make a decision?

Open-ended responses reflect strong, consistent stakeholder support for expanding the Developmental Delay age, with many emphasizing that the change is overdue and necessary to better align policy with student needs and developmental realities. Respondents frequently highlight that current age limits create service gaps, premature exits, and inaccurate identification, particularly during the transition into early elementary grades.

A dominant theme is the importance of continuity of services and early intervention. Stakeholders stress that extending the Developmental Delay age would allow students to continue receiving support during critical developmental years, reducing the likelihood of students falling behind or requiring more intensive services later. Many responses also emphasize that additional time leads to more accurate, data-driven eligibility decisions, avoiding premature labeling and allowing teams to better understand student needs.

Another key theme is alignment with national practices and research. Respondents note that many other states allow Developmental Delay eligibility through older ages, and that federal guidance under the Individuals with Disabilities Education Act permits flexibility up to age 9. Expanding the age is seen as a way to align Nevada with broader practices and improve outcomes through sustained early support.

At the same time, stakeholders highlight important implementation considerations, including the need for clear state guidance, updated eligibility criteria, adequate staffing and resources, and sufficient transition time. Some responses also raise caution about potential overidentification or misuse of the Developmental Delay category if criteria are not clearly defined and consistently applied.

Across responses, the most common themes include:

- Strong support for expanding the Developmental Delay age to improve student outcomes.
- Need to prevent premature exit and maintain continuity of services.
- Importance of more accurate, developmentally appropriate identification.

- Alignment with Individuals with Disabilities Education Act flexibility and practices in other states,
- Recognition of early intervention as critical for long-term success.
- Need for clear guidance, updated criteria, and structured implementation.
- Consideration of resource, staffing, and rural district impacts.
- Caution around overidentification and need for clear eligibility standards.

Overall, stakeholders view expanding the Developmental Delay age as a necessary, student-centered policy change that would improve continuity, accuracy, and outcomes, while emphasizing that successful implementation will require thoughtful planning, clear guidance, and adequate resources.