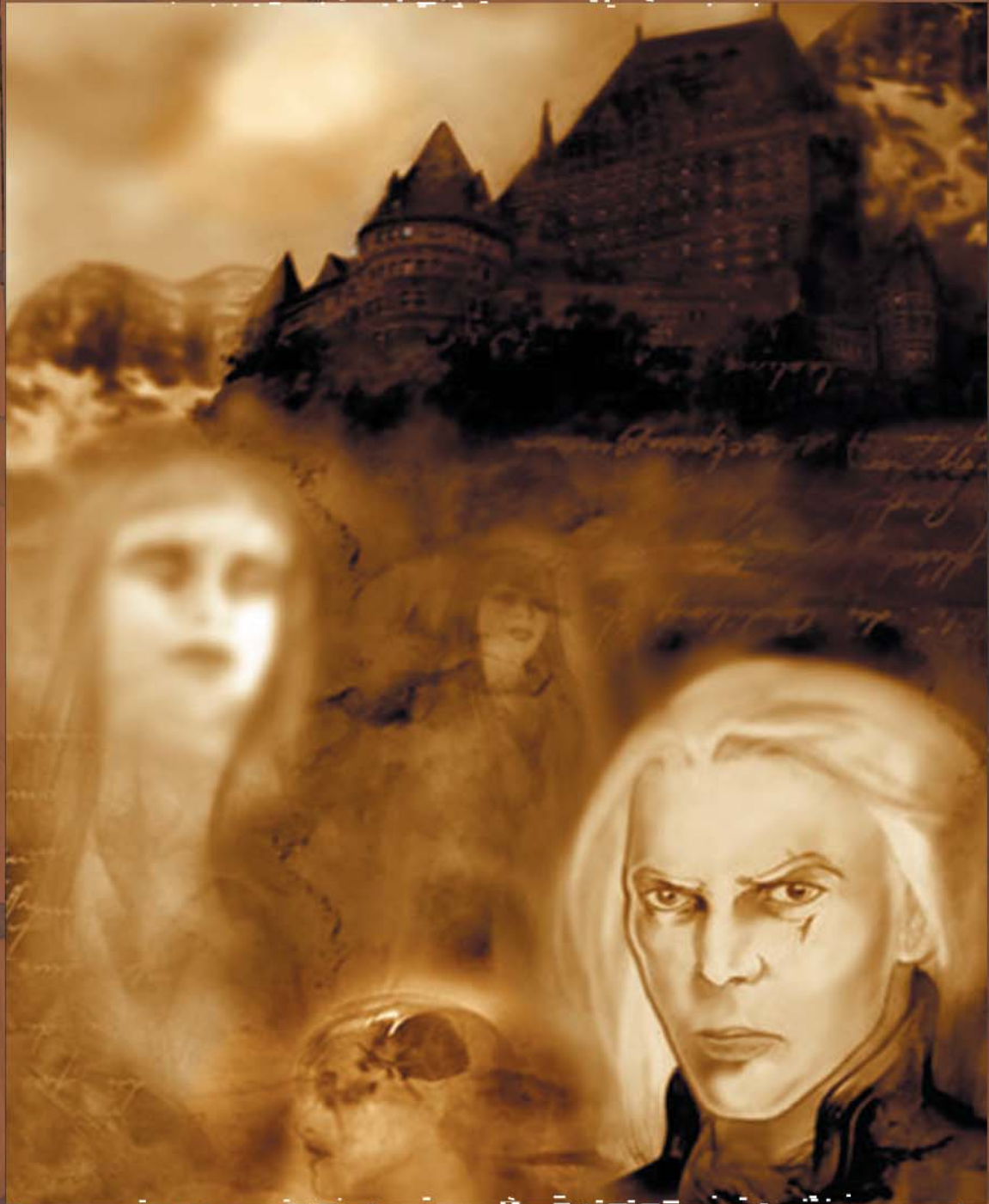


FRIGHT NIGHT

d20
system

Haunted School



BY **MUR LATTERLY**

GREYWOOD
PUBLISHING



I20 200/24° 2

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FRIGHT NIGHT

Haunted School

There are fresh noises in the night.

Nobody understands you and lessons are dull. But that's normal.
It was a nice school.

So what happens when everything changes? There are new teachers
and strange events start.

Imagine you see a ghost and no-one believes you.

Welcome to Fright Night: Haunted School where your school meets
dark forces with you in the middle. You are fifteen. What holds the key
to the mystery of Athena Academy?

Fright Night: Haunted School is packed with:



Six new character classes, including Jock, Nerd and Punk.

New Skills like Computer Use and Ride: Skateboard

Tons of new Feats like Teacher's Pet, Dirtbag, and Track Team

Campaign rules for the foolhardy

A great story about dark magic, sophomores, and ghosts

School was never this frightening.

In Association with

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BY MUR LAFFERTY

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FRIGHT NIGHT

HAUNTED SCHOOL

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INTRODUCTION

*What they used to teach here
Now goes untaught.
Ready, steady, each here,
Knowledge we sought.
What they called disaster
Killed us not, O Master!
Rule us, we beseech thee,
Eye, hand and thought.*

- from 'School for the Unspeakable', by Manly Wade Wellman

She moved down the corridor, fighting back the sense of dread that was nearly choking her. Her feet stepped lightly on the floor, not because she feared alerting anyone, but because the sound of someone walking here was frightening, even if it was her. She felt as if she were haunting herself, creating fears in the dark.

The bike lamp was the only light she had. It wasn't even a proper torch. Where it shone, you could see things too clearly. It lit up the wall in pale halos. Dead noticeboards and skeletal furniture passed her by on each side. Doors stood out against the darkness, unreal, as if she were exploring a sunken wreck. The darkness was all around.

Behind the windows in the doors, the classrooms were pitch black.

She wished the doors had not had windows in them. Solid doors would have been better. The dark glass reflected her torchlight. She could not bear to think of seeing her own face reflected in them, even for a second. She just had to keep going.

The world shrank to immediate things. Her breath, in and out. The light wavering in front of her. The corridor steadily coming into view, but always the darkness ahead. The soft sound of her footfalls.

Schoolrooms during daylight are bright and lively. Desks slam. Voices yell and laugh. It was not right for them to be this empty, this silent, this dark, like the arteries of a great dead heart. This was a time for the school to be left alone with its memories. It was old, older than any of them, and had seen so many children come and go. Thousands of hands had gripped the banister she now held. Unknown faces, strange names, curious clothes.

She could not bear to think that they had all been here. This place was thick with history. The darkness was groaning under the weight of it.

The wall was ahead of her, abruptly, all too soon. It was stark white, featureless. The corridor ended here. Her mind reeled in confusion. This should have been the library. Had she taken a wrong turn? She was certain she had not. She had walked all the way down this awful, awful corridor, and now -

She would have to turn around.

She knew, in that moment, that someone was standing behind her.

They couldn't be. There was nobody there. She was letting the darkness and silence play tricks with her mind. Nobody could possibly be there.

She did not want to turn around, in case she was wrong. She stood, looking at the wall, her hand gripping the torch so hard that it hurt. Her breath sounded hoarse in her head.

She turned around.

The corridor was empty, with nothing but darkness there.

It was only a long corridor. She smiled slightly, and took a few steps forwards.

Something in the darkness ahead caught her eye, something that she could not quite make out. It looked like a pale light hovering above the floor, as if someone else far away were holding a lamp.

As she squinted at it, it seemed to grow a little. Was it coming towards her? Yes, it was, and now it was growing more, more quickly this time, larger and larger. Too late, she saw that it had a face.

It came screaming at her out of the dark.

Read this first!

Like all books in the Fright Night series, Fright Night: Haunted School is a game. In a role-playing game, players engage in the fantasy of portraying someone that they are not. Through consensual storytelling, players direct their characters to do and say things they would, could, or should not do in real life.

All characters in this publication are fictitious and any resemblance to real persons, living, dead, or fictional, is purely coincidental.

Fright Night: Haunted School is a game for the d20 Open Game License System. A copy of the Dungeons and Dragons Player's Rulebook published by Wizards of the Coast is required for play.

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How to use this book

Fright Night: Haunted School is a source book for PCs starting at first level. The PCs will be children in a boarding school in grade 15 (sophomores) trying to solve the mystery behind their missing head teacher, the increasingly dwindling student body and faculty, and the sudden appearance of ghosts.

Haunted School can be used as a stand-alone adventure, integrated into an existing campaign, or used to springboard an ongoing campaign. It is divided into the following main sections:

The first part provides GMs with information about the characters, skills, and feats used in this supplement. An overview of what happened at the school appears on pp. 34 to 35, followed by the adventure in detail. Descriptions of the various locations in the school are given, along with a timeline of events.

The Fright Night series focuses on all aspects of horror in the 21st century. Each book is a self-contained adventure and source book based on a popular horror genre or archetype. Meticulously researched and highly detailed, these books are the perfect complement to any modern-day game. Packed with background material, each Fright Night book can be used either independently or combined with others to suit any needs.

Check out other titles in the Fright Night series:

- Fright Night: Haunted House*
- Fright Night: Polar Terror*
- Fright Night: What Went Down*
- Fright Night: Voodoo Island*
- Fright Night: Asylum*
- Fright Night: Inca Horror*



CHAPTER 1

HORROR STORIES

In most role-playing games, players take the role of gallant heroes or all-conquering superbeings out to save the world from the forces of darkness. They don't do that in this game. Here, they are the victims, and they are far from in control. GMs may well need to make it clear from the start that in this game, they are not going to simply kill the bad guys and get the treasure. They'll have to struggle just to stay alive, and will quickly find that guns and swords don't make any difference. Sheer brawn is not going to save them or win the day.

In this section, we have included hints and tips for the GM to make Haunted School as atmospheric and exciting as possible. Remember, the goal isn't to kill all the players' characters in nasty or gruesome ways. It's to make the game as enjoyable and thrilling as it can possibly be. A player might well end up as the sole survivor, but this is not the same thing as having a lot of fun on the way.

In this book, we have shamelessly twiddled with the rules to force players along the path of the classic modern horror - be it a film, a novel, or computer game.

KEEPING IT SCARY

While this supplement provides an overview of the school and includes several adventure suggestions, it is up to the GM to keep the adventure scary, using all available tools. For example, the GM may choose to ask for Spot or Listen checks, but tell the player they failed, regardless of the roll, giving the players the impression something is out there that they apparently missed! Equally meaningless Fortitude, Reflex, or Will saves can keep the players on edge.

The GM should also encourage the PCs to split up at times - ostensibly to get multiple jobs done quickly. In truth, this will help the GM establish a sense of foreboding and isolation. This is a long-standing horror movie convention. The adventure is set in a haunted school - here are some of the techniques that the GM can use to add scariness to their adventures.

GOOD GMS

Role players are very jaded when it comes to being frightened. If they go to an autopsy and the dead bodies begin to stir and rise, they will simply ask what weapons are at hand and if they've hit with a 15. GMs need to help instill the horror and the sense of fear that real people have. Try to

get across to the players why it's horrific, why it is unnatural and scary. These rules are here to augment, not to replace these feelings.

The GM can use some very basic tricks to create tension. They can play scores from horror movies quietly in the background, lower the lighting, or draw the curtains to make the room more atmospheric. Some GMs even stage horror games in an empty, candlelit basement to get that "authentic" haunted house feel. Only take breaks after a particularly puzzling or enigmatic encounter. Even though the players can talk about anything during the break, you'll be surprised at how often the conversation will center on what's going on in the game and the players' theories regarding the plot. This also helps maintain the tension and focus so that after the break, players return to the game eager for more. Also, use breaks to get feedback on the game. This way, any issues they have with the GM's style, or the content of the adventure can be raised - and the pace and flavor of the game altered if need be - to keep everyone one happy.

PCs in horror games have to be aware of what is around them and what they are experiencing, to have any level of connection to their character and their circumstances. GMs should therefore try to use their powers of description and imagination to the utmost. They have to convey not only the full impact of any terrifying events, but the tension and fear surrounding them. Anticipating the players' moves and giving as much information as you can will help. Don't be afraid to "ham" it up a bit.

GOOD PLAYERS

We all know that talking occurs during games. Pizzas are ordered, snacks consumed, and various "Off Topic" conversations rattle on while the GM tries to keep the game flowing. Although these things make gaming a fun, sociable activity, they unfortunately lessen the tension. How can a player really connect with the situation or the character if one player wants to know if we're all having Pizza again, and another is having a conversation about last night's TV? GMs need to keep horror games focused, put aside times for breaks, and try to keep everyone involved. This way, no one feels bored and starts chatting.

Placing your characters in a position where they feel threatened, such as being alone or unpopular, is equally very easy to connect with. These are emotions easy to comprehend, filter and understand. The more that happens to the character that

its player can relate to, the better the player will connect with it.

A flesh-eating ghost is scary. It's frightening to have some creature want to tear you into bits. After all it's painful to be torn apart. The idea that spirits of the dead can manifest directly and want to kill the living, is unnatural and disturbing but there are only so many flesh-eating monsters that can appear before the experience is repetitive.

A flesh-eating ghost that was once your lover is better. Is the ghost redeemable? Is it actually your lover? How could someone you loved be turned into a monster? Such a ghost could play on insecurities. Perhaps if you had done something differently, stopped your lover from dying... the ghost knows you, and whispers secret hopes and fears spoken long ago.

The second example gives meaning to what is going on. Success, such as setting the ghost to rest or destroying what has corrupted it, has significantly greater impact. The first example is just a gory video game.

Give these details a mechanical significance. In cases where a given characteristic or memory can help the character, there might be a +2 to +4 circumstance bonus. In other cases, there might be a penalty of -2 to -4. A character that spent time working in a morgue has a +4 to any checks for handling the sight of a dead body. Conversely, the same character is at -2 when reacting to a dead body getting up and eating people.

Horror archetypes that have appeared in films and popular culture such as spooky ghosts or beheaded corpses also work. Whilst this may feel unimaginative on your part, players will be able to connect with fear that has been presented many times before to them. Sometimes the cliché is familiar and players like that. This is something that can be tested with them up front if you so choose to do so.

Finally, remember to offer your players as many choices as possible, so that they enter into the spirit of the game. A measure of your success will be the reward of them experiencing the tension, fear and horror as they follow your adventure into the unknown.

GOOD CHARACTERS

The horror genre relies, to a varying degree, on the psychology of the characters involved. Creating interesting character backgrounds is important. This does not necessarily mean a complete background, or even a detailed one. Snippets of a character's life and rough sketches of what the character has dealt with provide a good structure for the events that follow.



List people important to you, and why. This may include parents, other relatives, spouse, children, mentors, work friends, and so forth.



Are the people important to you still alive? What memorable events surround them?



Where did you spend your childhood and what did you do?

Next, players should list 10 positive and 10 negative traits about their character.

Unless the GM is going to use characters from an existing campaign in their horror game, the chances are that players will feel little or no connection to the people they are playing. Why should they care if their first level character falls victim to a giant spider? They can just roll up another! Horror games are about wanting to survive, to struggle against the odds, and still prevail. The players should want to succeed because they don't want their character to die, not just to get some experience points. Where's the heroism in sacrificing your character so the others players' characters can escape, when you don't mind them dying, anyway?

GMs should therefore try to get players to connect as much as possible to their characters. Try using the player's own name for their character, develop their background. This way, no one need refer to the character by class or archetype. The more imaginative you are, the more impact this will have. If there is a disturbing scene, you could subsequently have a gory scene, followed by a scene involving scared people and drama. Much depends on how you describe these scenes and what brings them to life.

To do this, personalizing your story helps: it works when villains refer to characters by name or seem to know something about their history. Things familiar to the players rather than the characters, will also add to your story. "Something has just crawled across your foot" is very easy to visualize and therefore players know exactly how to respond.

GOOD STORIES

With luck, and if you follow the suggestions we've given you, your players will really enjoy this adventure. They may not even want to give up their character and ask you to come up with further tales of terror.

This section details doing just that, covering how to write an exciting horror adventure and tips on how to pace it for maximum tension and spookiness.

Your story of terror can be written more easily if you break it up into four stages:



The introduction



Aftermath horror



Clue-based horror



The climax

This is not necessarily the best way around to do it, though. By working backwards from the climax, you can often generate a tale with far more scares. Think about where you want to set the adventure, and what the protagonists are. Are they supernatural creatures like werewolves, or merely deranged serial killers?

the CLIMAX:

It is a sorry fact that the least frightening part of your adventure might be the end. If the players are successful, they may develop an understanding of your plot and feel confident that they can prevail. They will have discovered your clues, taken your journey and made their choices. If the evil that distracted them were hideous, they would have that expectation. If it can be defeated in a particular way - they may be adequately prepared.

Sometimes this is unavoidable: players simply make conclusions (correct or otherwise) about your plot. Once they feel they know enough, their confidence rises. You have two responses to this. You can reward either them for a job well done and allow their endeavors to work. Or, you could add a sting to your tale and reduce this confidence. You can give the characters an unexpected surprise: the door locks behind them, sealing their fate; an old comrade it seems is the miscreant; the secret room was below their feet all along, and so on.

Surprises make for great story telling, but be warned! Too many surprises and you achieve the inverse effect of becoming predictable. Your players can also grow weary if they feel there is no certainty in your ever-convulsing game.

You also need to decide whether the climax to your

game is the conclusion. If it is not, then you must think of another reward for their participation in the final act. Perhaps this could be romantic or financial. If you create no desire for the characters to play your final scene, then your climax will overshadow your finale and you will be perceived as finishing on an anti-climax.

As a result, many stories conveniently share con-



clusion and climax - they are one and the same. This means your scariest moments should happen then. This ordinarily involves an unveiling of the horror that has been tormenting the players to date, or maybe defeating it. It is important that you consider this in detail. A clear understanding of this scene will allow you to structure the story up until that point. Write your climax first. It will help you structure the rest of the story.

Uncertainty creates more tension than certainty. You may wish to consider at which juncture you will unravel your evil. Once it is exposed, the mystique is lost. It is best to hold on to this. It is the most significant card you can play. Lay it as late as possible.

Once you hold clarity around your end game you can decide where to place your horror. It depends on the longevity of your story as to how many terrifying moments should occur. It is worth noting that the more often you place fear, the more it is devalued. The occasional horrific moment is better than copious ones. The spaces in between should feel to the players as if a horrific moment can happen at any given time.

the opening:

The opening terror should be significant. It introduces the game concept to the characters. Your torment can be generic or have a message implied. Your generic horror appeals to the iconoclastic: a face at the window, a ghost on the stairs, and so on. It suggests that you are positioning archetypal horror within your plot.

You may choose an opening that is subtler than this, such as the entire clocks stop or a prophetic message is discovered wishing ill omen. Whatever fits your story. These openings are best when symbolic and sudden. This way, they have impact upon the psyche of your players.

It is, of course, reasonable for an NPC to run into town shouting, "There has been a terrible murder! Come and see!" but you should realize the unveiling of the body may not be very intimidating to the players, simply because they expect it. You may try to describe a gratuitously gory scene that follows to elevate your surprise, but you are merely playing catch up. It is probably best to have the surprise "opener" happen to the players rather than they hear about it later. If they are investigating a murder or horrific incident of some sort - throw in a surprise to make your point.

aftermath horror:

Now we can assume that you have decided your horrific endgame and introduction. After the introduction you can place "aftermath horror" in your story. Horror is introduced, but the players are still unsure as to what the instigator may be. This is a neat trick when designing your story. For the first few scenes, characters can deal with the fallout of your protagonist with little clue as to what is happening.

Aftermath horror gives little away regarding causality, but creates the atmosphere. This may be symbolic, such as strange things start happening, implying a force beyond the laws of nature. It might be psychological, people start to panic whilst characters struggle to grasp the enormity of what is unfolding. It may archetypal, a cat makes somebody jump or there is a stranger in town, and so on. The purpose of this is to engender fear in a way that is easily connected with. It colors the story with a faint glimmer of suspense. Because you have not overplayed your hand, your players will add their own interpretation to your story, building their own suspense in a way they intimately connect with it.

Aftermath horror sets the tone of the game and supplies clues as to the gravity of what lies ahead. It gives no indication of the cause of the horror, as it is horror generated by horror. This strengthens your story's flavor without providing too much useful information to the players.

CLUE based horror:

The final elements in between the end game and aftermath are the clue-based terrors. These start to indicate what fearful thing the party may be facing. Gradually you are in a position to let your characters build evidence against your foe.

Be careful, you do not wish to give too much away. The balance you have to strike is between frustration and tension. You do not wish to keep characters perpetually in the dark. The players would merely become frustrated, as they see little leverage and influence over your plot. Similarly, if you reveal the root cause of their woes too quickly, they become complacent and confident. They will feel that they can better your foe the moment it is known. If your foe is too powerful, they may see little need to progress the story against all the odds.

In your climax, introduction and aftermath horror, characters tend to be more passive towards the storyline. These events happen to them and despite them, little will change. However, during the investigative process characters play a far more active role in events. They are the key driver for shaping the story rather than yourself. Their endeavors will now take them towards your climax; you control the speed it takes to get there.

The more prodigious storytellers often maintain the most flexibility at this point. They will design their clues in such a way that they can be moved to a different juncture in the story if necessary. This is good and recommended. If you fix the other three stages, use this stage to balance your game in both pace and horror quality by moving clues around, so they appear at just the right time. Pace your story.



CHAPTER 2

CHARACTER CREATION

REAL PEOPLE - UNREAL SITUATIONS

Like all supplements in the Fright Night series, Haunted School deals with a group of normal people (in this case, high school students) facing an abnormal threat. It is a roleplaying adventure for PCs ranging from first to third level. They swing no swords, wield no magic and carry no blasters. They are ordinary people thrust into an extraordinary situation - one that threatens their very lives.

Most PCs will have limited combat skills, and must find a way to defeat their foes using little more than wits and willpower. They will find themselves swinging fire extinguishers instead of broadswords; wielding baseball bats, not M-16s. The GM should monitor character creation closely and limit combat-intensive characters and skills. Even if a boy knows how to fire his father's shotgun or a girl who lived in a rough neighborhood got into an occasional knife fight, this does not mean that they have the equivalent of combat training.

CLIQUE FEATS

Every character gets one optional clique feat at first level. This represents the social group to which the character belongs. Being with your clique gives you significant advantages, so long as you do not have too many members of incompatible cliques with you. The clique feat is also an aid to roleplaying, as it helps the players emulate the tribal ways of genuine high school students.

Each clique feat also gives you certain bonuses to skill use. For example, being a member of the Computer Geek clique gives you a +2 bonus to Computer Use. See the Feats chapter for details.

You do not have to take a clique feat if you do not want to. In addition, you can also take the 'Loner' feat as a clique feat, representing a character whose preference is to be on her own and not hang around with any particular group.

Your character class determines the clique feats you can take. There are no Goth Sporty students or Cheerleader Rebel students.

The following rules apply to all clique feats:

When you are with one or more members of the same clique, you gain a +1 morale bonus to Will saving throws and Armor Class. You also gain a +2 morale bonus to Intimidate skill checks made against

other students, as there is strength in numbers. Other clique members can also be present, so long as they are not incompatible cliques.

However, these benefits are cancelled if you are in a group with people who are in a clique that is not compatible with yours. (The Games Master must use her discretion as to what constitutes a 'group'.) If a group of three Gamers sets off to search an empty building and has to endure the company of a Cheerleader, they do not get any clique bonus. However, if they are in the company of a Goth, then the Gamers gain their clique bonus, though the Goth does not.

A student who does not have a clique feat is considered compatible with all cliques, but never gains any clique bonuses.

