

Ori Learning Accessibility Conformance Report

WCAG Edition | Based on VPAT® Version 2.5Rev
April 2026

Name of Product / Version	Ori Learning Teacher and Student Portals / Version 3
Report Date	April 2026
Product Description	Ori Learning is an Education Technology (EdTech) platform designed to deliver structured curriculum across Transition, Emotional Well-Being, and Financial Literacy to students from Elementary through High School, as well as adult learners (18+). The platform includes a Teacher Portal where educators can choose to deliver content through one of the three flexible delivery modes - Front-of-Class, Live Participation, and Student-Paced - adapting instruction to the needs of any classroom or learning environment. The students interact with the content via the Student Portal. The platform also includes a dedicated Admin module for account creation, roster management, and real-time progress monitoring, giving administrators full visibility and control over their programs.
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Notes	This report is a self-evaluated Accessibility Conformance Report (ACR) completed against WCAG 2.1 Level A and Level AA. It reflects the current accessibility state of the Ori Learning platform as of April 2026. Where criteria are not yet fully met, the Remarks column describes the user impact and our planned remediation. An Estimated Target Date is included for all criteria currently rated Partially Supports or Does Not Support, indicating our planned completion date. Ori Learning is committed to full WCAG 2.1 Level AA conformance and has an active remediation program in progress.
Evaluation Methods Used	Self-evaluation conducted by the Ori Learning engineering and product team.

Applicable Standards / Guidelines

Standard / Guideline	Included In Report
Web Content Accessibility Guidelines 2.0	Not included - this report covers WCAG 2.1 only
Web Content Accessibility Guidelines 2.1	Level A - Yes Level AA - Yes Level AAA - No
Web Content Accessibility Guidelines 2.2	Not included - this report covers WCAG 2.1 only

Terms

Term	Definition
Supports	The functionality of the product has at least one method that meets the criterion without known defects.
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 only be used in WCAG Level AAA criteria.

WCAG 2.1 Report

Conformance is reported for full pages, complete user flows, and accessibility-supported ways of using technology, in accordance with WCAG 2.0 Conformance Requirements. Criteria marked '2.2 only' are listed for completeness but designated Not Applicable, as this report evaluates WCAG 2.1 conformance only.

Table 1: Success Criteria, Level A

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (Level A)	Partially Supports	Some images and icons across the platform do not yet include text descriptions that assistive technologies such as screen readers can announce. Users who are blind or have low vision may not receive the full context of certain images, buttons, and icons in the course catalog and session player. Planned: We will be adding text alternatives to all meaningful images. We will ensure all decorative elements are hidden from assistive technologies. We will also ensure that all buttons will have complete text alternatives. Estimated due date: Beginning of 2026-2027 Academic year.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Supports	Ori does not have prerecorded audio-only content (like a podcast) or video-only content (like a silent animation).
1.2.2 Captions (Prerecorded) (Level A)	Partially Supports	Majority of videos featured in Ori content are from YouTube or Khan Academy and as such have closed captions. Some videos within the content and the training videos featured on the homepage are missing closed captions. Users who are deaf or hard of hearing may not be able to follow video content without captions. Planned: We are building caption enforcement into our video publishing workflow so that no video can be made available to students without a verified captions track. Estimated due date: Beginning of 2026-2027 Academic year.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Partially Supports	Pre-recorded videos that convey information through visuals alone - such as on-screen demonstrations or graphics - do not currently include audio descriptions. Users who are blind may miss important visual content. We are adding audio description support as part of our media publishing workflow. Planned: Audio description tracks or extended text descriptions will be required for pre-recorded video. Estimated due date: April 2027.
1.3.1 Info and Relationships (Level A)	Partially Supports	Some pages and components do not yet use the correct HTML structure to communicate their purpose to assistive technologies. For example, some headings are styled visually but not marked up semantically, navigation areas are not identified as landmarks, and data tables do not fully expose column and row relationships to screen readers. We are updating the page structure and component markup across both portals so that screen reader users receive the same structural context as sighted users. Planned: All pages will use correct semantic structure, landmarks, and table markup. Estimated due date: Beginning of 2026-2027 Academic year.
1.3.2 Meaningful Sequence (Level A)	Partially Supports	In a small number of layouts, the visual order of content differs from the order in which a screen reader encounters it. This can cause screen reader users to hear content out of sequence and lose context. We are auditing all responsive layouts to ensure that reading order matches the visual presentation. Planned: All layouts will be confirmed to have consistent visual and reading order. Estimated due date: April 2027.
1.3.3 Sensory Characteristics (Level A)	Partially Supports	Some instructions and status indicators rely on visual cues such as icon shape or position alone, without accompanying text. Users who are blind or have low vision may not be able to determine the meaning of session status icons or form validation cues. We are adding text labels to all icons and indicators that convey meaning.

