



CULTISTS & CLASSROOMS

BRANDON SLIGH

IN DEDICATION TO ALL OF THE
EDUCATORS, STAFF, AND
ADMINISTRATORS OUT THERE THAT
HAVE NOT LOST THEIR HEART NOR
THEIR SOUL TO THE JOB; YOU ARE
THE HERO THE WORLD NEEDS, BUT
NOT THE ONE IT DESERVES.

STAY STRONG AND KNOW THAT YOU
MAKE A DIFFERENCE IN THEIR LIVES
AND THE WORLD.



CULTISTS & CLASSROOMS







IDEAS, TEXT & ART BRANDON SLIGH

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IT WAS SUPPOSED TO BE A NORMAL DAY AT SCHOOL

The coffee was ordinary. The students' conversations were ordinary. Even the 'Morning' from the Admin was ordinary.

Second period had ended, the hallway noise had briefly surged and collapsed as break commenced, and you were finally at your desk trying to enter attendance before the system locked you out. The copier was jammed in the main office. Again. The district had sent another email with the subject line: URGENT: Mandatory Professional Learning Community Meetings at Sites.

Then your teacher neighbor popped their head in your room and asked:
"Has anyone seen the admin around? They were supposed to be monitoring the students at break five minutes ago."

You had not noticed. You were too busy grading, answering emails, trying to eat a snack, and wondering why you never seem to have time to go to the bathroom before the bell rings.

But now that someone mentioned it, the campus feels wrong.

The halls are quieter than they should be. The LED lights pulse in patterns that almost resemble language. The motivational posters in the counseling office have changed somehow. A red substance is smeared beneath the locked door of Conference Room B, where the district consultants have been meeting with administration since dawn.

Maybe the signs were always there.

The chanting after late staff meetings (Be Chalant, Be Chalant, Be Chalant). The sudden obsession with "measurable outcomes," "vertical alignment," and "sacrifice for student success at all costs." The principal's new habit of referring to teachers as "instructional units" and students at "stakeholders."

Something has infiltrated the school.

You and your exhausted, underpaid, overqualified faculty team are the only people left who can stop it before the final bell rings, the gates lock, and the changed on campus become permanent.

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CORE RULES



CHARACTER CREATION

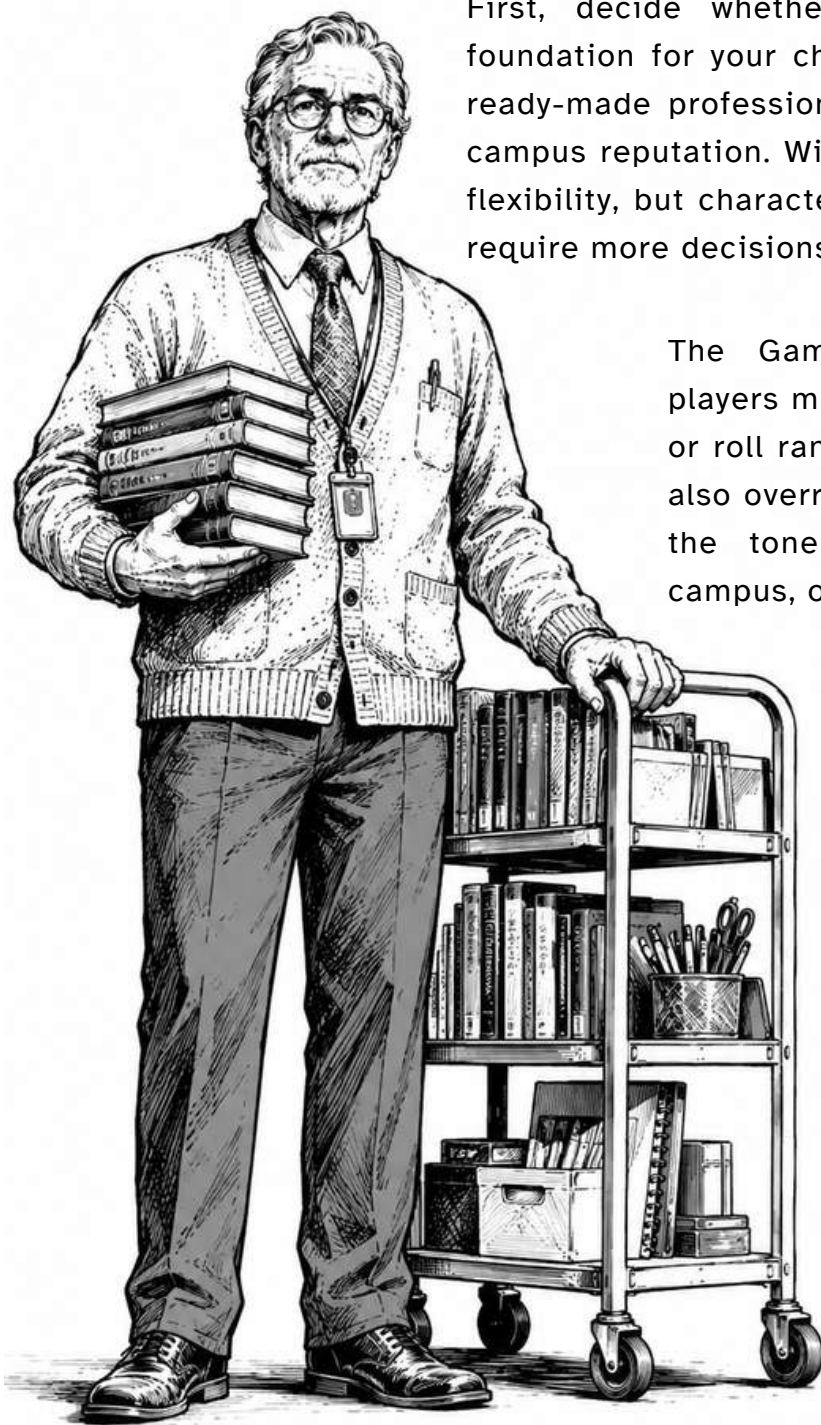
To create your campus employee, complete the required fields on the Character Sheet. This is your personnel file, emergency contact record, evaluation profile, and possibly your last surviving evidence that you were ever employed here.

First, decide whether to use a Persona as the foundation for your character. A Persona gives you a ready-made professional identity, teaching style, and campus reputation. Without a Persona, you have more flexibility, but character creation may take longer and require more decisions.

The Game Manager decides whether players may choose freely from the tables or roll randomly. The Game Manager may also overrule combinations that do not fit the tone of the game, the fictional campus, or basic common sense.

Contradictions are allowed. Teachers are complicated people.

A character might be deeply cynical but strangely loyal to their department. A coach might be a brilliant historian. A counselor might be calm with students but openly terrified of district spreadsheets. Use contradictions when they make the character more interesting.



FULL NAME

Pick an appropriate name or use the table below.

D20	Names	D20	Names
1	Ali	11	Kylee
2	Brad	12	Luke
3	Cassidy	13	Mathew
4	Delany	14	Natalie
5	Edward	15	Peter
6	Frank	16	Riley
7	Greg	17	Steven
8	Heather	18	Violet
9	Isabella	19	Xaiver
10	Jay	20	Zack



PRONOUNS

What pronouns do you prefer to be used when referring to you? E.g. “she/her”, “he/him”, “they/them”.

EMPLOYER

You are employed by the District, see the section “Your Employer”

DISTRICT ALIGNMENT

How loyal are you to the District?

Alignment	Description
Loyal	You’ve drank the school spirit Kool-Aid and asked for more.
Neutral	You just go to your job and keep your head down most days.
Disloyal	You bite the hand that feeds you by secretly or overtly opposing the District

DEPARTMENT

The name of the department to which you belong.

PERSONA

If you base your profile on a Persona, note which one. See the section “Personas”.

JOB TITLE

Select a suitable job title from the section “Careers and Job Titles”. Keep in mind that a well balanced team consists of a diverse mix of roles.

EDUCATION

What is your education/background? Roll a D6 or consult with the GM.



D8	Description
1	Skills Certificate
2	Bachelor's Degree
3	Master's Degree
4	Master's in Education
5	PhD in Subject
6	PhD in Education



STAFF CONNECTIONS

What are your feelings towards of your fellow staff members? Use the table below if needed.

D8	Relationship
1	Professional Admiration
2	Deep Respect
3	Competative Envy
4-5	Casual Collegial Indifference
6	Quiet Fear
7	Mild Dislike
8	Contempt Masked with Professional Language



DESCRIPTION

Describe your personality and physical appearance. See the sections “Clothing Styles” and “Background and Personality Traits”.

YOUR EMPLOYER



You work at a large public high school governed by an ambitious, underfunded, acronym-obsessed District. The campus has history, pride, dysfunction, traditions, rumors, and at least one building everyone agrees is haunted but no one wants to put in writing.

The District is a public education bureaucracy responsible for several campuses, thousands of students, hundreds of employees, and an unknowable number of initiatives.

ATTRIBUTES, HIT POINTS, SKILLS, AND SANITY

First determine the primary attributes Strength, Agility, Intelligence and Resilience, then Hit Points and Sanity; see the section “Attributes”. For Story Points, see the section “Experience and Story Points”.

SKILLS AND ABILITIES

Some Personas, Campus Roles, and Backgrounds provide special abilities. Record them here.

ATTRIBUTES

Just like everyone else, you can be described by the four attributes listed below. For each of the attributes, roll 3D6 and determine the attribute value in table below.

STRENGTH

Physical power, hauling classroom furniture, forcing open stuck doors, holding back whatever came out of the auditorium.

INTELLIGENCE

Knowledge, perception, analysis, lesson design, pattern recognition, decoding district jargon, noticing occult symbols hidden in rubrics.

AGILITY

Speed, reflexes, dodging hallway chaos, climbing bleachers, escaping a rolling cart full of cursed Chromebooks.

RESILIENCE

Endurance, composure, stress tolerance, surviving back-to-back meetings, remaining functional after the copier jams during finals week.

HIT POINTS

Hit Points (HP) is a measure of how much physical harm you can withstand without fainting or dying. Start with Resilience+D8 Hit Points, but not lower than 1. You can never have more Hit Points than this.

You are rendered unconscious when you reach 0 Hit Points, and below that, you are dead. Rest, food and healing will help you recover Hit Points.

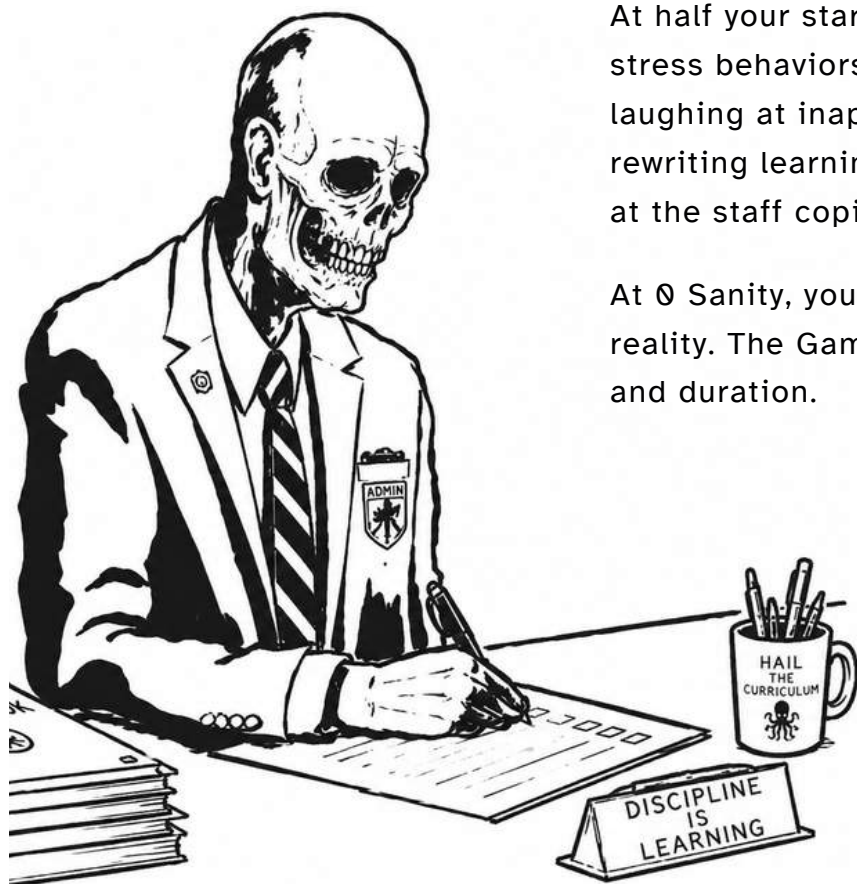
SANITY

Sanity measures your ability to endure supernatural horror, institutional absurdity, and the realization that the district's five-year strategic plan may be an actual ritual diagram. Traumatic experiences and psionic attacks may lower your Sanity. Start with a Sanity level of Intelligence +D8, but not lower than 1.

At half your starting Sanity, you begin showing stress behaviors: muttering about bell schedules, laughing at inappropriate acronyms, obsessively rewriting learning objectives, or staring too long at the staff copier.

At 0 Sanity, you suffer a temporary break from reality. The Game Manager decides the symptoms and duration.