CLIQUE FEATS AVAILABLE

Sporty Student	Nerdy Student	Joker Student	Rebellious Student	Lazy Student	Hard-Working Student
Jock, Cheerleader	Gamer, Computer Geek	Punk, Stoner	Punk, Goth	Stoner, Gamer	Computer Geek, Goth

CLIQUE FEAT BONUSES

Clique	Skill Bonus
Jock	+1 to Athletics and Knowledge (sports)
Cheerleader	+1 to Knowledge (popular culture) and Perform (dance)
Gamer	+1 to Knowledge (history) and Research
Computer Geek	+1 to Computer Use and Disable Device
Stoner	+1 to Knowledge (streetwise) and Gather Information
Punk	+1 to Intimidate and Disable Device
Goth	+1 to Knowledge (streetwise) and Intimidate

CLIQUE COMPATIBILITY

Clique	Jock	Cheerleader	Gamer	Computer Geek	Stoner	Punk	Goth
Jock	-	Yes	No	No	No	No	No
Cheerleader	Yes	-	No	No	No	No	No
Gamer	No	No	-	Yes	Yes	No	Yes
Computer Geek	No	No	Yes	-	No	No	Yes
Stoner	No	No	Yes	No	-	Yes	No
Punk	No	No	No	No	Yes	-	Yes
Goth	No	No	Yes	Yes	No	Yes	-

Example of Cliques in Action

Jenny, Muffy and Cindy are all Cheerleaders. On their way to a lesson, they run into Amanda and Jane, who are both Goths, accompanied by Jodie, a Computer Geek. Both groups face one another off, no love lost between them. Fighting in the hallway will get them all in trouble, but there's no sense in missing an opportunity to wreck someone's self-esteem. Jenny sneers to Amanda, 'Whoa, I guess Halloween came early this year,' and tosses her hair in derision.

This clichéd insult calls for an Intimidate check. If Jenny is successful, then Amanda will not only be humiliated, she will suffer self-esteem erosion (see the notes on Intimidate in the Skills chapter) and have trouble beating Intimidate attempts in the future.

All the people in Jenny's group are members of the Cheerleader clique, so she gains a +2 bonus to her Intimidate check. However, Amanda and Jane are both Goths and Jodie is a member of a clique that is compatible with Goths, so Amanda and Jane gain their clique bonus of +1 to Will saves, too.

Jenny makes her Intimidate check, rolling a total of 14, which Amanda manages to beat with a 16. Amanda grins and replies 'You have a booger stuck between your teeth, honey.' Before Jenny can stop herself, she has gasped and put her hands to her mouth. Her cheerleader friends screw up their faces in disgust and the others walk away, laughing.

If Amanda and Jane had been in the unwilling company of Buddy, a stoner who follows them around because he thinks that 'chicks who wear black are hot', they would not have gained their clique bonus because he would have been cramping their style - he is a member of a clique that is not compatible with Goths. The confrontation in the hall might have gone differently and ended with Amanda crying in the bathroom, comforted by Jane.

All students have at least one vulnerability, chosen at character creation. You must take a vulnerability, even if you are the most stunning cheerleader on the team.

When an Intimidate attempt (or a roll in opposition to such an attempt) is made in conjunction with the student's vulnerability, the intimidator gains a +1 bonus to his check. Vulnerabilities are assumed to be obvious.

A student may choose a secret vulnerability instead. At least one other person in the game must know about this, though this may be a NPC, such as a teacher. Secret vulnerabilities are much more potent and confer a +3 bonus to intimidation attempts. A secret vulnerability means that you are much less likely to be victimized for it, simply because people do not know, but if the secret ever gets out, you will be at much greater risk. The Games Master should bear in mind that some supernatural creatures, such as demons, know all sorts of secrets about people...

For example, if Troy breaks Jude's glasses and runs away laughing, he gains a +1 bonus to the Intimidate check. However, if Susie mocks Katie in front of the whole class by sticking her fingers down her throat and pretending to throw up (referring to the bulimia that Katie thought was a secret) then Susie gains a +3 bonus to her Intimidate check.







Additional Vulnerabilities: At third, sixth and ninth level, a student may take a new vulnerability (obvious or secret). This entitles the student to a bonus of either three additional skill points or an extra feat from their bonus feat list. This additional vulnerability is optional.

Players are encouraged to think up their own vulnerabilities. The Games Master must ratify all of these. Some suggested vulnerabilities are given below.

Obvious: Glasses, braces, late developer, short, buck-toothed, birthmark, acne, bad hygiene, limp, speech defect, scar

Secret: Abusive parent, medical condition, eating disorder, psychiatric disorder, domestic squalor, parental poverty

Character Classes:

-  Industrious Student
-  Joker Student
-  Lazy Student
-  Nerdy Student
-  Rebellious Student
-  Sporty Student

Vulnerabilities

Vulnerabilities are the weak spots in a student's self-esteem. A vulnerability can be something glaringly obvious, like dental braces, acne or glasses, or something known to only a few people, such as the student's mother being in prison, an embarrassing stunt that took place at a party, or an eating disorder.

SPORTY STUDENT

'We totally rule the school and are the best. All the others are just real wimps, ain't they? I get to play sports while all the others are havin' to learn things, like, really boring stuff like math. I mean, who cares about all them qualifications? You can go and become professional and get millions of dollars. All the best girls really like us cos we're really cool, and we get to go out with the cheerleaders who are, like, really hot, you know?'

'Me, I play football but I can shine at any game that you can name, buddy. I really like football, though, cos it's the best. There's nothing like running the opposing team in to the dirt and then making them eat it, especially if they're from another school.'

'School days are great, aren't they? I go out and practice and then we play for real against other schools and guess what? We win! An' then we get to chat up their cheerleaders, who are, like, really

hot and, like, really like us cos we won. An' then we don't get no grief off the teachers, 'cos the reputation of the school depends on us, an' we don't need no classes anyway.'

Hit Die: 1d10

Skill Points at First Level: 2 + Int bonus

Class Skills: Athletics (Str), Balance (Dex), Bluff (Cha), Climb (Str), Escape Artist (Dex), First Aid (Wis), Intimidate (Cha or Str), Jump (Str), Knowledge (local area) (Int), Knowledge (popular culture) (Int), Knowledge (school information) (Int), Knowledge (sport) (Int), Move Silently (Dex), Perform (Cha), Ride (bike) (Dex), Swim (Str)



Bonus Feats: Alertness, Blind Panic, Bright Idea, Great Fortitude, Improved Initiative, Iron Will, Lightning Reflexes, Run, School Bully, Skill Focus, Stealthy, Toughness, Wheeler-Dealer

Level	Feats	Attack	AC Bonus	Fort	Ref	Will
1	Track Team	+0	+1	+2	+2	+0
2	Bonus feat	+1	+1	+3	+3	+0
3	Athletic	+2	+2	+3	+3	+1
4	Bonus feat	+2	+2	+4	+4	+1
5	Desirable	+3	+2	+4	+4	+1
6	Bonus feat	+4	+3	+5	+5	+2
7	Dodge	+5	+3	+5	+5	+2
8	Bonus feat	+5	+3	+6	+6	+2
9	Clique Leader	+6	+4	+6	+6	+3
10	Bonus feat	+6	+5	+7	+7	+3

NERDY STUDENT

'Do you see that guy other there? He's in the school football team. You know what that means? He's as stupid as an ox and just as big, but the teachers love him because he plays football and wins trophies for the school. However, ask what the square root of nine is and he won't have a clue. They don't like learning things.'

'That guy will rely on being lucky to get money. But I'm going to become a lawyer and get a career that will earn myself millions. That is the big difference between jerks like him and me. They don't know what they are going to do and half of them don't even bother to turn up for classes and even when they do, they mess around and don't learn anything anyway. They have, like, minus 8 intelligence.'

'I really get on with all the teachers (well, maybe not all of them, especially the coaches) and I really like learning because it's so easy, so I learn a lot, unlike all those idiots out there. If you need to know something, then I'm your man.'

'But the trouble with all these idiots being around, is that sometimes you have to be quick with your wits, otherwise you can get into serious trouble.'

Hit Die: 1d4

Skill Points at First Level: 8 + Int bonus

Class Skills: Computer Use (Int), Disable Device (Int), Hide (Dex), Knowledge (arts) (Int), Knowledge (history) (Int), Knowledge (local area) (Int), Knowledge (popular culture) (Int), Knowledge (school information) (Int), Knowledge (science) (Int), Knowledge (sport) (Int), Knowledge (streetwise) (Int), Listen (Wis), Open Lock (Dex), Perform (Cha), Ride (bike) (Dex), Research (Int), Sense Motive (Wis), Spot (Wis), Swim (Str)



Bonus Feats: Angst Ridden, Blatant Freak, Blind Panic, Crack a Joke, Dirty Fighting, Great Fortitude, Improved Initiative, Iron Will, Laptop, Lightning Reflexes, Paranoid, Run, Snappy Comeback, Stealthy, Teacher's Pet, Toughness, Wheeler Dealer

Level	Feats	Attack	AC Bonus	Fort	Ref	Will
1	Swot	+0	+1	+0	+0	+2
2	Bonus feat	+1	+1	+0	+0	+3
3	Bright Idea	+1	+1	+1	+1	+3
4	Bonus feat	+2	+2	+1	+1	+4
5	Bookworm	+2	+2	+1	+1	+4
6	Bonus feat	+3	+2	+2	+2	+5
7	Skill Focus	+3	+3	+2	+2	+5
8	Bonus feat	+4	+3	+2	+2	+6
9	Alertness	+4	+3	+3	+3	+6
10	Bonus feat	+5	+4	+3	+3	+7

JOKER STUDENT

'Y'all might not think so, but I really like school. You know why? 'Cause it's great for mess+ing people around and giving me a laugh, that's why. That's what life's all about. You gotta have a little fun, y'know? Lighten up, don't take stuff so seriously.

'Of course, you've got to be really careful around teachers, cos they don't understand the important things in life. But its great when you can make a teacher look a complete idiot and, even better, blame it on somebody else, 'specially on one of those nerds. They study so hard, it looks extra special bad on them when they get the blame. Getting the jocks is cool, too. They're so stupid they will fall for anything.'

Hit Die: 1d6

Skill Points at First Level: 6+Int bonus

Class Skills: Balance (Dex), Bluff (Cha), Climb (Str), Disable Device (Int), Disguise (Cha), Escape Artist (Dex), Forgery (Int), Gather Information (Cha), Hide (Dex), Intimidate (Cha or Str), Jump (Str), Knowledge (school information) (Int), Knowledge (local area) (Int), Knowledge (popular culture) (Int), Knowledge (science) (Int), Knowledge (streetwise) (Int), Move Silently (Dex), Open Lock (Dex), Perform (Cha), Ride (skateboard) (Dex), Sense Motive (Wis), Sleight of Hand (Dex), Spot (Wis), Tumble (Dex)



Bonus Feats: Backbone, Blatant Freak, Blind Panic, Desirable, Dirty Fighting, MC, Maven, Run, Rumormonger, Snappy Comeback, Stealthy, Techie, Trickster, Toughness

Level	Feats	Attack	AC Bonus	Fort	Ref	Will
1	Class Trouble	+0	+1	+1	+2	+0
2	Bonus feat	+1	+1	+2	+3	+0
3	Crack a Joke	+1	+1	+2	+3	+1
4	Bonus feat	+2	+2	+2	+4	+1
5	Alertness	+2	+2	+3	+4	+1
6	Bonus feat	+3	+2	+3	+5	+2
7	Lightning Reflexes	+4	+3	+4	+5	+2
8	Bonus feat	+4	+3	+4	+6	+2
9	Wheeler Dealer	+5	+3	+4	+6	+3
10	Bonus feat	+6	+4	+5	+7	+3

Rebellious Student

'School? Heh. I hate it. I hate all these dumb rules. "No running in corridors." I mean, jeez, what's that about? I swerve around people, don't I? After all, I am the future king of skateboard+ing. That's another fascist thing about teachers, they confiscated my skateboard last week. I mean, they shouldn't be allowed to do that, should they? That's my property! Well, it wasn't my best 'board and I can still make it to the championships next week.

'Anyway, school's for losers, an' I know every+ thing I need to know from the street. That's where all the action is. I mean, school's for saddos who ain't never going to survive in the real world. All them geeks who make the place really dull are just a bunch of losers who end living as squares and become really boring. Heh, like they're not boring already.

'You know what the best thing about school is? There ain't no best thing, unless you count when it ends. Puts you in mind to do a little damage, help things along.'

Hit Die: 1d8

Skill Points at First Level: 4 + Int bonus

Class Skills: Bluff (Cha), Climb (Str), Disable Device (Int), Escape Artist (Dex), Hide (Dex), Intimidate (Cha or Str), Knowledge (local area) (Int), Knowledge (popular culture) (Int), Knowledge (streetwise) (Int), Open Lock (Dex), Perform (Cha), Ride (bike) (Dex), Ride (skate+board) (Dex), Sense Motive (Wis), Spot (Wis), Swim (Str)



Bonus Feats: Alertness, Athletic, Backbone, Blagger, Blatant Freak, Blind Panic, Bright Idea, Clique Leader, Crack a Joke, Divert Blame, Great Fortitude, Improved Initiative, Iron Will, Lightning Reflexes, MC, Run, Snappy Comeback, Stealthy, Trickster, Toughness, Wheeler-Dealer

Level	Feats	Attack	AC Bonus	Fort	Ref	Will
1	Angst Ridden	+0	+1	+1	+0	+2
2	Bonus feat	+1	+1	+2	+0	+3
3	Dirty Fighting	+1	+2	+2	+1	+3
4	Bonus feat	+2	+2	+2	+1	+4
5	Class Trouble	+2	+2	+3	+1	+4
6	Bonus feat	+3	+3	+3	+2	+5
7	Dodge	+4	+3	+4	+2	+5
8	Bonus feat	+4	+3	+4	+2	+6
9	School Bully	+5	+4	+4	+3	+6
10	Bonus feat	+6	+5	+5	+3	+7

Lazy Student

'Nah, I don't bother. Well, it's, like, too much like hard work. After all, if you're going to fail, why not do it in style and really fail? Still, I am good at some things, like getting out of trouble, mainly trouble I get into because I couldn't be bothered to do something. But, hey, that's life. You know it takes more muscles to smile than it does to frown? Well, it takes more effort to do something than it does to make up an excuse for not doing it.

'Now, that don't mean I don't study other subjects, dude. If there's something you want, I can get it for you, or I know somebody who can. If I take a little cut for myself, well, that's only fair, isn't it? Shame the teachers don't understand my little talents and just how important they are. I'm a businessman. You'd think they could respect that.

'That's another thing. I know everybody here. I know who's a good guy and who to avoid, which teachers are soft and which ones are the real hard cases. Yeah, stick with me, kid, and I'll see you through. It's a jungle out there.'

Hit Die: 1d6

Skill Points at First Level: 4 + Int bonus

Class Skills: Appraise, (Int), Bluff (Cha), Diplomacy (Cha), Computer Use (Int), Forgery (Int), Gather Information (Cha), Hide (Wis), Knowledge (art) (Int), Knowledge (local area) (Int), Knowledge (popular culture) (Int), Knowledge (streetwise) (Int), Move Silently (Dex), Open Lock (Dex), Perform (Cha), Sense Motive (Wis), Sleight of Hand (Wis), Swim (Str),



Bonus Feats: Angst Ridden, Blagger, Blatant Freak, Blind Panic, Bright Idea, Bribery, Class Trouble, Dodge, Innocence, Lightning Reflexes, MC, Paranoid, School Bully, Scrounger, Snappy Comeback, Stealthy, Super Slacker, Toughness, Wheeler Dealer

Level	Feats	Attack	AC Bonus	Fort	Ref	Will
1	Maven	+0	+1	+1	+1	+1
2	Bonus feat	+1	+1	+2	+2	+2
3	Skill Focus	+1	+1	+2	+2	+2
4	Bonus feat	+2	+2	+2	+2	+2
5	Dirty Fighting	+2	+2	+3	+3	+3
6	Bonus feat	+3	+2	+3	+3	+3
7	Crack a Joke	+3	+3	+4	+4	+4
8	Bonus feat	+4	+3	+4	+4	+4
9	Toughness	+4	+3	+4	+4	+4
10	Bonus feat	+5	+4	+5	+5	+5

INDUSTRIOUS STUDENT

'Now don't get me wrong. I like school, I just don't like the people. I don't care much about the whole "being popular" thing. The cheerleaders are just a bunch of brainless bimbos. I wouldn't want to be part of that crew if you paid me. So, I can sit at the back and nobody disturbs me. I like it that way.'

'I'm good at what I do, so the teachers like me and I can get to do what I am interested in, when it comes to doing extra learning. That's the sweetest thing about school. I play the game my way and I get the respect of the people who actually matter - the teachers, not the students. When I grow up, I am going to become an astronomer and be really good at it. I'm not wasting my time here, unlike some I could mention.'

'Hey, it's not all work. Unlike those nerds who think they know everything, I actually have friends and my girl friends and I get to talk about what we want to talk about. I do wish those other girls wouldn't hassle us, though. What is their damage? It's a pain, but I guess we have to live with it.'

Hit Die: 1d4

Skill Points at First Level: 6 + Int bonus

Class Skills: Appraise (Int), Athletics (Dex), Bluff (Cha), Computer Use (Int), Diplomacy (Cha), First Aid (Wis), Knowledge (arts) (Int), Knowledge (school information) (Int), Knowledge (history) (Int), Knowledge (local area) (Int), Knowledge (science) (Int), Listen (Wis), Research (Int), Sleight of Hand (Wis), Swim (Str)



Bonus Feats: Angst Ridden, Backbone, Bright Idea, Desirable, Dodge, Great Fortitude, Improved Initiative, Innocence, Lightning Reflexes, Loner, Run, Stealthy, Swot, Techie, Toughness, Track Team

Level	Feats	Attack	AC Bonus	Fort	Ref	Will
1	Skill Focus	+0	+1	+0	+1	+2
2	Bonus feat	+1	+1	+0	+2	+3
3	Blind Panic	+1	+1	+1	+2	+3
4	Bonus feat	+2	+2	+1	+2	+4
5	Alertness	+2	+2	+1	+3	+4
6	Bonus feat	+3	+2	+2	+3	+5
7	Iron Will	+3	+3	+2	+4	+5
8	Bonus feat	+4	+3	+2	+4	+6
9	Wheeler Dealer	+4	+3	+3	+4	+6
10	Bonus feat	+5	+4	+3	+5	+7

CHAPTER 3

SKILLS and feats

SKILLS

The following new and existing skills are used in Fright Night: Haunted School. Some remain unchanged and can be found in the Dungeons & Dragons Player's Handbook. New skills and existing skills that have been altered to reflect the

genre are detailed in the Skills table below. GMs should feel free to adapt the rules and skills as needed for their own campaigns.

Notes: The Dungeons & Dragons Player's Handbook has been abbreviated to PHB in references. New or modified skills are labeled with an asterisk (*).

SKILLS table

Skill	Ability	Untrained	Notes
Appraise	Int	Yes	Unchanged. See Skills chapter in PHB.
*Athletics	Dex	Yes	The performance of land based physical athleticism.
Balance	Dex	Yes	Unchanged. See Skills chapter in PHB.
Bluff	Cha	Yes	Unchanged. See Skills chapter in PHB.
Climb	Str	Yes	Unchanged. See Skills chapter in PHB.
*Computer Use	Int	No	Using computers, including security and data management.
Diplomacy	Cha	Yes	Unchanged. See Skills chapter in PHB.
Disable Device	Int	Yes	Unchanged. See Skills chapter in PHB.
Escape Artist	Dex	Yes	Unchanged. See Skills chapter in PHB.
*First Aid	Wis	Yes	See the Heal skill in the PHB.
Forgery	Int	Yes	Unchanged. See Skills chapter in PHB.
Gather Information	Cha	Yes	Unchanged. See Skills chapter in PHB.
Hide	Dex	Yes	Unchanged. See Skills chapter in PHB.
Intimidate	Cha or Str	Yes	See notes below.
Jump	Str	Yes	Unchanged. See Skills chapter in PHB.
Knowledge (Arts)	Int	No	Unchanged. See Skills chapter in PHB.
Knowledge (Sport)	Int	No	Knowledge of sports rules, procedures and statistics.
Knowledge (School Information)	Int	No	Knowledge of the workings of the school.
Knowledge (History)	Int	No	Unchanged. See Skills chapter in PHB.
Knowledge (Local Area)	Int	Yes	Unchanged. See Skills chapter in PHB.
Knowledge (Popular Culture)	Int	Yes	Knowledge of contemporary fashion and media.
Knowledge (Science)	Int	No	Knowledge of the sciences.
Knowledge (Streetwise)	Int	Yes	Knowledge of crime, underground connections and urban life.
Listen	Wis	Yes	Unchanged. See Skills chapter in PHB.
Move Silently	Dex	Yes	Unchanged. See Skills chapter in PHB.
Open Lock	Dex	No	Unchanged. See Skills chapter in PHB.
Perform	Cha	Yes	Unchanged. See Skills chapter in PHB.
*Research	Int	Yes	Researching using library, Internet, or neutral resources.
*Ride (Bike)	Dex	No	Ability to ride bicycles.
*Ride (Skateboard)	Dex	No	Ability to get around on a skateboard.
Search	Int	Yes	Unchanged. See Skills chapter in PHB.
Sense Motive	Wis	Yes	Unchanged. See Skills chapter in PHB.
Sleight of Hand	Dex	Yes	Unchanged. See Skills chapter in PHB.
Spot	Wis	Yes	Unchanged. See Skills chapter in PHB.
Swim	Str	Yes	Unchanged. See Skills chapter in PHB.
Tumble	Dex	Yes	Unchanged. See Skills chapter in PHB.

NEW SKILLS

athletics (dex)

Description: The PC is skilled at sports and other physical games. She can use this skill to kick balls further and more accurately, run faster and further.

Check: The skill can be used to perform an athletic act. It is also a measure of someone's sporting prowess. The DC of related check digits should be determined by the GM. Simple acts of athletics need to beat a DC of 10, with the DC rising higher to reflect more extreme challenges.

Failure: A failed check indicates the character has simply missed her allotted goal for the task at hand. The ball has gone wide, or she has failed to push herself hard enough to win the race.

Note: This skill does not replace the Jump or Tumble skills, but covers activities outside the scope of these two skills.

COMPUTER USE (INT)

Description: This skill governs the use of computers and their applications, as well as security and data management. Characters can use this skill to hack into computer systems and to dig out data from a person's files. The skill also covers setting up security measures for computer systems.

LOCATING DATA: The difficulty for this check is based on the size of the system involved - the larger the file base, the longer it takes to sort through it. For every 5 points the character exceeds the DC, she can reduce the time required by one rank (see table below), to a minimum of one round.

HACKING AND SECURITY: Characters can attempt to

Size of System	DC	Time
PC	10	5 rounds
Corporate	20	10 minutes
International	30	1 hour

access a secure system or try to secure a system against hacking. The PC makes the check against a DC determined by the level of security present.

Level of security	DC
Weak/negligible	20
PC Firewall	25
Custom	35
Professional	40

KNOWLEDGE: ARTS

Description: This is the student's knowledge of the arts, including English literature, drama, general art history, painting, drawing, sculpture and modern art including performance.

Check: The check DC varies according to the obscurity of the information sought.

KNOWLEDGE: SPORT

Description: This is the student's knowledge of sporting history (who comprised a given team, what batting averages were) and the rules of various popular sports.

Check: The check DC varies according to the obscurity of the information sought.

KNOWLEDGE: SCHOOL INFORMATION

Description: This skill determines how familiar the student is with the school's operating procedure. It encompasses what is and is not allowed, as well as aspects of the school's procedure that do not just apply to students, such as the workings of the staff room.