Criteria	Conformance Level	Remarks and Explanations
		Planned: All status indicators and instructional icons will include a text equivalent. Estimated due date: Beginning of 2026-2027 Academic year.
1.4.1 Use of Color <i>(Level A)</i>	Partially Supports	Some status information in the platform - such as student progress indicators in the course grid - is currently communicated through color alone (for example, green for complete, yellow for in progress, grey for hidden). Users who are color blind or who cannot distinguish colors may not be able to interpret these statuses. We are updating all status indicators to include a text label or icon in addition to color. Planned: All status indicators will use text or icons in addition to color. Estimated due date: Beginning of 2026-2027 Academic year.
1.4.2 Audio Control <i>(Level A)</i>	Partially Supports	Text-to-speech audio that plays automatically within the platform does not currently include a clearly visible pause or stop control that can be operated by keyboard. Users who need to stop audio output independently of their screen reader may not be able to do so. We are adding a keyboard-accessible pause and stop control to all audio output features. Planned: A keyboard-accessible pause/stop control will be added to all audio output. Estimated due date: April 2027.
2.1.1 Keyboard <i>(Level A)</i>	Partially Supports	Part of platform functions can be operated by keyboard; however, some interactive elements - including inline editing fields, action buttons that appear on hover, and drag-and-drop question types in the session player - currently require a mouse. Users with motor disabilities who rely on keyboard navigation may be unable to access these features. We are building keyboard-accessible alternatives for all mouse-dependent interactions. Planned: All interactive features will be fully operable by keyboard alone. Estimated due date: April 2027.
2.1.2 No Keyboard Trap <i>(Level A)</i>	Partially Supports	In many areas of the platform, keyboard users can navigate freely. However, some dialog windows and the rich text editor used for student responses may not consistently allow keyboard users to exit using standard keys. We are ensuring that all dialogs and editors release keyboard focus cleanly when the user presses Escape or Tab. Planned: All dialogs and editors will allow keyboard users to exit without becoming trapped. Estimated due date: April 2027.
2.1.4 Character Key Shortcuts <i>(Level A (2.1 and 2.2))</i>	Supports	The platform does not use single-character keyboard shortcuts that could conflict with assistive technology commands. No action required.
2.2.1 Timing Adjustable <i>(Level A)</i>	Supports	The platform does not impose mandatory time limits on users for completing tasks. Teacher-set session timers are a deliberate instructional feature and are not subject to this criterion.
2.2.2 Pause, Stop, Hide <i>(Level A)</i>	Partially Supports	Real-time updates in Ori Learning are minimal. Most screens need to be refreshed to get the most up to date information. Real-time updates during live sessions - such as new student responses appearing in the teacher view - do not currently include a control to pause or stop the stream of updates. Users who need more time to process information, or who use screen readers that may be interrupted by live updates, may find this disorienting. We are adding a pause control for live-updating content. Planned: Live-updating session content will include a user control to pause updates. Estimated due date: April 2027.
2.3.1 Three Flashes or Below Threshold <i>(Level A)</i>	Supports	The platform does not contain any content that flashes more than three times per second. No action required.
2.4.1 Bypass Blocks <i>(Level A)</i>	Does Not Support	There is currently no 'Skip to main content' link at the top of either portal. Without this, keyboard-only users must press Tab through the full navigation menu on every page before reaching the main content. This is