Below 0 Sanity, your character can no longer function as a player character. They may become an NPC, require immediate help, or be absorbed into the district's leadership pipeline.



PERSONAS & CAMPUS ROLES

Personas are an optional way to create a character quickly. They provide the broad outline of your campus identity: your teaching style, professional reputation, emotional damage, and likelihood of surviving a district initiative.

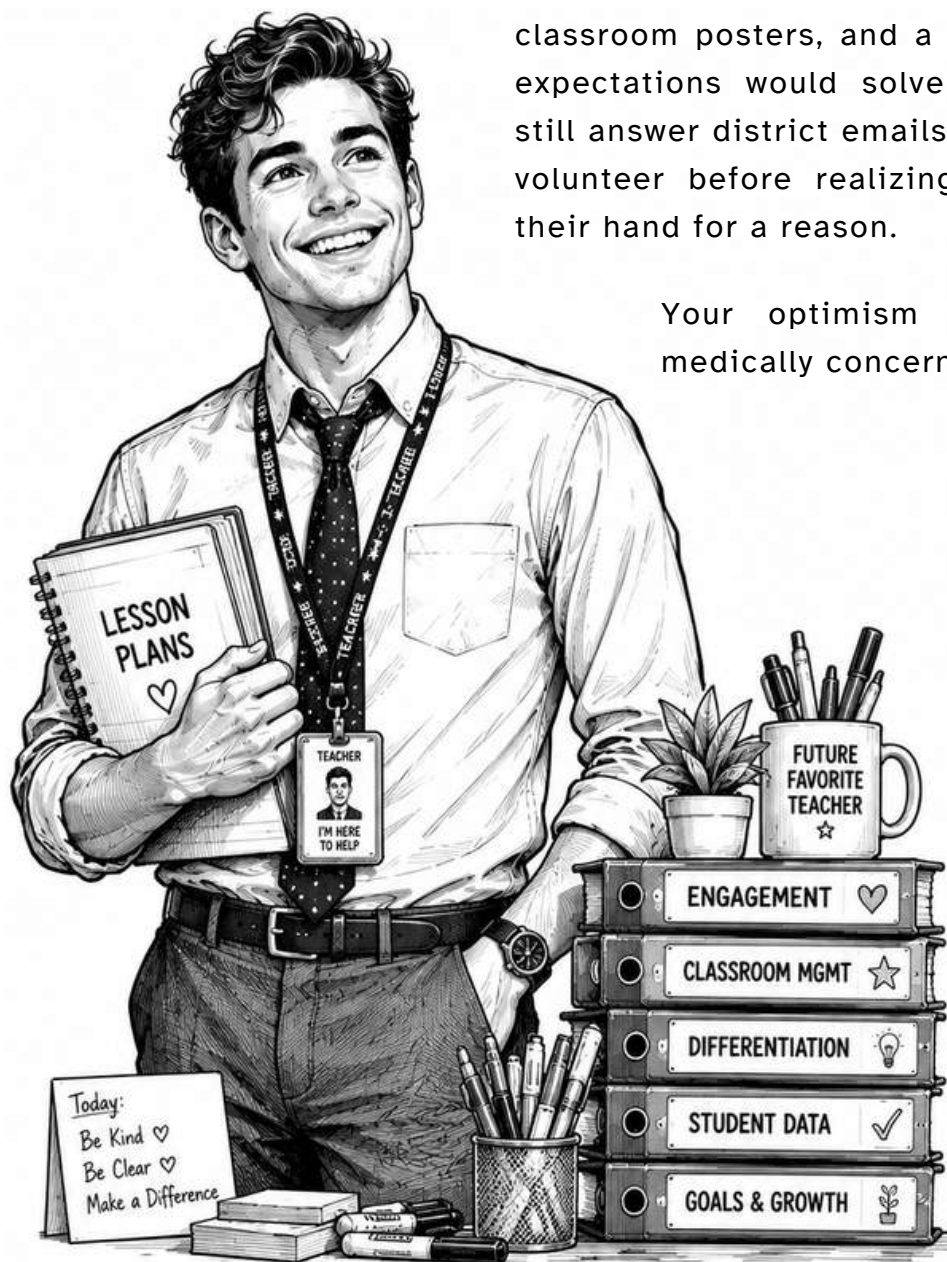
A Persona may suggest which Campus Roles make the most sense, but it does not have to limit you completely. A Jaded Veteran might be a history teacher, counselor, librarian, or coach. A True Believer might be a brand-new teacher or a district consultant who has not yet seen what happens when theory touches reality.

Some Personas grant a special skill in addition to the skill provided by your Campus Role.



THE EAGER NEW HIRE

"I just want to make a difference."



You are new to the profession, new to the campus, or new enough that you still believe the staff handbook describes how the school actually functions. You still reference it once a day. At least.

You came in with color-coded binders, fresh classroom posters, and a deep belief that clear expectations would solve most problems. You still answer district emails immediately. You still volunteer before realizing no one else raised their hand for a reason.

Your optimism is either heroic or medically concerning.

Suggested Role:

New Teacher, Veteran Teacher, CTE Teacher, Department Chair, Counselor, Coach, Special Education Case Manager, Librarian / Office Staff

Skill: Still Has Hope

Once per session, recover D4 Sanity after witnessing something horrifying. You may also grant +1 Sanity to one nearby ally by saying something painfully sincere.

THE EAGER NEW HIRE

Still believes the handbook is real.

THE INSPIRING TRYHARD

*"Relationships before rigor,
but also rigor, because I
made a slideshow."*



You believe in bell-to-bell instruction, student engagement, restorative conversations, growth mindset, and probably at least one educational acronym no one else remembers or has heard of.

You decorate. You theme. You write objectives in student-friendly language. Your handwriting is perfect and your use of grammar is flawless

Your curriculum is organized and updated yearly. You have strong opinions about seating charts and homework. You may be annoying, but you are also disturbingly effective.

The darkness hates you because you burned out a long time ago, but learned to fight fire with fire.

Suggested Campus Role:

Veteran Teacher, CTE Teacher, Department Chair, Counselor, Special Education Case Manager, Librarian / Office Staff, Substitute Teacher

Skill: Mandatory Enthusiasm

Once per session, give a short motivational speech. Every ally who can hear you gains a +1 modifier on their next test. If the speech includes a school-safe metaphor, one ally also recovers 1 Sanity.

THE INSPIRATIONAL TRYHARD

Sets the bar high and lifts
everyone to meet it.

THE CLASSROOM HERMIT

"My door is closed for a reason."



THE CLASSROOM HERMIT

Protects the room, the routine,
and everyone's sanity.

You have perfected the sacred art of solitude. You say "No" a lot. Your default position is "Absolutely not." When asked if available, you are already out the door and halfway down the hallway. You attend meetings physically but not spiritually.

You know which emails matter, which emails can be ignored, and which emails are bait. Students like you. Admin cannot quite explain why your test scores are decent.

Your classroom is a self-contained ecosystem with its own rules, supplies, emergency snacks, and mysterious cabinet no one else is allowed to open.

You are not antisocial. You are professionally fortified against annoying people and unnecessary demands.

Suggested Campus Role:

New Teacher, Veteran Teacher, Special Education Case Manager, Librarian / Office Staff

Skill: Fortified Classroom

Once per session, when you are inside a classroom, office, library, shop, or similar workspace, you may declare that you prepared for this exact nonsense. Gain a +2 modifier to find, improvise, barricade, repair, or repurpose something in that room.

THE CLIPBOARD CRUSADER

"Actually, the policy says..."



THE CLIPBOARD CRUSADER

Procedures. Policies.
Protects learning time.

You know the rules. You know the forms. You know the safety plan, the emergency binder, the supervision schedule, and the subsection of the subsection that everyone else skipped in the Board policies.

You may be a department chair, office staff member, campus supervisor, or teacher who has simply seen too much chaos and have chosen paperwork as a weapon against it. Students fear you, Admin respect you, and your colleges don't always know how to feel.

People mock procedure until the doors lock, the phones die, and you are the only one who knows where the emergency supplies are supposed to be on campus.

Suggested Campus Role:

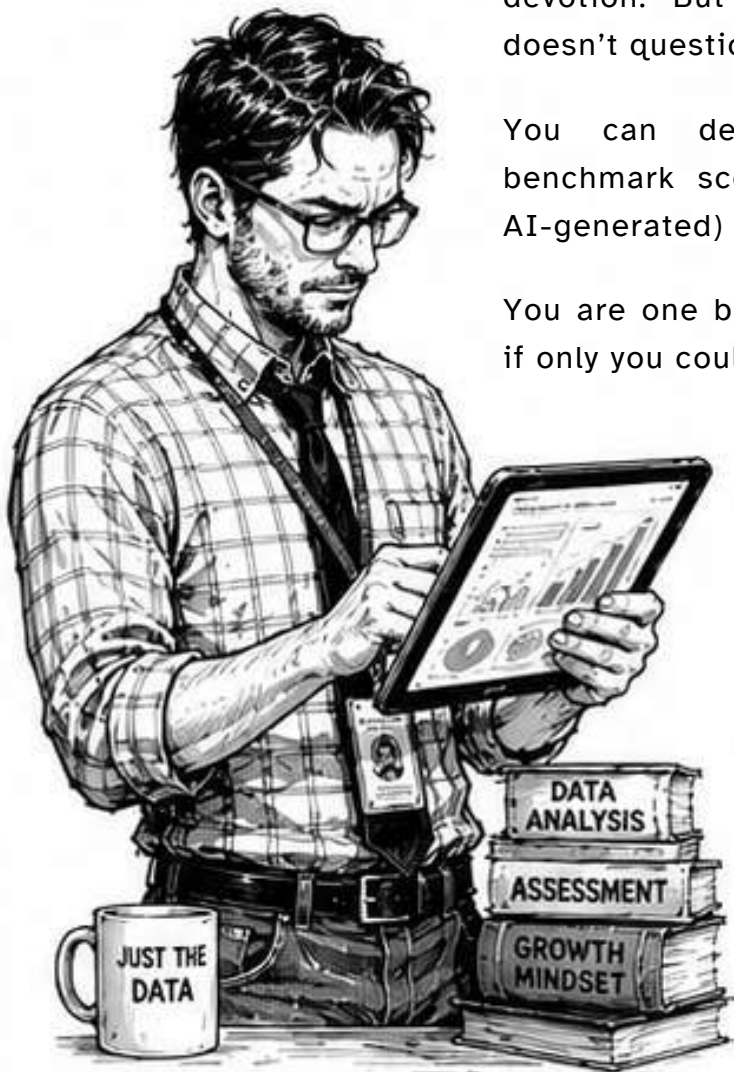
Veteran Teacher, Department Chair, Counselor, Coach, Special Education Case Manager, Librarian / Office Staff

Skill: Policy as a Blunt Instrument

Once per session, cite a rule, form, procedure, or safety protocol with absolute confidence. Gain +2 on a test involving access, authority, logistics, evacuation, de-escalation, or making someone hesitate long enough to act.

THE DATA-DRIVEN ZEALOT

"The spreadsheet reveals patterns the human mind cannot comprehend."



THE DATA-DRIVEN ZEALOT

Measures what matters and improves what doesn't.

You believe numbers tell the truth. Or at least a truth. Or at least something that can be placed into a color-coded chart and presented during a PLC meeting.

You track attendance, assessment trends, intervention lists, behavior logs, and student progress with a focus that borders on occult devotion. But you get best results, so Admin doesn't question your methods or even ask how.

You can detect anomalies in gradebooks, benchmark scores, and suspiciously perfect (or AI-generated) student essays.

You are one bad pivot table away from prophecy, if only you could understand the numbers.

Suggested Campus Role:

Veteran Teacher, Department Chair, Counselor, Special Education Case Manager

Skill: The Numbers Are Screaming

Once per session, study records, rosters, schedules, dashboards, grades, attendance reports, or other institutional data. Ask the GM one question about a hidden pattern, inconsistency, or suspicious connection. The GM must answer truthfully, though not necessarily completely.

THE STUDENT ADVOCATE

"No, we are not ignoring what is happening to them."



THE STUDENT ADVOCATE

Sees the whole student.
Fights for their future.

You remember that schools are supposed to serve human beings, not dashboards. You notice who is hungry, who is scared, who has gone quiet, who is missing, and who is being treated like a number.

You are often frustrated. You are often right. You know the official system and the unofficial system, and you know which one actually gets people help.

You may be a counselor, special education teacher, teacher, coach, librarian, or staff member who has become the person everyone finds when something is wrong.

Suggested Campus Role:

New Teacher, Veteran Teacher, Department Chair, Counselor, Coach, Special Education Case Manager, Librarian / Office Staff

Skill: Read the Room

Test Intelligence to understand the emotional state, fear, motive, or immediate need of another character. This can only be used for protective, investigative, or de-escalating purposes. If used to help someone directly, gain +1 on the related follow-up test.

THE CREATIVE CHAOS ENGINE

"I have a great idea. It is probably not approved."



THE CREATIVE CHAOS ENGINE

Turns ideas, duct tape, and
deadline into magic.

You are the rogue campus employee who can turn trash into instructional materials and a locked storage room into a functioning command center. You were always considered to be 'inspired', but now you are a creative force to be reckoned with.