Check: The student may attempt a check at DC 10 to recall a piece of simple school information. A check at DC 15 is required to recall any information that the students are not taught as a matter of rote (such as the name of the head teacher's spouse or the names of past teachers). A check at DC 20 recalls information that would ordinarily be kept to the teaching faculty alone.

KNOWLEDGE: LOCAL AREA

Description: This is the student's familiarity with the geography of a given region, including both public information like where the shops are and the history of the area, and personal knowledge like an awareness of good hiding places. Note that it does not cover information relating to street-level living, underground culture or illegal activity. Those points are covered by the Knowledge (streetwise) skill.

Check: The DC depends on the obscurity of the information sought. General facts have a DC of 10, information that only a local would know has a DC of 15 and information that only the most well-established or long-lived citizens (or the best gossips) would have access to has a DC of 20.

Synergy: If you have more than 5 ranks in Knowledge (local area), you get a +2 synergy bonus to Knowledge (streetwise) checks when in that area.

KNOWLEDGE: POPULAR CULTURE

Description: This skill covers the student's awareness of popular fashion and media information, including celebrity activity, current jokes,

what to wear and what the hot topics of café discussion are.

Check: The DC depends upon the obscurity of the information snippet. Relatively easy facts, like who starred in a given film, have a DC of 10. Facts that only a dedicated follower of fashion would know, like the contents of a given fashion house's summer wardrobe, have a DC of 15. Truly obscure trivia (who played the third stormtrooper on the left) has a DC of 20.

Knowledge: Science

Description: This skill covers the student's ability with the physical sciences.

Knowledge: Streetwise

Description: This skill covers the student's knowledge and experience of the rougher side of life.

Check: The DC depends on the obscurity of the information sought. General facts have a DC of 10, information that only a streetwise individual would know has a DC of 15 and information that only the best-connected wheelers and dealers would have access to has a DC of 20.

Research (Int)

Description: Use of this skill covers gathering information from the Internet or library, or other information resources, such as microfiche, universities, newspapers and so on.

Check: The DC for using this skill is largely up to the GM - some subjects may be concealed or harder to research. Basic facts are DC 10, obscure facts are DC 20, hidden or illegal information is DC 25, and information on government secret projects and covert operations is DC 40.

Failure: The sought-after information is one of the following: unavailable, unclear, contradictory or conflicting, or even non-existent.

Fumble: The PCs pick up either erroneous or misleading information.

Ride: bike

Description: This is the student's competence when riding a bicycle.

Check: Typical riding actions do not require checks. You must, however, make a check to stay on when you are jostled or struck (the Games Master sets the DC according to the degree of force used) or when you are performing a stunt. You can also make a check to avoid taking the typical 1d6 damage if you should fall off.

Stay On Saddle:	DC 5
Soft Fall:	DC 20
Stunt:	DC 20

Ride: skateboard

Description: This is the student's ability to ride a skateboard safely.

Check: Typical riding actions do not require checks. You must, however, make a check to stay on when you are jostled or struck (the Games Master may modify the DC according to the degree of force used) or when you are performing a stunt. You can also make a check to avoid taking the typical 1d6 damage if you should fall off.

Stay On Board:	DC 15
Soft Fall:	DC 15
Stunt:	DC 20

Synergy Bonus: A character with 5 or more ranks in Balance gains a +2 synergy bonus to Ride (skateboard) checks.

Feats

The following new and existing feats are used in *Fright Night: Haunted School*. Some remain unchanged and can be found in the *Dungeons & Dragons Player's Handbook* published by Wizards of the Coast. New feats have been created and existing feats have been altered to reflect the genre as detailed below. GMs should feel free to adapt the feats as needed for their own campaigns.

Note: The *Dungeons & Dragons Player's Handbook* has been abbreviated to PHB in the references. In the Feats table on p.20 all new feats are labeled with an asterisk (*).

Here are descriptions of the new feats that appear in *Fright Night: Haunted School*.

In addition to the basic feats below, characters must select a background feat. This gives each character a bonus package of skills to reflect their previous experience.

Angst Ridden

Description: The character is inwardly tormented and spends much of his time brooding. It is difficult to know what he is thinking.

Benefit: All Sense Motive checks made to ascertain what the character is thinking are made with a +2 increase to the DC. This includes Sense Motive checks made in opposition to other checks, such as Bluff.

Backbone

Description: The character does not give in to bullying, even if she is beaten up. She has an inner resolve that keeps her going.

Benefit: The character gains a +1 bonus to Will saving throws against fear and a +3 bonus to the roll to oppose an Intimidate check. She gains no bonus to Intimidate checks that she herself makes.

feats table

Feat Name	Prerequisite	Notes
Alertness	None	The character gets a +2 bonus on all Listen checks and Spot checks.
*Angst Ridden	None	The character is introverted and hard to 'read'.
Athletic	None	The character gets a +2 bonus on all Jump checks and Tumble checks.
*Backbone	None	The character is resistant to intimidation.
*Blagger	None	The character is extremely good at concocting spur-of-the-moment excuses.
*Blatant Freak	Loner Feat	The character can never be intimidated and is hard to scare, but is a complete outcast.
*Blind Panic	None	The character receives +4 to all Athletics, Escape Artist and Jump checks while running away on her own.
Bookworm	Int 13	The character is a fast reader and absorbs written information quickly.
*Bright Idea	None	The character gains a +4 circumstance bonus to any skill rolls or ability checks when attempting to convince other characters that his opinion is correct.
*Bribery	None	The character knows how to offer people what they want.
*Class Trouble	None	The character can quickly stir up trouble in a class, undermining the teacher's authority.
*Clique Leader	Clique feat; recognized as leader by clique members	The character gains double the usual bonus from his clique.
*Crack a Joke	None	The character can lighten a tense situation with humor.
*Divert Blame	None	The character is expert at making others seem responsible for his misdeeds.
Dirty Fighting	Base attack bonus +1	The character is an expert at low blows, gouges and other nasty fighting moves. Once per day he can declare an attack to be "dirty". If successful, it deals an additional d4 of damage.
Dodge	Dex 13	During this action, the character designates an opponent and receives a +1 dodge bonus to Armor Class against attacks from that opponent. The character can select a new opponent on any action. A condition that makes the character lose his Dexterity bonus to Armor Class (if any) also makes him lose any dodge bonuses. Also, dodge bonuses stack with each other, unlike most other types of bonuses.
*Desirable	Cha 11	The character is physically attractive, gaining a +2 circumstance bonus on all Charisma checks and Charisma-based skill checks when appearance would play a part.
Great Fortitude	None	The character gets a +2 bonus on all Fortitude saving throws.
Improved Initiative	None	The character gets a +4 bonus on Initiative checks.
*Innocence	Cha 11	The character looks angelic, giving him a +4 bonus to Bluff checks that involve pretending to be innocent.
Iron Will	None	The character gets a +2 bonus on all Will saving throws.
*Laptop	Computer Use 3 ranks	The character has access to a laptop computer.
Lightning Reflexes	None	The character gets a +2 bonus on all Reflex saving throws.
*Loner	Starting feat only	The character disdains cliques and functions best alone.
*Maven	Cha 11	The character is a nexus of information.
*MC	None	The character is an expert rapper.
*Paranoid	None	The character is always looking over his shoulder.
Run	None	The character's running speed is five times his base speed. He gets a +4 bonus on opposed Athletics checks to catch up with or outdistance another running character.
*School Bully	Str 13	The character gains a +4 bonus to Intimidate skill checks against other students.
Skill Focus	Choose a skill	The character gets a +3 bonus on all checks involving that skill.
*Scrounger	Cha 11	The character is good at persuading people to 'lend' him things.
*Rumormonger	Maven	The character can spread rumors around the school, whether or not they are true.
*Snappy Comeback	Int 11	The character can fire off a quick retort, giving him a +4 bonus to oppose verbal Intimidate checks.
Stealthy	None	The character gets a +2 bonus on all Hide and Move Silently checks.
*Super Slacker	Bluff 3 ranks	The character is expert at getting out of a class.
*Swot	Int 11	The character has vast amounts of information in her head.
*Teacher's Pet	None	The character gains a +2 bonus to all Charisma-based checks when interacting with teachers.
*Techie	Int 11	The character is technically minded.
Toughness	None	The character gains +3 hit points.
*Track Team	Athletics 3 ranks	The character is a member of the school track team.
*Trickster	None	The character can set non-lethal, humorous traps.
*Wheeler-Dealer	None	The character is a smooth-talking deal-maker.

blagger

Description: The character is always ready with an excuse.

Benefit: The character gains a +4 bonus to Bluff checks when making an excuse. The Games Master must adjudicate the use of this skill carefully. Bluff can only ever be used to get out of situations, not into them. For example, a blagger's bonus would apply to a lie about why he has not handed in his homework or why he cannot go on an errand, but would not apply to a lie used to get into a concert or bluff a police officer.

blatant freak

Description: The character has reacted to intimidation by embracing his status as an outcast. He deliberately plays up to the role of a freak, reasoning that nobody can insult you for being a misfit if you aren't even pretending to fit in.

Prerequisite: Loner feat.

Benefit: The character is completely immune to intimidation from fellow students and from teachers alike. However, all characters have a default reaction of Unfriendly to him and he suffers a -2 circumstance penalty when using any Charisma-based skills and checks on them.

book worm

Description: The character knows how to find bits of information. The character can read much more quickly than others and together with other sources can find the right answers in a short time.

Benefit: The character gains a +2 bonus to all Gather Information and Research checks.

bribery

Description: The character knows how to bribe other pupils, using "school currency" such as sweets and the like, to get those pupils to do something for the character. The amount of the bribe will depend upon circumstances and what is wanted. The character will also have an idea on who can and cannot be bribed within the school. Bribery will not work against adults.

Benefit: The character may make a Diplomacy roll, opposed by the other character's Sense Motive check, to bribe another pupil. The bribed pupil will do what the character wants. The effect is similar to that of a successful Intimidate check: see the PHB.

Modifiers: Risking safety, ease of task, time needed, and resources needed.

class trouble

Description: The character is extremely good at stirring up chaos in the classroom, knowing how to play to the crowd and create maximum disruption.

Benefit: The character may make a Charisma check to attempt to start a ruckus. The DC depends on the number of people present. There must be at least 10 people in the class for this ability to work. The DC is equal to the number of people in the class. The chaos lasts for three rounds for every level of experience that the student has. While the chaos is going on, most of the students present are unruly, throwing paper missiles, yelling, slamming desks and otherwise misbehaving. This is ideal cover for students who are intending to do something covert. The DC of all Spot and Listen checks to notice any surreptitious activity (such as a student hiding under a desk or a group of students sneaking past the window) is increased by +4. A teacher can attempt to calm a chaotic class by making an Intimidate skill check against a DC of 20.

clique leader

Prerequisite: You must be a member of a given clique and considered its leader by the others.

Description: You are the leader of your own little pack. The members of your clique look to you as a figure of respect.

Benefit: You gain double the normal bonuses when other members of your clique accompany you: that is, +2 to Will saves and +4 to Intimidate skill checks against other students.

crack a joke

Description: This is the ability to lighten the mood with a well-placed joke. It is most often used when the characters are in some form of trouble.

Benefit: When confronted by a horrific situation, the character can make a Charisma check (DC 15). If successful, all characters can re-roll failed will saves.

divert blame

Description: When you create chaos, you set other people up as your patsies.

Benefit: On the round after you have done something disruptive and the culprit is unknown, you may make a Bluff check at a +4 circumstance bonus to pin the blame on someone else. This involves pointing out the intended target and naming him as the guilty party. The teacher (or other observer) may oppose your Bluff check with a Sense Motive check of his own. You can attempt to divert

blame away from another person instead of away from yourself, but in this case you only gain a +2 circumstance bonus to the check. (If you are feeling uncharacteristically heroic, you can even use this feat to take the blame for something that you did not do yourself!)

Innocence

Description: The character is either genuinely innocent or is extremely good at appearing so.

Benefit: The character gains a +4 circumstance bonus to Bluff or Diplomacy checks when he is claiming to be innocent of a given misdeed. At the Games Master's discretion, this feat can become temporarily inactive if the student is caught red-handed when doing something inappropriate.

Laptop

Description: The character has access to a laptop computer. This could be his own or somebody else's, but the character always has the laptop available.

Benefit: The character can use the laptop to gain Internet access, use the laptop as a writing machine or a calculator, as well as anything else the GM might allow.

Loner

Description: The character does not belong to any cliques. Although she can socialize freely and may have many friends, she functions best on her own.

Benefit: The character gains a +1 morale bonus to Will saving throws and Armor Class when she is acting alone, without receiving any help from others or helping them.

Maven

Description: The character is extremely well informed and has many connections within a given field.

Benefit: The character gains a +3 bonus to all Gather Information checks and Sense Motive checks when working with a specific class of people, such as students, teachers, white-collar businessmen or farmers. Choose a class of person when you take this feat.

MC

Description: The character is very good at rapping.

Benefit: The character gains a +2 bonus to all Knowledge (streetwise) checks and Perform (rap) checks.

Paranoid

Description: This skill enables the character to notice when people are following him and when he is about to be jumped by other pupils. It does not apply against adults. At the GM's discretion, it can apply to other circumstances.

Benefit: +2 to Spot checks to notice tails and ambushes.

School Bully

Description: You rule the roost and nobody is about to argue. You have a reputation for making life hell for those who cross you.

Benefit: You gain a +4 bonus to all Intimidate checks against other students. At the GM's discretion, this feat can become inactive if the character does not roleplay appropriately.

Scrounger

Description: The student is very good at rustling up resources out of nothing.

Benefit: The student gains a +4 circumstance bonus to all Bluff and Diplomacy skill checks made to persuade a person to lend him an object. If the student is asking to be given the object, he only gains a +2 bonus to these skill checks. This only applies when the object will obviously be used up and not given back, such as food, cigarettes or sweets.

Snappy Comeback

Description: Your quick wits let you fire off a well-spoken retort when people try to intimidate you.

Benefit: The character gains a +4 circumstance bonus to level checks made to oppose verbal Intimidate checks.

Super Slacker

Description: Sometimes, pupils need to get out a class. This feat gives a bonus to finding the right excuse and persuading the teacher of its merit. The actual excuse does not matter, as all excuses receive this bonus, unless the excuse is really silly ('I am off to save the school from the monsters!').

Benefit: The character gains a +4 circumstance bonus to Bluff or Diplomacy checks when made to get out of ordinary classes without suffering the consequences.

SWOT

Description: The student is a walking encyclopedia, soaking up information

Benefit: The character has so much stored knowledge in her head that she can make Research checks without needing access to a library or similar resource. One such check may be made per day for each level of experience that the character has.

TRACK TEAM

Description: The student is a member of the track team.

Benefit: The student gains a +2 bonus to all Athletics and Tumble checks.

TRICKSTER

Description: The character enjoys playing fairly harmless practical jokes upon other people; these always involve objects, such as buckets of water or fire extinguishers. He will devise ever more cunning jokes to gain a laugh, which is his primary motive. The jokes will use ordinary things found around the school and will, at most, only scratch the joked-upon.

Benefit: With 10 minutes of preparation and access to suitable resources, the character can set what is essentially a non-lethal trap. He makes an Intelligence check to determine how well placed the practical joke is. The check result then becomes the DC of the Spot (or Search) check necessary to notice the prank before falling victim to it.

The GM will decide upon the success of the joke depending upon circumstances and how badly the victim failed the check to detect the prank. The more detailed the description provided by the player, the better the chances of success.

TEACHER'S PET

Description: You are extremely popular with the members of the teaching faculty.

Benefit: The character gains +2 to all Charisma based skills when negotiating with teachers.

TECHIE

Description: You are competent with technical equipment.

Benefit: The character gains +2 to all Intelligence-based skills when working on technical devices, such as electronic medical equipment or computer peripherals.

RUMORMONGER

Description: This is the ability to start a rumor upon any relevant subject within the school and have it circulated around the playground in no time at all. The rumor can be true or not at the

rumormonger's discretion. Whether it is believed or not cannot be influenced by this feat and will depend upon what the rumor is and who is listening.

Benefit: The student may make a Gather Information skill check against a single target. The result of the check is the DC of the target's Will saving throw to resist passing the rumor on. If the Will save fails, the target will repeat the rumor with an 80% of getting the rumor correct. The chances of success can be modified by whether or not the rumor is believable, at the GM's discretion.

WHEELER-DEALER

Description: You always have some kind of a scheme in place, intended to make you money.

Benefit: You gain +2 to all Appraise checks and Gather Information checks.

INTIMIDATION AND SELF-ESTEEM

The following special rules apply to the use of the Intimidate skill. They apply to all intimidation attempts, whether made by students against other students, or by teachers against students.

Verbal Intimidation: This consists of making spoken put-downs and nasty jokes against a person. The Games Master may allow bonuses to Intimidate checks that involve lengthy preparation or especially unpleasant tactics, such as leading a person to believe that they have a date with someone they like, when in fact they do not.

Every time you are successfully intimidated, you suffer a -1 morale penalty to Will saves, to Intimidate checks and to checks made to oppose future Intimidate attempts. This is called self-esteem erosion. This accumulates over time, to a maximum penalty of -5. The penalty does not fade away over time. The only way to reduce it is by standing up to your intimidators. Every time you beat an intimidation attempt aimed at you, you reduce your total penalty by 1.

If you beat an Intimidation attempt by more than 5, then you have delivered such a stinging response to your intimidator's attempts that they suffer the above penalty instead of you. This rule only applies if the intimidation is verbal.

Physical Intimidation: If you lose a fight in which the express intent was to intimidate you, then your assailant may make a free Intimidate check, which you oppose at a -2 circumstance penalty. Failure means that you suffer self-esteem erosion as detailed above. If you win a fight in which the express intent was to intimidate you, then you may make a free Intimidate

check against your opponent; you suffer no ill effects if the check fails, nor does he gain any benefit if he succeeds, no matter how much he beat you by.

Freaking Out: If you suffer self-esteem erosion following an Intimidate check, irrespective of who started it, you may choose to Freak Out instead of taking self-esteem erosion. You must attack the person intimidating you, no matter what the circumstances. You must continue to attack them for 1d6 rounds. This prevents self-esteem erosion from that check, whether you are victorious in the fight or not. What matters is that you get to express your rage.

Freaking out may seem like an easy way to avoid self-esteem loss, but the consequences of your actions may be severe - a detention is highly likely. If you have injured your target badly, then you will have to live with the responsibility for the rest of your life.

Revenge: The other way to recover lost self-esteem is by taking revenge. You must beat your most recent intimidator in a fight, or humiliate him in some other way. If the revenge attempt is successful, you recover all your lost self-esteem. If it is not successful, then you do not recover any, and one point of morale penalty becomes permanent.

Example of Intimidate in Action

Chad, a Sporty Student, is sitting in the cafeteria. Steve, a Nerdy Student, sits down opposite him. Chad does not like this at all, and grunts at Steve to 'get lost, pus-bag.' This is an Intimidate check. Chad rolls his Intimidate skill check, which Steve opposes (as per usual) with his level check (1d20 plus Steve's level plus his Wisdom bonus plus his Will saving throw bonus). Steve has already been intimidated by Chad several times before and has self-esteem erosion of -3.

Chad wins the Intimidate check, which means that Steve must not only move away but has also suffered self-esteem erosion yet again. His Will saving throws and level checks against Intimidate skill use will now be made at a -4 penalty. Steve is unwilling to accept this and chooses to Freak Out instead. The GM rolls 1d6, which comes up with a 2. Steve must assault Chad for 2 rounds.

Fries and shake go flying as Steve, clearly goaded beyond endurance, flings his lunch all over Chad, screaming like a banshee. For an instant the cafeteria is deathly quiet, then Chad stands to his feet and students crowd around to watch...

SHOWING OFF

Some students like to show off as a way of gaining self-esteem and popularity. They secure their status by entertaining their fellow students, which is not only satisfying but ensures that the student will not be persecuted.

In order to Show Off, a student must have an audience. He must then attempt a skill check with a DC of at least 20. This skill check is his Stunt. Acceptable skill checks are such things as an improvised rap, which would involve Perform (rap+ping), a skateboard stunt, which would involve Ride (skateboard) or a dare, such as walking along the top of a high roof (a Balance check). The Games Master should always approve the stunt before the student attempts it.

If the student successfully pulls off the stunt, then he is elated and gains a +1 morale bonus to all Will saving throws for the remainder of the day. If he fails, then he is humiliated and gains a -1 morale penalty to all Will saving throws for the remainder of the day. A student cannot retry a failed stunt.



CHAPTER 4

COMBATING THE EVIL

ADJUSTED COMBAT RULES

People and objects are fragile and prone to damage. As such, we offer an adjustment to the regular Armor Class bonus rules to reflect this.

AC BONUS

The best thing to do in any horror game is get out the way, hide or run away. When the going gets tough, the smart fade into the background or simply disappear. To represent this, more experienced characters receive an AC bonus. After all, should they survive a whole bunch of horrific encounters they should be pretty adept at taking cover by now.

PCs (and some objects) receive an AC bonus ability in the game. This represents how easily they can be hit in a fight, or how vulnerable they are to damage. PCs attempting to hit something or someone roll their attack, with the target's AC bonus as a bonus to a normal DC 10, plus any ability or circumstance modifiers.

Example: A 7th Level Character with a Dexterity of 15, giving him a +2 Dex bonus and (for example) a +4 total AC bonus, would require a To Hit check of 16 or better to be hit normally.

ALONE IN THE DARK

We have an instinctive fear of the dark. It could conceal anything from tables that we bump into to fierce, predatory creatures. As we grow older, our experiences tell us that there's nothing out there - that it's just the wind, that there aren't any bogeymen under the bed, and that ghosts don't exist. Then again, there's always a first time[].

RULES ON DARKNESS

During the game, characters might unexpectedly find themselves alone in total darkness, as the lights suddenly go out, or a candle is snuffed out by a gust of wind.

Characters who find themselves in the dark make any Will saves to avoid being frightened with a -2 penalty. They do not have to make any additional Will saves simply because they are in darkness.

Characters in the dark lose the ability to deal extra damage due to precision, such as from feats like Weapon Focus.

Their movement rate is cut in half as they stumble around.

All opponents count as having total concealment, so the character has a 50% miss chance in combat. Similarly, players themselves are considered in total concealment should their opponents be unfamiliar with fighting in the dark. Some creatures, which continuously wander around in the dark and have adapted to it, can fight in the dark at no penalty.

Characters take a -2 penalty to AC to simulate their inability to defend themselves. They still receive their AC bonus based on their character level.

Characters receive a -4 penalty on Search checks and many Strength and Dexterity-based skill checks (such as Tumble) at the discretion on the GM. Spot checks are impossible.

A player creature blinded by darkness can make a Listen check as a free action each round in order to locate foes (DC equal to opponent's Move Silently checks). A successful check lets a blinded character hear an unseen creature as "over there somewhere". It's almost impossible to pinpoint the location of an unseen creature. A Listen check that beats the DC by 10 reveals the unseen position (but the unseen creature still has total concealment from the blinded creature).

If a character is struck by an unseen foe, the blinded character pinpoints the location of the creature that struck them (until the unseen opponent subsequently moves, of course). The only exception is if the unseen creature has a reach greater than 5 feet (in which case the blinded character knows the location of the unseen opponent, but has not pinpointed them) or uses a ranged attack (in which case, the blinded character knows the general direction of the foe, but not their location).

Creatures that are more familiar with the dark can be blinded by bright light and suffer all the penalties described above.

GMs can modify any of these rules when faced with partial darkness or near total darkness.

ESCAPING THE TERROR: CHASE RULES FOR FRIGHT NIGHT

The following rules permit GMs to run fast-paced, exciting chases on foot. The main determining factors in a chase are the distance between participants, their relative speeds, and the maneuvers they are trying to perform (modified based on the conditions present).

