Based on VPAT® Version 2.5

Pisces®



Accessibility Conformance Report

April 2025

PISCES®

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Pisces Accessibility Conformance Report

Product Information

Name of Product: Pisces

Product Description: Online collaboration platform for education Report

Date: April 2025

Contact information: accessibility@link-systems.com

> **Notes: Pisces is designed to work with all major screen readers, and our testing process involves thoroughly checking any new features using JAWS, NVDA, and VoiceOver. Pisces is also designed to work with screen magnifiers (e.g. Freedom Scientific MAGic), speech recognition programs (e.g., Dragon NaturallySpeaking), and text-to-speech programs (e.g., NaturalReader).**

How a Student Connects to Pisces Using a Screen Reader

1. **Student launches Pisces from their LMS.**
2. **Student navigates to and selects the option to join an open Pisces room.**
3. **When the student enters the room, the student's screen reader will read user activity aloud. In-session text remains navigable by using the screen reader's list key navigation.**

Student Evaluation Methods Used

Before new features are released to our testing environment, they have gone through accessibility testing. Our developers have integrated the aXe accessibility tool into their local coding environments, and they check for accessibility before pushing a new feature. After a new feature is released, it goes through two additional rounds of testing: testing by our product development team and our QA team. Both rounds of testing involve checking the feature using aXe and the WAVE accessibility tool, as well as assistive technology software.

Because they are the most common, these are the combinations of browsers and assistive technologies that we use during development and quality assurance:

- **JAWS with Chrome and NaturalReader**
- **NVDA with Firefox**
- **VoiceOver with Safari**

Applicable Standards/Guidelines

This report covers the degree of conformance for the following accessibility standard/guidelines:

Standard/Guideline	Included In Report
Web Content Accessibility Guidelines 2.0	Level A Yes Level AA Yes Level AAA No
Web Content Accessibility Guidelines 2.1	Level A Yes Level AA Yes Level AAA No
Web Content Accessibility Guidelines 2.2	Level A Yes Level AA Yes Level AAA No

Terms

The terms used in the Conformance Level information are defined as follows:

- **Supports: The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.**
- **Partially Supports: Some functionality of the product does not meet the criterion.**
- **Does Not Support: The majority of product functionality does not meet the criterion.**
- **Not Applicable: The criterion is not relevant to the product.**
- **Not Evaluated: The product has not been evaluated against the criterion. This can be used only in WCAG 2.0 Level AAA.**

WCAG 2.x Report

Note: When reporting on conformance with the WCAG 2.x Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the WCAG 2.2 Conformance Requirements.

Table 1: Success Criteria, Level A

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (Level A)	Supports	All images in Pisces have appropriate alternative text, and all form controls have descriptive labels.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Not Applicable	Pisces does not use prerecorded audio-only content or prerecorded video-only content.
1.2.2 Captions (Prerecorded) (Level A)	Not Applicable	Pisces does not use prerecorded audio content. Any additional support videos we provide will have captions for prerecorded audio.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Not Applicable	Pisces does not use prerecorded video content.
1.3.1 Info and Relationships (Level A)	Supports	Semantic markup is used to designate headings, landmarked regions, tables, lists, and other elements. All form fields have an appropriate label. ARIA roles are used to further apply meaning to elements used within Pisces.
1.3.2 Meaningful Sequence (Level A)	Supports	When the order in which Pisces content is presented affects the meaning of the content, the content is placed in a position in the DOM to convey that meaning or lists and tables are used to ensure that the meaning is conveyed.
1.3.3 Sensory Characteristics (Level A)	Supports	Instructions in Pisces do not rely on shape, size, location, orientation, or sound.
1.4.1 Use of Color (Level A)	Supports	Color is not used as the only visual means of conveying information in Pisces.
1.4.2 Audio Control (Level A)	Not Applicable	No audio on any Pisces page automatically plays for 3 or more seconds.
2.1.1 Keyboard (Level A)	Supports	All functionality for having an interactive live tutoring session in Pisces can be operated through a keyboard interface.
2.1.2 No Keyboard Trap (Level A)	Supports	All Pisces content that can be reached via keyboard navigation can be navigated away from via keyboard navigation.