Your classroom may be inspiring, terrifying, or a clear fire code violation (the Admin have learned not to ask questions or visit your room). You do not follow procedure, but you often produce results. Students love the projects. Admin loves the photos. Facilities does not love you. At all.

When reality gets turned upside-down, you start looking for tape, extension cords, butcher paper, and something heavy. You've just been inspired.

Suggested Campus Role:

New Teacher, Veteran Teacher, CTE Teacher

Skill: Improvised Lesson Plan

Once per session, create a useful tool, distraction, barricade, decoy, map, disguise, ritual diagram, or morale-boosting visual aid from available school supplies. Gain +2 on the test if the supplies include tape, markers, cardboard, or a cart no one claims to own.

THE DEPARTMENT DIPLOMAT

*"Let's not get bogged-down
in the negative and stay on
topic."*



THE DEPARTMENT DIPLOMAT

Builds bridges, smooths egos,
and gets things done.

You are the person who keeps adults from turning every minor inconvenience into a permanent grudge. You mediate between admin, teachers, counselors, coaches, classified staff, and whichever department is currently furious. Everyone knows you and respects you. The students, the staff, even the Admin find that they can trust and confide in you.

You know the campus secret and rumors. You know who hates whom, who owes whom, and who will help if asked correctly. If something needs to get done, you're the one that everyone goes to first to see that it gets handled the right way.

In a crisis, you're the solution-oriented escape plan that everyone else was hoping would end up on their team for the end of the world.

Suggested Campus Role:

Veteran Teacher, CTE Teacher, Department Chair, Counselor, Office Staff

Skill: Professional Language

Once per session, reframe conflict in calm institutional language. Gain +2 on a test to negotiate, redirect blame, calm staff, stall an authority figure, or make a terrible idea sound like a pilot program.

THE SUBSTITUTE

*"I am only here on Tuesdays
and Thursdays."*

You are a substitute, a consultant, curriculum specialist, an outside contractor, district support person, grant-funded coach, mental health provider, ed-tech trainer, or other semi-attached professional whose badge opens some doors but not others.

People have seen you around campus, but no one really knows you. You are part of the system, but not fully. You know enough to be useful and detached enough to be dangerous. You have seen multiple campuses, which means you know this one is not uniquely dysfunctional.



Suggested Campus Role:

CTE Teacher, Counselor, Coach, Special Education Case Manager, Librarian / Office Staff

Skill: Just My Day-Job

You receive +2 on tests involving campus politics, blame avoidance, plausible deniability, or resisting pressure from authority figures. Once per session, you may also know a useful detail from another campus that applies here.

THE SUBSTITUTE

Follows the plans. Avoids the weirdness.

THE JADED VETERAN

"You don't scare me, you little shit."



THE JADED VETERAN

Seen it all. Still shows up.
That's the hero part.

You have been here long enough to remember old slang, old scandals, old administrators, old reforms, and old promises that have been repackaged as new initiatives multiple times.

You have seen every educational trend arrive with a binder and leave without an apology. You are tired, blunt, and nearly impossible to impress. You terrify the students, the parents, and even HR. You may complain constantly, but when the crisis becomes real, everyone looks to you cause you've seen it all before.

You know where the bodies are buried. You buried them.

Figuratively speaking.

Probably.

Stop asking questions.

Suggested Campus Role:

Veteran Teacher, CTE Teacher, Department Chair, Coach, Librarian, Office Staff

Skill: Institutional Scar Tissue

Gain +1 on tests against fear, psychological trauma, manipulation, or bureaucratic intimidation. Once per session, ask the GM whether something like this has happened on campus before. The GM must provide a useful rumor, precedent, or warning.

CAMPUS ROLES



Campus Roles represent what your character officially does at the school. Your Persona explains who you are. Your Campus Role explains what the district thinks it is paying you to do.

D8	Relationship
1	New Teacher
2	Veteran Teacher
3	CTE Teacher
4	Department Chair
5	Counselor
6	Coach
7	SPED Case Manager
8	Librarian / Office Staff / Castodian

NEW TEACHER



You are new, hopeful, overwhelmed, or all three. You are still learning the unwritten rules: which copier works, which administrator answers emails, which bathroom is safest between periods, and which veteran teacher has the good supplies.

You may not know how the campus works, but you are adaptable because nothing has gone according to plan since August.

Skill: Beginner's Adaptability

Once per session, reroll a failed test caused by confusion, lack of experience, or being thrown into a situation without adequate support. You must keep the second result.

VETERAN TEACHER



You have taught long enough to develop instincts that look supernatural to outsiders. You can tell when a class period will go badly before the bell rings. You know the sound of a fake hall pass from thirty feet away.

You have survived enough reforms to know that panic wastes energy.

Skill: Seen It Before

Gain +2 on tests involving classroom management, campus memory, recognizing patterns, detecting nonsense, or remaining calm during institutional absurdity.

DEPARTMENT CHAIR



You are the unofficial middle manager of people who did not want a middle manager. You attend leadership meetings, relay information no one wants, and try to keep your department functional with inadequate time and partial authority.

You have access, context, and enemies.

Skill: Leadership Meeting Clearance

Once per session, declare that you know something because it came up in a meeting, agenda, email thread, or hallway conversation. Ask the GM for one useful piece of information about campus operations, admin plans, staff conflict, or current danger.

COUNSELOR



You manage crises, schedules, student needs, parent concerns, college panic, emotional breakdowns, and impossible caseloads. You know more about the campus than most administrators because people tell you things when they are desperate.

You are trained to listen. You are also trained to document.

Skill: Crisis Protocol

Gain +2 on tests to calm, assess, redirect, comfort, or de-escalate another character. Once per session, you may help an ally recover D4 Sanity if you can speak with them safely for a few minutes.

COACH



You understand motivation, discipline, physical movement, and the strange power of yelling “let’s go” at the correct volume. You are used to managing groups under pressure and making fast decisions when everyone is watching.

You probably have keys to places no one else thinks about.

Skill: Run the Drill

Gain +2 on tests involving movement, coordination, athletics, group action, or physical teamwork. Once per session, you may give the team a simple command that lets every ally gain +1 on their next Agility or Strength test.

SPED CASE MANAGER

You understand systems inside systems: accommodations, services, timelines, meetings, compliance, documentation, parent communication, and legal obligations that everyone else suddenly cares about when something goes wrong.



You are overworked, underestimated, and extremely dangerous to anyone who failed to document properly.

Skill: Compliance Shield

Gain +2 on tests involving documentation, procedure, student support systems, legal requirements, or bureaucratic resistance. Once per session, you may force an authority figure, human or otherwise, to pause and respond to a procedural challenge.

CTE TEACHER



You teach practical skills in a room full of tools, materials, machines, half-finished projects, and objects that can become weapons if the GM is not paying attention.

You know how to fix things, build things, improvise things, and tell when someone has touched your equipment.

Skill: Shop Logic

Gain +2 on tests to repair, construct, dismantle, reinforce, or safely operate equipment. Once per session, you may produce a plausible tool, fastener, cord, scrap material, measuring device, or protective item from your workspace.

LIBRARIAN / OFFICE STAFF / CUSTODIAN /



You control information, databases, textbooks, quiet spaces, forgotten archives, and probably the only printer that still works. Students think you help them find books. Staff know you help them find everything.

You know who is absent, who is angry, who has keys, who called, who lied, which forms matter, and which administrator is hiding in a meeting.

Skill: Administrative Omniscience

Once per session, gain +2 on tests involving campus records, schedules, communications, visitors, keys, attendance, logistics, archived information, media systems, digital access, or locating people.

PERSONA

ATTIRE

What type of clothing do you usually wear to work?
Write your own description or use the tables below for inspiration.

D8	Professional Attire
1	Staff Meeting Formal: Button-down shirt, blouse, slacks, dress shoes, cardigan, blazer, or other clothing that suggests you might be presenting to the board later.
2	Teacher Casual: Jeans, comfortable shoes, school shirt, lanyard, practical layers, and the faint aura of someone who had bus duty in the wind.
3	Spirit Wear Loyalist: School hoodie, staff shirt, team jacket, mascot colors, rally day accessories, and possibly a drawer full of outdated campus shirts.
4	Coach Mode: Polo, shorts, athletic shoes, whistle, sunglasses, hat, and the posture of someone who can turn any hallway into a conditioning drill.
5	Creative Department Chaos: Paint stains, marker smudges, tool belt, theater blacks, handmade jewelry, weird socks, or something that may technically violate the staff handbook.
6	Burned-Out Minimalist: Same reliable outfit rotation every week. No one knows if this is efficiency, exhaustion, or a philosophical statement.
7	Student Confusion Fit: You are frequently mistaken for a senior, a college student, a student teacher, or someone who should be wearing a visitor badge.
8	Subculture of Your Choice: Goth teacher, punk teacher, cowboy teacher, metalhead teacher, vintage academic, Disney adult, retro gamer, Star Wars scholar, or another clear personal aesthetic.

PERSONA

ATTIRE

What type of clothing do you usually wear to work?
Write your own description or use the tables
below for inspiration.



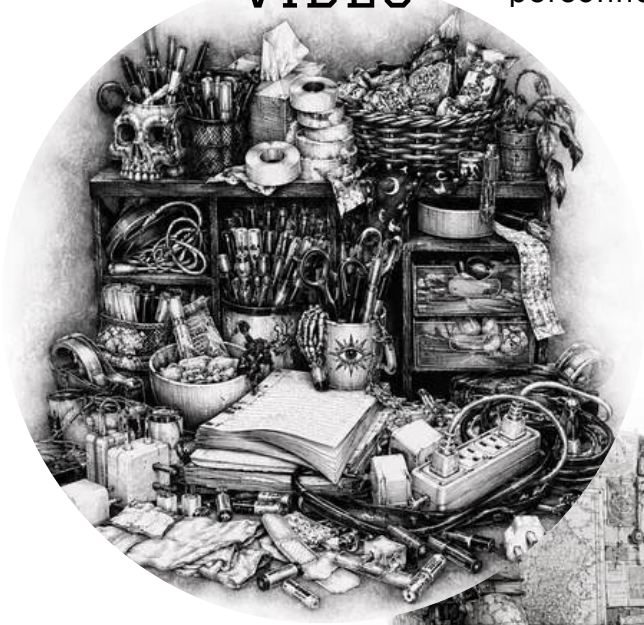
CLASSROOM VIBES

Your classroom, office, workspace, or assigned area says more about your character than their personnel file ever could.

D8	Classroom Style
1	Organized Command Center: Labeled bins, clean board, emergency sub plans, posted objectives, seating chart, working timer, and supplies exactly where they belong.
2	Academic Cave: Books, papers, maps, posters, outdated curriculum binders, strange artifacts, and one chair no one else is allowed to use.
3	Controlled Chaos: Students think it is messy. You know where everything is. Usually.
4	Inspirational Overload: Posters, quotes, affirmations, college pennants, student work, growth mindset signage, and at least one laminated phrase that has lost all meaning.
5	Coach Classroom: Practice schedules, trophies, team photos, motivational slogans, athletic gear, and a whiteboard that has both assignments and game strategy on it.
6	Counseling Refuge: Soft lighting, tissues, calming objects, college posters, confidential files, snacks, and a chair positioned for difficult conversations.
7	Tech-Dependent Ecosystem: Multiple monitors, chargers, adapters, projector remotes, Chromebook carts, and one device that only works when threatened.
8	The Room Everyone Borrows From: Tape, scissors, chargers, paper, bandages, snacks, tools, extension cords, markers, batteries, and no memory of ever being reimbursed.

CLASSROOM VIBES

Your classroom, office, workspace, or assigned area says more about your character than their personnel file ever could.



BACKGROUND

Most school employees have a past, a secret, a reputation, or a professional wound that explains why they are like this.

D8	Background
1	Perfectly Average Educator: Nothing about you stands out. You blend into meetings, hallways, trainings, and group emails. Gain +2 when trying to go unnoticed in a school setting.
2	Former Athlete: You still move like someone who once cared about competition. Gain +1 Strength or +1 Agility.
3	Career Changer: You had a whole professional life before teaching. Once per session, declare a practical skill from that old career and gain +2 on a related test.
4	Former Troublemaker: You recognize student nonsense because you used to be excellent at it. Gain +2 on tests to detect lying, hiding, cheating, sneaking, or forged passes.
5	Local Legend: You went to school in this area, taught someone's older sibling, coached someone's cousin, or know every family name. Gain +2 on tests involving local memory, community connections, or campus rumors.
6	Secret Softie: You pretend to be cold, cynical, or severe, but you care deeply. Gain +2 when protecting someone vulnerable.
7	Burned by Admin: You trusted leadership once. Never again. Gain +2 on tests to detect hidden motives, vague directives, or institutional betrayal.
8	Too Many Side Duties: Clubs, committees, coaching, supervision, event planning, testing, detention, dances, senior activities. Gain +2 on tests involving logistics, multitasking, or knowing who is supposed to be where.

TEACHER QUIRKS

Teacher Quirks are behavioral habits, professional tics, obsessions, or minor absurdities. They should make the character more playable, not derail the game.