RUN AWAY!

The system detailed in this section gives GMs a quick way of resolving players' attempts to run away or to escape on foot from terrifying monsters or perilous situations. It also covers characters chasing after one another, and monsters running down hapless PCs.

Movement in combat or chase situations is measured in three different speeds: walk, hustle, or run.

Walk: A walk represents unhurried but purposeful movement at 3 miles per hour for an unencumbered human.

Scramble: A hustle is a jog at about six miles per hour for an unencumbered human.

Run (x4): Moving four times speed is a running pace for a character. It represents about 12 miles per hour for an unencumbered human.

Encumbered characters carrying lots of equipment or heavy loads use a x3 movement multiplier for running.

One Round	Human
Walk	30 ft.
Scramble	60 ft.
Run (x3) (encumbered)	90 ft.
Run (x4) (Normal)	120 ft.
Run (x5) (Run Feat)	150 ft.

RUNNING, SCAMPERING, SCUTTling, and OOZING

Some creatures might move faster or slower than an ordinary person. The base speed for a human is just 30 feet, meaning they will cover 30 feet in a round at walking pace. Some monsters may still only cover this distance at a walk, but can accelerate faster than a normal person, giving them higher run multipliers. Others may not be as quick, but have pounces, or sudden bursts of speed that give them a surprisingly long range to make single attacks, but no sustained movement.

One Round	Monsters
Walk	30 ft.
Scamper	60 ft.
Run	90 - 120 ft.
ooze	10 ft.

RUN! RUN! AS FAST AS YOU CAN!

When determining the outcome of a chase on foot, characters use opposed Athletics checks to see who can outdistance the other. Once a character has the lead, they may try to hide quickly out of sight, or even lay an ambush. If the pursuer manages to catch up with a fleeing character, they can attack them, or try to trip them up.

RANGES

For the purposes of chases, there are five possible ranges. The GM should determine the starting range based on the circumstances when the chase begins. After that, the winner of the opposed Athletics check may either decrease or increase the range by one range step.

Neck and Neck: The participants are close enough to perform melee attacks on the other participant at a -4 penalty, as circumstances allow.

Close: The participants are easily within sight of each other.

Medium: The participants are still in sight of each other, but will frequently lose direct line of sight if in built up or forested terrain. Ranged attacks can be made at a -4 penalty but only at the discretion of the GM.

Long: Characters on foot are unlikely to be able to launch ranged attacks, as circumstances allow.

Extreme: The participants have lost sight of one another. Feats that allow tracking may be used to reestablish pursuit, but these take some time and the participant being pursued will be able to place some distance between them and the pursuer.

FALLING OVER, TACKLING, and BEING PUSHED INTO THINGS

Characters that are at "Neck And Neck" range can attempt to shove or trip up another person. This is a standard trip or overrun attempt (see the PHB) but at a -4 penalty if both characters are running (a running character attacking a static character receives no penalty). Note that falling on snow never hurts.

CHAPTER 5

FRIGHT RULES FOR FRIGHT NIGHTS

Naturally, in this game, there are rules regarding fear and what happens when terror strikes. These rules are optional. If a GM decides that their players are sufficiently responsive to what should frighten them then they may go easy on the rules. However, these are ideal if you get players who ordinarily, you might expect to simply "tough it out" without much response to the horror element.

Below is a table that GMs can use to see if their monsters are scary enough. If, as a GM, your roll on the Scare Table is high enough to affect the most powerful character/creature within 60 feet then roll $2d6 +$ the Hit Dice + Charisma modifier for Scare Capacity. That's how many total Hit Dice/Levels of characters will be frightened. GMs can divide these hit dice up any way they please.

For example a monster is 6 hit dice and is approached by a bunch of second level characters. It appears and endeavors to scare them silly. Its scare check, rolled by the GM, is 5 - not good. So it can scare its own hit dice (6) minus 2. So its maximum scariness is 4 hit dice/levels. A fifth level character who has been here before and has some experience in these matters would be unfazed.

The creature then rolls $2d6 +$ the Hit Dice + its own charisma modifier. The creature has a charisma of 14, so its modifier is +2. It rolls a 14, so it can scare 22 HD worth of creatures/characters (14 plus 6 plus 2) So, 22 hit dice suffer the effects outlined below. The GM picks several characters (usually the nearest but it can be random) that are subsequently scared up to 22 hit dice total. This is likely to easily cover the whole party. They do get a save - see below.

Soon enough players will realize that wandering off on your own is silly, because of the few hit dice in only one character.

If your Charisma score is average or low, it's possible to roll fewer Hit Dice/Level of characters frightened than indicated on the Scaring Table and, of course, you scare nothing.

Creatures may skip over already frightened characters that are still within range, so that the GM need not waste the creatures' Scaring Capacity on them.

SCARE TABLE

Scare Check Result	Most Powerful (Maximum)
0 or lower	Creature HD -4
1-3	Creature's HD -3
4-6	Creature's HD -2
7-9	Creature's HD -1
10-12	Creature's HD
13-15	Creature's HD + 1
16-18	Creature's HD + 2
19-21	Creature's HD + 3
22 or higher	Creature's HD + 4

RESISTING FEAR

People cannot help but be scared by any supernatural monster, creature or manifestation of power, by the sheer nature of its supernatural origin. Some will simply unnerve, or shock someone seeing it; others will trigger our deepest fears and rock that person's mind to its foundations. Each frightening creature has therefore been given a Scare Rating equal to its hit dice. Creatures such as those with obvious supernatural elements that defy all rationality, such as ethereal Ghosts, animated objects, etc. are given abilities that boost their Scare Rating higher. This reflects the feelings of terror they convey. For some characters, the very sight of them will be too much, becoming mentally scarred as a result. For them, the trauma will be so great that they will be too afraid to enter a situation or circumstance that might bring them into contact with such horror. (See Madness and Phobias p 30)

A creature can take a move action to snarl, roar, or generally scare the characters. It makes a Scare Check to see how deeply it frightened the characters. This gives it a total number of hit dice/levels of characters it could scare. Working usually from the nearest character, the victims then make a Will Save with a DC equal to the creature's Hit die + 10 to remain calm. Those who fail have been scared and are subject to whatever condition of fright the creature has inflicted.

The GM needs to develop a mounting sense of dread and apprehension as the players walk through the

house knowing that something is out there, which at any second might jump out and attack them. Tension and fear come from not knowing what's in the dark and from the realization that what they are seeing is beyond all previous experience. The Scare

The characters that are scared by a creature or circumstance can become Shaken, Frightened, or Panicked. This condition will last until they are safe, or for one round for every point they failed their Will Save by. Frightened, or Panicked characters must flee from what's scaring them by the best and fastest means available. They will not run to anything that has just frightened them also (i.e. a previous failed roll) but they might run

blindly into more trouble. If they cannot flee or fight, they are forced instead into Cowering. If the creature approaches within their threat range (usually within 5 feet of them), they can try to confront their fear and act by making another Will Save (at the same DC) to become Shaken instead.

Monsters target the whole party, as this system works on collective hit dice/levels of the group, not the individual hit dice/level of a character. As a result, the party can be affected in its entirety, and so may run together, or stand and fight together. This will help prevent parties splitting up so much, making the game easier to GM. After all, wandering off in these situations is always a precursor to a sorry ending and sticking together has to be the best thing to do!

The four conditions listed below represent the effects of a character becoming frightened. The first is just a more extreme case of nervousness, rising in severity to a level of terror that leaves the character paralyzed with fear.

1) **Shaken (mild):** A shaken character takes a -2 penalty on attack rolls, saving throws, skill checks, and ability checks.

2) **Frightened (Lesser):** A frightened character has 50% chance of dropping whatever they are holding. They flee from the source of their fear as best they can. If unable to flee, they may fight. A frightened creature takes a -2 penalty on all attack rolls, saving throws, skill checks, and ability checks. A frightened character can use special abilities, including spells or special powers, to flee; indeed, the creature is compelled use such means if they are the only way to escape.

3) **Panicked (Severe):** A panicked character must drop anything it holds and flee at top speed from the source of its fear, as well as any other dangers they encounter along the way. They cannot take any other actions. In addition, the character takes a -2 penalty on all saving throws, skill checks, and ability checks. If cornered, a panicked character starts Cowering and does not attack, typically using the total defense action in combat. If a panicked character can use special abilities (including spells or special powers) to flee, they will do so; indeed, the character must use such means if they are the only way to escape.

4) **Cowering (Extreme):** The character is frozen in fear and can take no actions. A cowering character takes a -2 penalty to Armor Class and loses their Dexterity bonus (if any).

Characters that make their fear check may stand and fight alone, or can elect to run with the other characters. Whether they try to help, protect, or carry cowering characters is up to them.

Some things are simply scarier than others: a spider the size of a dinner plate suddenly scuttling across the floor is more frightening than a snake the same size slithering around. Some things just provoke deeper responses. The scarier monsters therefore inflict different results. This could range from not very scary monsters (giant rats, things going bump in the night, etc.) causing people to become Shaken if they become frightened, to especially dangerous monsters (huge alien monsters, End-of-Level Boss monsters) causing characters to become Panicked. Even if they succeed in their will save, characters will still become Shaken. GMs should always feel at liberty to tinker with the fear system if something else just makes sense.

ALL ALONE WITH NO ONE TO HELP YOU

For some people there's simply nothing scarier than being alone in the dark. It brings back all the childhood fears and allows the mind to dwell on what might be out there. As long as we are with someone else, we can take comfort in their presence and the knowledge that we are not alone.

For characters that find themselves cut off from the other characters, there is no one to help them deal with their nerves. Perhaps they ran away on their

own, or they decided that they knew best and would go their separate way - whatever the reason, they now suffer a -2 penalty on all Will saves to avoid being frightened. If they fail this save, the severity of the frightening also increases. Something that would ordinarily cause a character to become Shaken instead causes them to become Frightened. Frightened becomes Panicked and so on.

"If It Bleeds, We Can Kill It."

In some games, cumulative factors may allow the characters to receive bonuses to resist this terror. When a character meets one of the conditions below, they can be given a +2 circumstance bonus to resist the frightening effects of a creature or situation.



Finding a creature's vulnerability (Vampires and garlic or crosses, etc.).



Working out what a creature is ('Hmm... It seems the radiation here has altered the rat's DNA to make them super intelligent.')



Familiarity with the creature, and acceptance of their supernatural origins ('Not another zombie! This place is just filled with them!').



Determination to save the world, knowingly confronting a monster, etc. ('Unless I can reach the reactor in time, the whole world may be destroyed!').

This is usually factored into the adventure and will be noted where appropriate. For characters that stray from the adventure's intended path, or for GMs that wish to adapt the adventure to fit into other campaign/adventure ideas, they can use the above rules to modify the characters' Will Save to make it easier for them to govern the emotions of their characters and hence influence the plot.

FEELING ILL OR REVOLTED

Some particularly foul monsters might also cause



Tom, Dick, and Harry all decided to head down into the basement. It's dark and scary there. Tom strikes a match to light their way. As the tiny flame flares into life, a terrible scene confronts them. Broken and bloodstained bodies lie all around them. Crouching on top of the remains of their missing party member is the Ghoul. As the trio tries to take in the horror before them, the creature brandishes the gnawed-off foot of their erstwhile friend, and hisses at them through gore-stained teeth.

The Ghoul, rather than attacking them, has opted to try to frighten away the trio, so he can continue feasting. He has four hit dice, and only has a charisma of 5 (being a rather ugly and unsocial creature) and so has a Charisma Modifier of -3. Rolling on the Scaring Table, the Ghoul rolls a 14 meaning he can scare characters with 5 hit dice or levels (his four hit dice plus one for the roll). The ghoul then makes his Scare Capacity check rolling 2d6 - 3(charisma) +4 (hit dice). He rolls only 7 so can only Frighten 8 hit dice/levels worth of characters in total. As the total number of levels for the trio is 5, the Ghoul can frighten all three of them.

Tom is closest to the Ghoul and is still first level. He is affected after failing his will save by 5 and so becomes "Frightened" for the next five rounds. Dick is the next closest and is also first level so he gets affected too. He, however, makes his Will save and so is unaffected by the Ghoul's terrifying presence. Harry is the furthest away. He is level 3, and has the best Will Save at +5. Unfortunately, he rolls a one for his save and the GM deems he's fumbled the Will Save, and so his next action, and the thirteen rounds after it, will be spent Cowering (he needed a 14 to save, but as he rolled a one, the fright will affect him for 13 rounds).

Tom runs away from the Ghoul screaming loudly. As he flees the basement, the match goes out. He fails to spot the Cowering Harry by the stairs and stumbles over him in the dark. Dick, seeing his two friends in such a state, tries to protect them by throwing himself between the Ghoul and his friends. Harry vomits while pathetically clawing at Tom in an attempt to get anything between him and the Ghoul.

characters to become nauseated or sickened, e.g. maggot-infested zombies, slimy, diseased, bad things, smelly, rotten monsters, etc. These conditions can be used in place of the normal frightening ones of Shaken, Frightened, Panicked, and Cowering.

- 1) **Sickened (lesser):** The character takes a -2 penalty on all attack rolls, weapon damage rolls, saving throws, skill checks, and ability checks.
- 2) **Nauseated (severe):** Experiencing "stomach distress". Nauseated characters are unable to attack, cast spells or use special abilities, concentrate on spells, or do anything else requiring attention. The only action such a character can take is a single move action per round.

Madness and Phobia

The results of the Frightening test can also be used to induce manias, phobias and other mental states and derangements on the characters. Any fumble incurred (a natural roll of one on the d20) causes the PC to develop a mental condition based on the situation in which he was frightened. In the example on page 29, would Harry ever go into another basement again? Perhaps he will never look at raw meat again without shaking violently, or maybe he'll always be afraid of being trapped in the dark.

GMs should inflict these states with care; not to penalize and punish players, but to represent the effects such events would have on them. When the character fails a Scare Check, or when the GM deems him to have experienced something truly horrific or unworldly, she may then say he has been struck by madness. The form this madness takes can either come from one of the suggestions below, or can be the GM's own invention. The delusions and behavioral forms below can all be triggered by extreme shock or fear. Many of the forms of behavior people associate with madness, such as split personalities and delusions, are actually caused by physical symptoms such as chemical imbalances within the brain, and are not suitable for quick, exciting games of horror.

Players can also opt for voluntary madness if they think this will be fun, particularly if they are playing a higher-level character whose background includes another horror story.

Sudden Madness

This form of mental collapse will only last until the character can be successfully calmed or "snapped out of it" by another character, or until any form of threat has been negated. For example, someone afraid of the dark can be brought into a well-lit, bright room. A successful Calm skill check at DC 10 (+1 for every time the subject has

suffered a form of madness) is required to treat the character.

Prolonged Insanity

Unlike sudden madness, prolonged insanity will become a recurrent problem for the character. Whenever he is faced with a similar situation or set of stimuli that reminds them of the original incident, he will have to make a Will save at DC 15 or suffer a recurrence of symptoms. A character can be brought out of his insanity by a successful Calm Check at DC 15 (+1 for every time the subject has suffered a form of madness).

The GM can choose her characters' madness and insanities from the table below or make up her own.

LONG-TERM HELP

Characters who have suffered prolonged insanity can be treated through therapy and counseling.

SUDDEN MADNESS	PROLONGED INSANITY
Faints	Compulsive behavior
Screaming Fit	Paranoia
Hysterical	Severe phobia
Babbles uncontrollably	Psychosomatic ailment
Curled into a fetal ball	Uncontrollable tics or convulsions
Becomes phobic	Amnesia
Catatonic	Psychosis

This takes one week for every form of prolonged insanity they have suffered, after which a Calm Skill check with a DC equal to 15 (+1 for every time the subject has suffered a form of madness) is made. If successful, the character will be cured. Hey, it's a bit easier in the role-playing world if you wish to play your characters again. Alternatively, players can opt to have their characters gradually worsen under the burden of finding themselves in one long horror story if they so wish.

CHAPTER 6

HAUNTED SCHOOL

This is an adventure for PCs starting at first level. The PCs are children in a boarding school in grade 15(sophomores), who are trying to solve the mystery behind their missing Head Teacher, the increasingly dwindling student body and faculty, and the sudden appearance of ghosts.

SETTING

Athena Academy is a boarding school housed in a gothic castle nestled in the mountains. Any US mountain range will do. They could as easily be in Colorado as North Carolina. Location can be left to the GM. The school lies on a privately owned 100 acre tract of land.

BACKGROUND

It is a new school year at Athena Academy. The PCs are sophomores at the very popular and prestigious boarding school, well known for its brilliant students. Many apply and few are accepted. The children are all fifteen years old. They live in a co-ed dormitory with boys on the first and second floors and girls on the third and fourth. PCs of the same sex will be roommates-if there is an odd number, someone in a single room or one room of three will be fine. They all know each other from the previous year. The following background text should be read aloud:

It's a new year at Athena Academy. A kindly Head Teacher, Polly McIntyre, who has led the school by herself for fifty years, founded the school in 1953. She is a vigorous 86-year-old and never lets age slow her down. You all received letters during the summer, however, informing you of Ms. McIntyre's fall from a horse, resulting in a broken hip. Realizing the limitations of her age, she stepped down from the headship of the school to recover from her injuries and enjoy her golden years. Taking over the chair of Head Teacher, the letter said, would be Weldon Christianson, someone Ms. McIntyre held in high esteem.

Your parents drop you off at the school and move your belongings into the dorms. You all move into your rooms, greeting friends from last year and meeting your roommates. There is a sense of foreboding in the air: no one has ever known Athena Academy without Ms. McIntyre, and you are a little worried about how life will be now that she's

gone. Ms. McIntyre was the life behind the school, and you don't know anyone who doesn't love it here. Athena Academy is renowned for its fun classes and innovative teachers, and few can call learning here "boring."

THE FACULTY

Athena Academy has a new Head Teacher, Weldon Christianson, and he'll be bringing some new faculty members with him. The characters will have the most contact with new teachers Olympia Smith and Gil Townsend and their familiar Equestrian teacher, Audra Goldstein.

THE SCHOOL GROUNDS

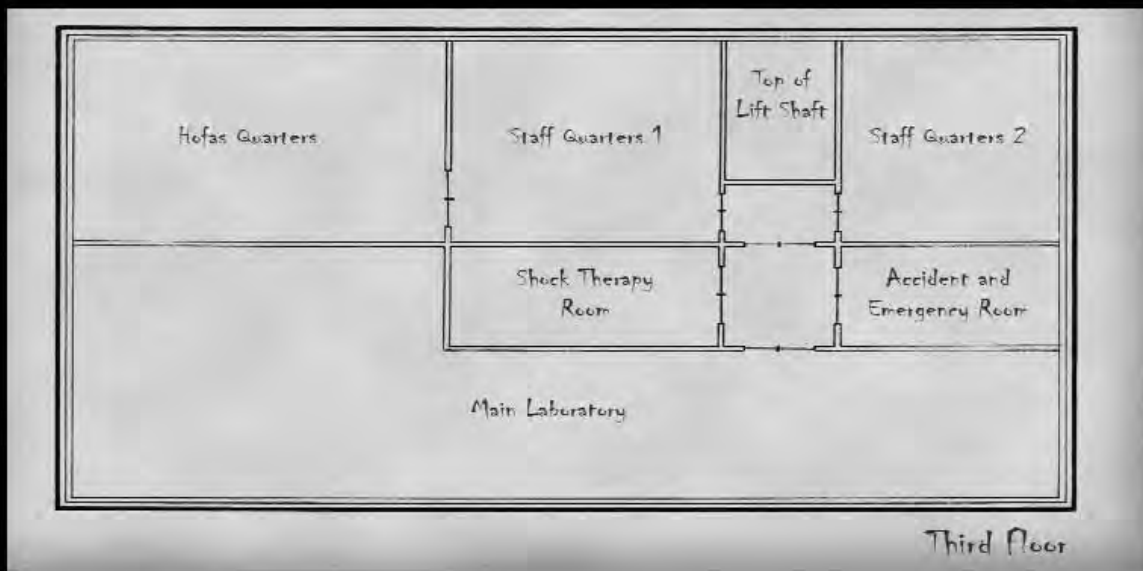
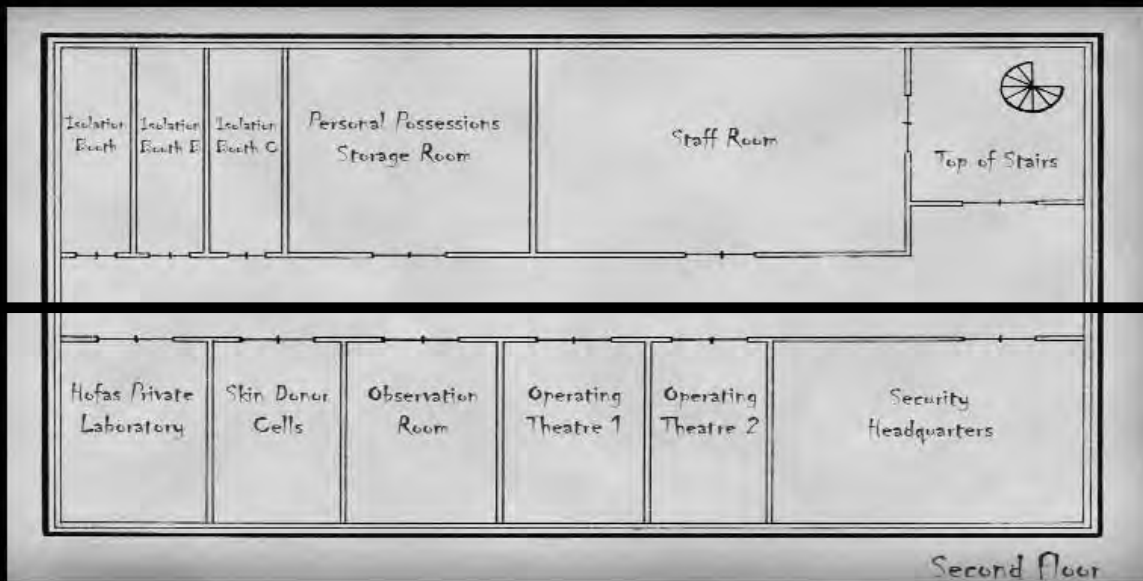
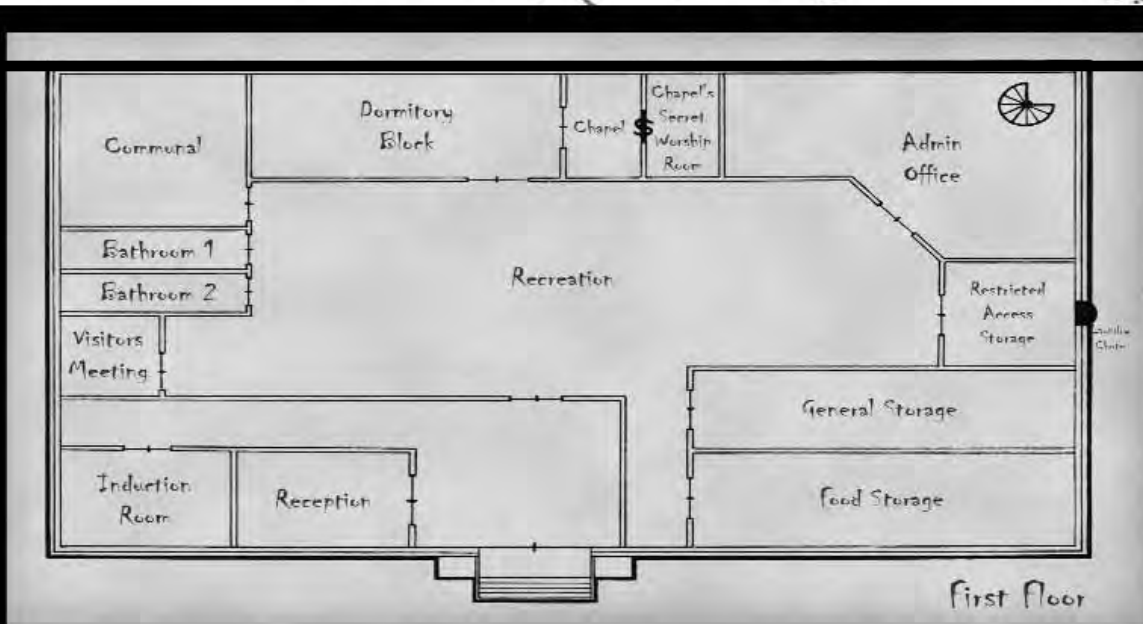
Athena Academy's campus is a secluded area of a square mile of woods, mountains, and open landscapes. The school has four dormitories, one cafeteria, one library, two campus buildings slated for classes, one large greenhouse and orchard, a stable housing 12 horses for equestrian training, and a cemetery.

