



# WEST CHICAGO ELEMENTARY SCHOOLS

*Together for Excellence ★ ¡Juntos por la Excelencia!*

312 East Forest Avenue  
West Chicago, IL 60185  
630.293.6000

[www.wego33.org](http://www.wego33.org)

**TO:** Board of Education  
**FROM:** Sherri Massa, Director of Student Services  
**DATE:** November 7, 2024  
**RE:** 504 and IEP comparisons to surrounding districts

**This memo is:**

[ X ] Information only.

This information is being shared at the request of a board member who asked how our numbers of 504s and IEPs compare to surrounding districts.

An Individualized Education Program (IEP) and a 504 plan are both individualized plans that can help students with disabilities access and succeed in school, but they differ in several ways. Specifically, Section 504 provides civil rights protections to all individuals with disabilities in programs that receive federal funding, which includes public schools. The Rehabilitation Act broadly defines a person with a disability as “A person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.” Major life activities include caring for oneself, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) a student must have a specific disability as defined in law and must need special education services. An Individualized Education Program (IEP) must be developed by an IEP team and in place for each student with a disability identified under IDEA. The plan includes measurable learning goals, accommodations and/or modifications, how progress will be measured, and related services, as applicable.

To qualify for an IEP, a student must have a disability that affects their ability to learn. To qualify for a 504 plan, a student must have a disability that interferes with their ability to learn in the general education classroom. An IEP provides specialized instruction and supports to help a student access and progress in the curriculum. A 504 plan provides accommodations to help a student access the general education curriculum. An IEP may include specialized instruction, therapies, and adaptive physical education. A 504 plan may include accommodations like preferential seating or extended time on tests.

Special Education data is submitted to ISBE and shared on the Interactive School Report Card. 504 data is not readily available and relies on other districts being willing to share their data. Special Education students are reported out as a sub-group on state and national assessments. While student demographic data will indicate that a student has a 504, 504 student data is not broken out in state or national assessments.



# WEST CHICAGO ELEMENTARY SCHOOLS

*Together for Excellence ★ ¡Juntos por la Excelencia!*

312 East Forest Avenue  
West Chicago, IL 60185  
630.293.6000

[www.wego33.org](http://www.wego33.org)

Community	District	Special Ed Percentage	504 Percentage
West Chicago	33	16%	3%
West Chicago-High School	94	12%	
West Chicago-Benjamin	25	12%	4.5%
Winfield	34	14%	
Villa Park	45	21% Highest in DuPage	2.7%
Carol Stream	93	17%	6%
Downers Grove	58	15%	5%
Addison	4	18%	
Bensenville	2	15%	
St Charles	303	13%	2%
Indian Prairie	204	11%	
Naperville	203	11%	
Wheaton	200	14%	
Salt Creek Villa Park/Oak Brook	48	14%	3%

As you can see by this data West Chicago District 33 is right on par with surrounding districts when it comes to our 504 data. We have roughly 3% of our population identified with a 504 which is close to other districts. In terms of our IEP data, while we are slightly higher than some surrounding districts we are not far off. As we continue to develop our MTSS processes and protocols we anticipate our 504 percentage to decrease.