D10	Teacher Quirks
1	You have a signature phrase students imitate behind your back.
2	You never sit with your back to the door and distrust any acronym created after 2015.
3	You say “quick question” before asking something devastating.
4	You keep snacks in your room and deny it badly.
5	You carry a water bottle large enough to be used as a blunt weapon.
6	You say you are “not getting involved,” then immediately get involved.
7	You have a preferred dry-erase marker brand and strong feelings about inferior markers.
8	You have a personal feud with one specific printer, projector, hallway, or office procedure.
9	You can identify which administrator wrote an email based on the subject line alone.
10	Something of your own creation, per GM approval.

GAME PLAY

The game mechanics of Cultists & Classrooms are based on the best practices put forth in the seminal paper Mörk Borg by Nilsson et al. (2019)*.

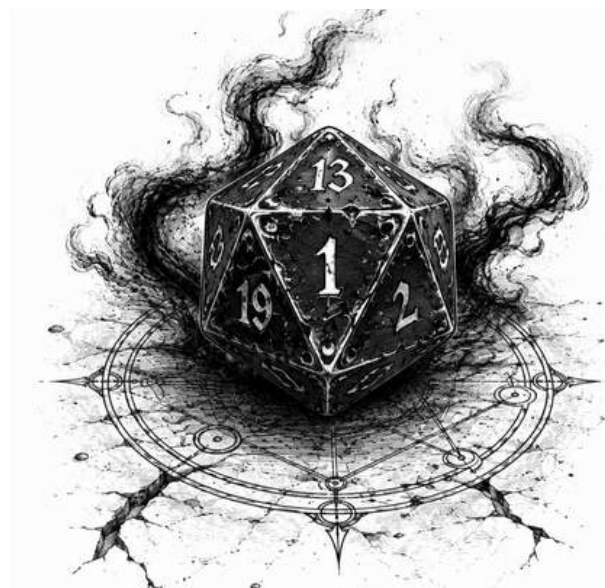
The Game Manager is invited to break the rules whenever they see fit, for example to avoid inconsistencies and contradictions, or to achieve a better playing experience.

TESTS & ATTRIBUTES

Every Player Character has four attributes, *Agility*, *Intelligence*, *Strength* and *Resilience* (see section Attributes, above). Each is represented by a value between -3 and +3. When a Player Character attempts to complete a task where success is not obvious, follow the following process:

DIFFICULTY RATING

1. The Game Manager decides on the Difficulty Rating (DR) of the task at hand.
2. Decide which attribute is relevant.
3. Roll a D20 and modify the result by the value of the attribute.
4. Compare this sum with the Difficulty Rating, if the sum is greater than or equal to the DR, the task succeeds.



DR	Difficulty
6	Easy
8	Normal
12	Difficulut
16	Really Hard
20	Absurdly Difficult

LEVEL-UP STATS

GAINING EXPERIENCE

Given enough time and the right mindset, anyone can improve their skills and attributes. All it takes is experience. The experience you accumulate is represented by Contract Credits (CC) which are awarded for solving work-related tasks or overcoming story-driven challenges. Unused Contract Credits (CC) are saved.

Grinding away at problems results in D4 Contract Credits (CC) for each completed task.

When winning a fight (by incapacitating your opponents or causing them to flee) you gain Contract Credits (CC) equal to the Hit Points of the NPCs that were defeated.

IMPROVING STATS

Between gaming sessions, you may use the acquired Contract Credits (CC) to improve your attributes and skills. It is also possible to spend Contract Credits (CC) to recover Hit Points and Sanity up to the original value (cost 1 Contract Credit per recovered HP or Sanity).

Increasing an attribute one step costs 10 Contract Credits (CC), except if the resulting modifier is +2 or +3, in which case the cost is 20 and 30 Contract Credits (CC) respectively. Experience can never result in an attribute that is higher than +3. Improving skills work in a similar fashion.

Value	Cost Per Step
+1	10 CC
+2	20 CC
+3	30 CC



OFFENSIVE, DEFENSIVE, & UTILITY EQUIPMENT

No one came to school expecting to fight demons, cultists, cursed administrators, or whatever crawled out of the staff development slideshow.

You are not armed. You are at work.

Fortunately, schools are full of objects that can become useful with some applied critical thinking.

Offensive Equipment	DMG
Unarmed	D2
Clipboard	D2
Heavy Textbook	D4
Scissors	D4
Lab Stool	D6
Fire Extinguisher	D6
Paper Cutter Blade	D6
Baseball Bat	D8
Golf Club	D8
CTE Shop Tool	D8

Defensive Equipment	DMG
Backpack	-1
Lob Goggles	-1
Binder	-1
Swim Parka	-2
Catcher's Gear	-3

Utility Equipment	Description
Master Keys	Open most standard classroom, office, and storage doors. May not work on District-restricted areas.
Walkie-Talkie	Allows short-range communication with another staff member. Works even when cell service is unreliable.
Duct Tape	Repairs, restrains, seals, reinforces, or improvises nearly anything. Classic utility item.
Laser Pointer	Point, distract, mark targets, annoy monsters, or guide allies from a distance.
Traffic Cone	Does nothing, except for somehow cause hesitation in enemies when encountered.
Nitrile Gloves	Handle suspicious substances, evidence, cursed objects, or gross biological material.
Flashlight	Basic exploration gear; essential for power outages, basements, closets, and maintenance tunnels.
Batteries	Power flashlights, remotes, radios, calculators, or improvised devices.
Doorstop	Hold a door open or closed. Extremely useful in school-based horror.

OFFENSIVE EQUIPMENT

These are just examples of the types of improvised weapons that may be utilized. There is no limit to your creativity and imagination, only what your GM will allow.



CLIPBOARD

D2



SCISSORS

D4



HEAVY TEXTBOOK

D4



FIRE EXTINGUISHER

D6



LAB STOOL

D6



PAPER CUTTER BLADE

D6



BASEBALL BAT

D8



CTE SHOP TOOL

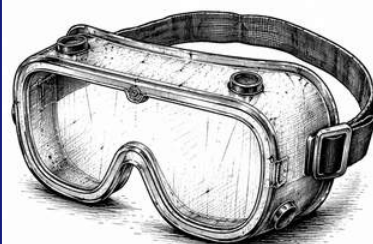
D8

DEFESSIVE EQUIPMENT

These are just examples of the types of improvised equipment that may be utilized. There is no limit to your creativity and imagination, only what your GM will allow.



BACKPACK
-1



LAB GOGGLES
-1



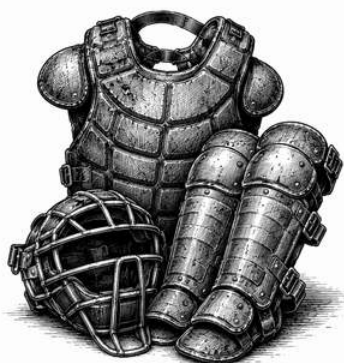
CAFETERIA TRAY



BACKPACK
-1



SWIM PARKA
-2



CATCHER'S GEAR
-3



FOOTBALL PADS



EAGLE MASCOT SUIT

UTILITY EQUIPMENT

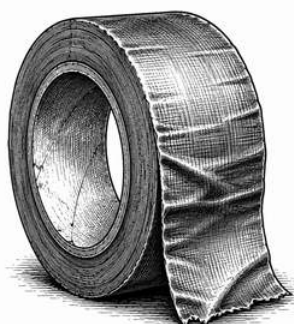
These are just examples of the types of improvised equipment that may be utilized. There is no limit to your creativity and imagination, only what your GM will allow.



MASTER KEYS



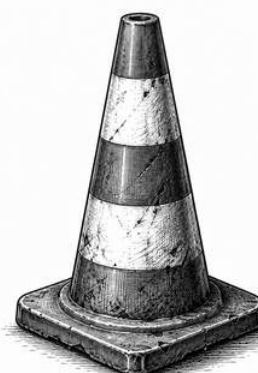
WALKIE-TALKIE



DUCT TAPE



LASER POINTER



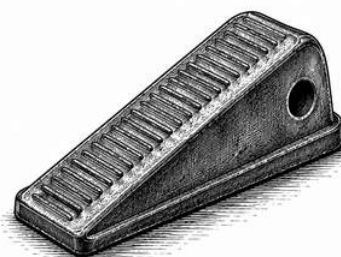
TRAFFIC CONE



NITRILE GLOVES



FLASHLIGHT



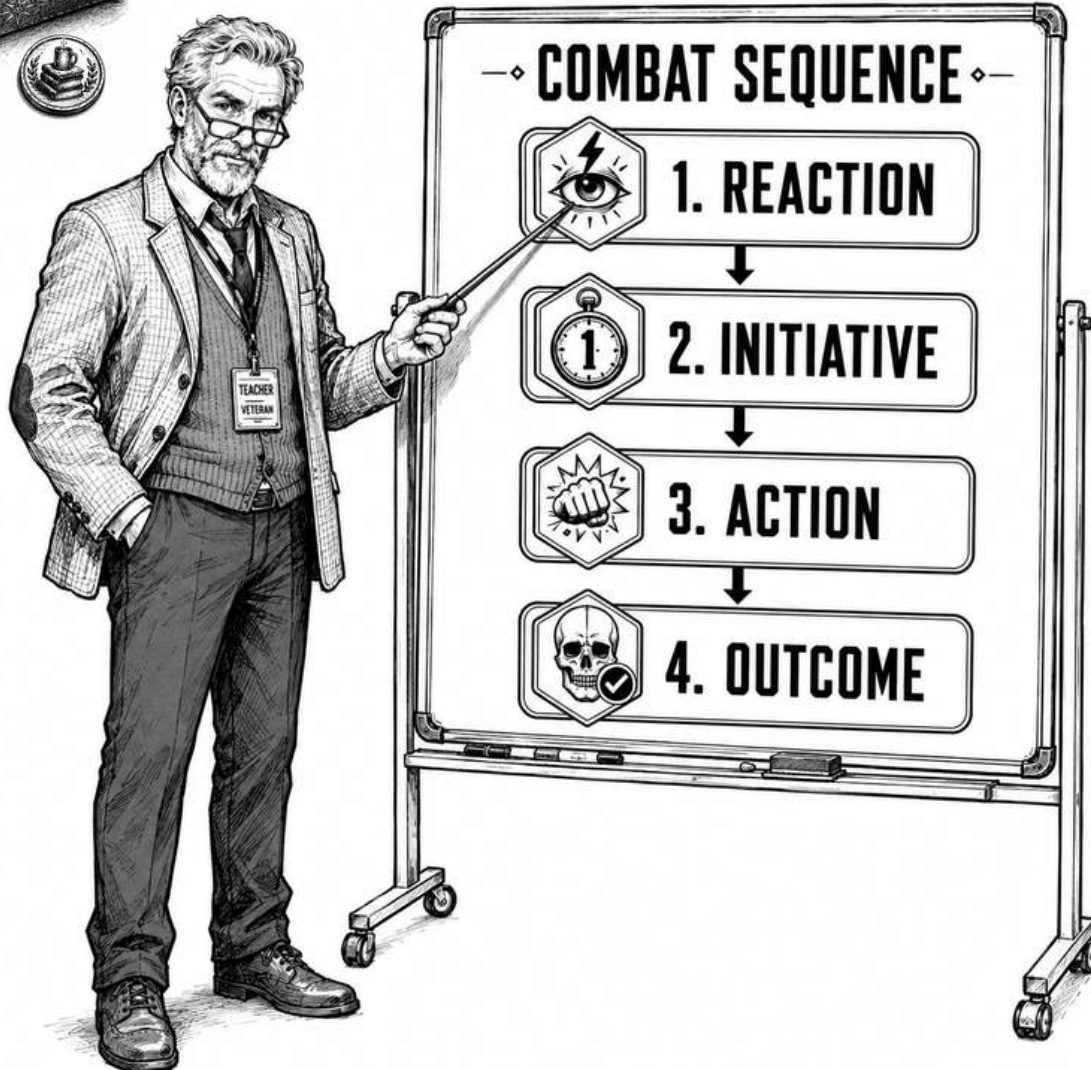
DOORSTOP

COMBAT, HEALING, & SANITY



The Player Characters are at school to educate young minds, document interventions, attend mandatory meetings, and pretend the copier is not a spiritual trial. Combat is not included in the employee handbook, the union contract, or the emergency sub plans. Still, under extreme circumstances, a teacher may be required to defend themselves against mindless hallway drones, corrupted administrators, cursed mascots, or horrors that definitely were not covered during professional development.

This section describes the rules for encounters, conflict, and fighting.



REACTION



Before combat begins, the GM determines how each side reacts to the situation. A Reaction check may be used when there is uncertainty about awareness, surprise, hesitation, fear, confusion, or readiness.

A successful Reaction means the character understands the danger quickly and may respond normally. A failed Reaction may mean the character is startled, caught off guard, delayed, or placed in a worse position when Initiative begins.

Reaction is most useful when:

- A threat appears suddenly
- One side is ambushed
- Characters enter a dangerous area
- An enemy reveals itself unexpectedly
- The situation is chaotic, loud, dark, crowded, or confusing

INITIATIVE



Once the encounter begins, determine Initiative. Initiative establishes the order in which characters, enemies, and important NPCs act.