An 8 foot tall iron fence runs along the border of

Keeping Control of your Setting

Athena Academy is a boarding school on a large campus. The students usually have full run of the campus when they are not in classes. Some also break curfew. There are encounters relevant to the adventure almost everywhere on campus, but it is good to limit your characters' investigations. If they explore at least two areas of the campus every day (on top of the rough direction in which the adventure will take them, of course), they will discover enough to figure out what's going on and how to stop it.

The number of choices the characters have may be daunting, but the adventure is designed to support exploration. Don't be afraid of letting the players wander off and explore the campus. It is likely their time won't be wasted.



the grounds, and there is one road to the castle. The nearest town, which can boast only a mall and movie theater, lies 3 miles away down a winding road.

The school houses 176 students, ten teachers, and twenty staff members who do everything from cleaning to cooking to grounds maintenance.

DORMITORIES

The four dormitories are named for ancient gods: Odin, Zeus, Hera, and Freya. The dorms are in identical buildings, arranged in a square with a grassy area in the middle called the Quad. It is a popular gathering area for students between and after classes.

Each dormitory has four floors with enough room for 12 students each: four double-occupancy rooms, one single, and one triple. The rooms hold two beds, two desks, and two chairs. The windows either have lovely views of the surrounding mountains, or overlook the Quad. They lie in the north part of the school grounds.

Internally, there are side doors that are open during the day and locked at night. The only exits at night are the front doors, which take the students past the grumpy RA's room (senior football player Gerald Horney).

CAFETERIA

The cafeteria is west of the dormitories, located between the dorms and the library. It is relatively modern after a renovation ten years before. It holds a large open dining room and a closed kitchen where students can get many different kinds of cuisine.

LIBRARY

The library was the first building built on campus. While the other buildings are more modern, Polly McIntyre wanted the library to be more gothic - a large, castle-like structure. The entire student body and their classes were once held in this building, until the number of books and students got too big and the other buildings were constructed.

Currently this vast building holds the substantial library, study rooms (that formerly were student housing), teacher housing, and academic offices, including the Head Teacher's office. There is a secret study located behind the Head Teacher's office on the top floor.

ACADEMIC BUILDINGS

Since the student body is relatively small, the classes are split between two main buildings. They have one dedicated to the sciences and one dedicated to the arts. The science building is called Archimedes and holds all classes that teach biology, astronomy, chemistry, and the other sciences. The arts building is called Aeschylus and it contains the languages, literature, art, sculpture, and dance studies. The science of horticulture and the art of equestrian studies are not taught in these buildings.

Archimedes is an orderly building with classrooms and labs making up its four floors. Aeschylus is a more chaotic building, with classrooms and large, well-lit drawing and sculpting studios, ballet studios, and one large room with cubicles and plants, designed for writers.

THE BUILDINGS ARE LOCATED SOUTH OF THE LIBRARY.

GREENHOUSE AND GROUNDS

South of the academic buildings lie the greenhouse and the orchard, where students learn horticulture. The greenhouse is large, twenty yards long and ten yards wide. It is stocked with crop samples and fruit trees, flowering bushes, succulent houseplants, and several hundred other species of plants.

The orchard, about twenty yards south of the greenhouse, is made up of many different kinds of trees that will grow in the mountainous climates, both coniferous and deciduous. Dr. Harold Lee presides over the greenhouse, beyond which the grounds stretch out towards the stable. In this beautiful expanse of grass the students enjoy studying, tossing a Frisbee, or just napping in the sun.

STABLES

The stables and workout ring lie about a quarter of a mile east of the orchard. The barn houses 12 horses, a tack room, and a small classroom for students to take notes. The workout ring is one-sixteenth of a mile around and is lined with soft dirt.

The horses are all quarter horses, a mix of bay, appaloosa and palomino colors. Audra Goldstein has been in charge of the stables for thirty years.

Hey, what about the sports? Polly McIntyre was not fond of sports beyond cross-country running and horseback riding, but instituted them by popular demand. Athena Academy has a deal with a small local college to use their stadium, fields, and basketball courts. Buses take the teams to practice twice a week. On the other days they do endurance training on the campus of Athena.

Buses also take students to home games when schedules permit.

Cemetery

The cemetery is situated in the southeastern corner of the grounds. It lies on a hill surrounded by a rusty wrought iron fence. A handful of gravestones peek out from the tall grass and brambles; the graves have not been tended in years. Few venture here, as the old rumors of the haunted school remain. Most believe the graves hold people who have died while attending the school, but the brush is too high and the thorns are too thick to get a good look at the headstones.

Woods

Lastly, an expanse of wooded area containing horse and hiking trails stretches from the northeast corner to just within sight of the cemetery.

New Status of the School

Here is what the students face their first day back at school:

After moving in and dropping off your luggage, you all go to the ceremonial welcoming dinner in the cafeteria. The teachers are assembled in their formal academic gowns: blue for English, red for Math, green for Equestrian, and so on.

You all sit at your various assigned places and wait for the greeting from your new Head Teacher, Weldon Christianson. He is a tall fellow with thick, white hair. He looks to be in his 30s or 40s, but his face is gaunt and his chin is sharp. His skin is so white that you wonder if he is albino, but his eyes are brown. He strides into the hall, heels clicking on the floor, dressed in the black of the Head Teacher station, and looking neither right nor left, takes his place at the middle of the main table. He stands and looks over all of the students. You can see several students squirm under his gaze.

When he speaks, you notice his voice is high and breathy, as if he found speaking very difficult:

'Students, I welcome you to a new year. I know we all regret Ms. McIntyre's fall from her horse this past summer, but I trust that you all will learn to give me the same respect she warranted. As with any change of Head Teacher, there will be new rules and adjustments to make. I'm sure Ms. McIntyre was a very capable Head Teacher, but I intend to implement some ideas that will take this school in a new direction. In the meantime, new rules will be handed out to you before classes tomorrow morning. I look forward to meeting each and every one of you, and making this year the best Athena Academy has ever seen!'

Most of the students clap politely, but very few clap hard. You sit down to eat and discuss this new Head Teacher.



What's Really Going On

Polly McIntyre did not found Athena Academy on her own. Her brother, Marcus, was behind the school as well. He died from a fall from a horse in 1960. The new Head Teacher, Weldon Christianson, is really the deceased Marcus McIntyre.

Years ago, Polly felt the education in the area was sub-par and wanted to give exceptional education to eager students. However, Marcus was a secret dabbler in black magic and wanted a corral of easy-pickings when it came to subjects for his rituals. He'd discovered a way to exchange the body of a living human with a ghost's ectoplasmic essence. The person took the non-corporeal essence of the ghost as the spirit took the physical essence of their victims, regaining the physical form they'd had in life. Marcus had worked with a handful of the school's teachers to perfect this spell, and together they had worked on other necromantic spells.

His sister finally discovered his secret one night as they rode their horses through the school grounds. Marcus shared his findings with his beloved sister, hoping she would join him in giving living bodies to their dead grandparents, father, and deceased childhood friends. She reacted most unexpectedly and urged her horse away from him in terror. He tried to set a magical trap for her as she rode off so she couldn't alert any of his plans, but she was a better rider than he. His horse was the one that got caught, and he was thrown and died of injuries shortly thereafter. When Polly returned to the school to confront the evil teachers, she found that they'd all killed themselves, following Marcus' orders; he had told them that if Polly returned without him, they would all be exposed. Death was, of course, not something they feared any longer - it was a retreat, not surrender, though Polly did not know this.

The Head Teacher destroyed all her brother's notes and ritualistic symbols, but he had hidden some of his notes on his physical essence transference, locked in a secret room behind the office he shared with this sister. These remained safe.

Through the years, Athena Academy acquired the reputation as a haunted school, and Polly had tried to exorcise the grounds of her brother's ghost, which she had sometimes seen peering into the windows and walking the grounds. Nothing worked, and she gradually relaxed as the sightings of him became fewer and fewer as the years went on. Rumors of the haunted school died down.



43 years later, the aging Polly went for a ride. Marcus, who had been patiently waiting for the perfect opportunity, spent great energy setting another trap for her. Her horse stumbled and she fell, her reflexes and horsemanship whittled away by the years. Remembering the spell that he had spent every day for the past 43 years dedicating to memory, Marcus assumed her physical form in his own image, and Polly was reduced to a non-corporeal form.

After gaining a body again, Marcus concocted a plan to explain away her disappearance and take over the school. His goal is to remove all of the teachers at the school and replace them with ghosts of his old compatriots in the sorcerers' circle, all deceased. He kidnaps children and teachers from the school, two at a time, and gives their physical forms over to the ghosts, who then assume the posts of teachers at the school.

Marcus is weaker than his companion ghosts: they have both a child and an adult fueling their physical form; he only has his frail sister. He will need a new source for his physical body soon, or he will lose control of the spell. He has no access to magic other than the spell to sustain him; his plan is to continue his studies when he can count on a solid foundation for his physical form.

He has made an error, though: those from which he steals bodies linger on as ghosts - angry, frightened, and vengeful.

The PCs' goal is to find out about the Head Teacher and his book of ghost manipulation spells before they are all used in experiments. The process of the transference can be reversed, but only with the new Head Teacher's book.

CHAPTER 7

MAJOR CHARACTERS

Note: several major characters are attacked and transformed into ghosts during this adventure. They still exist and have the ability to communicate with the characters, albeit in a diminished fashion. For that reason, their stats are listed here, but they have severely limited abilities, reflecting the fact that they are as good as dead. Thus, no hit points, no physical abilities, and no attacks. They do have superior Move Silently and Hide skills, but that usefulness is limited by their inability to communicate well to the other characters.

Although there are statistics available elsewhere for ghosts in d20, for this adventure the Games Master should use the statistics given here for ghosts instead.

AMANDA WILLIS

Miss Willis is the crotchety librarian, a woman on the safe side of sixty, short with steel gray hair and brown eyes. She is an inexplicable example of a person who chose a profession that would put her around teenagers, and yet she cannot abide them. She also heartily supports censorship of books she finds unsuitable. Not evil at heart, she is nonetheless unpleasant and finds her few delights in discovering students who have broken the rules, even a smidgeon.

She is a prime candidate for manipulation by the new Head Teacher. He wishes students to stay away from certain books in the library, and Miss Willis is all too ready lock these books away. She'd stand at the door of the library with a spear to keep the students away if he asked her to.

As noted above, she is not a bad woman, just an unpleasant one. Her nieces and nephews find her charming and always ready to give a mint during a visit, or a plush toy at birthdays. She loves reading and doing puzzles, and lives alone. She is the only academic member of Athena Academy who lives in the nearby town. She may turn out to be an unexpected ally at the end if the characters play their cards right.

Hit Dice: 2d4 (6 hp)
Initiative: +1 (Dex)
Speed: 30 ft.
AC: 11 (+1 Dex)
Attack/Damage: Melee: -1 (-1 unarmed strike, 1d3-1)
Face/Reach: 5 x 5
SA: None
Abilities: Str 8 Dex 12 Con 10 Int 15 Wis 14 Cha 8

CR: 1
Alignment: Lawful Neutral
Skills: Listen +7, Intimidate +2, Knowledge (school information) +6
Feats: Track



AUDRA GOLDSTEIN

Ms. Goldstein is a good natured, witty sort. She loves horses first and humans a close second. She takes her job seriously; not only teaching children about horsemanship, but also making sure she pairs the right child with the right horse. She is one of the more popular teachers in Athena Academy. She's in her fifties, a tall, thin woman with surprising strength from lifting saddles and brushing horses all day. She has blonde hair and a rough, pretty face. She is kind and trustworthy and enjoys spending off-hours time with students who are interested in horses.

She suspects something odd is going on with the Head Teacher but will not encourage the characters to investigate him, as she abides by the rules. She attended Athena Academy during the dark time of the deaths of the four teachers, and later joined the faculty at Athena Academy 13 years after Marcus McIntyre and the other teachers died.



Hit Dice: 3d8 (17 hp)
 Initiative: +2
 Speed: 30 ft
 AC: 12
 Attack/Damage: Melee: +2 (+2 unarmed strike, 1d3+2)
 Face/Reach: 5 x 5
 SA: None
 Abilities: Str 14 Dex 15 Con 15 Int 11 Wis 15 Cha 17
 CR: 1
 Alignment: Neutral Good
 Skills: Diplomacy +3, First Aid +3, Handle Animal +7, Listen +4, Ride +5
 Feats: Alertness

CHRIS JEFFERSON

Chris Jefferson is new to Athena Academy (by legitimate ways). He was hired by Ms. McIntyre and is sad to hear of her injuries but is nevertheless looking forward to his new job. He's a bit more in touch with students than the classic school counselor. Students usually find him friendly rather than patronizing. He typically responds to their problems with understanding and patience.

He is one of the most likely teachers to be convinced of the oddities surrounding the disappearing teachers and students of Athena Academy. He's

seen some strange things in his day. He has a teenage daughter living with his ex-wife and he never sees her. This regret is channeled into doing whatever he can to be a father figure to any teen who needs him.

Hit Dice: 2d6 (9 hp)
 Initiative: +0
 Speed: 30 ft
 AC: 10
 Attack/Damage: Melee: +0 (+0 unarmed strike, 1d3)
 Face/Reach: 5 x 5
 SA: None
 Abilities: Str 10 Dex 11 Con 15 Int 14 Wis 16 Cha 14
 CR: 1
 Alignment: Lawful Good
 Skills: Bluff +3, Diplomacy +6, Sense Motive +6, Gather Information +3
 Feats: Start Rumor



GERALD HORNEY (human)

Gerald is the Resident Assistant (RA) of Odin Hall. He's a senior and a bored member of the football team. While most RAs are supposed to be both guidance counselor and watchdog for the students in their halls, he merely fulfills the watchdog slot.

Gerald wants to be an RA because it will look good on his college application, as he currently only has his football accomplishments to distinguish himself to schools. He is quick to punish and slow to counsel. He dislikes the students and will go out of his way to make life hard for them, especially around the dorms. He doesn't care about missing students and teachers, or ghost sightings; he just wants his diploma.

He has a fairly good Listen score, but the GM should consider that Gerald will often be listening to loud music when he should be on the lookout for students breaking curfew. As a person of authority, Gerald will not be affected by students' Intimidate attempts. Marcus McIntyre steals his physical form to fuel the body of Gil Townsend.

Hit Dice: 1d12 (10 hp)
 Initiative: +1
 Speed: 30 ft
 AC: 11
 Attack/Damage: Melee: +2 (+2 unarmed strike, 1d3+2)
 Face/Reach: 5 x 5
 SA: None
 Abilities: Str 15 Dex 13 Con 10 Int 10 Wis 14 Cha 10
 CR: 1
 Alignment: Lawful Neutral
 Skills: Sense Motive +3, Listen +4, Knowledge (school information) +2, Run +4, Intimidate +3
 Feats: Dodge

GERALD HORNEY (GHOST)

The process of turning a human into ghost is psychically traumatic. Thee younger students recover quickly; the older teachers recover slowly. Gerald Horney is at the cusp of manhood and takes the transformation hardest of all the ghosts. He loses his mind and roams the dormitory hall, howling and attempting (and failing) to attack any student he sees. If he regains his body, the poor soul will remain insane and he must be hospitalized.

Hit Dice: N/A
 Initiative: +0
 Speed: 20 ft
 AC: N/A
 Attack/Damage: N/A
 Face/Reach: 5 x 5
 SA: None
 Abilities: Int 10 Wis 14 Cha 10
 CR: N/A
 Alignment: Chaotic Neutral
 Skills: None
 Feats: None

GIL TOWNSEND

Gil Townsend was once a teacher of Biology and is perhaps the most dangerous of the undead sorcerer teachers. He is a quiet, soft spoken man who was weak and sickly in life. His is short and slightly overweight, his middle-aged face showing the lines and stress of life.

His magic was of the worst kind—using the blood and the organs from his sacrifices to fuel his spells.

When spoken to, he is gruff and unpleasant, and does little to hide his true opinion of people. He is quite possibly more dangerous now than previously in life: when he was given his new body, he acquired the attributes of Gerald Horney, a football player, as well as the essence of Eric Blaney, the Biology teacher. While he used to rely on Olympia Smith's talents for roping in subjects for his spells, he now has the physical ability to do it on his own.

Hit Dice: 1d12 (10 hp)
 Initiative: +1
 Speed: 30 ft
 AC: 11
 Attack/Damage: Melee: +2 (+2 unarmed strike, 1d3+2)
 Face/Reach: 5 x 5
 SA: None
 Abilities: Str 15 Dex 13 Con 10 Int 18 Wis 9 Cha 9
 CR: 1
 Alignment: Chaotic Evil
 Skills: Intimidate +4, Knowledge (science) +7, Listen +4, Forgery +5, Knowledge (art) +3
 Feats: Improved Unarmed Strike

MATTHEW HIGGINS (HUMAN)

Matthew Higgins is a know it all student. He is very intelligent and knows it. He is an impossible braggart who is nonetheless important to the characters as time progresses in this adventure. Like the characters, he is a sophomore; unlike the characters, he is very concerned with how he looks to his teachers and is less concerned about how the other students see him. His nickname is Brown nose and his friends are few.

He is not aware that the class clown, Meredith Opal, carries a large torch for him. If he were aware if this, he would be shocked and unsure of how to react. A braggart about his intellectual life, he's a bit clumsy around girls. He's a small student, short, blond, and thin, with glasses and an eager face.

Hit Dice: 1d6 (5 hp)
 Initiative: +0
 Speed: 30 ft
 AC: 10
 Attack/Damage: Melee: -1 (-1 unarmed strike, 1d3-1)
 Face/Reach: 5 x 5
 SA: None
 Abilities: Str 9 Dex 11 Con 12 Int 16 Wis 15 Cha 10
 CR: 1
 Alignment: Neutral Good
 Skills: Knowledge (school information) +4, Knowledge (science) +5, Knowledge (art) +4, Search +4
 Feats: Start Rumor



Matthew Higgins (Ghost)

Matthew is quick enough to realize what is going on with the Head Teacher's plans. His problem is he can only manifest as an invisible hand - a terrifying specter with little ability to communicate. He can grip a hand and a pencil but cannot fight.

He will try to communicate with the players, discovering that they can see the ghosts and are therefore the most likely to help. He will prefer hand squeezes as a method of communication, as it takes a great deal of concentration to grasp a pen and write.

Unlike the other ghosts, Matthew has a Strength ability pertaining to his hand, which can grip characters.

Hit Dice: NA
 Initiative: +0
 Speed: 20 ft
 AC: NA
 Attack/Damage: NA
 Face/Reach: 5 x 5
 SA: None
 Abilities: Str 9 Int 16 Wis 10 Cha 10
 CR: NA

Alignment: Neutral Good
 Skills: Move Silently +10, Hide +10
 Feats: None

Meredith Opal (Human)

Meredith is the self-proclaimed class clown of Athena Academy's sophomore class. She has long, straight brown hair and glasses and is a tad overweight. Knowing she'd never be popular because of her looks, she took up humor as a way of getting people to like her. She is a valuable resource for keeping her ear to the ground and figuring people out.

Meredith is a middle child and has a strong need to be liked and accepted. She has a crush on Matthew Higgins but knows he will never go out with her, so before anyone else makes fun of her crush she does so first in humorous, self-deprecating tones. She will be a useful NPC to the characters for a short time before the Head Teacher decides she's too much of a risk and uses her to fuel the life essence of Peter Harmon.

Hit Dice: 1d6 (4 HP)
 Initiative: +0
 Speed: 30 ft
 AC: 11
 Attack/Damage: Melee: +0 (+0 unarmed strike, 1d3)
 Face/Reach: 5 x 5
 SA: None
 Abilities: Str 10 Dex 12 Con 12 Int 12 Wis 15 Cha 17
 CR: 1
 Alignment: Chaotic Good
 Skills: Sense Motive +4, Listen +4, Gather Information +4, Knowledge (popular culture) +4, Ride +2
 Feats: Start Rumor

Meredith Opal (Ghost)

Meredith was willing to help the characters when she was a human, but her ghostly state is obsessed with one thing: finding Matthew Higgins. Sadly, this can't happen as neither can speak, and she can't feel his physical presence. She may be convinced to help out the students if they assure her it will lead to helping or finding Matthew.

Hit Dice: NA
 Initiative: +0
 Speed: 20 ft
 AC: NA
 Attack/Damage: NA
 Face/Reach: 5 x 5
 SA: None
 Abilities: Int 12 Wis 15 Cha 17
 CR: NA
 Alignment: Chaotic Good
 Skills: Move Silently +10, Hide +10
 Feats: None

NECROMANCER

Necromancer is the malevolent horse spirit that serves as the Head Teacher's mount. Necromancer died in the same trap that slew Marcus McIntyre. He lives from the essence of Polly McIntyre's horse, Goldbar, who was captured at the same time as her rider.

He is a violent and mean horse and will bite or kick anyone who nears him, regardless of their ability to handle animals. He will act as a wild, untamed horse around anyone but Marcus McIntyre. He only obeys his undead rider and even then, he's a handful. Audra Goldstein, the Stable Master, will only muck his stall and replace his food and water when the Head Teacher takes him on his daily gallop.

Hit Dice: 3d8+9 (22 HP)
Initiative: +1
Speed: 60 ft
AC: 14
Attack/Damage: Melee: +3 (+6 kick, 1d4+2 / -1 bite, 1d3+1)
Face/Reach: 5 x 10 / 5
SA: None
Abilities: Str 16 Dex 13 Con 15 Int 2 Wis 13
Cha 4
CR: 1
Alignment: Chaotic Evil
Skills: Listen +7, Spot +7
Feats: None



OLYMPIA SMITH

Olympia Smith is a teacher of English Literature. She worked at Athena Academy before her death and was a personal friend of Polly McIntyre. She was drawn to the brooding Marcus and joined him in his quest for dark magic. Along the way, she discovered she had a remarkable ability for using humans as foci in dark rituals.



She is a large woman, six feet tall and broad at the shoulders and hips. Her ruddy face of life has been replaced by a paler visage in death, but she has kept her booming personality and her likable attitude. People tend to feel at ease around her. It is when people are relaxed around her that she finds it easiest to trap them. Before several people start disappearing, she is a likable character but becomes a little eager and frightening later. Like Marcus McIntyre, she keeps the physical statistics of her human host but since she has two hosts, she does not need as frequent replenishment of her energies as Marcus McIntyre does. She lives from the essence of Matthew Higgins and Kevin Drake, the previous English teacher whose job she subsequently takes.