Criteria	Conformance Level	Remarks and Explanations
		a significant barrier for users with motor disabilities. We are adding a skip link as the very first focusable element on every page. Planned: A 'Skip to main content' link will be added to both portals. Estimated due date: Beginning of 2026-2027 Academic year.
2.4.2 Page Titled <i>(Level A)</i>	Does Not Support	The browser tab title does not currently update when a user navigates between pages within the platform. Every page shows the same generic application title. Screen reader users who rely on the page title to understand where they are will not receive this context. We are implementing dynamic page titles that update automatically with each navigation. Planned: All pages will have unique, descriptive titles that update on navigation. Estimated due date: Beginning of 2026-2027 Academic year.
2.4.3 Focus Order <i>(Level A)</i>	Partially Supports	When a user navigates to a new page or opens a dialog, keyboard focus does not always move to the right place automatically. For example, when a dialog opens, focus may remain behind it rather than moving into the dialog. Screen reader and keyboard users may become disoriented. We are implementing consistent focus management for all page transitions and dialog interactions. Planned: Focus will move predictably on all page changes and dialog open/close. Estimated due date: April 2027.
2.4.4 Link Purpose (In Context) <i>(Level A)</i>	Partially Supports	Some links and buttons use generic labels such as 'View', 'Open', or 'Edit' without indicating which course or item they apply to. Screen reader users who navigate by links will hear these labels without sufficient context to distinguish between them. We are updating all action links to include a descriptive label that identifies the specific item being acted upon. Planned: All links and buttons will have descriptive labels that identify their target. Estimated due date: Beginning of 2026-2027 Academic year.
2.5.1 Pointer Gestures <i>(Level A (2.1 and 2.2))</i>	Partially Supports	Drag-and-drop interactions used in certain question types - such as ordering, matching, and categorization activities - currently require a click-and-drag gesture with no single-tap or keyboard alternative. Users with motor disabilities who cannot perform drag gestures may be unable to complete these question types. We are building keyboard-operated alternatives for all drag-and-drop interactions. Planned: All drag-and-drop interactions will have a single-pointer or keyboard alternative. Estimated due date: April 2027.
2.5.2 Pointer Cancellation <i>(Level A (2.1 and 2.2))</i>	Partially Supports	Some interactive elements in the platform may activate on the initial press of a pointer rather than on release, making it difficult for users to cancel an accidental activation by moving the pointer away before releasing. We are auditing all click and tap handlers to ensure actions complete on pointer release. Planned: All actions will activate on pointer up, allowing users to cancel accidental activations. Estimated due date: April 2027.
2.5.3 Label in Name <i>(Level A (2.1 and 2.2))</i>	Partially Supports	Some buttons and controls have a visible label that differs from their accessible name - for example, an icon button whose tooltip says 'Edit' but whose accessible name is not set or is set to something else. Users of voice control software who speak the visible label to activate a control may find it does not respond. We are aligning accessible names with visible labels across all controls. Planned: All controls will have accessible names that match their visible labels. Estimated due date: Beginning of 2026-2027 Academic year.
2.5.4 Motion Actuation <i>(Level A (2.1 and 2.2))</i>	Supports	The platform does not use device motion or physical gestures to trigger any functionality. No action required.

