Natural and human-made disasters occur regularly throughout history, creating difficult times and challenging our communities. School social workers are repeatedly called on to safeguard students, families, schools, and neighborhoods during and after a crisis. With their colleagues, they create plans to mitigate the damage of catastrophic events and to cope with unexpected emergencies. COVID-19 has challenged our schools and practitioners to consider pandemic preparedness, crisis response, short- and long-term trauma-informed practices, and other emerging issues such as increased inequities, xenophobia, and use of technology to promote hate and fear.

To prepare a special issue of *Children & Schools*, the editors seek manuscripts that expand the literature on a range of relevant topics that support school social work policy, practice, programs, and administration in such situations. Significant areas of concern include addressing educational disparities and inequity, mental health and traumatic reactions, distance learning and the digital divide, and ethics and leadership. We invite submissions that feature theoretical and conceptual frameworks, literature reviews and subject matter syntheses, best practices and case examples, outcome research and meta-analyses, and international lessons learned from past and present tragedies that expand school social workers’ knowledge and skills.

The deadline for manuscript submission is **August 31, 2020**. The journal encourages submission of full-length articles (20 pages), Practice Highlights (six pages), or As Readers See It (2 pages). To prepare your manuscript in proper format for submission, see Writing for the NASW Press: Information for Authors at www.nasw.press.org/authors/guidelines/00-contents.html. Please submit manuscripts through the online submission portal at http://cs.msubmit.net (initial, onetime registration is required) and indicate that your submission is intended for the Crisis Response, Ethical Issues, and Emerging Inequities special issue.