Hit Dice: 1d6 (5 hp)
Initiative: +1
Speed: 30 ft
AC: 11
Attack/Damage: Melee: +1 (+1 unarmed strike, 1d3)
Face/Reach: 5 x 5
SA: None
Abilities: Str 10 Dex 13 Con 12 Int 16 Wis 10
Cha 16
CR: 1
Alignment: Lawful Evil
Skills: Knowledge (art) +4, Knowledge (school information) +5, Intimidate +4, Diplomacy +6
Feats: Iron Will

PETER HARMON

Harmon is a businesslike man who does not show forth his evil nature at all. While not as jovial as Olympia Smith, he is polite and matter-of-fact to the students. He has no room in his schedule for troublemakers but has no sense of vengeance. He does what is on his to-do list and nothing else. His list is very long, and itemizes everything from bathroom breaks to recovering all of his dark texts (currently hidden in a secret room behind the biology lab) so he can continue his research into mind-control. His habits can be described as obsessive-compulsive, and quick characters might find a way to exploit this to their advantage.

In Harmon's eyes, the students are merely a means to an end. If they do not get in his way and are there when he requires them, he will get along fine with them. If they do bother him, he dispenses detentions without emotion. He was created with the life forces of Meredith Opal and Chris Jefferson.

Hit Dice: 1d6 (4 HP)
Initiative: +0
Speed: 30 ft
AC: 10
Attack/Damage: Melee: +1 (+1 unarmed strike, 1d3)
Face/Reach: 5 x 5
SA: None
Abilities: Str 10 Dex 12 Con 12 Int 11 Wis 15
Cha 14
CR: 1
Alignment: Neutral Evil
Skills: Bluff +5, Gather Information +3,
Intimidate +4, Spot +3, Listen +2
Feats: Alertness

WELDON CHRISTIANSON aka MARCUS MCINTYRE

The new Head Teacher holds onto his secrets as firmly as he holds onto his new body. He is frightfully intelligent and is an excellent judge of character: he can tell almost instantly when someone is suspicious of him. The only person who could ever fool him was his sister.

He is a cold, stoic type who erupts into fits of anger when pushed. He avoids contact with children, only looking them in the eye when it's time to force them into a ghost form to give their physical form to another. Although once a formidable magician, most of his notes and talismans were destroyed and his spell list is down to two: the ability to exchange a human's physical form for a ghost's and the ability to trap a ghost.

He is strong enough to maintain his physical form with only the essence of one living person, while the other ghosts need two bodies to make one; and

they will have the physical attributes of the younger body. Although strong-willed, McIntyre is slowly going mad with the stress of maintaining the spell. He knows less than he claims, as he did not expect the ghosts of his victims to hang around the school. He has warded his offices from any ghostly interference and has gone far enough to ward all school buildings from his sister's ghost, but he begins to realize that he is creating more and more meddling and angry ghosts with every ritual he performs.

He holds the same physical form that he did in life: tall, gaunt and pale, with white hair and brown eyes. Although he has the appearance of a thinner-than-normal man of forty, he has the physical abilities of his elderly sister Polly, as it is from her essence that he lives.

Hit Dice: 1d6 (5 HP)
Initiative: +2
Speed: 20 ft
AC: 8
Attack/Damage: Melee: -2 (-2 unarmed strike, 1d3-2)
Face/Reach: 5 x 5 feet
SA: None
Abilities: Str 7 Dex 6 Con 10 Int 17 Wis 15
Cha 14
CR: 1
Alignment: Lawful Evil
Skills: Bluff +5, Diplomacy +5, Knowledge
(school information) +3,
Intimidate +5, Ride +2
Feats: Improved Initiative

POLLY MCINTYRE (GHOST)

Ms. McIntyre was the Head Teacher of Athena Academy before her brother attacked her and traded her corporeal essence for his ghostly form. She floats through campus trying to find characters that can see her. She is determined to communicate with them to show them what has happened to the school and how to stop it. Although very important to the story, she only shows up in human form at the very end of the adventure.

Hit Dice: NA
Initiative: +0
Speed: 20 ft
AC: NA
Attack/Damage: NA
Face/Reach: 5 x 5
SA: None
Abilities: Int 16 Wis 15 Cha 15
CR: NA
Alignment: Lawful Good
Skills: Move Silently +10, Hide +10
Feats: None

CHAPTER 8

ADVENTURES

EPISODE 1, DAY 1: STRANGE

THINGS ARE AFOOT

As the characters leave the cafeteria and head for their dormitory, they are followed closely by Matthew Higgins, an acquaintance who lives in Odin Dormitory and is in the characters' class:

'Hey, wait up!' You are followed by an acquaintance, a boy named Matthew Higgins, a small braggart who likes to go on and on about his grades and how his teachers love him. 'You'll never guess what happened! The new Head Teacher wants to see me for a meeting first thing tomorrow morning!'

Regardless of their reaction, he'll tell him that the Head Teacher asked for him to come alone at 7 a.m. and that he wanted to discuss his future. Matthew believes that the Head Teacher wishes to give him college and career advice. If they react negatively, he'll still follow them, telling them how jealous they must be. If asked why he must meet with the Head Teacher so early, Matthew will casually say probably because if his course schedule doesn't have the optimum college shine to it, so to speak, that he will have a chance to change classes before wasting any time. He finishes with the following:

'So anyway, it's clear this new Head Teacher has an excellent grasp of the most promising students. Ms. McIntyre never took this much interest in us. I think Mr. Christianson is going to be the breath of fresh air that this school needs!' At this, a gust of chilly air blows past you, an odd occurrence this end-of-summer night.

That night, Ms. McIntyre will attempt to reveal herself to the characters. If there are girls in the party, she will appear at their window, as it is unseemly to look in the boys' windows and she will only do so if necessary. The characters will see her on a Spot check (DC 10). She is white, glowing, and is at their fourth (or second) story window. The first person to see her needs to make a Will save (DC 15) to keep from screaming. A roll of 1 causes a faint.

All Ms. McIntyre does is point down and shake her head. If she is at the boys' window, she points to the left. She is motioning towards Matthew Higgins' room. It takes a Sense Motive check (DC 20) to figure this out. She'll be gone in two turns, but any attempt to communicate with her or touch her will be futile.

If the characters attempt to contact an adult (the resident advisor or a parent called on the phone) they will be reassured that it was just first-night jitters and Ms. McIntyre is fine, certainly not dead. She only broke her hip. If they attempt to alarm other students, they will be met with disdain. The character telling the story needs to make a Diplomacy check (DC 20) to have anyone believe their story, otherwise he will be mocked. If they attempt to go outside (getting past the RA will take a Move Silently check, opposed by his Listen check) they won't be able to find Ms. McIntyre, and a search of the grounds will reveal nothing.

Their RA, Gerald Horney, is an unpleasant senior who will be the first to make fun of them. He doesn't like the characters and will do what he can to make life difficult for them. If the characters remain defiant, he may either put them on detention or send them to the school counselor's office for kicks.

Any attempts to alert Matthew to any danger will be met with derision and more accusations of jealousy. He will also tell the Head Teacher of the episode, which alerts him to Ms. McIntyre's attempts to contact students.

The next day during breakfast, the characters will notice on a Spot check (DC 10) that Matthew is nowhere to be found. The Head Teacher is there, though, and he is speaking with a woman who the characters have never seen before.

At the end of breakfast, the Head Teacher stands up and addresses the crowd:

'I would like to welcome a new teacher this morning. Please welcome Olympia Smith, our teacher of English Literature!' No one claps. You wonder where your old teacher has gone.

The woman stands up. She's huge-not fat but tall and strong with broad shoulders and hips. Her hair falls to her mid-back in loud blonde curls. She has a pale, wide face that is not beautiful but is very welcoming. She smiles a huge smile at you and says, 'I'm honored to join your faculty at this late hour! Your teacher Kevin Drake was called away on a family emergency last night. Head Teacher McIntyre called me and I came right over. I know you loved your previous teacher and want to assure you that I'm only substituting until he is able to return.'

CLASS SCHEDULE

The GM can make Athena Academy as detailed as they like. The students will have several classes per day, but it is only necessary to role-play a handful of them. If you wish to have more role playing during the day, the following class schedule may help you structure the hours:

Monday-Wednesday-Friday:

English Literature: Olympia Smith
Latin: Remy Norvelle

Lunch

Civics: Cynthia Marvon
Art: Richard Inez

Tuesday-Thursday:

Chemistry: Stephen Webb
Equestrian Studies: Audra Goldstein

Lunch

Biology: Gil Townsend
Horticulture: Harold Lee

The sophomores' first class is English Literature with Ms. Smith. They file into class where she has written "William Shakespeare" on the blackboard. She lectures on "Romeo and Juliet." A Spot check (DC 10) will reveal how incredibly pale she is when seen close up. A Sense Motive check (DC 15) or Knowledge (popular culture) check (DC 10) will allow a student to notice that she uses somewhat antiquated (thirty or so years in the past, therefore "antiquated" to a student) speech and dress.

They are required to act out certain parts of the play in the class. The characters and one student are grouped together and have a chance to discuss the new teacher.

Meredith Opal has been added to the characters' group. She is a loud, pudgy girl who excels in being the class clown. She is open and friendly to the characters as they open their books to Romeo and Juliet, Act 4. Ms. Smith is with students across the room; she doesn't look like she'll bother the characters' group for a while. Meredith speaks up: 'So, what do you think of the new teacher?' she asks. 'Think she's ever seen the sun?'

By asking the right questions, the characters can find out:

Meredith talked to Mr. Drake the previous evening at dinner and he said nothing about personal emergencies.

She knows Matthew and she has an unabashed crush on him. She noticed right away that he wasn't at breakfast and she comments that he is not in class.

If the characters bring up the other classes, she will mention how much she is looking forward to Equestrian, and how much she enjoys learning from Ms. Goldstein. She is a lover of horses and visits the stable when she can. She will mention that Ms. Goldstein has the best stories of the school, as she's been there the longest.

At the end of a routine day of classes, the students can head back to the dorms, go to the library, walk the grounds, visit the stables, or grab a snack. They will have time for two of these activities before dinner.

Choosing to wander the grounds will give the characters a sense of the school. There are orchards to the south, the stable to the south-east, the cemetery at the southeast corner, and dark woods in the northeast.

At the dorms, the students will be talking about Matthew's sudden disappearance. Most are glad he's gone as they considered him annoying. All of his belongings are gone, and his roommate is very confused. Matthew loved Athena Academy, almost too much. He considered it his ticket into the best colleges in the country and wouldn't have left unless he was kicked out. And that would never happen, someone will say, because he was so much of a "brown-noser".

Gerald Horney will be on the lookout for the students snooping around and will mock their ghost hunt again if he knows about it. He is quick to anger and will chase the students with the intent to fight if he's pushed. He'll stop the chase after it goes outside the building.

The students will be able to find Meredith Opal sitting in the cafeteria, crying. She will tell the characters that Matthew went home and mention he was probably too smart for Athena Academy. 'He never said good-bye,' she'll sniff. If the characters show her sympathy, she will warm to them significantly. If they tell her about Matthew's meeting with the Head Teacher, she will be determined to find out what went on in that meeting.

If the characters tell her about the ghostly sightings of Ms. McIntyre, she'll be very interested. She'll believe them and will be very committed to figuring out what's going on. A Sense Motive check (DC 15) will show she's genuine. An offer to join any adventuring will be met with a pale face. Meredith believes in ghosts, but a bit too much. She's terrified of the thought of ghost hunting.

If there are girls in the party, Meredith's room is two doors down from their room(s). If not, then Meredith's room is Rm. 218.

If the characters choose to visit the library, they will be treated to a view of the new Head Teacher hurrying down the stairs from the top floor. He greets them distractedly and hurries off. A Knowledge (school information) check (DC 10) will tell the characters that he's headed in the general direction of the stables.

Inside the library they can find some of their old teachers in their offices, who will have vaguely positive comments about the new Head Teacher and new English teacher. They believe that Ms. McIntyre is on the mend, will return the following year, and should be visiting soon.

If the characters mention the image they saw the previous night, the teachers will not believe them; they will assign them for an appointment with the school psychiatrist.

If the characters investigate further, they will find the Head Teacher's office locked. They may make a Move Silently check (DC 15) to try the handle, but they must move quickly; taking more than two rounds or failing the Move Silently check means that they get caught by a passing teacher. A successful Bluff or Diplomacy check (DC 15) will get them off, but if they fail the check, they will be assigned detention. Students may wish to draw upon such feats as Innocence and Divert Blame!

There will be several teachers in the Academic Buildings, including the new teacher, Olympia Smith, who is getting ready to leave her room. She is a pleasant woman and warms to the characters quickly. If the talk is about anything to do with pop culture, she will beg off, saying she doesn't own a television and only reads for pleasure. She will only make references to events that happened before her death, but will do her best to nod along to any conversation. She will be very enthusiastic about the Head Teacher and his plans for the school.

The greenhouse holds a very proud Dr. Harold Lee, who points out some lovely new specimens that arrived for study this year. He urges the students to consider Horticulture Studies when they are juniors. He will say he'd love to chat more but he has to get back to his inventory.

A trek to the stables will reacquaint the characters with the school's most popular teacher, Audra Goldstein. She's been at the school longer than anyone except Ms. McIntyre and knows much about it. She prefers to talk mostly about horses and this year's curriculum, but a few well-chosen words in the right direction will get her on the subject of the new Head Teacher. She will be cautiously diplomatic and say she's sure he'll do a great job. A Sense Motive check (DC 15) will show she's nervous about being overheard, and soon after they talk about him he arrives in the stable.

The new Head Teacher seems disconcerted to see the students there and he asks Ms. Goldstein if his horse is ready. She says that perhaps he should saddle him, because he won't let her get close enough. She then shoos the characters out, saying she has work to do.

If the characters decide to stay around and see what's going on, they must make Hide checks, opposed by the Head Teacher's Spot check. If they fail, they will neither hear nor see anything, as the Head Teacher has seen them and will avoid them. If they succeed, they will see and hear a horse galloping past. If they choose to follow, they see him and the horse climbing the hill to the cemetery at a gallop. By the time they reach the cemetery, both he and the horse are lost in the dusk.

If Ms. Goldstein catches the characters spying, she will assign detention for the following day unless a successful Bluff or Diplomacy check is made (DC 20). She is a kindly teacher but she abides by the rules, and the Head Teacher makes her uneasy.

The cemetery is derelict and unkempt. Grass, weeds and thorns are overgrown and it's difficult to see any of the headstones without getting close. One grave looks to have been tended recently, but the thorns are still too high to allow them to see the headstone.

Attempting to remove the thorns without tools will give the characters 1d2 points of damage per turn they persist. If the characters remove the thorns, they will see the gravestone of Marcus McIntyre, B. 1920, D. 1960. Other gravestones are too overgrown to wade through without tools. These look to be the oldest graves in the cemetery. A Knowledge (school information) check (DC 15) will reveal that Marcus McIntyre was the Head Teacher's brother who died in a horseback riding accident. A second check (DC 20) will reveal that three other teachers died at the school the same year and are buried on school grounds.

The woods are dark and quiet. No one is hiking or riding horses on this first busy day. If they are in the southeast corner of the woods, a Spot check (DC 15) will show the characters the Head Teacher riding a large white horse to the cemetery and apparently cleaning out some of the dead brush.

Regardless of how they spend their afternoon, all characters should end up at the dormitories for curfew at 9 p.m. (It is your call as GM whether the characters met up with a distraught Meredith at dinner or not; the above encounter is for a snack time around 4 p.m.)

If the characters wish to sneak out of the dorms and investigate the ghosts, they will find all the

campus buildings locked tight. If Gerald catches them (they must make a Move Silently check, opposed by his Listen check to get past his room), he will assign detentions for the next day. A Bluff or Diplomacy check (DC 20) will get them off.

After the characters have been asleep several hours, one of them will awaken with the feeling of a strong grip around his or her wrist. They must make a Will saving throw (DC 15) to keep from crying out. When they turn on the lights, there is no one there, but the invisible hand begins to tug them gently. This is Matthew, who can only manifest himself in an invisible hand.

A Spot check (DC 10) will show Ms. McIntyre outside the window again, gesturing them to come outside.

Life as a Ghost

As a GM, you are required to play the ghost NPCs. If a character is unlucky enough to be transformed, he will have to know the following, too:

Ghosts are not able to touch anything, so any physical interaction is out of the question. They are able to make almost any Move Silently or Hide roll; communicate on a yes/no basis; and disappear and reappear at will, provided they manifest visually. During the climax, when the ghosts may be in the Head Teacher's office with the characters, the ability to disappear may come in handy.

Ghosts are vulnerable to the spells of the undead teachers, though, and must steer clear of them whenever possible.

If the character wishes to fight the grip, all he has to do is make an opposed Strength check, beating Matthew's Strength check (he has an effective Strength of 9) to get free. Once he does so, the grip will change to someone else in the party. If everyone reacts the same way, Matthew will give up, and Ms. McIntyre will appear at one of the windows and attempt to motion the characters outside.

If the characters wish to follow Ms. McIntyre, she will be waiting for them outside. They will need to roll Move Silently checks, opposed by Gerald's Listen check, to get past him. As he is asleep, he makes his Listen check at a -5 penalty. If Gerald does wake, he will come looking for them. They may attempt a Hide check and wait for him to go away (there is a common room with furniture down the

hall from Gerald's room) or, if they are caught, they may attempt a Bluff or Diplomacy check (DC 20) to avoid detention. If Gerald catches them, the invisible hand will let go.

Ms. McIntyre is a frightening sight. She is dressed in riding clothes, but her body is pale and insubstantial. Wisps of white trail off her as she moves, looking vaguely smoky. She stares at the characters with sad eyes and she doesn't speak. She raises her hand and points at the library.

Matthew does not pull violently and he varies the pressure of his grip. If a character makes a Sense Motive check to see what the hand intends (DC 20), they will find it friendly. He will answer yes/no questions if the characters develop a system of communication. His hold stays firm and he continues to pull the PC towards the library.

The moon is high in the sky, illuminating the grounds. Although you can see lights here and there from the dorms, the campus is silent. The night is chilly, and you wish you'd brought a sweater. The invisible hand continues to pull you relentlessly in the direction of the library. As you walk towards the massive building, you notice a light on the top floor. This is odd, seeing as it is late, and everyone should be in bed. On top of that, a ghost and an invisible hand are leading you. There is a feeling of eerie dread.

Ms. McIntyre leads you to a back door, which stands open. She gestures you inside, and her eyes look very sad. The hand continues to pull, but your former Head Teacher does not precede you.

If the students try to communicate with the former Head Teacher and ask the right questions (which must be yes or no questions), she will be able to communicate the following:

- She can hear what they are saying.
- She cannot speak or touch them.
- She cannot enter school buildings.
- She is not dead.
- She knows what happened and why, but can not tell who or how. She will just point to the library. If asked if Weldon Christianson did this to her, she will look confused (she doesn't know he's changed his name). If asked if her brother or the Head Teacher is behind this, she will nod.
- The hand is Matthew Higgins.
- The same thing that happened to her happened to Matthew and the missing teachers.
- There is a cure.

The Games Master should have the characters make Move Silently checks (DC 10) every five turns as they go through the library. Failure means that they make a noise loud enough for the teachers above to hear, but the teachers must still beat the Move Silently check with a Listen check to actually hear the students. They make their Listen checks at a -2 penalty, as they are in the midst of arguing.

A Knowledge (school information) check at DC 10 will give the students the quickest way to the top floor (five turns) through the mazelike rooms and stacks. When they get to the top floor, read the following:

The hall is largely silent; the teachers' offices are all closed. A T-intersection lies at the end of the hall, and you see light coming from the left. You hear two whispering voices; it sounds as if someone is having an argument.

Move Silently checks must be made, opposed by the Head Teacher's and Ophelia's Listen checks, to get close enough to hear the argument. Remember that they make their Listen checks at a -2 penalty:

You hear the tired voice of the Head Teacher, sounding fierce: 'It's too soon! We don't want people getting suspicious.'

A voice you recognize as that of the new English teacher replies: 'Oh, you always were too careful. No one is going to notice. Kids go home all the time, and teachers get called away too. We need Gil and Peter if we're going to get anywhere with this research. Leave it to me, I'll take care of it.'

'Well, be careful,' the head teacher answers. 'We also don't know if the ghosts will bother the students or us. A reputation as a haunted school is the last thing we need.'

'I thought you said they couldn't manifest themselves for a while.'

'Well,' he replies, sounding dubious, 'that was true for my sister. I do not know about the children. Until today I've never tested this on them.'

Tell the character being led by Matthew: At this point the hand around your wrist grips tightly, and you can feel nails digging in.

If they fail the checks, they will be caught and questioned, but the Head Teacher will only give detention to them. He will not risk capturing that many children at once. If the characters run, Smith will follow them. They can try to elude her in the stacks by attempting Hide and Move Silently checks, opposed by her Spot and Listen checks respectively.

If she catches any character alone, she and the Head Teacher will not do anything terrible to them besides some hard questioning on what was heard, then they will assign detention. They can't afford to have those that got away become too suspicious. They are still capturing those who suspect nothing.

MAGIC USAGE IN THIS ADVENTURE

This is not an adventure about magic. The students are investigating and running from dark sorcerers, but this adventure is about the stealth and investigation it takes to expose an evil man. He is a sorcerer with one or two spells, pertaining especially to the manipulation of ghosts. The other sorcerers similarly have no remaining books or spells and are only now setting up to regain all that information. McIntyre's main power is the absolute control and intimidation he can muster as the Head Teacher in a remote boarding school. The teachers and students used to obeying Polly McIntyre's orders will take a little time to register the oddities of the new Head Teacher. This is all the time he needs.

Under no circumstances should there be magic-flinging mages in this game. Magic should only be experienced if you walk in on a ritual.

EPISODE 2, DAY 2: ANOTHER NEW TEACHER

The characters will begin this day with either new knowledge or several days of detention, perhaps both. If they managed to avoid detention, you can skip the section below, titled "Detention."

Breakfast is somewhat uneventful. Meredith will attempt to join the characters for breakfast to find out about the night's adventures. She will be tearful and horrified at the news of Matthew's ghostly state (if the characters figured it out) and not terribly comforted by the assurance that he is not quite dead. She's determined to get his phone number from the campus listing and call his parents after classes to let them know what's going on.

In English class, Ms. Smith will show no knowledge of the previous night's events, whether she caught the characters eavesdropping or not. She is her normal bubbly self, and after class, the other students enthuse on how entertaining and wonderful she is.

This is their first day of Equestrian Training. Ms. Goldstein is the most popular teacher in the school and all the students are looking forward to the class:

As is usual, there is to be no actual contact with the horses on the first day of Equestrian Training. Ms. Goldstein introduces the students to all the horses in the barn. You recognize the them from last year: Paco, the gentle gelded palomino; Charm, the feisty alpha-mare; Sleepy, the droopy-eyed appaloosa; Bear, the tall thin horse with the too-fast metabolism and splayed hooves; and Sandy, Ms. Goldstein's plain brown horse that has happened to win several Quarterhorse shows. They all put their noses over the gates of their stalls to greet you. The last horse in the line-separated from the other horses by two empty stalls is one you do not recognize. He is a tall, powerful stallion, pale cream in color. He keeps his head in the corner of his stall, and Ms. Goldstein puts a hand out to stop a curious student from approaching him.

'Not that one. That's the Head Teacher's mount, and he's got a mighty kick,' she says. She leads you all into the small classroom to discuss tack and cleaning.

The subject of the class is how to properly clean saddles and bridles. Ms. Goldstein takes a very old saddle from a rack and starts to explain how to clean it. It's very dusty and worn. She explains it's been in the tack room for many years and has only recently resurfaced. She will assign the class to take a saddle between two students (any odd student out will be paired with Meredith). Two of the characters will get the dusty saddle to work on. A Search skill check (DC 10) will ensure the characters go over every inch of the saddle and will therefore find the intricate initials "M.M." burned into the saddle.