The GM may resolve Initiative individually, by group, or by whatever method best fits the speed of the scene. For most encounters, a simple roll or group-based order is enough.

Characters who succeeded on Reaction should usually act normally. Characters who failed Reaction may act later, lose their first opportunity, or begin the encounter at a disadvantage, depending on the situation.

ACTION

On their turn, each character may take an Action. An Action represents the meaningful thing a character does during that moment of conflict.

Common Actions include:

- Attack an enemy
- Defend themselves or another character
- Move to a new position
- Use gear
- Help an ally
- Create a distraction
- Barricade a door
- Investigate something important
- Attempt to escape
- Cast a spell or use a special ability
- Improvise a solution



The GM determines whether an Action requires a test. Simple Actions may succeed automatically. Risky, contested, or uncertain Actions require a roll.

OUTCOME

After an Action is resolved, determine the Outcome. The Outcome describes what changed because of the Action.

An Outcome may include:

- Damage dealt
- A condition applied
- Gear used, broken, lost, or improved
- An enemy weakened, driven back, or defeated
- A complication introduced



The Outcome also covers serious consequences such as Incapacitated, Dead, and Morale.

INJURY & DEATH



A character may become Incapacitated when they can no longer act effectively due to injury, exhaustion, fear, supernatural influence, or overwhelming stress.

A character may become Dead when the fiction, damage, and rules clearly establish that survival is no longer possible.

D6	Injury Levels
1	Unconscious for D4 rounds
2-3	Broken or severed arm/leg
4	Lost an eye
5	Bleeding out (Heal or death in D20 minutes)
6	Dead

TRAUMA & INSANITY



Not every fight causes lasting trauma. Teachers may be exhausted, frightened, or injured without immediately losing their grip on reality. A Trauma Test is only required when an encounter becomes especially horrifying, personal, or psychologically overwhelming.

The GM may call for a Resilience Test against DR 12 when a character experiences a serious traumatic event.

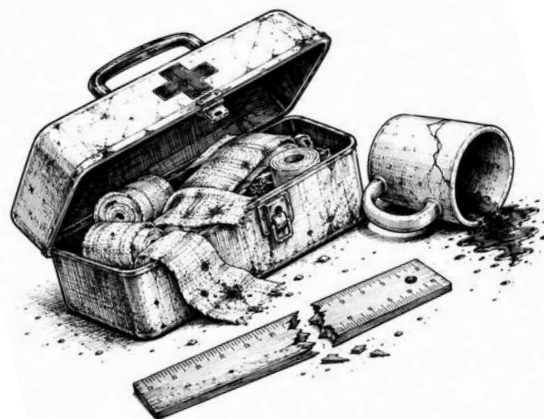
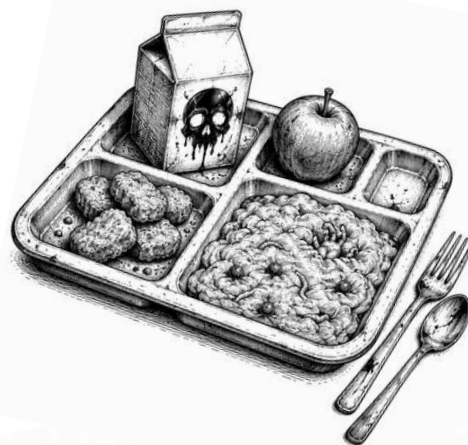
D8	Trauma & Insanity Levels
1	Shaken: Disadvantage on their next Test.
2-3	Frozen: Lose their next Action.
4-5	Panic: Must move away from the source of fear.
6	Breakdown: Incapacitated for D4 rounds unless helped by another character.

RECOVERING

A one hour rest will help the Player Characters recover D4 HP and a whole night's sleep will heal D6 HP, but who has time for such luxuries?

Certain snacks and drinks that the Players may find will have a restorative effect,

Item	Recovery (HP)	Item	Recovery (Sanity)
Popcorn	D4	Fresh Coffee	D4
Water	D4	Trail Mix	D4
Trail Mix	D4	Donuts	D4
Sports Drink	D6	Emergency Chocolate	D6
Beef Jerky	D6	Herbal Tea	D6
Energy Drink	D6	Homemade Baked Goods	D6



GAME MASTER'S GUIDE

The following pages, and the text contained herein, are confidential and may only be read by individuals with relevant clearance e.g. a Game Master. Dissemination of this information, without prior permission from the appropriate authority, is strictly forbidden. Infractions against the aforementioned regulations will result in penalties of unimaginable severity. If you obtained this text in error, delete it immediately and try to erase it from your memory, then pray to a deity of your choice that this transgression will go unnoticed. Have a great day!

- District HR

GM GUIDE



SESSION ZERO: BEFORE THE FIRST BELL

Before a new campaign or one-shot begins, the GM should lead a short Session Zero.

The goal is simple: establish the table's shared expectations for tone, length, danger, horror, comedy, story theme, character creation, and table boundaries. For a one-shot, this conversation may take five to ten minutes. For a longer campaign, it may take most of a first session.

A clear Session Zero prevents mismatched expectations, confused players, unwanted content, and the kind of uncomfortable silence normally reserved for mandatory professional development icebreakers.

THE AGENDA

Before play begins, answer the following questions to setup the best game for your players.

Topic	Decide
Game Type	Is this a one-shot, short arc, full campaign, scenario module, or open campus mystery?
Expected Length	How long is each session? How many sessions are expected? Will characters carry over?
Tone and Vibe	Should the game lean more toward horror, comedy, mystery, action, survival, or staffroom absurdity?
Story Theme	What is the general premise? Saving students, surviving the day, stopping a ritual, escaping campus, exposing corruption, or something else?

Topic	Decide
Threats on Campus	What kinds of horrors fit this game? Zombies, demons, cultists, haunted rooms, corrupted staff, cursed technology, district rituals, or unknown threats?
Danger and Lethality	Can characters die? How brutal should combat feel? Should failure be dangerous, comedic, messy, or catastrophic?
Character Creation	Are players choosing freely, rolling randomly, using pre-generated characters, or mixing methods?
Magic and Weirdness	Is Practical Magic unavailable, rare, item-based, GM-controlled, or something players may discover through play?
Player Priorities	What do players most want to do? Fight, investigate, survive, roleplay staff drama, protect students, improvise tools, explore campus, or mock bureaucracy?
Table Boundaries	What content should not appear? What topics should fade to black? What should be handled carefully?
Campus Identity	What makes this school distinct? Mascot, rival school, haunted building, cursed tradition, old scandal, hated administrator, legendary staff member, or strange local rumor?
Opening Incident	What is the first sign that the day has gone wrong?

BEFORE THE FIRST BELL: SESSION ZERO CHECKLIST

GAME TYPE	ONE-SHOT / SHORT ARC / CAMPAIGN / SCENARIO / CAMPUS SANDBOX
LENGTH	___ HOURS PER SESSION / ___ TOTAL SESSIONS
TONE/VIBE	COMEDY ___ / HORROR ___ / MYSTERY ___ / THRILLER ___ / ACTION ___ / BUREAUCRATIC ABSURDITY ___
THREATS WE WANT	ZOMBIES / DEMONS / CULTISTS / HAUNTED CAMPUS / POSSESSED STAFF / CURSED TECH / OTHER: _____
PLAYER PRIOTITIES	FIGHT / INVESTIGATE / SURVIVE / ROLEPLAY / PROTECT STUDENTS / IMPROVISE / EXPLORE
LETHALITY	LOW / MODERATE / HIGH / "THE DISTRICT HAS NO LIABILITY"
CHARACTER CREATION	RANDOM / CHOSEN / MIXED / PRE-GENERATED
MAGIC	NONE AT FIRST / RARE / ITEM-BASED / GM-CONTROLLED / WEIRD BUT USABLE

THE FIRST BELL AGREEMENT

At the end of Session Zero, the GM and Players should be able to complete the following statement:

- This game is about _____.
- It should feel like _____.
- The main threat is probably _____.
- The players are hoping to _____.
- The game should avoid _____.

Once those answers are clear, character creation may begin.

Or, if the characters are already made, the bell rings.

GM NOTES

Use Session Zero as a guide. The story can change, the players can surprise you, and the school can become much worse than planned.

Cultists & Classrooms works best when the horror is clear, concrete, and playable. A zombie is a zombie. A demon is a demon. A cultist performing a ritual is a cultist performing a ritual.

The players should understand what they see, what is at stake, and what they might do next.

Mystery is good.

Confusion is not.

The school was already strange before the monsters arrived. Session Zero decides what kind of strange everyone signed up for.

BEYOND THE META

The common-sense view of a school day is that it is a predictable routine of bells, attendance, lesson plans, hallway noise, emails, meetings, and increasingly desperate attempts to make the copier work.

This view is comforting. It is also incomplete.

A school is not only a building. It is a machine made of schedules, policies, habits, rituals, names, rooms, records, duties, expectations, and repetition. Every day, hundreds or thousands of people move through the same halls at the same times, obeying bells, passes, rosters, seating charts, lunch periods, supervision zones, locked gates, and invisible rules no one remembers creating.

That much repetition leaves grooves in the Meta of reality.

Most of the time, those grooves are harmless. The bell rings. Students move. Teachers teach. Attendance is taken. The day ends. Rinse and repeat.

But under enough stress, the grooves deepen. Under the right conditions, something can move through them.

The Meta is the thin layer of ordinary reality that convinces everyone the campus (and life as they know it) is normal. It keeps the hallways the correct length. The mascot mural painted onto the wall. It keeps the undead out of the attendance system. It reassures us that District emails will merely be annoying instead of disturbing.

When the Meta weakens, the school begins to reveal what has been underneath the whole time.

Clocks stop working. Rooms don't feel like they should belong on campus. Staff members repeat phrases from meetings they never attended, but somehow remember. The PA system whispers announcements that haven't happened yet. Old yearbooks include people no one remembers. A hallway that should lead to the science wing descends instead into a basement the campus doesn't have.

The most explain these incidents as stress, exhaustion, faulty wiring, outdated facilities, student pranks, or a district technology issue.

Usually, they are correct. Sometimes, they are not.

At certain locations on campus, the membrane between the ordinary school and whatever lies beyond or beneath it becomes dangerously thin. These weak points may form around old buildings, forgotten rooms, locked storage areas, maintenance tunnels, trophy cases, auditoriums, staff workrooms, athletic facilities, or any place where the same human routines have been performed for years without question.

It is in these location where the Meta thins, horrors may enter.

Many would call them demons, ghosts, ghouls, nightmares, or zombies. These words are not precise, but precision is rarely useful when something with too many teeth or eyes is crawling out of the professional development slidedeck.

What matters is simpler:

Something has breached the campus. It's not a transfer student or an angry parent. No, it is something much worst and far less understood.

It is hungry, hostile, and poorly aligned to the schoolwide learning outcomes.

It is the Game Master's task to guide the players through this new reality. The truth should emerge slowly through clues, contradictions, and consequences. Do not explain too much too early. Let the players notice the wrong clock, the missing student aide, the locked conference room, the strange email, the bloody handprint by the copier, and the staff member who insists everything is fine while chewing through a seating chart.

The mystery is part of the horror. The horror is park of the joke.

And the joke is that the school was already strange before the demons arrived.

THE META



In *Cultists & Classrooms*, magic is not a core player ability. Teachers and other staff are not wizards and witches (despite what the students might think). The game is about survival, investigation, improvisation, and desperate adults fighting demons, zombies, cultists, corrupted staff, and institutional horror with whatever school supplies happen to be nearby.

Player characters do not normally cast spells. Normally. But we left 'normal' behind awhile ago.

Discovering that certain school items can be manipulated in ways that appear magical is not random, it is through intention and willpower. Or a high school level understanding of physics, chemistry, and absurd levels of desperation.

This is where Magic begins.

THE MAGIC



Magic. Even the word sounds wrong in an academic setting. But how often do we hear it uttered when teachers describe how a lesson went really well. Or when a student that struggled, suddenly understands the concepts.

Magic. We use this term lightly, but how is it that the printer in the staff room never seems to run out of ink despite always reporting that it is 'Low'?

Magic. Writing utensils, clipboards, and many other everyday items that have been imbued with meaning, significance, or otherwise all have the potential to become 'magical'.

THE PRACTICAL MAGIC-USER



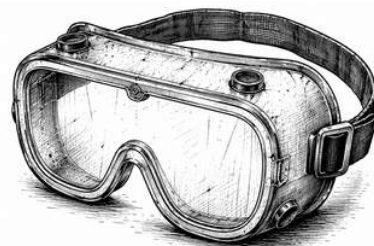
Some player characters may learn to use Magic without fully understanding it. Kind of like high school slang. We hear the kids say the words and we do our best to imitate and understand the application.

This is what we'd call 'learn by doing'. Dangerous and possibly reckless, but fun and possibly very useful.

A Practical Magic-User does not become a sorcerer or wand-waving wizard, but rather a person that seems have 'enhanced' advantages in challenging situations. Others might say 'lucky'.

Magic in Cultists & Classrooms usually works through personally significant items that have randomly become 'otherworldly' due to their connection to the Meta:

- A favorite grading pen
- A custodian's keyring
- Well-loved clipboard
- Coach's prized whistle
- Lab goggles of the science teacher that nearly blew themselves up during a demonstration...