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2.1.4 Character Key Shortcuts (Level A 2.1 & 2.2)	Supports	The scheduling component of Pisces has keyboard shortcuts to allow students to quickly navigate to their appointments, their user menu, and other frequently accessed sections. These shortcuts include the non-printable alt character. No keyboard shortcut in Pisces uses only a single printable character.
2.2.1 Timing Adjustable (Level A)	Supports	Students are given a five-minute warning before being logged off Pisces for inactivity. Once the warning triggers, students can choose to stay logged in.
2.2.2 Pause, Stop, Hide (Level A)	Supports	There is an auto-playing carousel of tips on the page students wait on before entering a drop-in tutoring session with a Pisces tutor. There is also an auto-playing carousel of quotes on the scheduling dashboard page. Both carousels have a mechanism for students to pause the content. There is an animated clock on the dashboard page for the scheduling component of Pisces. That animated clock has a close button that can be used to hide it.
2.3.1 Three Flashes or Below Threshold (Level A)	Supports	No page in Pisces contains any content that flashes more than three times in any one second period.
2.4.1 Bypass Blocks (Level A)	Supports	Pisces pages contain a link to bypass repeated content and go directly to the main content of the page.
2.4.2 Page Titled (Level A)	Supports	All Pisces pages have a title that describe their purpose.
2.4.3 Focus Order (Level A)	Supports	All focusable content in Pisces can be navigated in an order that preserves any sequential meaning of that content.
2.4.4 Link Purpose (In Context) (Level A)	Supports	The purpose of links in Pisces can be determined without visual context.
2.5.1 Pointer Gestures (Level A 2.1)	Not Applicable	Multipoint and path-based gestures are not required to have an interactive tutoring session in Pisces.
2.5.2 Pointer Cancellation (Level A 2.1)	Supports	For the drag-and-drop component of the paper drop-off form, students can cancel the action by dragging the file

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		back to its original location. In addition, students will be presented with a chance to give confirmation prior to dropping off the paper. No Pisces functionality relies solely on the down-event of the pointer.
2.5.3 Label in Name (Level A 2.1)	Supports	The accessible names of user components match the labels that are visually presented.
2.5.4 Motion Actuation (Level A 2.1)	Not Applicable	No functionality in Pisces relies on students moving their devices.
3.1.1 Language of Page (Level A)	Supports	All Pisces pages have a defined language.
3.2.1 On Focus (Level A)	Supports	Pisces pages do not undergo a change in context when user components receive focus.
3.2.2 On Input (Level A)	Supports	Pisces pages do not undergo a change in context when the settings of user interface components change.
3.3.1 Error Identification (Level A)	Supports	For fields where errors are automatically detected, such as the required fields on the paper drop-off form and fields where the input needs to meet a required format like email address fields, detected errors are shown to students when they navigate away from the field. ARIA markup is used to notify assistive technologies of these errors.
3.3.2 Labels or Instructions (Level A)	Supports	Descriptive labels are provided for all user input fields.
3.3.7 Redundant Entry (Level A 2.2 only)	Supports	Users are not asked to re-enter details in forms used within Pisces.
4.1.1 Parsing (Level A)	Supports	This is obsolete as of WCAG 2.2.
4.1.2 Name, Role, Value (Level A)	Supports	Custom user interface components in Pisces are given roles and use ARIA markup to make their names, roles, and values available to assistive technologies.

Table 2: Success Criteria, Level AA

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Not Applicable	Live audio is not required to have an interactive tutoring session in Pisces. If audio is utilized, there is a chat space for someone to transcribe the live audio.
1.2.5 Audio Description (Prerecorded) (Level AA)	Not Applicable	Pisces does not use prerecorded video content.
1.3.4 Orientation (Level AA 2.1 & 2.2)	Supports	The session playback and static capture of the session are fixed to a landscape orientation, but depending on the session, this can be essential to preserving the meaning of the tutoring session.
1.3.5 Identify Input Purpose (Level AA 2.1 & 2.2)	Supports	For all input fields identified in the Input Purposes for User Interface Components section, the corresponding autocomplete attribute is used to convey the purpose of each field to user agents.
1.4.3 Contrast (Minimum) (Level AA)	Supports	Text in Pisces meets or exceeds the contrast ratio required by 1.4.3.
1.4.4 Resize text (Level AA)	Supports	All content in Pisces can be resized up to 200% without loss of content or functionality.
1.4.5 Images of Text (Level AA)	Supports	The only image of text that is used in Pisces is the Pisces logo, and the guideline exempts text in logos.
1.4.10 Reflow (Level AA 2.1 & 2.2)	Supports	Content in Pisces reflows and can be accessed without scrolling in two dimensions when viewport width is reduced.
1.4.11 Non-text Contrast (Level AA 2.1 & 2.2)	Supports	User interface components meet contrast requirements for all states.
1.4.12 Text Spacing (Level AA 2.1 & 2.2)	Supports	Content in Pisces can be fully utilized when the student overrides the default styling using the following CSS:

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		* {
		line-height: 1.5;
		letter-spacing: 0.12em;
		word-spacing: 0.16em;
		}
		
		p {
		margin-bottom: 2em;
		}

1.4.13 Content on Hover or Focus (Level AA 2.1 & 2.2)	Supports	Browser tooltips are created using the HTML title attribute.
2.4.5 Multiple Ways (Level AA)	Supports	Pisces pages contain links to continue in a process, as well as a persistent link to change your tutoring group.
2.4.6 Headings and Labels (Level AA)	Supports	Headings and labels used in Pisces describe the topic or purpose of their associated content.
2.4.7 Focus Visible (Level AA)	Supports	Elements in Pisces that can receive focus have a visible indication of that focus.
2.4.11 Focus Not Obscured (Minimum) (Level AA 2.2 only)	Supports	All elements with focus are visible in Pisces. There are no banners or sections that obscure focused elements.
2.5.7 Dragging Movements (Level AA 2.2 only)	Supports	While there is an available drag-and-drop option for file selection, the user can also choose a file via a button that brings up a file picker dialog.
2.5.8 Target Size (Minimum) (Level AA 2.2 only)	Supports	Links and buttons in NetTutor have a target area of at least 24 x 24 CSS pixels.
3.1.2 Language of Parts (Level AA)	Not Applicable	Multiple languages are not used on Pisces pages.
3.2.3 Consistent Navigation (Level AA)	Supports	Navigation mechanisms that are repeated across pages in Pisces, such as the buttons for switching your tutoring group, showing the drop-in tutoring schedule, navigating back a page, and skipping to main content, occur in the same relative position across those pages.
3.2.4 Consistent Identification (Level AA)	Supports	Icons and labels are consistently applied in Pisces so that functionality that is repeated on multiple pages can be easily identified.

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3.2.6 Consistent Help (Level AA 2.2 only)	Supports	Within Pisces, the link to access support is consistently located in the header. On partner and center landing pages, there is a card to connect to support.
3.3.3 Error Suggestion (Level AA)	Supports	For fields where errors are automatically detected, suggestions for fixing the error are provided whenever helpful suggestions are possible.
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)	Not Applicable	Students using Pisces through our partnerships with schools, publishers, and organizations cannot change or delete legal, financial, or test data.
3.3.8 Accessible Authentication (Minimum) (Level AA)	Not Applicable	Users are authenticated via single-sign-on from a learning management system or similar platform.
4.1.3 Status Messages (Level AA 2.1)	Supports	Status messages used in Pisces are available to screen readers without needing to receive focus.

For Additional Assistance

If you have an issue viewing any material on link-systems.com, gopisces.com, or another LSI website because of difficulties with assistive technologies or to request an accommodation, please contact LSI Customer Support for assistance:

- **Submit an electronic ticket: https://linksystems.atlassian.net/servicedesk/customer/portal/6**
- **Send an email to accessibility@link-systems.com**
- **Call 813-674-0660 x204 to speak with a friendly agent M-F 9a-5p ET**

Please indicate the nature of your accessibility problem, the preferred format in which you want to receive any materials, and your contact information.

Students, faculty, and staff at our partner campuses may also contact the Disability Services department on their campus. Disability Services department representatives may escalate their request by speaking with an LSI Product Manager, who will be assigned at the beginning of our partnership in an escalation protocol.

Accommodation requests will be responded to by the next business day.

Legal Disclaimer

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