Ms. Goldstein will mention it might have belonged to the late Marcus McIntyre, the former Head Teacher's brother, but she doubts it's that old, because he died 38 years ago. If they ask why it has recently resurfaced, she will say the new Head Teacher doesn't have a saddle for his horse yet so he's using it. If the characters persuade her to talk more (which will require a DC 20 Diplomacy check) she will also mention that the Head Teacher bears a resemblance to Ms. McIntyre's dead brother.

The characters have lunch after class. Ms. Goldstein is approachable and talkative if they choose to stay in class late. If the subject of odd things going on at the school is brought up, Ms. Goldstein's reactions will vary:

If the information is simply one of the odd behavior of the Head Teacher, she will absentmindedly agree and relate how his strange horse will obey no one but him, and how he has told her he must have the stable cleared so me may ride in private every day at 5 p.m.

If they tell her of the ghosts they've seen, she will blanch and say it must be the stress of the new year; she knows Ms. McIntyre and Mr. Drake are simply away on personal emergencies and Matthew was sent home to go to a special school to suit his intelligence. She will be obviously uncomfortable, though. She will also suggest a visit to the school counselor.

If they admit to breaking into the library the previous night, she will admonish them and tell them not to do it, that it could be dangerous if they were caught. She will expound no further if they press her for details.

During lunch, the students hear an announcement from the new school counselor, Peter Harmon. He tells them that the students taking Biology will have a free period, as the teacher, Mr. Blaney, is ill today. He will also mention that any students who are scheduled for detention that day may take it at that time rather than after school, stating that the Head Teacher is feeling generous.

With their free period, the students are able to wander the grounds. They again have the choice of any of the following two: dormitories, woods, grounds, stable, cemetery, or cafeteria. It is likely that the library will take up the whole period, so if they visit it, they will not have time to go anywhere else.

If they go back to their dorms, they will see Gerald's ghost wandering the corridors. He is enraged and will attempt to attack but he will not be able to touch them. He howls loudly, and several students will stick their heads outside their rooms and angrily tell the characters to keep their voices down. Gerald has apparently gone mad during the process and will not attempt to communicate. Although they will by now have seen ghosts before, Gerald is quite different. He is a frightening specter, and will attempt to frighten the characters away; see the Fright Rules for Fright Nights section earlier in the book. He won't pursue past the bottom floor if they run. They will notice with a Spot check (DC 10) that he attempts to frighten other students, but doesn't attack them. They cannot see him, but the sounds clearly frighten them.

Meredith is in the cafeteria, looking for the characters. She's very upset and worried. She says that she can't find any of the phone records that are usually kept in the dormitory offices and the library. She's checked the other dorms, and all of the home records are gone. She's very scared and doesn't know what to do.

The library is getting to be a more and more dangerous place to be. The characters notice few students in the stacks. If the librarian sees them, however, she will shoo them away, complaining of loud conversations, messes, damaged books—anything to keep them out of the library. If the characters make a successful Hide check (DC 15) she will not notice them, but they will have to make a Move Silently check (DC 15) if they wish to get to the top floor. If they all are caught, they will be issued a detention. If one of them is caught (if they split up), they will be captured by the teachers and likely used in the next ritual (see box text entitled "Split Ends").

Movement across the top floor will take a Move Silently check at only DC 10, as the teachers are concentrating on other things. The door is closed, but they will hear mysterious chanting inside:

You can hear the Head Teacher, who sounds as if he's chanting in another language. The chanting gets louder and faster, and you can hear muffled crying and yelling, as if someone has been gagged.

If they characters try the door, they will find it is locked. Any noise will stop the ritual and the characters will come face to face with a very angry Head Teacher. He'll be dressed in his suit and will come out of the office to face them in the hall. A Spot check (DC 20) will show what looks to be an inner room within the Head Teacher's office, but they won't be able to see anything beyond that. He will send everyone back to their rooms and instruct them that if they speak to anyone about this, they will be expelled. He says he will deal with them later (see box text entitled "Everything Goes to Hell").

If they run, they will get away; but the librarian will catch them on the way out if they are still running, and they will get detention.

If the students choose to research the history of the school instead of trespass on the top floor, they will find a memoir of Polly McIntyre telling her story of the school. The students will have to sneak the book out of the school lest they alert the librarian. The book will tell them everything about Marcus McIntyre and the other teachers who died 38 years ago, although omitting all the black magic information, of course. It will have a picture of him, and he will look remarkably like Head Teacher Christianson.

It is possible the characters will want to look in

on their sick teacher. A Knowledge (streetwise) or Knowledge (local area) check at DC 20 will be required to know where Mr. Blaney's apartment is. No one will answer a knock. The door is unlocked. If the characters go inside, they will discover an unkempt teacher's apartment, containing several books on biology, newspapers, scientific magazines, and a small television in the corner next to an old, squashy chair.

The bed is unmade and a Search check (DC 10) will show a lamp was on its side and a puddle of water beside an empty glass.

The Academic Buildings are, of course, full of students and teachers who did not get a free period. The characters can pause to eavesdrop on a class if they choose, but they will not get much information. They may notice that Olympia Smith is sharply reprimanding a student for asking a question about the 1968 movie based on Romeo and Juliet, saying it has no relevance to the great workings of the master.

The grounds are busy with students from the sophomore class who are enjoying the free period and the last warmth of summer. The horticulture class is out in the orchard measuring growth, and the teacher, Dr. Lee, is sweeping the greenhouse while keeping an eye on them. The information he has to give out, if the characters make their Diplomacy check (DC 10), is that Head Teacher Christianson had him stock some rare Chinese plants, namely a tree from which the Head Teacher cuts bark every day.

Ms. Goldstein in the stables is a veritable treasure mine of information; she just doesn't like to talk too much at once. The characters will be able to tease more information out of her each time they see her, but she won't tell all at once. If she is visited during the free period and the subject falls to the new Head Teacher and teachers, she will admit the new Head Teacher reminds her of someone she knew once, but her memory isn't what it used to be. If questioned on her days at school many years ago, she will talk about friends, classes, and teachers but not about the deaths of Marcus McIntyre and the teachers. She seems very troubled regarding the new teachers and Head Teacher, but says she can't put her finger on why and attributes it to simply missing Ms. McIntyre.

The cemetery seems to be less brush-filled, but the graves are still overgrown. Someone has obviously been clearing the graves a little at a time. The characters can clearly see Marcus McIntyre's gravestone, although dead grass is still high on the grave itself.

The old Head Teacher, Ms. McIntyre, will be found drifting through the woods. She will eagerly approach the characters if she sees them. If the characters ask the correct questions (yes or no

questions anything else and she will stand passively until they ask something she can answer), she will inform them that Gerald and Mr. Blaney the Biology teacher were attacked the same way she was. The other teachers will become ghosts, but they're not there yet. The GM may want to note that from the edges of the woods, characters may be able to see the cemetery, the stables, or the dormitories, but they will soon lose sight of these things, as they get deeper into the woods.

WHERE ARE THE ADULT GHOSTS?

The process by which McIntyre trades physical essence for spiritual essence is a violent and frightening one. When the new ghosts manifest, they are often disoriented. Children, being able to bounce back from most stressful events quicker than adults, are only disoriented for the first few hours. They are automatically drawn to their place of rest: their rooms. Adults may be unable to manifest themselves for days and it may take them longer to communicate. This is why the characters have not seen any of the teachers' ghosts around except for Ms. McIntyre. She was attacked during the summer and has had time to recover.

EVERYTHING GOES TO HELL

There are very few cases in which the Head Teacher will attempt to capture the entire PC group. He has the strength and constitution of an 80-year-old woman and would likely lose one or two if he tried to catch them all. This could expose his plot and cause widespread panic around the school, something that would be fatal to his plans, as he will eventually need more students to fuel his physical body. He will punish the students with the loss of privileges, detention, and visits to the school counselor. However, it is important to remember that enough failed checks and too ambitious sleuthing can land the characters in lot of hot water.

If the characters interrupt a ritual or are found breaking into any of the sorcerer teachers' offices or apartments, the teacher involved will attempt to catch them.

If the characters attempt to run, they will have to be fugitives on the grounds, as they could easily be found in the dorms or the cafeteria. The woods would be the best hiding place as they plan their next moves, but returning to anywhere with a person of authority would be suicide.

If they choose to do as the Head Teacher commands and meet him in his office, one of them will feel Matthew tugging at their wrist violently towards the exits, encouraging them to run. If they refuse, they will be locked in the office. At this time you can skip to the end of the adventure (Episode 5: Day 4: Reversal of Fortune), as the confrontation in the office of the Head Teacher is the climax of the adventure.

DETENTION

Athena Academy believes in giving detentions that are useful to the school—no line copying here. Students in detention will aid the school staff with food preparation and cleanup, janitorial work, or yard work on the campus:

During lunch you are each handed a note telling you to report in your free period to the stables for detention. Even though Ms. Goldstein doesn't allow you to goof off and the work is hard, the company of the teacher and her horses is at least better than the janitor's. Your assignment is to muck out the stalls.

When they arrive, Ms. Goldstein hands them pitchforks and wheelbarrows and instructs them to muck the stalls. She spends much of her time in the tack room during the job.

While mucking out the stalls, the characters will find that the cream-colored horse hangs his head over the gate and bares his teeth at them, ears flattened against his head. When they muck stalls nearby, it will turn around and kick at his door. A Spot check (DC 20) will show that the door of the stall is made of a different wood than the rest of the stall, and the hinges holding it to the wall are shiny and new. Apparently he had already splintered one door. At the sound of the kicking, Ms. Goldstein will run from the tack room and tell them that they don't need to do his stall; she'll do it herself when the Head Teacher goes for his daily ride. If the students ask more questions, she'll readily tell them that the Head Teacher goes riding every day (if they don't already know this). She doesn't know where he goes, or why. If they tell her he visits the cemetery, she will admonish them for spying on him.

She will stay with the students, saying she's not supposed to give them company while they clean up, but since they're almost done she'll talk with them. She will mention how much she misses Ms. McIntyre (although hastily comments that Mr. Christianson is doing a fine job). She will know nothing about the missing teachers or students, and will not believe the characters' stories about anything they've experienced.

If they have the book from the library, however, she will be greatly troubled by the resemblance between the new Head Teacher and Marcus McIntyre, but she refuses to believe anything supernatural has happened.

SPLIT ENDS

It is very possible that during their sneaky information gathering, your characters might find themselves split up, with one of them captured. The adventure for the captured person should then go as follows:

Whoever catches the character (either the Head Teacher, Olympia Smith, or later, Gil Townsend) will likely try to sneak up behind them and hold chloroform up to their mouths. They must make a Listen check against their attacker's Move Silently check, and the attacker must make an attack roll to grab. If they succeed, then the character must make a Fortitude save (DC 20) to avoid passing out.

If they come out of this encounter as the captive, it is likely they will be bound and held in a secret room off the Head Teacher's office:

The room is small and dark. You are strapped to the table but can get a view of your surroundings. A brass hook extends from the ceiling, holding a censer instead of sweet incense you can smell something foul burning. The smoke wafts out and down, settling around your head. You can see arcane symbols crafted into the walls, and there are frightening tools displayed on a desk: a pewter pyramid, a golden gauntlet with claws extending from the glove, and what looks like black fireplace tongs. A bookcase stretches to the ceiling along one wall, but there are no books inside. The shelves are covered in a deep layer of dust. One book with a gray cover sits on the desk, but you cannot read the title.

As you're taking in your surroundings, the door opens and Ms. Smith and the Head Teacher drag in a man you recognize as Mr. Blaney, the Biology teacher. He is unconscious, but you can see how the adults struggle with the body. Mr. Blaney is a small man; you wouldn't expect them to be having problems. They must be much weaker than they appear. The adults ignore you as they hoist the body to the table beside you and strap him in. Then the ritual begins.

The Head Teacher will put on the gauntlet and hold the heavy pyramid in the other hand. Ms. Smith will open the book and begin reading from it. The room seems to get darker and the character begins to feel faint.

The character may attempt an Escape Artist check (DC 20) and then will need to fight the Head Teacher and accompanying teacher to get free. The door will be locked from the inside. Mr. Blaney will not awaken during this time.

If they fail at their struggles, the character will then be turned into a ghost while a new teacher controls their physical essence. They have to make a Will save (DC 20) to see if they can withstand the disorientation that comes with the transformation. If not, they will instinctively go back to their rooms and not attempt to communicate with anyone until the evening. If they make the save, they will discover that their physical abilities are gone and they will be unable to manifest in any way except visually (or roll on the table, below). They will be able to communicate with the rest of the group, answering yes/no questions. They can stay with the party, although they can make no sound nor touch anything. They may even be a useful addition, almost always making their Move Silently rolls and Hide rolls, as they gain +10 racial bonuses to these.

On a GM level, you must remember to give this person the information they receive apart from the rest of the group or through written documentation: it is important to the adventure that the party have to work to find out what the Head Teacher is up to.

You may have noticed that the different ghosts seem to have different abilities. Matthew can only manifest physically, not visually, and Meredith and Ms. McIntyre can only be viewed. Gerald can manage visibility and occasional audible howls. If a character is caught and given a ghostly form, roll on the following table to determine how she manifests:

Roll 2d6:

- 2-4: Visible form, audible howls (no speaking)
- 5-8: Visible form only
- 9-10: Audible howls only
- 11-12: Touch only

IN DR. JEFFERSON'S OFFICE

Dr. Jefferson is a pleasant man of fifty or so. He's new at the Academy this year, so none of you have met him before. He seems very nice, but as he is a school counselor you're a little suspicious of him, just on principle. His office is well lit from a large window facing the campus. The art on his walls is not, as you would expect, of kittens hanging from trees or eagles soaring above the clouds. There is a poster of Pat Benatar that looks well worn, something that looks like some needlepoint his mother did for him of his name (with "PhD" proudly stitched beside it), and a framed postcard of Stonehenge. Dr. Jefferson looks at you benignly and says, 'I hear you've had some frights at the school lately. Wanna tell me about it?'

Dr. Jefferson is very good at what he does, but highly skeptical of the characters' stories. He is resistant to attempts at manipulation, as he's seen it all before (so he thinks) and will calmly assure the students that a new school year is stressful. They've had to deal with a lot of changes with a new Head Teacher, new teachers, and their friends deciding school wasn't right for them.

If they deny that they have any concerns, he will not believe them either. Many people, from students to teachers (modify this based on who the students have told about their adventures) have informed him of the player characters' delusions.

He will attempt to placate their concerns and assign them to another meeting tomorrow after class. He will remain pleasant and calm the entire discussion. He will not notice Ms. McIntyre looking through the window, even if the characters point her out to him.

RETURNING TO THE DORMS

When the characters return to the dorms, they will find notes on their doors telling them that their RA, Gerald Horney, has left the school because of bad grades and they will be assigned a new RA tomorrow. If the students entered through a side door, this will be news to them. If they entered through the main door, they will encounter the mad, ghostly RA who still haunts the first floor (see above encounter).

One of the characters will have a note from Meredith, telling them to come to her room at once. She will have the shades drawn, the door locked, and will check their identity carefully when they knock. After they are admitted, she will lock the door behind them and say that the phone records are gone. She checked the library and found, before the librarian kicked her out, that all the student records are no longer accessible

to the student body, so she can't call Matthew's parents.

She's nearly hysterical over this, and it's apparent she doesn't trust anyone. She hasn't seen the ghosts, but she believes the characters and is sure that they will all be the next to disappear.

If the characters return to their rooms, one will be gripped by Matthew again and pulled outside. If they choose to follow (or if they go outside on their own), they will find Ms. McIntyre waiting for them.

They lead the students to the graveyard, where it is obvious that someone has done a great deal of tidying around the graves. Even if this is the first time the students have been there, they will be able to tell (with a Search check at DC 10) that the cleared grasses and brush were done recently. Four graves have had work done around them, and the characters can clearly see the headstones of two of them: Marcus McIntyre, B. 1920, D. 1960 and Miss Olympia Smith, B. 1928, D. 1960. A little work (with the standard thorn damage) will reveal the other two gravestones: Gil Townsend, B. 1915, D. 1960 and Peter Harmon, B. 1924, D. 1960. The other gravesites in the cemetery are untouched.

Ms. McIntyre will point to her brother's grave and answer yes/no questions as best she can. She will do her best to tell the characters that the new teachers are also from the grave. She will then point across campus to the library.

If they decide to go to the library, they must make the standard checks for Hide and Move Silently. If they make it to the top floor, they will hear the Head Teacher and Ms. Smith welcoming a new teacher: Gil Townsend. They won't hear much (as the adults are in the secret inner room of the Head Teacher's office) but they will hear three voices, two male and one female. The new male voice is gruff, unfriendly and sounds a bit too eager. They will hear something about phones and the gates and "uncooperative students."

Now there is a new danger: Gil Townsend has the physical essence of a talented athlete and he's eager to try his new skills. He will have the speed and the strength to bring down errant characters if they split up or fall behind, and that will spell doom (or at least loss of corporeal body) to any unlucky character.



CALLING HOME

It is likely the students will wish to call their own homes during these adventures—they don't need the student directory to find that number.

Their parents will be no closer to believing them than the teachers. They will do their best to keep their children in school, placating them, bargaining ("we'll talk more about it when you come home for fall break"), or threatening them.

The signal must be clear: they'll be getting no help from their parents on this one.

episode 3, day 3: DOORS BEGIN TO CLOSE

The following morning will begin with a frantic knocking on the door of one of the characters—it is Meredith, and she is in tears. The phones are apparently out, she says. She tried to call her parents before they left for work and she can't even get the operator. She's terrified and asks you to tell the teachers she's sick today, as she's staying in her room with the door locked. She turns and runs away; she will not answer the door even if the characters pound on it.

Meredith is next in line for the ritual. The only thing that will stop this from happening is if the characters skip classes themselves and sit outside her door, which will get them detention when Gil Townsend and Olympia Smith come to fetch Meredith, accompanied by a janitor with a master key.

The morning announcements are becoming common+place. Today, the Head Teacher stands and says, 'Poor Mr. Blaney, the Biology teacher, has had a death in the family. He has taken an extended leave of absence. In the meantime, please welcome the interim teacher, Mr. Gil Townsend.'

The applause is half-hearted and short. Mr. Townsend stands and gives a short wave. He is short and pudgy, with heavy eyebrows and lines upon his face that suggest a lifetime of frowning.

After the announcements, a white-faced Dr. Jefferson approaches the characters. He is breath+less and hushed as he tells the students that he may want to hear their "ghost story" again,

because early that morning he had a similar exper+ience and he might be more open to what they had to say. He'll tell them no more, but just say they need to meet him at their already scheduled time at the end of the day. (This will only happen, of course, if the characters met with him the previ+ous day.)

If the characters go by his office any earlier dur+ing the day, he will not be there.

During the morning classes the characters can feel tension in the air. Some students complain about the phones being out and the prohibition of cell phones at the Academy. No one is panicking yet, nor has anyone seen any ghosts. The boys from Odin Hall complain about sleeping poorly due to some clown making noise in the hall all night.

Equestrian Training has the students on horses for the first time since last year. Ms. Goldstein smiles as she says they need to take advantage of the lovely day and go for a trail ride through the woods. A Sense Motive check (DC 15) will show her glancing at the Head Teacher's unruly stallion and tell you she wants all the students—and horses—away from the brute.

The students have gone on trail rides before—always accompanied—and know the woods well from horseback. Ms. Goldstein mentions that they are to go this one alone as she has some work to do, and says to stay in groups and be back in an hour.

The following should be read after a character succeeds in a Spot check (DC 10):

As you ride through the woods, the students sepa+rate into smaller groups and take different trails. You all stick together and as you lose sight of the other students, you notice a wisp of white in the trees. You recognize the shadowy form of your former Biology teacher, Mr. Blaney, moving through the trees. He moves deeper into the woods; his movements more quick and purposeful than drifting and aimless.

If the characters choose to follow the ghost—their first adult since Ms. McIntyre—they will need to make a Dexterity ability score check (DC 10) to stay on horseback, as they have to spur their hors+es to a faster gait through the woods. They will find the other adult ghosts in a clearing. Ms. McIntyre is there, and Mr. Blaney joins her and Mr. Drake, the usurped English teacher. They appear to be communicating between themselves, but the char+acters won't be able to tell what they're saying. They will not be able to interrupt the discussion, only watch.

After a short time, they notice another form coa+lescing near the other adults. It too has the form of an adult, but they can't tell a face. It drifts

sadly without form, and the others encircle it, as if to provide support.

A Listen check (DC 10) lets the player notice a horse galloping through the woods towards them. A Spot check (DC 10) will find the Head Teacher, a fearsome sight on Necromancer, barreling towards them. He is really aiming for the ghosts but he will do what he can to intimidate the students into leaving before he works any magic. They can slow him down enough to allow the ghosts to get away, leading the newly formed ghost with them. At lunch, the characters will notice a girl in the cafeteria sitting alone, quietly crying. A



What if MARCUS MCINTYRE dies?

Marcus McIntyre has the physical abilities and hit points of his sister, the 86-year-old Polly. He is a brilliant, weak man with a burning ambition. If all the characters decide 'to hell with it' and try to fight him, they could possibly kill him.

McIntyre will do his best to use all his abilities (especially Ride and Intimidate) to stay away from physical confrontation with the characters. He is not there for them; he is there for the ghosts. His magic will not affect people (except of course for his essence transference spell, but he can't do that in the middle of the woods), but the characters won't know that.

The characters can be hurt, by the way, as Necromancer will bite or kick anyone who gets near him. When he gets near, the horses will have to make a Will saving throw (DC 20) to avoid bolting in fear, and the characters will have to make Dexterity checks (DC 15) to stay on and control their horses or be thrown.

If Marcus is killed, his body will fall to the ground and assume the shape of Polly McIntyre, who is clearly dead. Marcus will assume his ghostly form again and will immediately go back to the library to warn the teachers that he needs a new body. Polly's ghost will begin howling silently and be inconsolable, as she has lost her last chance to return to mortal life. She will help the characters no further.

The Head Teacher will return shortly, having taken Meredith's and Dr. Jefferson's essence from the new teacher, Gil Townsend, to return even stronger (with Meredith's abilities and hit points). He will also have it in for the characters, and will summon them to his office. They, as in the previously stated box text, will have the choice of answering the summons or running and hiding. The remaining ghosts will encourage them to run.

When they return to the barn, Ms. Goldstein will be angry if it is apparent to her that the horses have been raced through the woods (and with a Handle Animal score of +7, it's likely it will be apparent). If the students tell her what they saw, she will be agitated and upset. She won't give the students any information, but will recommend that they avoid upsetting or getting in the way of the Head Teacher. He is a man quick to punish, she'll say. They will notice that the Head Teacher has not yet returned from his wild ride through the woods.



Knowledge (school information) check at DC 10 will show that this is Sarah, Meredith's roommate, and that they were best friends. If the characters fail this check, the girl will not share her story with strangers; she will just cry if they ask her questions.

If the characters approach her, she will wail that Meredith left school to go home. All of Meredith's stuff was gone when she went to their room between classes, and the only thing left was a note saying that she'd decided to go back home and attend private school, as she'd never really been happy at Athena Academy. Further questioning will reveal nothing: this girl is too distraught to talk about anything else.

If they return to the dorms, they will find Meredith wandering the halls, though she avoids the first floor hall, as Gerald is still

attempting to attack anyone he sees. Again, no one else will see her but the characters. She will acknowledge their presence but will not pay attention if they try to communicate. She appears to be looking for something or someone. She is looking for Matthew but seems disoriented, which is why she will not communicate with the characters.