Criteria	Conformance Level	Remarks and Explanations
3.1.1 Language of Page <i>(Level A)</i>	Does Not Support	The platform's HTML pages are currently missing a language declaration, which tells browsers and screen readers what language the content is written in. Without this, screen readers may use incorrect pronunciation rules, making content harder to understand for users who rely on text-to-speech. This is a straightforward technical fix that we are prioritizing immediately. Planned: A language declaration (lang="en") will be added to all platform pages. Estimated due date: Beginning of 2026-2027 Academic year.
3.2.1 On Focus <i>(Level A)</i>	Partially Supports	In some filter controls, moving focus to a dropdown and making a selection may immediately trigger a data refresh without a separate confirmation step. For keyboard and screen reader users who are not expecting the page to update, this can be disorienting. We are reviewing these controls and adding explicit confirmation steps or clear announcements where needed. Planned: Filter controls will not trigger unexpected changes when receiving focus. Estimated due date: April 2027.
3.2.2 On Input <i>(Level A)</i>	Partially Supports	Some filter dropdowns refresh results immediately when an option is selected, without an explicit 'Apply' action. Users who are navigating by keyboard may trigger unintended filtering while exploring their options. We are adding an explicit Apply step to filters that currently auto-submit on selection. Planned: Filter controls will require an explicit Apply action before refreshing results. Estimated due date: April 2027.
3.2.6 Consistent Help <i>(Level A (2.2 only))</i>	Not Applicable	This criterion is specific to WCAG 2.2 and is outside the scope of this report.
3.3.1 Error Identification <i>(Level A)</i>	Partially Supports	When a form field contains an error, the error message is displayed visually but is not always programmatically linked to the field itself. Screen reader users may not hear the error message when they move focus to the affected field. We are updating all forms so that errors are automatically announced when the user reaches a field with a validation issue. Planned: All form errors will be programmatically linked and announced to screen readers. Estimated due date: April 2027.
3.3.2 Labels or Instructions <i>(Level A)</i>	Partially Supports	Some input fields use placeholder text as their only label. Placeholder text disappears once the user begins typing and is not reliably announced by all screen readers, which means some users may not know what information a field is asking for. We are replacing placeholder-only labels with persistent visible labels on all form fields. Planned: All form fields will have a persistent visible label. Estimated due date: April 2027.
3.3.7 Redundant Entry <i>(Level A (2.2 only))</i>	Not Applicable	This criterion is specific to WCAG 2.2 and is outside the scope of this report.
4.1.1 Parsing <i>(Level A)</i>	Supports	Per the WCAG 2.1 errata update (September 2023), this criterion is considered satisfied for all WCAG 2.1 evaluations. No action required.
4.1.2 Name, Role, Value <i>(Level A)</i>	Partially Supports	Some custom interactive components - including inline editing fields, the session delivery mode indicator, and certain interactive controls - do not fully expose their name, role, and state to assistive technologies. Screen reader users may encounter controls that are not identified or whose current state (such as expanded or selected) is not announced. We are updating all custom components to correctly communicate their purpose and state. Planned: All custom interactive components will expose their name, role, and state to assistive technologies. Estimated due date: April 2027.