A character may attempt Practical Magic only if the GM agrees that the character has access to a relevant/significant object.

The simple click of a red grading pen now unleashes a powerful spell causing psychic damage. The impossible keyring of the custodian opens any and every door on the first try.

So as the kids say: F.A.F.O. - Good luck!

THE PRACTICAL MAGIC-USER CONTINUED



All magic is tied to items. All items are different. During Character Creation, the Players are asked to name two items that are significant to them. These are what the GM may use to grant the Players access to Meta Magic (there, I said it).

As stated before, magic is rare, unreliable, and limited. Whenever a Player wishes to utilize their magic item, they will need to make a Meta test DR12 based on their Intelligence attribute stat modifier.

On a success, the Player is able to tap into the power of the Meta and access their magic. When granted access, they will select one spell for each of magic item granted by the GM.

On a failure, the magic doesn't happen and won't be accessible for 'some time' (GM discretion)



D8	Forbidden Interventions: Spell List
1	Post the Objective: Write up to 128 glowing characters in the air, on a board, or across a nearby surface. The message remains for D6 minutes. Anything that reads it understands the intended meaning, even if it does not know the language.
2	Grade on a Curve: Identify a broken rule, hidden contradiction, corrupted document, false record, weak point, or supernatural inconsistency nearby. The GM must reveal one useful flaw in the situation.
3	Arcane Acronym: Speak an educational acronym so overbuilt, circular, and spiritually exhausting that one target becomes nauseated, stunned, or loses its next action for D6 rounds.
4	Locate Assignment: Find one specified object, document, key, person's record, or misplaced item if it exists in the current room or immediate area. The answer appears through a noise, flicker, note, smell, or impossible hunch.
5	Reteach: One ally may immediately reroll a failed test. They must keep the second result.
6	Differentiated Weapon: Modify one improvised weapon so it becomes temporarily more effective. It gains +1 damage for one fight. The object also gains an unsettlingly official appearance.
7	Universal Pass: Move one character to another visible location, as if reality briefly accepts that they are allowed to be there. The DR depends on distance, stress, locked doors, and how much the hallway resents the request.
8	Emergency Intervention: Restore D4 HP or D4 Sanity to one character. The target briefly hears calm adult voices, smells dry-erase markers, and remembers that someone once had the situation under control.
9	Mandated Reporter: Reduce damage from Magick, psionic effects, possession, or supernatural force by D4. The shield appears as a translucent wall of forms, signatures, policies, accommodations, and procedural language.
10	Take Attendance: Name every person who is truly present in the room. The GM must reveal one hidden, invisible, disguised, duplicated, possessed, or spiritually absent presence nearby. If the roll fails, something not previously present is marked present.

FORBIDDEN INTERVENTIONS

Spell List

1 POST THE OBJECTIVE



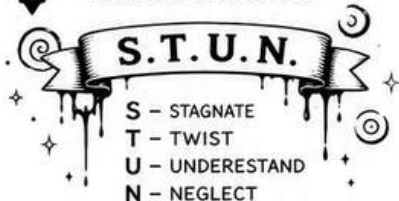
glowing classroom words that everyone can understand.

2 GRADE ON A CURVE



reveal a useful flaw, contradiction, or inconsistency.

3 ARCAN E ACRONYM



a cursed school acronym that disorients a target.

4 LOCATE ASSIGNMENT



magically find a needed object, record, key, or item.

5 RETEACH



give an ally a second chance.

6 DIFFERENTIATED WEAPON



upgrade an improvised weapon into a more effective school-tool weapon.

7 UNIVERSAL PASS



briefly move someone to another visible location.

8 EMERGENCY INTERVENTION



restore health or sanity with the aura of a calm competent adult.

9 MANDATED REPORTER



a bureaucratic protective shield made of forms and signatures.

10 TAKE ATTENDANCE



reveal hidden, disguised, missing, or invisible presences.

D8	Forbidden Interventions: Spell List Continued
1	Call Home: Speak the name of a target and invoke someone or something connected to them: parent, guardian, emergency contact, ancestor, former teacher, or forgotten responsibility. The target is restrained for D4 rounds.
2	Work Order: Mark one broken object, door, light, device, wall, lock, or supernatural barrier as “pending repair.” For D6 minutes, it partially functions as intended or stops worsening. On a strong success, it works perfectly once.
3	Lockdown Drill: Seal one room, hallway, gate, or threshold for D4 rounds. Creatures outside must test to enter. Creatures inside must test to leave. The PA system may announce the drill whether you want it to or not.
4	Differentiate Instruction: Choose one ally. For their next test, they may use a different Attribute than normally required if they can justify the alternate approach. Example: using Intelligence instead of Strength to defeat a door through leverage, hinges, or policy.
5	Extended Deadline: Delay one immediate consequence for D4 rounds: a door closing, a ritual completing, a creature attacking, a wound worsening, an alarm sounding, or a spell resolving. When the extension ends, the consequence returns with interest unless solved.
6	P.L.C: The caster initiates a Professional Learning Circle with up to three willing participants. For D4 hours, all members gain +2 on tests while acting together toward the same declared goal.
7	Check for Understanding: Ask one direct question aloud. One nearby target must answer with a truthful gesture, involuntary reaction, symbolic image, or single phrase. The answer may be cryptic, but it cannot be pure deception.
8	Refer to Administration: Force one target to confront an authority higher than itself. For D4 rounds, it is restrained, distracted, judged, or pulled toward an unseen office, conference room, or disciplinary space. On failure, the wrong authority responds.
9	Mark as Incomplete: One target suffers -2 on its next test as unfinished obligations drag at its body and mind.
10	Final Exam: The caster points at a visible location and announces that it is time to demonstrate mastery. A violent sphere of red ink, hot paper, shattered pencils, and screaming rubric language erupts from that point. All creatures within close range must test Agility. On a failure, they take D10 damage. On a success, they take D6 damage. The area is left scorched with answer bubbles, grade marks, and half-legible feedback.

FORBIDDEN INTERVENTIONS

Spell List Continued

1

CALL HOME



invoke a connected authority and restrain a target.

2

WORK ORDER



mend a broken object, barrier, lock, or strange breach.

3

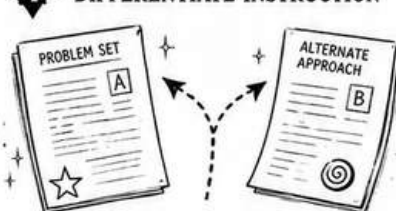
LOCKDOWN DRILL



seal one room and keep creatures out or trap them inside.

4

DIFFERENTIATE INSTRUCTION



let an ally use a different approach on their next test.

5

EXTENDED DEADLINE



delay an immediate consequence for a short time.

6

P.L.C.s



form a temporary teamwork circle that boosts allies on a shared goal.

7

CHECK FOR UNDERSTANDING



ask a direct question and gain a truthful clue.

8

REFER TO ADMINISTRATION



force a target to confront a higher authority.

9

MARK AS INCOMPLETE



unfinished obligations weaken the target.

10

FINAL EXAM



unleash a brutal psychic exam attack that tests the target's mind.



THE CAMPUS

The player characters work at a large public high school with deep roots, visible pride, and accumulated dysfunction. The school has traditions, rivalries, murals, trophies, old scandals, unofficial rules, and buildings that have been renamed often enough to confuse both staff and ghosts.

Location	Possible Use
Front Office	Authority, records, phones, keys, locked offices, bad news.
Main Quad	Public gathering space, rally site, ritual geometry.
Library	Research, old records, technology, forgotten archives.
Staff Room	Copier horror, rumors, mailboxes, caffeine, passive aggression.
Classroom Wings	Survival zones, clues, barricades, personal territory.
Science Labs	Chemicals, equipment, experiments, contamination.
CTE Shops	Tools, materials, machines, improvised solutions.
Gym and Locker Rooms	Athletics, echoes, locked storage, mascot activity.
Stadium and Fields	Open space, lights, gates, crowd memories.
Counseling and Nurses Offices	Confidential records, crisis knowledge, emotional fallout.

THE STAFF

District employees tend to fall into three types. Loyalists believe the mission and repeat its language. Survivors do their jobs, avoid conflict, and wait for reforms to fade. Dissidents resist quietly through sarcasm, compliance, or silence.

Open dissent is rarely punished directly. Troublemakers are sidelined, overburdened, reassigned, or quietly removed.

Player Characters may begin anywhere on this spectrum, but most grow more skeptical as the horror unfolds.



THE DISTRICT



The District is a public education bureaucracy responsible for several campuses, thousands of students, hundreds of employees, and an unknowable number of initiatives.

It presents itself as student-centered, data-informed, community-minded, equity-focused, future-ready, and relentlessly committed to excellence.

The District is not openly evil. That would be inefficient. It is something worse: an institution that has learned to translate every human problem into a system, every system into a metric, every metric into a mandate, and every mandate into another meeting.

The District oversees curriculum, staffing, budgets, facilities, technology, safety, attendance, discipline, professional development, parent communication, board policy, legal compliance, transportation, food service, special education, athletics, assessment, and any other matter capable of producing a spreadsheet.



THE BOSS SUPERINTENDENT



At the top of the District sits the Superintendent, seen mostly through convocation speeches, crisis emails, board meetings, and carefully staged campus visits.

The Superintendent may be a sincere leader, a career climber, a puppet, a true believer, a willing cultist, or something no longer fully human but still excellent at public communication.

They need not appear early. Their power works best as absence: a signature, a video message, a portrait, a name spoken carefully.

When the Superintendent finally appears, the players should already understand that the title matters.



CULTS OF CULTISTS & CLASSROOMS



Some call them clubs, cliques, teams, societies, or academic organizations, but in reality they are admin-approved, student-driven cults with bylaws, officer positions, matching shirts, and a faculty advisor who did not read the whole charter.

Most are harmless. Mostly.

Student clubs generate powerful campus energy through repetition, symbols, slogans, initiation rituals, fundraisers, competitions, meeting minutes, group photos, and the terrifying confidence of teenagers with a shared purpose. Under normal circumstances, this produces school spirit, leadership experience, and mild hallway congestion. When the Meta weakens, it can produce something stranger.

A club room may become a ritual chamber. A sign-up sheet may become a binding contract. A club shirt may become a uniform. A chant may summon more than enthusiasm.

The Game Manager should use student clubs carefully. Students are usually absent, evacuated, hidden, or off-screen. Their clubs remain behind as evidence, hazards, clues, and corrupted campus traditions.

Possible club factions include the following.

THE ASSOCIATED STUDENT BODY



This faction seeks total order through perfect systems, using bureaucratic tools like agendas, rubrics, and policies as rituals to eliminate deviation and create a flawless, compliant school devoid of freedom.

THE HONOR SOCIETY



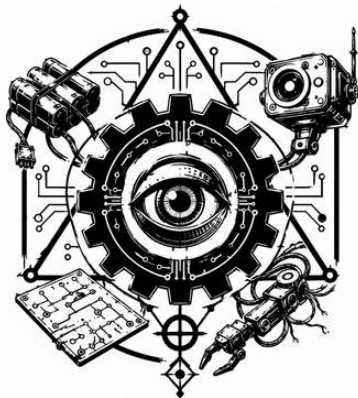
A polished order of achievement, service hours, transcripts, cords, certificates, and quiet academic judgment. Their rituals use GPA lists, recommendation forms, community service logs, induction candles, rosters, and graduation regalia. When corrupted, they rank the living and the dead by worthiness.

THE DRAMA GUILD



Keepers of masks, costumes, stage lights, false identities, emotional projection, and doors that should only lead backstage. Their rituals use scripts, mirrors, props, curtains, makeup, spotlights, and opening night traditions. When corrupted, performance becomes reality, and no one is allowed to break character.

THE ROBOTICS CABAL



Builders of machines, code, sensors, drive systems, forgotten batteries, and devices that definitely passed inspection before the screaming started. Their rituals use wiring diagrams, laptops, toolboxes, battery packs, field elements, programming logs, and half-finished prototypes. When corrupted, their machines continue solving problems no one asked them to solve.

THE DEBATE TRIBUNAL



A verbal order dedicated to argument, evidence, timing, rules, cross-examination, and the ritual destruction of weak claims. Their rituals use timers, case files, evidence cards, flow sheets, podiums, and tournament ballots. When corrupted, they can force anything to defend its existence.

THE SPIRIT SQUAD



A high-energy order of chants, uniforms, choreography, crowd control, public enthusiasm, and weaponized positivity. Their rituals use signs, routines, megaphones, music cues, pom-poms, banners, and stadium lights. When corrupted, the crowd answers even when no crowd is present.

THE OFFICE OF STRATEGIC ALIGNMENT



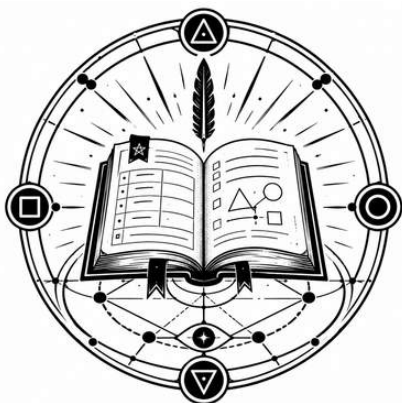
This faction seeks total order through perfect systems, using bureaucratic tools like agendas, rubrics, and policies as rituals to eliminate deviation and create a flawless, compliant school devoid of freedom.