The class after lunch is Biology and the students have their first chance to meet the new teacher. Mr. Townsend will be gruff, to the point, and bordering on unpleasant. He gives the students several assignments to work on in class and demands no talking. He then spends the period reading a book. A Spot check (DC 15) will show he's reading a book with the words "On the Transference of Physical" on the top of the front cover. The lower half of the book and the second half of the title are hidden behind the desk.

Note: The above will not happen if the Head Teacher lost his body in the previous encounter—the students will have another free period.

He will give swift detention to anyone who talks. He will only be swayed with a suitable Bluff or Diplomacy check at DC 20.

The remaining classes of the day can pass as quickly as the GM likes. With successful Listen checks in the halls (DC 10) and Gather Information attempts (DC 15) the characters can find out the following from various students and/or teachers:

- ♥ The phones are, indeed, out.
- ♥ Meredith Opal has gone home.
- ♥ The new shrink was seen walking with the Head Teacher this morning after breakfast.
- ♥ The Head Teacher cancelled all morning meetings for a leisurely ride on his horse.
- ♥ The new Biology teacher is mean and assigned twelve detentions in the seniors' class.
- ♥ Detentions are to be held in the stables after classes.
- ♥ Some people are whispering that they have seen ghosts but they're not saying very much about it.

When the students head to their meeting with Dr. Jefferson, he will not be there and his office will be locked. No matter how long they wait, he will not show up.

After they stop waiting for him, the characters

detention day 3

The characters are assigned again to the stables for mucking duty. When they arrive, they will find the Head Teacher and Ms. Goldstein in an argument:

You hear angry voices coming out of the barn as you approach it. The Head Teacher is saddling Necromancer and Ms. Goldstein is telling him that she refuses to keep the beast in the barn any more. She said he attempted to bite a student that day and he is a threat to anyone who comes into the barn. The Head Teacher's cold voice tells her that he would sooner get rid of her as Stable Master than his horse. You hear her gasp, and he laughs. You hear him galloping away.

When they get to the barn, Ms. Goldstein is clutching her arm, which is bleeding. At first she waves off any offers for help, but she's very pale and it's bleeding badly. She will say that Necromancer bit her, but won't admit to the fight with the Head Teacher until the students say they eavesdropped. She will insist on doctoring herself with a first aid kit and chaperoning the characters' detention, saying stolidly that they shouldn't get out of punishment because she was dumb enough to get in reach of the beast.

have the usual choices of places to go. The difference now is if Townsend, Smith, or the Head Teacher find them snooping around (a 30% chance), they will be given detention and sent back to their dorm.

If the students choose to return to their dorms, they will find a ghostly Meredith there. She will have been waiting for them impatiently, her disorientation gone and her determination back. She seems to have lost her previous fear now that the worst has happened and attempts to mime what is going on. She will, like the others, only be able to answer yes/no questions and will quickly grow frustrated if the characters can't understand her. She knows what the others know—she was abducted by the new teachers and was involved in a weird ritual on the top floor of the Library. She knows something else: the Head Teacher is aware of the characters' snooping and of the fact that they can see the ghosts around the campus. She doesn't know where the other ghosts are, except for poor, mad Gerald, who terrifies her.

The cafeteria contains more students whispering and looking uncomfortable. If the characters make a successful Gather Information check (DC 15), they can find out that some students have seen the mad ghost of the RA roaming the halls. Others swear they saw Ms. McIntyre during their ride in the woods today. Some students from the other halls

are starting to see weird stuff, but there is a definite sense of people not wishing to develop a mob mentality about the ghosts. They are scared and confused. The characters may be able to convince the students that the Head Teacher is behind the ghosts, but it will take a Bluff or Diplomacy check (DC 20).

The library is guarded even more closely by the crotchety Miss Willis. She will order the students out if she sees them and she is watching for them. If they do manage to make it to the top floor, they will find nothing new, as all the new teachers and the Head Teacher are elsewhere. They are searching the woods for signs of the ghosts, but she won't know this.

Both academic buildings are deserted, and if the students wish to search them, it will take a Search check (DC 20) to find the hidden door in the Biology room. Inside the inner room are jars of preserved animals and what looks like human organs. A Knowledge (science) check (DC 15) will allow the students to identify the organs.

Inside an unlocked cabinet are scalpels and other vivisection tools. Trays, clamps, gloves, and other dissection tools are around the room. It is clean of gore but quite dusty. The sole thing on the desk is a framed faded black and white photograph. The people inside look very much like the new teachers Olympia Smith and Gil Townsend, hugging and ginning at the camera with the library of Athena Academy in the background.

There is chaos in the greenhouse, as the teacher, Dr. Lee, is almost in tears. His horticulture students are busy cleaning up the damage, but it is clear many of the plants have been greatly damaged. Broken pots and soil litter the floor and Dr. Lee sits amidst it all, looking at his greenhouse in despair. It will take a Bluff or Diplomacy check (DC 15) to get him to talk instead of just shooing people away. If they can get him to talk, he will say he doesn't know who did this, but it must have been over lunch and the period after lunch, which he uses to check the trees in the orchard. He heard things breaking and ran back. When he arrived at the greenhouse, he saw nothing. If they ask the right kinds of questions, he will admit that yes, he may have felt cold soon after he got into the greenhouse, but he attributes that to emotional response.

Many plants and pots are broken, but the one that is truly destroyed beyond repair is the Chinese tree that the Head Teacher claimed and allowed no one to touch. Dr. Lee is clearly nervous about giving the Head Teacher the bad news.

What's GOING ON?

As the players may or may not realize, the ghosts are starting to take matters into their own hands. Matthew has figured out that the Chinese tree is important to the ritual and has used his power as the only ghost with physical capabilities to destroy it. Other things were harmed to make it look like random vandalism, but the Chinese tree is the only plant beyond salvage.

This means that the Head Teacher has only enough of the herb to do a handful of rituals before it is gone entirely.

The stables hold a near-hysterical Ms. Goldstein. If the characters ask her what has happened, she will say the Head Teacher's horse bit her while he laughed. She's taken 2 points of damage and has a bandage wrapped around her arm that is stained with blood. She says the Head Teacher ordered her to stay there, clean Necromancer's stall, and ready it with fresh food and water. Then he left again.

If any of the students look outside the stables, they can find him with a Spot check (DC 15) riding along the southern fence. He will not see them if they follow him, although he will quickly outpace them unless they are on horseback. He is following the perimeter of the campus, checking the iron fence for holes or exits he was not aware of. After that, he will return to the stables.

Ms. Goldstein, in her hysterical state, has pulled out an old book: her Athena Academy yearbook. Inside she has circled pictures of Marcus McIntyre, Olympia Smith and Gil Townsend. They look almost exactly like the new Head Teacher and the additional teachers who have now joined him. She's circled a fourth person, Peter Harmon, with a question mark beside him. She says she doesn't know what's going on, but tells the students about the teachers that died during her senior year at Athena.

The cemetery is going through some interesting changes. Where the brush merely looked out in the previous days, now the graves are cleared. They look as if the growth has been burned away. The air around the graveyard is acrid. All four gravestones are clearly labeled now.

The woods are the most dangerous place for the characters in this episode. All ghosts except for Meredith and Gerald have gathered there, as it is the only safe place for the adult ghosts to go.

However, during the last ritual the undead teachers discovered that the ghosts are gathering here at the woods instead of their rooms, and have decided to eradicate them. If the woods are visited before the stable encounter (see above),

then there will only be the two teachers and another man; the characters haven't been introduced to him yet, but he is a ghost made physical from the essences of Meredith and Dr. Jefferson. If it is after the stable encounter, the Head Teacher will be with the teachers on foot.

The characters have a 50% chance of running into either the fleeing ghosts or the pursuing teachers. If they see the ghosts, they will be ignored in the ghosts' panic to get away. If they see the teachers, they will have one turn to make Hide checks before the pursuers arrive. If they are caught, the teachers will send them back to their dorms with detention, saying that they are pursuing the vandals that destroyed the greenhouse and they can't stop to escort the students back. A Spot check (DC 15) will show that the Head Teacher (or Gil Townsend if the Head Teacher isn't there) has a book in his pocket with a gray cover, much like the book Mr. Townsend was reading in class.

If they do not listen to the teachers and try to follow them, they will need to make Hide and Move Silently checks. The teachers' Spot and Listen checks to detect them are made at -2 circumstance penalties, as the teachers are intent on their prey. The characters will hear Townsend call that the ghosts are going to pay for the destruction of the greenhouse. When the teachers catch up to the ghosts, Townsend will grab the book and read an incantation while Olympia Smith holds a glass jar. Ms. McIntyre will be sucked into the jar after the incantation and the teachers will disperse, satisfied that the leader is caught.

If the students attack the teachers to get the book and the jar back, the teachers will not give up easily. If the students get away, they will be able to release Ms. McIntyre by opening the jar. The teachers will be on the lookout for them, though, and they will be captured if they return to any campus building (see box text Hunted!). If they get caught, they will awaken strapped to the tables in the Head Teacher's office (see Episode 5, Day 4: Reversal of Fortune below). That night, the ghosts do not visit the students.

What are the other students doing?

The strange goings on are starting to become apparent to the other students in the school as the days pass. If they didn't believe the characters on the first day, it is likely some will listen now. They are frightened of the new teachers, and now begin to wonder where the missing people really went. They are also getting paranoid about the phones being out. The teachers have to deal with the unrest that most of them are probably feeling themselves but are unable to show.

If the characters try to include other students in their adventures, they will most likely believe them (all Diplomacy checks to persuade other students of the truth are made at a +2 circumstance bonus) but will be too frightened to do anything about it. Some may try to run away, but the undead teachers will be watching them.

The teachers are very good at what they do and have manipulated several teachers and RAs into believing them instead of the frightened students. They try to kidnap any student or teacher who has questioned what was going on, still controlling the campus with lies and manipulation. They are losing their hold and panic is beginning to rise.

It is likely that they are planning something of their own, or that the teachers have caught them. Either way, the characters are alone.

The usual areas of the campus—the cafeteria, the dorms, and the stables—are quiet and calm. There is a sense of something impending, if the characters were not already feeling this. If the characters think it might be a good idea to leave campus and run for help, they will find the front gate locked and guarded by two particularly grumpy groundskeepers who cannot be manipulated or convinced of innocence. They're there to stop students from running away, and if students try to convince them otherwise, they'll simply think it's a ploy.

The undead teachers are meeting on the top floor of the library. Getting there will be more difficult than usual, however, because a very grumpy Miss Willis is staying overnight on one of the couches. She will wake if the characters do not make their Move Silently checks (DC 15). She could be an unexpected ally because although she dislikes children, she dislikes having her job threatened, and she will respond to a suitable Diplomacy check (DC 10) to tell the students what she knows:



She's very angry at not being allowed to go home and as far as she knows, none of the staff were allowed to leave.

Those that are not assigned gate duty are camping in the academic buildings.

The Head Teacher threatened to fire anyone without severance and without recommendations if they leave the grounds.

The Head Teacher and all the "weird new teachers" are meeting on the top floor.

She was ordered to guard the stairwell from intruders but she didn't expect any, so she decided to sleep on the couch.

She thinks the Head Teacher may be very dangerous and advises the characters not to go up there.



The teachers are in the Head Teacher's outer office, arguing about the problems they're having. The attack on the greenhouse was an unexpected setback, and the group of students that keeps evading capture is getting annoying. The other teachers are angry: apparently the Head Teacher

did not know that the people whose bodies he stole would stick around in ghostly forms. They accuse him of poor planning and say that all is likely to be lost. They are finding it harder and harder to control the other teachers, and the students are becoming paranoid. Olympia Smith will also complain she thinks the Stable Master recognized her.

The Head Teacher says not to worry, and tomorrow they will make their move. If the students did not free Ms. McIntyre from the jar earlier that day, he reminds them that his sister will cause no one any more trouble, and she was the one driving the ghosts. They are useless without her. As for the humans, the phones are out and the gates are locked: no one can escape.

The first move, he says, is to find a group of people to reinforce his body, as he doesn't enjoy having the physical essence of an old woman. He wants someone stronger, and then they can start doing their research again with their captive group of students. By the time parents and the media find out what they're doing, they will be powerful enough to escape detection and set up their own school elsewhere to do more subtle spells and experiments.

But by this time tomorrow, he says, Athena Academy and its inhabitants will be memories.

If the characters remember that the teachers live in apartments in the east wing of the library, they will be able to visit Ms. Goldstein with a Knowledge (school information) check (DC 20) to find her apartment. She will let them in, after making sure they're alone. Her arm is heavily bandaged and she's been drinking to dull the pain. She will say she tried to leave to go to the doctor, but the Head Teacher wouldn't allow it. She will be of little help because of the wine, but will say she will help the students if they need her tomorrow. It is unlikely she will be of much use, though, until she can get to a doctor.

The academic buildings have a surprise—all members of the staff are camping out inside. It will take a Move Silently check (DC 10) to avoid wake them. If they wake, they will be hostile and will alert the Head Teacher of the disturbance. If the students return to the secret room in the Biology classroom, they will notice with a Spot check (DC 15) that it is much cleaner now, as if someone had recently dusted and mopped. The dissection tools are soaking in alcohol in the sink.

The cemetery is bright in the moonlight, the ground getting blacker and blacker over the four graves. The adult ghosts congregate there, standing silently and without movement. If Ms. McIntyre is still imprisoned, they will not communicate, and a Sense Motive check (DC 15) will show they've given up.

The woods are mostly deserted, but there are two staff members searching the woods for "anything out of the ordinary". They are easily evaded, given the darkness and the plentiful cover.

Dr. Lee still cleans inside the greenhouse, despondent that his life's work been vandalized. He is sure he'll be fired tomorrow, he doesn't mind telling the characters. He has lost the Head Teacher's personal rare plant and he doesn't know what he's going to do.

hunted!

It is possible in this adventure that the teachers will see the characters as a threat and if they fail to capture them, the characters will end up exiles in their own school. Teachers and staff that have been influenced by the Head Teacher will be searching for the students, guarding the campus buildings and the gates.

The students can hide in the woods. The GM should allow suitable circumstance bonuses for advance preparation, such as building nests of bracken or climbing trees. If the students approach Ms. Goldstein after she has discovered the resemblance of the teachers in her yearbook, then she will willingly hide the students in the stable.

The ghosts will find the students and encourage them to move against the Head Teacher. If they hide too long, those on their trail will eventually find them.

episode 4, day 4: fear spreads

The characters awaken to whispers in the halls. The students are frantic. Apparently the phones are still out and several people said they saw or heard a ghost on the first floor. Several of the boys from the first floor slept on the floor of friends on the second floor. People report seeing Meredith's ghost and hearing Gerald howl. Some saw Gerald. The air is one of near panic.

Very irritable people staff the cafeteria. A Gather Information check (DC 10) will reveal that the entire staff stayed on campus the night before

and didn't sleep well. They say that some were promised raises if they helped search for escaped students. They are angry and resentful towards the Head Teacher but show it more in their mannerisms than words. A Sense Motive check (DC 15) will show that they're terrified of him, and not only of losing their jobs.

You can see students looking around the cafeteria, their necks craning, looking as if they're trying to find their friends to make sure no one they know has disappeared. The room is quiet and people only speak in whispers. A rumor reaches the table where you eat breakfast: the gates are locked and guarded by two of the larger groundskeepers.

The Head Teacher and his new teachers stride into the cafeteria, and the whispered conversations stop. Mr. Christianson reaches the teachers' table and proclaims flatly that classes are cancelled for the day. He explains that several teachers have been struck with the flu and there are no more substitutes available. Students are to return to their dormitories and study for the day. Any student found on the grounds will be given detention.

He pauses and says, 'I will need to see the following students in my office at noon to discuss the vandalism of the greenhouse.' (List the names of the player characters here.) He then leaves the hall without another word. You notice that he turns, looks at your table, and smiles.

ON THE TRANSFERENCE OF PHYSICAL ESSENCE TO NON-CORPOREAL BEINGS

If the characters manage to steal the book that is vital to the Head Teacher's spells, they will find small type describing the extensive background research about ghosts and dark magic. At the end of the book are two spells written in Latin, with descriptions following them. One spell has a requisite sacrifice. This is the one that needs someone to supply the physical body to a ghost. The spell designed to capture ghosts needs no sacrifice.

The spell to give ghosts a corporeal body requires access to the ghost's resting place (hence the desecrated graveyard). The spell that exchanges a person's body and essence with a ghost's includes a counter-spell.

The counter-spell requires you to have the usurped spirits in the same room as the spellcaster-the ghosts can be anywhere else. Once that is set up, someone need only read the counter-spell uninterrupted, which requires a Knowledge (arts) check (DC 15) as they'll be reading Latin, and the spell reverses itself.

The characters have the day off to prepare for the meeting with the Head Teacher. Exploring outside of the dormitory can speed up the inevitable end if they are caught, and there are several groundskeepers on the lookout for them.

There will be two staff members in the woods at any one time. Hide and Move Silently checks that beat their Spot and Listen checks will avoid them. The buildings also with two patrolling members of staff have many hiding places. One staff member patrols the orchard and another guards the greenhouse.

Going out may be beneficial to the characters, however. They may wish to contact the ghosts. Meredith is still in the dorm, looking for Matthew (who by now the characters should realize she can't find because she has no body and Matthew can only manifest as a strong grip) but she will listen if they talk to her. If asked to come along, she will.

If the characters try to find Ms. Goldstein at the stables, she will not be there. She is also not in her apartment, although the characters won't be able to find that out as the library is locked. Dr. Lee is gone from the greenhouse, leaving a

still considerable mess for the staff to guard. Guards are still posted at the gates.

At some point in their adventures outside, Matthew will make himself known to the characters by grabbing one of their hands and tugging lightly. He will follow them for the rest of the morning and answer any questions he can.

If the characters are looking for the adult ghosts, they are at the graveyard. They are hazy, drifting in differing states of transparency because of the daylight, but still there. They will be more difficult to communicate with, but after some time will acknowledge the characters are there and will interact with them, answering yes/no questions. They know Ms. McIntyre is gone and that the Head Teacher plans on using all the people in the school in his spells.

At 12 p.m. the undead teachers (barring the Head Teacher) will come to collect the characters. If they are not in their rooms, they will begin searching the grounds. They will not rest until they have the characters in the office.



EPISODE 5, DAY 5: REVERSAL OF FORTUNE

The characters are brought to the Head Teacher's office and the door is locked behind them. The newest teacher, Peter Harmon, puts the keys to the three locks in his inside jacket pocket. The characters are imprisoned alone and have about five turns before the Head Teacher enters; he is readying himself in his apartment.

The office has books, logs, information about students, pencils, notebooks, a desktop computer, and similar clutter. There is nothing special to be found, unless the characters can discover the secret door behind a life-sized statue of Athena. A Search check (DC 15) will reveal it; the trigger is Athena's shield.

The description of the secret room is in the box text "Split Ends," although since they are not strapped to the table, the students will be able to read the cover of the gray book: On the transference of physical essence to non-corporeal beings. A peek inside shows detailed information on how to use dark magic to steal a physical body or bodies for a ghost. It will also have information on how to reverse the process (see box text "On the transference of physical essence to non-corporeal beings").

Within the secret room, Ms. Goldstein and Dr. Lee are tied to the table, struggling. Dr. Lee is in apparent pain and his scalp bleeds freely from a cut. Several more tables with restraints have been placed in the room, ready for the children to occupy. They will say they were abducted but they don't know why. Ms. Goldstein will say that she is sure these new teachers have come back from the dead but she doesn't know how or what dark purpose they have in mind.

The students will have to wait until the undead teachers are in the room to begin the spell. The live teachers will no doubt do what they can to stop the character reading the spell; and the other characters will have to protect their comrades. Ms. Goldstein, Dr. Lee and the ghosts, particularly Matthew, will do what they can to help, whether this involves distraction or attacking. Once the spell is completed, the humans manifest in their original bodies wherever their ghost is. Gerald will manifest on the first floor of the characters' dorm, quite insane. Most of the teachers will manifest in the cemetery if they did not accompany the characters. If Ms. McIntyre was not freed from the jar, she will suffer 1d2 points of damage from cuts when she manifests, as the glass jar explodes.

Ms. McIntyre will then take charge, although looking about twice her 86 years. (This assumes that



the characters did not kill her body during a scuffle with the Head Teacher; in that unfortunate circumstance, one of the other teachers will provide leadership when he reaches the library from the cemetery.) She sends the characters to make sure everyone manifested back to their bodies all right. As they leave, they see her gathering her brother's books and artifacts.

It takes several hours to make sure all is put right. The groundskeepers will pursue the characters if they see them exit the building and will only be swayed by the interference of a teacher of which they can find plenty across the campus at the cemetery.

The gates are opened. Miss Willis drives Ms. Goldstein and anyone else who is injured to the hospital. They send an ambulance and a phone repair team back.

The characters each receive a \$1,000 college grant from Ms. McIntyre's personal fund and medals commemorating their service to the school. The students get the rest of the week off to recuperate and try to understand what happened.

Other NPCs

Athena Academy Student

The students at Athena Academy are smarter than average, as one of the prerequisites of admittance is superior intelligence. Some have had a sheltered upbringing; others have been encouraged to develop intelligence over physical attributes. Their abilities reflect this:

Hit Dice: 1d6 (6 hp)
Initiative: +1 (Dex)
Speed: 30 ft.
AC: 11 (+1 Dex)
Attack/Damage: Melee: +0 (+1 unarmed strike, 1d3)
Face/Reach: 5 x 5
SA: None
Abilities: Str 11 Dex 12 Con 14 Int 15 Wis 13
Cha 12
CR: 1
Alignment: Neutral Good
Skills: Bluff +3, Diplomacy +3, Knowledge (arts) or Knowledge (science) +3, Hide +3, Move Silently +4
Feats: Dodge

Athena Academy Teacher

Athena Academy teachers are well aware that they have one of the best teaching jobs in the country. Their students are above average, the campus is beautiful, and they are given excellent campus housing above one of the best libraries in the state. Most teachers are older and highly experienced: they are very streetwise when dealing with wily students.

Hit Dice: 2d6 (10 hp)
Initiative: +0
Speed: 30 ft.
AC: 10
Attack/Damage: Melee: +0 (+1 unarmed strike, 1d3)
Face/Reach: 5 x 5
SA: None
Abilities: Str 11 Dex 11 Con 14 Int 16 Wis 15
Cha 11
CR: 1
Alignment: Lawful Good
Skills: Knowledge (school information) +4, Knowledge (arts) or Knowledge (science) +6, Intimidate +2, Listen +3
Feats: Alertness

Athena Academy Staff

There are others at Athena Academy: those that cook and serve the food; those that clean the buildings; and those that work the grounds. They are not as enthusiastic about their jobs as the teachers are, because it doesn't matter where they are; they're still cleaning, cooking, or mowing.

Hit Dice: 2d6 (10 hp)
Initiative: +1 (Dex)
Speed: 30 ft.
AC: 11 (+1 Dex)
Attack/Damage: Melee: +2 (+2 unarmed strike, 1d3+2)
Face/Reach: 5 x 5
SA: None
Abilities: Str 14 Dex 13 Con 12 Int 10 Wis 14
Cha 9
CR: 1/2
Alignment: Neutral
Skills: Bluff +2, Hide +3, Listen +3, Spot +4
Feats: Iron Will

Horse

The statistics for the average horse in Athena Academy's stables are as follows:

Hit Dice: 2d8+6 (19 HP)
Initiative: +1
Speed: 60 ft.
AC: 13 (+1 Dex, +2 natural)
Attack/Damage: Melee: +2 (+2 kick, 1d4+1)
Face/Reach: 5 x 10 / 5
SA: None
Abilities: Str 13 Dex 13 Con 15 Int 2 Wis 12
Cha 6
CR: 1/3
Alignment: Neutral
Skills: Listen +6, Spot +6
Feats: None

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