Table 2: Success Criteria, Level AA

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Supports	All Ori videos are pre-recorded. No action required.
1.2.5 Audio Description (Prerecorded) (Level AA)	Does Not Support	Pre-recorded course videos that convey important information through visuals - such as on-screen demonstrations or charts - do not currently include audio descriptions for users who are blind. We are adding audio description support to our video publishing workflow. Planned: Audio descriptions will be required for pre-recorded video content with visual-only information. Estimated due date: April 2027.
1.3.4 Orientation (Level AA (2.1 and 2.2))	Partially Supports	While the Student Portal and the Player support portrait and landscape orientations. The criteria needs to be addressed on the Teacher Portal. Planned: Addressing the ability to use both portals on portrait and landscape orientations. Estimated due date: April 2027.
1.3.5 Identify Input Purpose (Level AA (2.1 and 2.2))	Does Not Support	Input fields that collect personal information - such as name, email address, and password on login and profile pages - do not currently include the markup needed for browsers to offer autofill suggestions. Users with cognitive disabilities or motor impairments who rely on browser autofill to complete forms may find this more difficult. This is a straightforward technical fix we are prioritizing early in our remediation plan. Planned: All personal data input fields will support browser autofill. Estimated due date: Beginning of 2026-2027 Academic year.
1.4.3 Contrast (Minimum) (Level AA)	Partially Supports	Some text in the platform - particularly smaller supporting text such as subtitles, metadata labels, and status badges - does not meet the minimum contrast ratio against its background. Users with low vision may find this text difficult or impossible to read. We are conducting a full color audit and updating our color palette to ensure all text meets the required contrast ratios. Planned: All text will meet minimum contrast requirements (4.5:1 for body text, 3:1 for large text). Estimated due date: Beginning of 2026-2027 Academic year.
1.4.4 Resize text (Level AA)	Partially Supports	The Student Portal and the Player support Zoom 200%. However, the Teacher Portal supports 150% Zoom only. Users with low vision who rely on text magnification may lose access to parts of the interface. We are updating all affected components to handle large text sizes without losing content. Planned: The Teacher Portal will remain fully accessible when browser text size is increased to 200%. Estimated due date: April 2027.
1.4.5 Images of Text (Level AA)	Supports	The platform uses web fonts and styled text throughout. No significant use of images of text has been identified in platform-controlled content. No action required.
1.4.10 Reflow (Level AA (2.1 and 2.2))	Does Not Support	At a viewport width of 320 CSS pixels - which corresponds to the display size many users with low vision use when their screen is zoomed in - some pages in the platform require horizontal scrolling to access all content. This is a significant barrier for low-vision users who zoom their browser. We are converting fixed-width layouts to fluid designs so all content is accessible without horizontal scrolling at any zoom level. Planned: All pages will be accessible without horizontal scrolling at 320px viewport width. Estimated due date: April 2027.

Criteria	Conformance Level	Remarks and Explanations
1.4.11 Non-text Contrast <i>(Level AA (2.1 and 2.2))</i>	Partially Supports	Some user interface components - including form field borders, checkboxes, and toggle controls - do not have sufficient contrast against the page background when they are in their default (unfilled or unchecked) state. Users with low vision may have difficulty identifying these controls. We are updating our UI component styles to meet the required 3:1 contrast ratio for all interactive elements. Planned: All UI component boundaries will meet the 3:1 contrast requirement. Estimated due date: April 2027.
1.4.12 Text Spacing <i>(Level AA (2.1 and 2.2))</i>	Partially Supports	When users apply custom text spacing settings - such as increased line height or letter spacing, which some users with dyslexia rely on - some content areas in the platform may overlap, be cut off, or become unreadable. We are updating components with fixed-height text containers so they adapt correctly to user text spacing preferences. Planned: All content will remain readable when users apply custom text spacing settings. Estimated due date: April 2027.
1.4.13 Content on Hover or Focus <i>(Level AA (2.1 and 2.2))</i>	Partially Supports	Some tooltips and additional content that appears when hovering over elements cannot be dismissed without moving the mouse, cannot be hovered over directly, and may disappear before the user has finished reading. Users with low vision who zoom in and users who trigger tooltips accidentally may be unable to dismiss or interact with this content. We are updating our tooltip behavior to be dismissible, hoverable, and persistent. Planned: All hover and focus-triggered content will be dismissible, hoverable, and persistent. Estimated due date: April 2027.
2.4.5 Multiple Ways <i>(Level AA)</i>	Partially Supports	Users currently have at least one way to navigate to content in most areas of the platform. However, some sections - do not yet offer a search or filter option as an alternative navigation path. We are adding search and filtering capabilities to ensure users always have more than one way to find content. Planned: All major usage paths and content sections will offer at least two ways to navigate to content. Estimated due date: April 2027.
2.4.6 Headings and Labels <i>(Level AA)</i>	Partially Supports	Some pages and form fields do not have clear, descriptive headings or labels. This makes it harder for screen reader users to scan page structure and understand what information each input field is asking for. We are auditing all pages and forms to ensure every section has a meaningful heading and every input has a descriptive label. Planned: All pages and form fields will have clear, descriptive headings and labels. Estimated due date: Beginning of 2026-2027 Academic year.
2.4.7 Focus Visible <i>(Level AA)</i>	Partially Supports	When navigating the platform by keyboard, the visible highlight that shows which element currently has focus is often too faint or invisible in some areas of the interface. Users who navigate by keyboard - including users with motor disabilities - rely on this indicator to know where they are on the page. We are adding a clear, high-contrast focus indicator to all interactive elements across both portals. Planned: All interactive elements will display a clearly visible focus indicator when navigated by keyboard. Estimated due date: Beginning of 2026-2027 Academic year.
2.4.11 Focus Not Obscured (Minimum) <i>(Level AA (2.2 only))</i>	Not Applicable	This criterion is specific to WCAG 2.2 and is outside the scope of this report.
2.5.7 Dragging Movements <i>(Level AA (2.2 only))</i>	Not Applicable	This criterion is specific to WCAG 2.2 and is outside the scope of this report.
2.5.8 Target Size (Minimum) <i>(Level AA (2.2 only))</i>	Not Applicable	This criterion is specific to WCAG 2.2 and is outside the scope of this report.