THE FACILITIES BENEATH



Facilities staff who know the hidden infrastructure of the campus, some of whom have uncovered something ancient beneath it; secretive but not inherently hostile, they may aid those who prove trustworthy.

THE CURRICULUM COVEN



Educators who discovered that structured learning can alter reality, treating lesson plans as commands and wielding curriculum as a powerful, potentially hazardous force.

RANDOM DISTRICT OCCURRENCES

Unexpected events may disrupt the usual exhaustion of the school day. The following table may be used to establish atmosphere, create complications, raise the Meta Level, or generate a full scenario hook.

D8	Occurrence
1	State Review: A team of observers arrives to evaluate the campus. They may be legitimate, corrupted, duplicated, or already dead. Everyone is told to act normal.
2	Department Conflict: Two departments enter open warfare over rooms, resources, schedules, or curriculum. The conflict may be mundane, supernatural, or encouraged by a hidden faction.
3	Faction Recruitment: One of the District's secret organizations attempts to recruit, test, threaten, or compromise a Player Character. The offer sounds professional. It is not.
4	Sudden Promotion: One Player Character is given a title, duty, committee role, or leadership responsibility. Gain D6 Story Points, one temporary authority, and a serious new problem.
5	After-School Event: A rally, board meeting, parent night, athletic event, concert, dance, or open house is scheduled despite all evidence that the campus is unsafe.
6	Summons from HR: One Player Character is called to Human Resources or the District Office for unknown reasons. The message is polite, urgent, and impossible to ignore.
7	Staffing Cuts: 2D6 employees are reassigned, dismissed, replaced, or mysteriously absent. Contacts, allies, rivals, and support staff may vanish from the campus system.
8	Zombie Infestation: D20 unliving staff, substitutes, district employees, or former committee members wander the campus, occasionally attacking the living and muttering about deliverables.

USING OCCURRENCES



Random District Occurrences should not feel random in retrospect. When possible, connect the result to something already happening in the scenario.

- A staffing cut might remove the only person with access to a key.
- A state review might accidentally interrupt a ritual.
- A sudden promotion might give a Player Character authority they badly need and absolutely do not want.

The District should feel like an engine that keeps running during the apocalypse. Its systems do not stop because demons have entered the gym. They merely send another calendar invite.

ENEMY TYPES

Not everything is zombies or demons. But it usually is...

MUNDANE OBSTACLES

Not everything strange is supernatural. Some threats are just normal school problems arriving at the worst possible time.

Examples:

- Angry parent at the front office
- Panicked staff member
- Broken copier
- Flooded bathroom
- Power outage

Mundane obstacles are useful because they make the players ask the correct question: Is this normal school dysfunction, or is the campus trying to kill us?



CAMPUS ZOMBIES



Campus zombies are former staff, substitutes, district employees, contractors, or other adults whose higher functions have been erased by boredom, Magick, infection, possession, or administrative overload.

They are not always immediately aggressive. Many continue performing fragments of old routines.

Possible behaviors:

- Taking attendance in an empty room
- Wandering halls after the bell
- Standing in copier lines
- Repeating “just circling back”
- Attacking anyone without a hall pass
- Following the bell schedule
- Blocking doors during passing period
- Carrying stacks of forms no one can read

Zombies are useful for survival horror because they are direct, physical, and easy to understand. Their comedy comes from the routines they continue after death.

Campus Zombie Variants	
Variant	Trait
Office Zombie	Slow, procedural, hard to redirect
Sub Pool Shell	Looks alive until addressed by name
Bell-Bound Dead	Moves on when a bell rings
Copier-Cursed Staffer	Leaves paper cuts, toner, and forms behind
Rally Zombie	Becomes stronger near school spirit

DEMONS



Demons are hostile entities that enter through weakened parts of the Veil. They are not subtle unless they are pretending to be district personnel.

They mock routines, weaponize school language, and twist ordinary campus spaces into arenas of punishment.

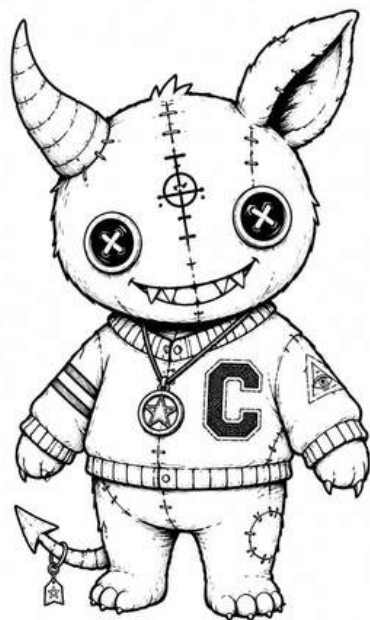
Demon behaviors:

- Crawling out of projectors, vents, lockers, or trophy cases
- Speaking in corrupted lesson objectives
- Feeding on fear, shame, exhaustion, or compliance
- Turning rooms into traps
- Bargaining with desperate staff
- Attacking anyone who refuses the ritual

Demons should be theatrical. They are violent, funny, cruel, and disruptive.

Campus Demon Variants	
Variant	Trait
Hall-Crawler	Fast corridor predator that hates closed classroom doors
Rubric Imp	Small demon that judges actions aloud and punishes victims
Fluorescent Wretch	Flickers between ceiling lights and drops onto victims
Detention Fiend	Locks targets in places and feeds on them
Cafeteria Maw Mimic	Mimics food service related items to then consume its prey
Locker Monster	Similar to a mimic, but capable of greater movement and prone to intense aggression
Performance Demon	Exactly as they would seem, they observe, critique, and eviscerate their victims verbally, emotionally, mentally, and physically.

MASCOT HORRORS



Mascot Horrors are manifestations of school spirit corrupted by the Breach. They may emerge from murals, costumes, logos, trophies, rally banners, stadium lights, or Booster Circle rituals.

They are strongest near symbols of tradition.

Possible forms:

- A mascot costume walking without a person inside
- A mural creature peeling itself off the wall
- A trophy case reflection moving independently
- A half-animal, half-human school-spirit beast
- A crowd chant given flesh
- A stadium shadow with claws

Mascot Horrors should feel iconic, absurd, and legitimately dangerous. They do not merely attack. They demand loyalty.

PAPERWORK ENTITIES



Paperwork Entities are forms, policies, reports, binders, agendas, and records animated by unfinished institutional obligations.

They are rarely strong, but they are irritating, persistent, and difficult to kill permanently.

Examples:

- Swarm of forms
- Living IEP Mimic
- Budget report wraith
- Agenda golem
- Board minutes ghost
- Attendance parasite

Paperwork Entities work best as complications. They bind, slow, blind, distract, expose names, or force characters to sign things under pressure. Their greatest weakness is usually correct documentation, fire, shredding, or someone with enough bureaucratic authority to reject the form.

ANIMALS AND PESTS



A campus always has animals. The Breach makes them worse.

Examples:

- Irritated raccoon
- Overgrown rats
- Crows watching from stadium lights
- Feral cats with too much understanding
- Cockroaches from the cafeteria walls
- Ant swarms forming symbols
- Possessed therapy dog
- Frogs from the science lab
- Something living in the trash enclosure

Animal enemies are useful for early encounters because they can be dangerous without immediately revealing the full supernatural plot.

They should behave slightly too intelligently.

HUMAN CULTISTS



Some enemies are still fully human.

They may be staff, district personnel, consultants, board allies, contractors, parents, boosters, or community members who know enough to participate in the ritual.

Human cultists are dangerous because they understand systems.

They can:

- Lock doors
- Delete records
- Mislead staff
- Use authority
- Frame the players
- Complete ritual steps while others fight

Human cultists should not all wear robes or chant openly. Most should look like people doing official work. A lanyard can be more frightening than a dagger.

STORY ARCS: DISTRICT OFFICE OF HORRORS



Scenario Arc 1: Detention from Hell

Core Trope

A mismatched group is trapped at school after hours and forced to cooperate.

The characters begin with normal staff conflict: resentment, awkwardness, old grudges, personality clashes, duty assignments, and professional exhaustion. Then the campus locks itself down, the phones stop working, and something begins moving through the halls.

This scenario works best as a one-shot or opening session.

Basic Premis

The Player Characters are all on campus for a Saturday obligation.

Possible Saturday obligations:

1. Saturday detention supervision.
2. Mandatory professional development.
3. Grade repair and credit recovery.
4. Campus cleanup after a major event.
5. Athletic tournament supervision.
6. Emergency staff meeting called by the District.



At first, the situation is merely irritating. The school is quiet, the coffee is bad, the air conditioning is wrong, and everyone would rather be anywhere else.

Then the gates lock.

The PA system crackles.

A voice says:

“Thank you for participating in today’s alignment activity.”

No one remembers signing up.

Starting Situation

The Player Characters begin in one shared location.

Possible starting locations:

1. Library.
2. Cafeteria.
3. Staff workroom.
4. Admin conference room.
5. Gym lobby.
6. Classroom used for detention or PD.



They have limited access to supplies, partial keys, weak cell service, and no clear authority. At least one NPC is present and behaving strangely.

The first goal is simple: figure out why the campus is locked and how to get out.

The real goal is harder: discover what the Saturday program is actually for.

The Truth

Saturday detention, PD, credit recovery, or the staff meeting is a cover for a District ritual.

The ritual requires a small group of adults with conflicting roles, unresolved professional resentment, and different forms of institutional loyalty. Their disagreement creates the emotional pressure needed to open a breach.

The District calls this process:

Collaborative Alignment Through Reflective Accountability

The thing beneath the campus calls it feeding time.



Act I: Irritation

The scenario begins as workplace comedy.

Use ordinary school frustrations:

- No one has the right key.
- The agenda is vague.
- The coffee machine is broken.
- A staff member insists the meeting must continue.
- The Wi-Fi works only on district devices.
- Someone forgot to print the sign-in sheet.
- The detention roster includes names no one recognizes.



Early horror signs should be subtle:

- The clocks disagree.
- A locked room contains voices.
- A student desk has been arranged in the wrong room.
- The PA system clicks on but says nothing.
- One staff member does not appear on camera footage.

Act II: Lockdown

The school seals itself.

The gates, doors, phones, and network fail in different ways. The characters can move through parts of campus, but not freely.

Threats begin appearing:

- Campus zombies wander the halls according to the bell schedule.
- A corrupted staff member tries to gather everyone for reflection.
- The copier prints disciplinary referrals for the Player Characters.
- Something scratches inside the walls near the admin building.

The players must investigate while managing limited movement and rising tension.

Act III: The Hidden Agenda

The characters discover that the Saturday obligation is not random. Their names were selected.

Possible reasons they were selected:

1. Each character resisted a recent District initiative.
2. Each character witnessed something they were not supposed to see.
3. Each character has access to a necessary room, record, or system.
4. Each character represents one part of the school system.
5. Each character was named in an old campus file.
6. Each character has already survived a previous minor breach without remembering it.

The ritual is anchored in a mundane object:

- Sign-in sheet.
- Detention roster.
- Training agenda.
- Bell schedule.
- Staff survey.
- Campus map.
- Seating chart.
- Slide deck.



Act IV: Break the Circle

The characters must stop the ritual before the final scheduled activity.

Possible final ritual events:

1. Everyone must sign the reflection form.
2. The bell must ring for a period that does not exist.
3. The detention roster must be completed.
4. The staff must sit in assigned seats.
5. The PA system must read every name aloud.
6. The District consultant must finish the closing slide.

Failure completes the alignment. The campus becomes sealed, silent, and obedient. Success does not fix everything. It only stops this version of the ritual.

Major Locations

Detention Room

The ordinary starting point. Contains desks, roster, whiteboard, clock, trash can, old posters, and one clue hidden in plain sight.

Possible clue: One name on the roster belongs to a former staff member, not a student.

Staff Workroom

Useful supplies, copier horror, staff mailboxes, bad coffee, emergency chocolate, and passive-aggressive notes that may become prophetic.

Possible clue: The copier prints a map showing a hidden route to the ritual site.

Admin Office

Locked records, phones, keys, visitor logs, attendance records, and a staff member who may be corrupted or terrified.

Possible clue: The Saturday obligation was approved by someone whose signature does not match any known administrator.

Library

Archives, yearbooks, old campus maps, textbooks, media equipment, and records of previous incidents.

Possible clue: This same ritual was attempted years ago under a different initiative name.

Gym or Auditorium

Large open space used for the finale. Echoes, banners, mascot imagery, and enough room for something large to appear.

Possible clue: Seating charts, rally formations, or old event photos reveal the ritual geometry.

Primary Antagonists

The Alignment Facilitator

A District consultant, administrator, or corrupted staff member assigned to guide the activity.

They speak calmly, use professional language, and insist that participation is mandatory.

Goal: Complete the ritual without open violence if possible.

Weakness: They must follow the agenda. If the agenda is altered, stolen, or contradicted, they lose authority.

Campus Zombies

Former staff, substitutes, or committee members trapped in old routines.

Goal: Enforce the Saturday schedule.

