The importance of reading and mathematics achievement in early grades has been well established. Two variables that are associated with achievement are student-teacher relationships (STR) and teacher type (general and special educators). The current study investigated the interaction between perceived STR and teacher type on both mathematics and reading achievement using a nationally representative dataset with approximately 8,380 first grade students, 2,930 teachers, and 860 schools. Multilevel modeling controlling for student-, teacher-, and school-level factors found that both perceived STR and teacher type were strongly associated with both reading and mathematics achievement. There were also statistically significant moderation effects between close and conflictual STR and teacher type on student achievement. This suggests that close or less conflictual STR are beneficial for all students but are especially beneficial for students of special education teachers. Implications for research, policy and practice will also be provided.