Criteria	Conformance Level	Remarks and Explanations
3.1.2 Language of Parts (Level AA)	Partially Supports	When course content includes text written in a language other than English, the platform does not currently mark that content with its language so screen readers can switch to the correct pronunciation rules. This affects users who rely on text-to-speech to read multilingual content. We are adding language-tagging support to the content authoring tools and providing guidance to educators. Planned: Non-English content passages (when translation is applied) will be tagged with the appropriate language. Estimated due date: Beginning of 2026-2027 Academic year.
3.2.3 Consistent Navigation (Level AA)	Supports	Navigation menus appear in the same location and in the same order on every page throughout both portals. No action required.
3.2.4 Consistent Identification (Level AA)	Partially Supports	Some buttons and input fields that perform the same function are labeled differently in different parts of the platform - for example, a save action may be labeled 'Save' in one place and 'Save Changes' in another. Users who rely on consistent labeling to learn and navigate the interface may find this confusing. We are standardizing labels for all shared functions across both portals. Planned: All components with the same function will use consistent labels across the platform. Estimated due date: Beginning of 2026-2027 Academic year.
3.3.3 Error Suggestion (Level AA)	Partially Supports	When a form field contains an error, the message displayed tells users that something is wrong but does not always explain how to correct it. For example, a password field may say 'Invalid password' rather than explaining the required format. Users with cognitive disabilities benefit from specific guidance. We are updating all error messages to include clear correction suggestions. Planned: All error messages will include specific guidance on how to correct the issue. Estimated due date: Beginning of 2026-2027 Academic year.
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)	Partially Supports	Most of the critical actions (e.g. course restart) include a confirmation step. The platform will be reviewed to confirm that all critical actions have a review-and-confirm step. Users who make an error - particularly those with cognitive disabilities - may not have an opportunity to catch and correct it. We are adding confirmation steps to all irreversible actions. Planned: All critical actions will include a review-and-confirm step. Estimated due date: Beginning of 2026-2027 Academic year.
3.3.8 Accessible Authentication (Minimum) (Level AA (2.2 only))	Not Applicable	This criterion is specific to WCAG 2.2 and is outside the scope of this report.
4.1.3 Status Messages (Level AA (2.1 and 2.2))	Does Not Support	Status updates that appear on screen without moving keyboard focus - such as 'Saved', 'Loading', notifications, and real-time session events - are not currently announced to screen reader users. A user who is blind has no way to know that an action was completed successfully or that new content has appeared. We are implementing a platform-wide announcement system so all status messages are communicated to assistive technologies. Planned: All status messages and notifications will be announced to screen reader users. Estimated due date: Beginning of 2026-2027 Academic year.

Legal Disclaimer

This Accessibility Conformance Report represents Ori Learning's good-faith self-assessment as of the report date. Ori Learning is actively working to close the gaps identified in this report and is committed to achieving full WCAG 2.1 Level AA conformance. This document does not constitute a legal guarantee of compliance with any applicable accessibility law or regulation. For questions, please contact admin@orilearning.com.