Weakness: They pause when the bell system is interrupted or when given clear official instructions.

The Thing in the Walls

A demon, mascot horror, or breach entity that grows stronger as the ritual progresses.

Goal: Enter fully into the campus.

Weakness: It cannot manifest unless the staff complete the final activity.



Clues

Use at least three before the finale.

1. The sign-in sheet already contains the characters' signatures.
2. A detention roster includes adults, former staff, or missing people.
3. The agenda has one activity listed after the official end time.
4. A staff email says the event was canceled, but only after it began.
5. The clocks all stop at the same impossible time.
6. An old yearbook shows a similar Saturday group from years ago.
7. A campus map includes a room labeled "Reflection Space."
8. The PA system calls for someone who is standing in the room.
9. A corrupted staff member repeats one phrase from the training agenda.
10. The final slide contains a symbol hidden inside a District logo.

Finale Options

Destroy the Agenda

The players physically or symbolically destroy the ritual structure: agenda, roster, sign-in sheet, seating chart, or slide deck.

Best for direct groups.

Rewrite the Objective

The players use school logic against the ritual by changing the stated objective of the session.

Interrupt the Bell

The players access the bell system and prevent the final period from beginning.

Best for exploration and tech problem-solving.

Refuse Participation

The players must convince NPCs not to complete the final activity.

Best for social and roleplay-heavy groups.

Fight the Facilitator

The ritual collapses only if the Alignment Facilitator is defeated, exposed, or forced to admit the activity is not evidence-based.

Best for action-heavy groups.

Tone Notes

Start mundane. Let the comedy come from staff dynamics before the horror fully arrives.

The best version of this scenario begins with people arguing over coffee, keys, and who was supposed to print the agenda.

By the end, the same argument should matter.

The person with the key matters.

The person who knows the copier matters.

The person who read the agenda matters.

The person who never trusts District emails matters.

The scenario works because the school's ordinary absurdities become survival tools.



Scenario Arc 2:

The Other Campus

Core Trope

There is another version of the school hidden beneath, beside, or behind the real one.

The characters begin on a familiar campus, but gradually discover that certain doors, hallways, stairwells, maintenance paths, and old rooms lead somewhere impossible: a corrupted mirror version of the school where time, memory, and architecture have been warped.

This scenario works well for investigation, exploration, survival horror, and a strong “what the hell is this place?” reveal.

Basic Premis

The school has a second version of itself.

Possible forms of the Other Campus:

- 1.A decayed mirror version of the current school.
- 2.An older version of the campus from decades ago.
- 3.A future version where the District’s ritual has already succeeded.
- 4.A shadow campus beneath the real one.
- 5.A looping version of the school trapped in one repeated day.
- 6.A half-formed campus built from memory, trauma, and old records.

The Other Campus can be reached only through weak points in the Veil.

Possible entrances:

- A maintenance tunnel behind the gym.
- A locked classroom that should not exist.
- A staff bathroom mirror.
- The auditorium backstage corridor.

Starting Situation

The Player Characters are investigating a missing person, locked room, strange maintenance issue, or campus disturbance.

Possible triggers:

1. A student aide, substitute, custodian, teacher, or office staff member has vanished.
2. A classroom appears on the master schedule, but no one knows where it is.
3. Staff report seeing an old version of the school through windows.
4. The bell system rings from a building that was demolished years ago.
5. A locked door keeps appearing in different hallways.
6. The copier prints a map with an extra wing.
7. The security cameras show people walking through walls.
8. A student's schedule includes "Period 0: Other Campus."

The first goal is to find the missing person or explain the impossible space.

The real goal is to understand why the Other Campus is becoming more accessible.

The Truth

The Other Campus is not simply another dimension. It is the school's accumulated memory, corruption, regret, and institutional residue made physical. Every ignored warning, erased incident, failed reform, covered-up scandal, abandoned classroom, forgotten staff member, and unresolved crisis has left an imprint.

The District did not create the Other Campus. The District discovered it. Now someone is trying to use it.

Possible explanations:

1. The District wants to hide problems there permanently.
2. A faction is using the Other Campus as a ritual site.
3. The Other Campus is leaking into the real one because of a failed construction project.
4. The campus itself is trying to reveal what was buried.
5. Something inside the Other Campus wants to graduate into reality.

Act I: Wrong Architecture

The scenario begins with spatial unease.

Use ordinary details that become impossible:

- A hallway has one too many doors.
- A room number appears twice.
- The campus map does not match the building.
- A staff key opens a door it should not open.
- A classroom contains furniture from a different decade.
- A bulletin board displays old announcements for events that never happened.
- The intercom calls students or staff by names no one recognizes.
- A window looks out onto an older version of the quad.

The early phase should feel like investigation, not immediate combat.

The players should gather clues, compare maps, talk to staff, check records, inspect cameras, and decide whether to enter the impossible space.

Act II: Crossing Over

The characters enter the Other Campus. The transition should feel unmistakable.

Possible sensory changes:

- The lights dim to a sickly yellow or red.
- The air smells like dust, wet concrete, old paper, cafeteria food, and ozone.
- Sound becomes muffled except for bells, footsteps, and distant announcements.
- Clocks have no hands.
- Posters contain slogans no one remembers.
- Doors shut more heavily than they should.
- The hallway seems to breathe.
- The outside world is visible through windows, but unreachable.

The Other Campus should still resemble the real school, but wrong.

Act III: The Campus Remembers

The characters discover that the Other Campus is organized around buried truths.

Possible buried truths:

- A previous breach was covered up.
- A former employee tried to warn the District and was erased from records.
- A construction project sealed something beneath the campus.
- A student death, staff disappearance, or scandal was hidden behind policy language.
- The District has been using the Other Campus as storage for inconvenient people and documents.
- The school mascot, motto, or founding tradition has occult significance.
- The current initiative is repeating an older ritual.
- The missing person is alive but partially rewritten.

The Other Campus does not reveal truth through exposition. It reveals truth through rooms.

Act IV: Find the Anchor

The characters must identify what is keeping the Other Campus connected to the real one.

Possible anchors:

1. An old campus map.
2. A bell schedule from a missing year.
3. A sealed incident report.
4. A construction blueprint.
5. A corrupted yearbook.
6. A mascot costume stored beneath the gym.
7. A staff ID badge belonging to someone erased.
8. A projector looping old District training footage.
9. A classroom clock that never moves.
10. A locked door with no room behind it.

The anchor may be in the real campus, the Other Campus, or split between both. The players must destroy it, restore it, correct it, expose it, or move it back where it belongs.

Major Locations

The Wrong Hallway

A familiar hallway appears longer than it should be, contains extra doors, or connects buildings that are not adjacent in the real campus.

Possible clue: One door in the hallway leads to the missing person's last known location, but only when the bell rings.

The Old Classroom

A classroom from a previous decade remains preserved inside the Other Campus.

Possible clue: The lesson written on the board describes what happened during the original breach.

The Unbuilt Wing

This is a section of campus that appears in old plans but was never constructed, or was constructed and then erased from memory.

Possible clue: The anchor may be hidden here because the space exists outside normal campus records.

The Lower Quad

A shadow version of the main quad sits beneath or behind the real one.

Possible clue: The geometry of the Lower Quad matches the ritual pattern being used on the real campus.

The Maintenance Spine

A network of service corridors, crawl spaces, utility rooms, tunnels, and locked access paths connects the real campus to the Other Campus.

Possible clue: A facilities map shows that the Other Campus is spreading through old infrastructure lines.

The Dead Staff Workroom

This is the Other Campus version of the staff workroom: quieter, colder, and much more honest.

Possible clue: The copier prints the current scenario's ritual agenda, including steps that have not happened yet.

The Gym That Remembers

The gym or auditorium appears as a massive empty space where rallies, games, assemblies, performances, and emergencies overlap.

Possible clue: The ritual's final stage must happen in a large gathering space because the breach feeds on collective attention.

Primary Antagonists

The Hallway Echoes

These are not full ghosts. They are repeated fragments of people, conversations, and routines trapped in the Other Campus.

Goal: Repeat the old pattern forever.

Weakness: They can be interrupted by speaking the truth of what really happened.

Use them as eerie NPCs, clues, or obstacles rather than direct combatants.

The Erased Staff Member

A former employee, administrator, counselor, coach, custodian, or teacher who was removed from official memory. They may be an ally, antagonist, victim, or something in between.

Goal: Be remembered, escape, get revenge, or prevent the current staff from repeating the mistake.

Weakness: Their power depends on secrecy. Accurate records, yearbooks, photos, and names weaken or stabilize them.

The Corridor Predator

A physical monster adapted to the Other Campus.

Goal: Hunt anything that does not belong.

Weakness: It cannot enter rooms that match their correct real-world purpose. For example, an actual classroom being used for teaching, a library being used for research, or an office being used to document the truth.

The District Cartographer

A consultant, facilities director, architect, cabinet member, or corrupted administrator mapping the Other Campus for District use.

Goal: Control the breach and turn the Other Campus into a hidden institutional tool.

Weakness: Their maps are powerful but incomplete. If the players alter, steal, or correct the map, the Cartographer loses control of the space.

Clues

Use at least three before the full crossing.

1. A campus map shows an extra hallway.
2. A security camera records someone walking into a wall and vanishing.
3. A staff member remembers a room that no longer exists.
4. Old yearbooks show a wing of campus that was supposedly never built.
5. A maintenance worker refuses to discuss a sealed door.
6. The missing person's phone rings from below the building.
7. A classroom key opens a door in the wrong building.
8. A staff email references "relocation to the alternate site."
9. The library catalog lists books stored in "Lower Campus."
10. A bell rings from underground.
11. A window shows a rainy courtyard while the real campus is sunny.
12. The master schedule includes a teacher no one remembers.
13. A student desk has carvings from multiple decades.
14. The same poster appears in every version of the school.
15. The phrase "Do not follow the old bell" is written inside a locker.

Finale Options

Seal the Door

The players identify the main entrance between campuses and close it. This may require keys, records, names, correct bell timing, or destruction of the anchor. Best for survival-focused groups.

Rescue the Missing

The players enter the Other Campus to retrieve the missing person. The complication: the missing person may not want to leave, may have changed, or may no longer be fully recognized by reality. Best for emotional and character-driven groups.

Confront the Cartographer

The players face the person or entity using the Other Campus. The goal may be combat, negotiation, exposure, or forcing the antagonist to become lost in their own map. Best for groups that want a clear villain.

Tone Notes

Start mundane. Let the comedy come from staff dynamics before the horror fully arrives.

The best version of this scenario begins with people arguing over coffee, keys, and who was supposed to print the agenda.

By the end, the same argument should matter.

The person with the key matters.

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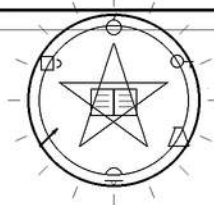
The scenario works because the school's ordinary absurdities become survival tools.



CULTISTS & CLASSROOMS

CHARACTER SHEET

District personnel file, emergency record, and last surviving proof of employment.



PERSONNEL FILE

PLAYER		DISTRICT ALIGNMENT	
FULL NAME		CAMPUS ROLE	
PRONOUNS		PERSONA (OPTIONAL)	
EMPLOYER		JOB TITLE	
DEPARTMENT		EDUCATION	

ATTRIBUTES

STRENGTH	AGILITY	INTELLIGENCE	RESILIENCE
MOD -3 to +3	MOD -3 to +3	MOD -3 to +3	MOD -3 to +3

HP: Resilience + DB. Sanity: Intelligence + DB. Minimum 1.

VITAL SIGNS

HIT POINTS	
CURRENT	TOTAL
SANITY	
CURRENT	TOTAL
STORY POINTS	CONTRACT CREDITS

DESCRIPTION: APPEARANCE AND PERSONALITY	STAFF CONNECTIONS	BACKGROUND / QUIRK / VIBES

SKILLS AND ABILITIES	SIGNIFICANT ITEMS / META MAGIC
	Item 1: _____ Effect / notes: _____
	Item 2: _____ Effect / notes: _____
	Practical Magic: Meta test DR12 using Intelligence.

WEAPONS	EQUIPMENT

NOTES: INJURIES, TRAUMA, CONDITIONS, CONTACTS, CLUES

FURTHER READING



The following excellent works have inspired the world of Cultists & Classrooms:

- *Shaun of the Dead* by Edgar Wright and Simon Pegg
- *Highschool of the Dead* by writer Daisuke Satō and illustrator Shōji Satō
- *Teachers* by The Katydids
- *Community* by Dan Harmon
- *The Breakfast Club* by John Hughes
- *Stranger Things* by the Duffer Brothers
- *Doom Eternal* by Hugo Martin, Adam Gascoine, Jon Lane, and Chad Mossholder
- *The First Days of School* by Harry K. Wong and Rosemary T. Wong
- *Real Rap* with Reynolds by CJ Reynolds
- *Heimler's History* by Steve Heimler
- *Cultists & Cubicles* by Adam Boman
- *Mörk Borg* by Pelle Nilsson and Johan Nohr

THANK YOU

Thank you US Public Education system for inspiring me to create this game.

Play testing: Various and unnamed educators of a district that inspired this revision of the popular game Cultists & Classrooms. Proofreading: Brandon Sligh and ChatGPT.

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